

## Effectiveness of an Educational Software System (Desire2Learn) in Teaching English Grammar

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### Abstract

Computer Assisted Language Learning (CALL) has brought enormous developments in teaching and learning process recently. Teaching with computer technology using different methodologies is one of the widely investigated areas in education sector nowadays. This research aims at exploring the efficacy of Computer Assisted Language Teaching (CALT) using Desire2Learn (D2L) Educational software, for teaching subject-verb agreement deductively at Al-Majma'ah University in Saudi Arabia. This study also investigates the attitude of Saudi EFL learners towards CALT-D2L's effect on their learning achievement. Sixty nine undergraduate students of level three from Department of English, College of Education, Al-Majmaah University, were involved in this study. The sample was divided into two groups: (CALT-D2L "Experimental Group" while the other traditional chalk and talk method based as "Control Group". Analysis of the data of both groups indicates that experimental group outperformed control group in term of the percentage of result compared. Moreover students exhibit positive attitude towards using D2L software in grammar learning.

**Keywords:** Computer assisted language teaching (CALT), Desire2Learn (D2L), English as a foreign language (EFL), Saudi undergraduate students (Learners), subject-verb agreement

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## Introduction

### *Background of the study*

In the field of language teaching and learning, focus of attention was given by the researchers and developers on grammar teaching and learning since the start of the research on language. With the passage of time researchers suggested many methods, techniques and strategies to teach language, some of the most popular approaches for the last half century are, Grammar Translation Method, Direct Method, Structural Method of Teaching, Suggestopedia, Audio-Lingual Method, Total Physical Response (TPR), Task-Based Teaching and Communicative Language Teaching (CLT). Although these have their individual advantages for teaching foreign language, however, a mixed method teaching approach is recommended by the modern researchers and pedagogues. Thornbury, (1999) describes grammar teaching as “Teaching grammar has always been the most controversial and least understood aspect of language teaching.” Another research states that the controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use.” (Nassaji & Fotos, 2011, p. 1).

(Khan et al, 2018; Shahbaz & Khan, 2017) assert that technology plays a great role in the development of foreign language learning. With the advancement in technology and its use in teaching and learning, especially language learning has become more focused by the teachers to teach a foreign language using technology. For the last one and half decade, computer technology has achieved in acquiring a central role in educational process and its applications have proved to be mostly used applications in the field of education to enhance the teaching and learning process. The development of ICT has infused a great potential to the computer applications used for teaching and learning a language as computers and internet became cheaper and more accessible to everyone. Moreover, ICT reduce the anxiety level of English as a foreign language (EFL) learners by making communication process live and effective (Shahbaz et al, 2016).

During my teaching in Saudi Arabia I find that most of the students feel grammar as a boring subject in learning because of its overgeneralized rules, but now thanks to modern technology which present these types of activities interestingly in traditional classrooms as well as outside of the class. Under this broader term various concepts like; CALL and CALT have emerged in teaching and learning a second language. Biswal and Patel (2012) concluded that the developed Computer Assisted Instruction or Computer Aided Instruction (CAI) was found to be effective in terms of the students’ achievement and the reaction. Their study also revealed that the modes of teaching can have different effects on the achievement of the students as the teaching through CAI with discussion has proved to be more effective in comparison to other two modes of teaching. CAI can be used for self-learning so that student can learn at their own pace, convenience and interest.

CALT is a methodology that uses computer and its associated resources such as internet, websites, computer software, learning programs, Microsoft PowerPoint Presentation, audio and videos, learning tools etc. to teach and learn a foreign language where these resources are used to interact, save, delete, retrieve, reinforce and access the material as many times as required by the learner. Many studies point out that CALL has provided advanced and real alternative for language teachers (Warshauer & Healey, 1998). But for this study, CALT particularly refers to computer-

assisted language teaching connected with internet and specifically using D2L educational software for teaching and learning English grammatical aspect subject-verb agreement to Saudi EFL learners.

In view of Alshawi (2013), in 1990s the Saudi people started using internet applications extensively in the Kingdom. First, internet technology was used by higher educational universities and after few years the use of internet spread across campuses all over the kingdom. A little experimental research was made by the faculty of communication, teaching and research to explore the factors that are related to internet connectivity in higher educational institutions with the use of internet. With the increasing population of Saudi learners in higher education the use of computer technology and particularly, ICT has become very significant offering many opportunities for all students, as traditional methods cannot cope with larger number of students in the classes.

In this study, researcher investigated the efficacy of ICT based grammar teaching using CALT-D2L educational software to EFL learners targeting subject-verb agreement in English language. It has been seen and observed that an explicit and deductive method of teaching grammar has its advantages to these learners. Negahdaripour and Amirghassemi, (2016) claim that deductive method facilitates EFL learners in fostering their skills to comprehend the subject-verb agreement. Daher (2014) states in his study that “teachers and professors need to adapt technology particularly ICT in order to better connect with their students and more effectively lead their classes” (p. 42).

### ***Research Problem***

Arabic language syntactic structure is different from English language syntactic structure. To make the concept clearer, English has SVO (Subject-Verb-Object) sentence structure whereas Arabic has VSO (Verb-Subject-Object) structure (Eltantawi, 2012, p. 17). Also, Arabic language differs from English language in terms of the concept of time expressed in form of tenses, too. Hence, the structure to describe a particular time in Arabic is different from the structure used in the English language. The basic reason for this is that Arabic has only two time parameters “Past and Present” which also performs the functions to express future on the basis of contextual details. Whereas, English has three explicitly drawn time parameters: past, present and future. This causes great difficulty for the Arabic EFL learners to construct proper subject-verb agreement in their speaking and writing.

Al-Buainain (2007) describes in his study that the lack of subject-verb agreement is widespread in Arab students since Arabic language has no subject-verb agreement. Therefore, most of the Arab students commit mistakes in making subject-verb agreement. This study also shows that Arabian students need to improve their level in subject-verb agreement. Researcher’s personal experience of teaching grammar to Saudi EFL learners also reveals that students make lots of mistake while dealing with subject-verb agreement. So, this study aims at investigating the Saudi EFL learners' improvement in subject-verb agreement using CALT-D2L software. It also investigated their attitude towards CALT-D2L software.

### ***Significance of the Study***

A lot of research has been done to investigate how English grammar can be taught effectively using traditional, modern and computer technology (Basturkmen et al. 2004; Borg 1998, 1999; Farrell 1999; Farrell & Lim 2005; Barnard & Scampton 2008; Thu 2009). However, to the best of researcher knowledge no research has been found on ICT based grammar teaching using CALT-D2L educational software, especially on Arabic speaker EFL learners and particularly in Saudi context. In this respect, this study will be an addition in the persisting teaching methods for teaching grammar by using CALT-D2L software. This study will also be helpful to curricular designers to integrate ICT for teaching and learning English grammar in the process of teaching and learning. Furthermore, it is hoped that this study will encourage more researchers of the region to investigate other aspects of teaching and learning English language with other e-learning tools and software with different variables. So, this study tried to find the effects of CALT-D2L software in deductive grammar teaching.

So, this study tried to find the effects of CALT-D2L software in deductive grammar teaching. Results of this study have presented to verify the efficacy of teaching subject-verb agreement to EFL Saudi students using CALT-D2L Education software, whether there is any improvement in learning this grammatical aspect with the use of ICT and their attitude towards ICT's CALT-D2L software is positive.

### ***Objective of the Study***

The key objective of this research study is to investigate the effect of ICT based grammar teaching using CALT-D2L educational software and to find the attitudes of Saudi EFL learners towards ICT based grammar teaching using CALT-D2L system.

### ***Research Questions***

This study aims to provide the answers for the following questions:

1. To what extent does the D2L educational software is effective in teaching English language grammar?
2. What attitudes do Saudi EFL learners have towards using the D2L educational software in teaching English language grammar?

### ***Literature Review***

#### ***Studies on Deductive Instruction***

It is important to set a background knowledge about approaches and methods used in teaching and learning grammar in past. It has already been mentioned in the introduction that a plethora of approaches used for teaching language and especially grammar learning and teaching. Results of previous studies; Negahdaripour & Amirghassemi (2016), Kubra Sik (2015), Berendse (2012), Al-Mansour & Shorman (2011) show the superiority of deductive grammar teaching methodology.

Deductive teaching implicates the use of metalinguistic material presented explicitly by the instructor to the language learners at the start of the session. In deductive language learning approach, language rules are taught and specific information are given. Then, learners apply these rules or specific information when they practice language, (Al-Kharrat, 2000).

Al-Shehri (2017) investigated the learners' perception on efficiency of D2L (e-learning) system by using a questionnaire that was based on The Unified Theory of Acceptance and Use of Technology (UTAUT). In his study, researcher claimed that in information and communication field, this is one of the most successful acceptance model. He concluded in the results data with a population of 213 students that D2L system facilities for the learners have positive and significant effect for D2L e-learning.

A study conducted by Negahdaripour and Amirghassemi (2016), show the efficacy of deductive and inductive grammar teaching in EFL language teaching contexts that affected EFL learners' fluency and accuracy. This study compared the performances of two groups' fluency and accuracy in using three tenses of English: present simple, present progressive and past simple of pre-intermediate Iranian EFL learners (i.e., deductive approach group vs. inductive approach group). They used oral picture sketch activities for comparison. Results of this study indicate that in oral fluency, the two groups' achievements do not show much difference, but there was a noteworthy difference in their correct use of two of the above-mentioned tenses. This difference indicated that grammar teaching would be beneficial by teaching deductively and have positive effect on EFL learners' oral accuracy.

A quantitative research of Kubra Sik (2015) investigates the difference between deductive vs. inductive methods' of grammar teaching to adult EFL learners for effectiveness on academic achievement. Population of the study was 190 students and 10 lecturers from different departments of a public university. These 200 participants were randomly divided into two groups as "inductive" and "deductive". A feedback questionnaire, a pretest, four weeks of grammar teaching and a posttest were conducted from the participants and all these tests were evaluated to get an authentic and deeper insight about the efficacy of inductive and deductive methods of teaching on the academic achievement of adult EFL learners. Considering the academic achievements of the participants, the results of the study indicated that deductive method of teaching grammar is to some extent more effective than inductive method. Though, this difference is not prominent or significant as per statistical data.

Berendse's quasi-experimental study (2012), in which two groups of Dutch secondary school students were taught English past simple and present perfect tenses for three sessions indicates that deductive method group achieved higher score than the other group which was taught by inductive method.

Mansour and Shorman (2011) investigated the effect of computer-assisted teaching on Saudi University EFL learners. This study compared the use of computer together with the traditional method and using the traditional method alone. It was hypothesized by these two researchers that the teaching through computer- assisted language teaching in addition to the traditional method gave better results than teaching with the traditional method alone. These researchers' hypothesis was later tested at the 0.05 level of significance. A pretest – treatment - posttest design was used to collect data for both the groups and later results were analyzed using the statistical package SPSS. Results were positive for computer-assisted language teaching. Similarly, Kiliçkaya & Seferoglu (2013) explore the effectiveness of CALL instruction on EFL teachers in their language classrooms. They trained 35 EFL learners to use CALL with their

traditional classroom activities. The findings of the investigation indicate that learner who gained ample training session found teaching material helpful in their EFL learning.

Shih (2008) studied the effects of deductive vs. inductive teaching on junior high school language learners in Taiwan for teaching relative clauses. The population for this study was 70 students and these participants were divided into two groups as experimental and controlled group. Experimental group was taught by inductive method whereas the control group was taught through traditional deductive instruction. Furthermore, according to their proficiency level, these 70 students were categorized into three levels: high achievers, mid-achievers and low-achievers. After the treatment, it was concluded that the high-achievers group benefitted more through deductive approach to grammar teaching, whereas no statistically significant difference between these two teaching methods was observed with respect to the mid- and low-achievers. Buainain (2007) is of the opinion that the lack of subject-verb agreement is rampant among Arab students since Arabic language has no subject-verb agreement. So most Arab students commit mistakes in making subject-verb agreement.

Besides this, my personal experience shows that Arab students need to improve in subject-verb agreement. In this regard, researcher of this study wants to investigate the effect of ICT based CALT-D2L software on leaning of students as well as their attitude towards the use of this software using deductive method for teaching grammar.

Rahimi and Hosseini (2011) investigated learners' attitudes of Iranian EFL learners towards CALL. Learners exhibit positive attitudes towards the CALL integration with traditional teaching. However, learners did not assert that computers can take the place of teachers. Likewise, Zhang, (2011) also conducted an extensive study on learners attitudes toward the CALL integration in Chinese context. The results of study indicate that ESL female learners had significantly positive attitudes toward CALL by accepting CALL as a key factor in their ESL learning .

## **Methodology**

### ***Design of the research study***

The present research used a quasi-experimental design engaging two groups of Saudi EFL learners in a public university in Saudi Arabia. These EFL learners were level 3 students enrolled in a four year Bachelor in Education program of the university. Purpose of this course was to teach students advance concepts of grammar. The experimental group was taught using CALT-D2L educational software and the other control group was taught by face-to-face chalk and talk method. The researcher used the D2L educational software in the university and deductively taught content material to CALT-D2L experimental group. The same content and exercises were taught to controlled group in the classroom as face-to-face lecture.

### ***Participants***

The study sample for this research consisted of 69 male students of level 3 (third semester) Bachelor in Education Degree program of the university, who were promoted after passing level 2, age ranging from 18 to 25. The sample were all native Arabic speakers and chosen for this study who obtained the GPA between 2.5 to 3 in level 2 in the same degree program. It is hypothesized

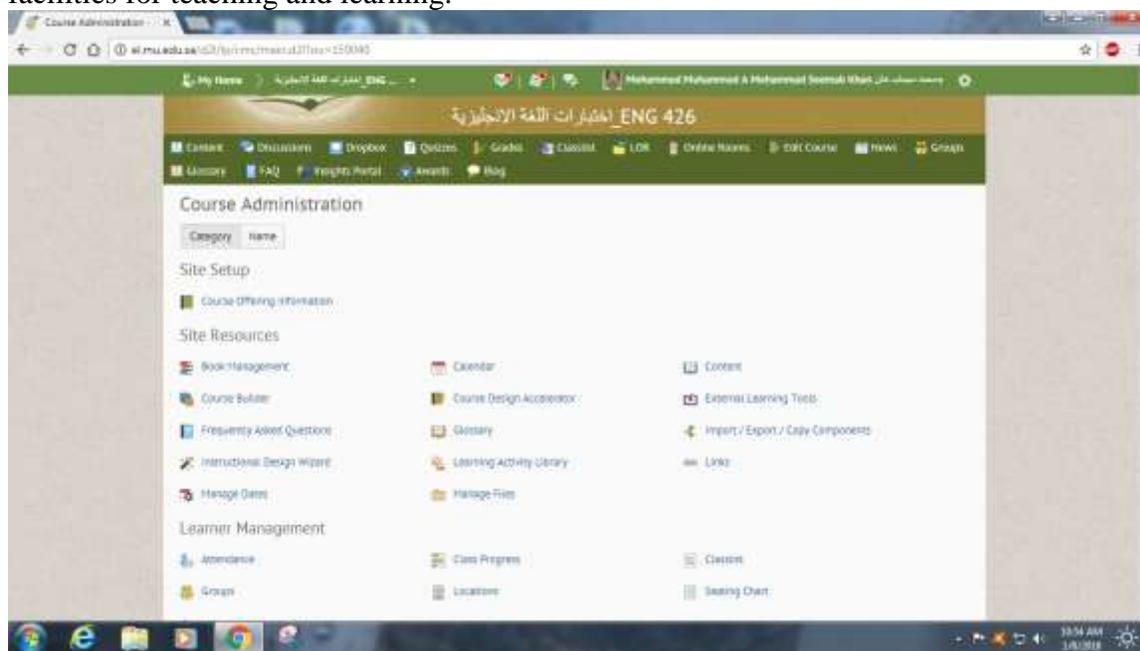
by the researcher that all the students have equal level of ability in subject-verb agreement. Later these students were divided into two groups by using random sampling. Experimental group consisted of 35 participants and control group with 34 participants. No pre-test was taken as the participants of this study were promoted from level-2 to level-3 in the same program.

### ***Instruments***

The instruments of the study were mainly a post test and attitude questionnaire. Post-test was consisted of 50 items. 4 items for each rule were specified in the test and 2 extra examples were added to make its percentage 100. The items were taken from the internet websites. The second tool was Likert Scale attitude questionnaire and was consisted of 12 items.

D2L educational is useful software for teaching and learning English grammatical aspect subject-verb agreement to Saudi EFL learners. Desire2Learn (D2L) Educational software is a Learning Management System (LMS) used in cloud-based learning environment.

One of the D2L software's screenshot (figure 1) shows that this software has lots of facilities for teaching and learning.



*Figure 1.* D2L software's screenshot

To measure the attitude of the learners towards CALT-D2L software's efficacy a questionnaire was designed that comprised twelve different items eliciting general attitude towards ICT based EFL learning, to find out the attitude and efficacy of CALT-D2L software for teaching and learning EFL Grammar deductively, on a five-point Likert Scale [Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree]. Table-2 (4.1, Part-2) shows the questionnaire. Finally, results of the experimental group students were assessed for positive or negative attitude on percentage basis.

**Procedure**

To investigate the answers of the research questions, the researcher used already existing CALT-D2L software in the university website for teaching and learning. The two groups CALT-D2L as “Experimental Group” and traditional group as “Control group” were taught for 8 weeks, two days per week and one and a half hour lecture per day with same grammar subject-verb rule (one rule per lecture) for both the groups. A total of 12 rules were taught to both the groups. The instructions to the experimental group were given on D2L by first uploading rules of each item on subject-verb-agreement for reading and understanding for a time period of 30 minutes. After reading and understanding the rules of the item, students were able to access the exercise which consisted of 30 sentences for each rule. Three different types of sentences were in each exercise (see an example appendix - 1): 1. Correct / Incorrect, 2. Complete the blank with correct subject or verb and 3. Choose the correct subject (Noun or Pronoun) or verb having three options. Students were asked to submit the exercise after completion within the stipulated time. Time clock has already been predetermined in the D2L software for considering time limitation in completion of the task. Only one hour was allocated to the students for completion of the task after a thirty minute treatment. All the steps were well explained in the first part of the instructions to the experimental group. Most of the rules for subject-verb agreement were based on Betty Schramper Azar’s student text books of various series supplemented with online exercises. While the control group was taught in the classroom face-to-face instruction using talk and chalk method (traditional method). Control group was also explained the same rule on board and same exercises were provided as hard copy to complete in stipulated time. Finally, a post-test was conducted for both the groups based on all twelve taught subject-verb agreement rules, experimental group was tested on D2L software and control group was on paper. This exam was invigilated by two colleagues.

As for as measurement of attitude of the experimental group towards ICT’s CALT-D2L software is concerned, a questionnaire was designed for eliciting general attitude towards ICT based EFL learning, finding the attitude and efficacy of CALT-D2L software for teaching and learning EFL Grammar deductively by using a five-point Likert Scale Strongly Agree-Agree-Neutral- Disagree -Strongly Disagree. The participants of the study were advised to tick the box of their opinion. This questionnaire was administered at the end of the treatment. The questionnaire was given to three Ph. D doctors of the same field for validity of the questionnaire. Their suggestions were fixed in the questionnaire after detailed consent. Finally, results were assessed in form of percentage for the opinion of the learners.

**Limitations of the study**

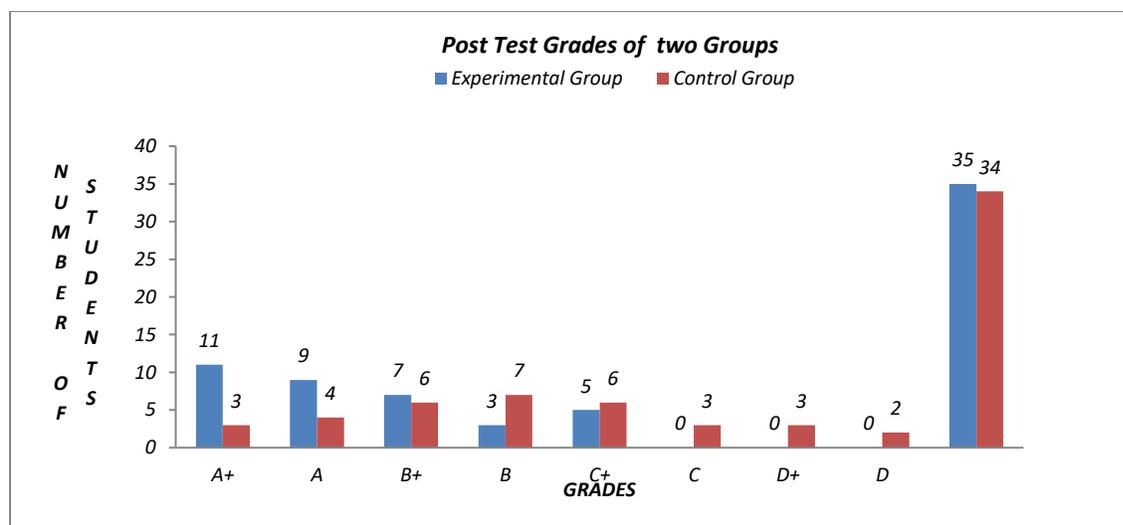
The study was limited to the remote area of Riyadh region representing one of the university students, and not representing all the EFL learners of Saudi Arabia. The results of a similar study may vary from place to place, situation to situation, in case of gender study or with strong background knowledge of the subject. The study is also limited to 8 weeks treatment.

**Data Analysis and Discussion****Results**

Data were collected in two different forms, posttest achievement scores and attitude questionnaire. So it is discussed into two parts.

**Part-1: Posttest Results of both the groups**

A two hours final achievement test was administered including a total of 50 items. 4 items for each rule were given with two extra items to make the exam 50 items on subject-verb agreement and each correct item was for two marks. The total score of the exam was 100 marks. Three types of sentences were used in the exam; 1. True/False, 2. Complete the blank with correct subject or verb and 3. Choose the correct subject (Noun or Pronoun) or verb with three options. Graded achievements of both the groups are discussed below.



**Figure 2. Comparison of experimental & control group posttest achievement score**

The variation in number of students' shows the difference in achievement. From experimental group, A+ grade was achieved by 11 students whereas 3 students from control group secured A+ grade. Therefore, experimental group achieved 22.6% greater scores than control group in this category. In the category of grade A, we find 9 students of experimental group while only 4 students of control group. Hence, experimental group is showing a considerable difference of 13.95% over the control group. In the category of B+, 7 students of experimental group showed up and on the other hand 6 students of control group could obtain this grade. Again experimental group showed higher number of students in this category also. In the categories of B, C+, C, D+ and D, more low achievers are found in control group. The higher achievement of experimental group proves the hypothesis of the researcher.

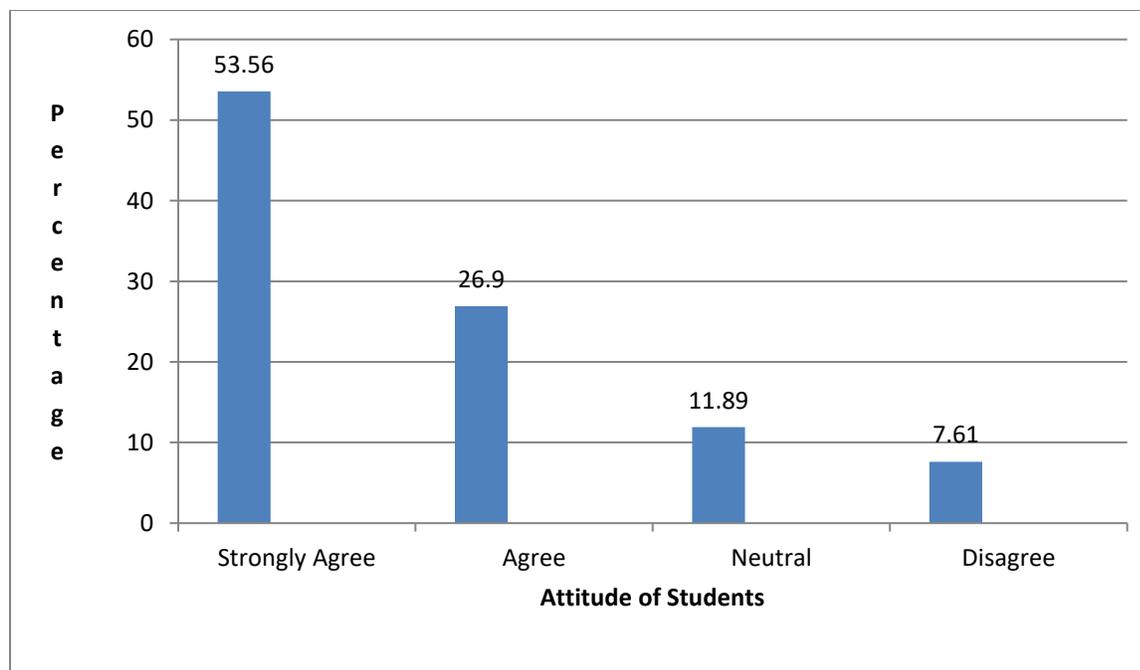
**Part-2: Attitude Questionnaire Result of Experimental Group**

The purpose of this questionnaire was to know the attitude of experimental group learners about CALT generally and D2L system particularly teaching grammar with deductive approach. Twelve items were in the questionnaire finding about CALT in general, D2L and deductive approach particularly. This questionnaire was validated from three expert colleagues in this field and then it was uploaded on D2L after the posttest. All thirty five (35) participants responded to the questionnaire and results of this questionnaire have shown in table 1.

Table 1. *Participants' attitude towards CALT, D2L software and Deductive Grammar Teaching*

Sr. No.	Items	SA	A	N	D	SD
1.	I understand that the rules of subject-verb agreement explained in each lesson by the instructor before start of each exercise on D2L helped me to complete the exercise accurately.	21	9	4	1	0
2.	ICT based D2L system has sufficient facilities for teaching and learning English.	18	10	5	2	0
3.	D2L system helped me a lot in studying English.	20	9	3	3	0
4.	This system helped me in improving my English Grammar.	22	7	4	2	0
5.	This system helped me to improve my level in English subject-verb agreement.	21	9	3	2	
6.	I felt comfortable while using D2L system.	17	10	5	3	
7.	All teachers should use D2L system for teaching other language learning materials.	17	9	6	3	0
8.	D2L system is efficient and convenient for learning English language.	18	11	4	2	0
9.	I will use D2L for other language learning activities.	16	10	5	4	0
10.	The use of ICT based D2L system enhanced my confidence .	16	11	4	4	0
11.	The use of D2L system enabled me to take part actively in solving grammar exercises.	20	9	3	3	0
12.	Deductive Method of teaching grammar is an effective method.	19	9	4	3	0

[SA=Strongly Agree, A=Agree, N=Neutral, D=Disagree and SD=Strongly Disagree]



**Figure 3. Percentage of learners' attitude towards CALT-D2L**

Results of this questionnaire significantly show that learners attitude is positive towards CALT-D2L software and deductive method of teaching grammar as 53.56% learners strongly

agree, 26.90 are agree, 11.89% are neutral about this system and method, whereas only 7.61% are disagree. On the whole 80.46% learners' attitude towards CALT-D2L software using deductive method of teaching grammar is positive.

### **Discussion**

After the treatment there is improvement in learning subject-verb agreement by using ICT's CALT-D2L educational software with deductive method as compared to talk and chalk method of teaching to Saudi EFL learners and attitude of the learners towards CALT-D2L is also positive.

Findings of the first research question: Result percentage of experimental group over control group indicates a significant difference in the learners' achievement with CALT-D2L software in teaching grammar deductively.

Findings of the second research question: Questionnaire result proves that experimental group's attitude towards CALT-D2L software in teaching grammar deductively is positive. On the basis of these two findings, it is deduced that CALT-D2L software using deductive approach is effective for teaching English grammar to Saudi EFL learners.

This study results prove the studies of Negahdaripour and Amirghassemi (2016), Kubra Sik (2015), Berendse (2012), Al-Mansour and Shorman (2011) that teaching grammar deductively using computer technology is better than inductive method for Saudi EFL learners. Learners exhibit overall a positive attitude on the use of CALT with traditional activities. Moreover learners showed their interest to use this software for other language learning pursuits in the EFL context.

### **Conclusion and Recommendations**

This study asserts that using CALT-D2L system with deductive approach to teach English grammatical aspect subject-verb agreement achieved higher grades, proving the researcher's hypothesis that D2L system with deductive method of teaching will improve learners' achievements. The results of the experimental group which was taught using D2L system with deductive approach show significantly higher level of achievement than the controlled group which was taught by chalk and talk deductive method. Furthermore, the experimental group's attitude towards D2L system with deductive approach of teaching and learning a foreign language, especially English and particularly grammatical aspect subject-verb agreement indicates that the combination of these two found far better for language teaching and learning achievements.

Keeping in view the results of both the groups, it can be concluded that D2L system using deductive method of teaching grammar has the potential and learners showed greater achievement and interest to achieve their target. So, it is recommended that teachers of English should use D2L system with deductive methodology to teach EFL learners the other aspects of English grammar. It is also recommended that researchers of the region should investigate the attitude of gender towards ICT CALT D2L software with deductive approach of teaching. Additionally, D2L teaching environment can create an attractive and interesting setup in teaching process, if teachers use it according to the need of the learners.

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**Appendices**

## Appendix - A: An Example Exercise

**Exercise on Rule-5**

Indefinite pronouns *anybody, either, neither, one, anyone, everybody, nobody, somebody, anything, everyone, no one, someone, each, everything, nothing, something* are usually singular and take a verb form that ends in “s.” *Few, both, many, several* are plural. *All, any, more, most, none and some* may be either singular or plural, depending on their meaning in a sentence.

**Q. 1: Choose the correct verb:**

1. Neither of my friends (wants – want) to go.
2. Both of my friends (want – wants) to go.
3. None of my friends (are – is) going.
4. None of the money (was – were) wasted.
5. Many of the points needed to win (is, are) given for the talent portion.
6. Both of my friends (is, are) practicing tonight.
7. Everybody (was, were) shocked that the contestant chose that song.
8. Nobody (approve, approves) of the choice that the judges made.
9. Most of the people (think, thinks) Sally should have won the contest.
10. Few (agree, agrees) with the choice that was made by the judges.

**Q. 2: Circle Correct or Incorrect.**

1. Anyone wanting to enter the contest needs to complete the form. (Correct – Incorrect)
2. Many of the girls is going to enter the contest. (Correct – Incorrect)
3. Some of the girls seems to be worried about the talent portion. (Correct – Incorrect)
4. Most of them think they are more beautiful than talented. (Correct – Incorrect)
5. Few knows that they are talented as well as beautiful. (Correct – Incorrect)
6. Of course, everybody want to win. (Correct – Incorrect)
7. All need to decide whether they are going to sing or dance. (Correct – Incorrect)
8. Any of the girls is beautiful enough to win. (Correct – Incorrect)
9. Many of the points needed to win are given for the talent portion. (Correct – Incorrect)
10. Everybody is welcome at the skating party. (Correct – Incorrect)

**Q. 3: Choose the correct Indefinite Pronoun.**

1. (One – Several) of my sisters runs in the marathon every year.
2. (Many – Nobody) is predicting rain for tomorrow.
3. (Everyone – Several) wears a coat in this weather.
4. (One – Many) of my brothers like mathematics.
5. (Both – Each) of my sisters like Physics.
6. (None – No one) of the performances take place outside.
7. (Some – Few) are strong enough to swim across the English Channel.
8. (All – Neither) have seen that movie.
9. (Each – Most) has an opinion about the review in the newspaper.
10. (Somebody – Both) have been given that responsibility.

## Appendix – B: Questionnaire on Students’ Attitude

Sr. No.	Items	SA	A	N	D	SD
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1.	I understand that the rules of subject-verb agreement explained in each lesson by the instructor before start of each exercise on D2L helped me to complete the exercise accurately.					
2.	ICT based D2L system has sufficient facilities for teaching and learning English.					
3.	D2L system helped me a lot in studying English.					
4.	This system helped me in improving my English Grammar.					
5.	This system helped me to improve my level in English subject-verb agreement.					
6.	I felt comfortable while using D2L system.					
7.	All teachers should use D2L system for teaching other language learning materials.					
8.	D2L system is efficient and convenient for learning English language.					
9.	I will use D2L for other language learning activities.					
10.	The use of ICT based D2L system enhanced my confidence.					
11.	The use of D2L system enabled me to take part actively in solving grammar exercises.					
12.	Deductive Method of teaching grammar is an effective method.					

## Appendix – C: Post Test

**Post Test on Subject-Verb Agreement**

Each correct answer has 2 marks.

Total Marks: 100

Student's Name: \_\_\_\_\_

**Basic Principal: Singular subjects need singular verbs and plural subjects need plural verbs.**

1. The car (stay – stays – is stay) in the garage.
2. The flower (smells – smell – is smell) good.
3. The drivers were on strike. (Correct / Incorrect)
4. My parents work in an office. (Correct / Incorrect)
5. Raj, Sirtaj and Waleed (is – am – are) working in an office.
6. Rahim and his sisters (work – working – works) in an office.
7. Saeed is a student. (Correct / Incorrect)
8. (He/We/It) play football every day.
9. Each boy and girl in my class writes English very well. (Correct / Incorrect)
10. Every student in this room (has – have) a book on grammar.
11. Every football player runs five miles every day. (Correct / Incorrect)
12. Each of these minerals (is – are – am) found in every country.

13. Either Sarah or her brother (writes – write – writing) English very well.
14. Neither Sarah nor her brothers write English very well. (Correct / Incorrect)
15. Not Sarah but her brothers (writes – write – writing) English very well.
16. Not Bob but his brother (writes – write – writing) English very well.
17. Someone in the game (was – were – are) hurt.
18. Everyone in the class (has – have – having) to complete the exercise.
19. Neither of the men is working in this office. (Correct / Incorrect)
20. Nothing (is – am – are) possible now.
21. Most of the (student – students) are excellent in this class.
22. None of the students is excellent in this class. (Correct / Incorrect)
23. All of the students (were – was – is ) present except Sarah.
24. Half of the book (is – are – am) about a poet's biography.
25. The television news is not a true source of information. (Correct / Incorrect)
26. Economics \_\_\_\_\_ a subject. (Complete it)
27. The wages of sin is death. (Correct / Incorrect)
28. Mathematics (is – are – were) a subject that taught in most of the classes.
29. Twenty minutes is given to each writer. (Correct / Incorrect)
30. Three parts of the book have finished by Sarah. (Correct / Incorrect)
31. Ten thousand dollars (is – are – were) enough for a tour to America.
32. Fifteen kilometers (is – are – were) a long distance.
33. There is a book on the table. (Correct / Incorrect)
34. There \_\_\_\_\_ books on the table. (Complete it)
35. There (are – is – was) many jackets in that store.
36. Where is my jacket? (Correct / Incorrect)
37. Sarah, as well as her friends (goes – go – going) in the park every evening.
38. The house, with its contents, was insured. (Correct / Incorrect)
39. The teacher, with his students, is to be present. (Correct / Incorrect)
40. Saeed, along with his sister (went – go – goes) to the bank yesterday.
41. Ahmad (plays – play – playing) cricket every day.
42. He (write – writes – writing) an e-mail to his parents every day.
43. It (is – are – am) cheap here.
44. She (goes – go – going) to school every day.
45. The committee has issued its report. (Correct / Incorrect)
46. The number of applicants is gradually increasing. (Correct / Incorrect)
47. People in my city (are – is – am) friendly.
48. My family (goes – go – going) on vacation every year.
49. The United States has a big navy. (Correct / Incorrect)
50. (You / He / She) play hockey every evening.

Marks Obtained: \_\_\_\_/100