



**An Investigation of English Grammar Teaching in
Government Secondary Schools in
Educational Region II**

Thesis Title

Author

Major Program

An Investigation of English Grammar Teaching in
Government Secondary Schools in Educational Region II
Applied Linguistics

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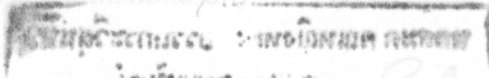
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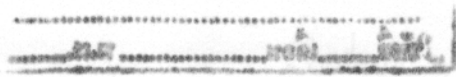
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ABSTRACT

This study is an investigation of the English grammar teaching in government secondary schools in Educational Region II, consisting of Pattani, Yala, Narathiwat and Satun. Specifically, the study investigated English language teachers' views on the role of grammar in Thai classes where English is taught for communicative purposes, how teachers actually teach grammar in the classroom and their problems in teaching grammar for communication.

The results of the study were obtained in two ways: a survey-study and case-studies. The survey-study, using a questionnaire, was conducted with 82 Matthayomsuksa 4 English language teachers of government secondary schools in Educational Region II. In conducting the case-studies, three research instruments were used: a questionnaire, an observation checklist and an interview. Each case-study was conducted with one voluntary English language teacher from each province in Educational Region II. The participants were observed in teaching in their classes for one topic for two to four class periods. An interview was conducted after the observation.

Data collected from the study were analyzed both quantitatively, by means of SPSS/PC+, and qualitatively.

The major findings are:

1. Most of the teachers view the role of grammar vary according to different purposes: academic or communicative. For an academic purpose, teachers view grammar as an essential component that the students should learn in order to write grammatically correct sentences and / or do the exercises. In contrast, grammar plays a

minor role in communication. In the teachers' opinions, communication is based more on oral skills. Therefore, for a communicative purpose, vocabulary and pronunciation are considered more important than grammar.

2. Traditional teaching activities are conducted slightly more often than communicative teaching activities. The case-studies reveal that teaching is done at the grammar recognition stage.

3. Teachers' actual teaching reflects the influence of their learning experiences and their perceptions on the role of grammar.

3.1 Teachers' learning experiences influence their teaching, since they often conduct activities they experienced as students in their teaching, especially traditional activities. However, it is observed that communicative activities are conducted in their teaching more often than they have experienced in their past learning.

3.2 The teachers view grammar as separate from communication. Teachers teach grammar, focusing on form and accuracy rather than its use for communication.

4. Teachers feel that students are one of the major problems in teaching grammar for a communicative purpose. The problems are the lack of students' cooperation and a large number of the students per class. In addition, the teachers feel that the curriculum and the university entrance examination also cause some difficulties in teaching grammar communicatively.

Sita Musigringsi