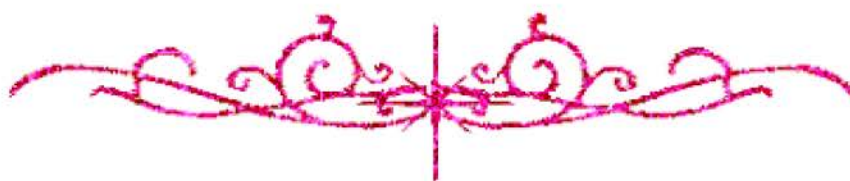


سامية محمد مصطفى



شبكة المعلومات الجامعية

بسم الله الرحمن الرحيم



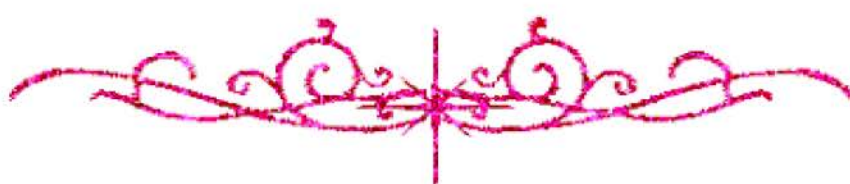
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شبكة المعلومات الجامعية



شبكة المعلومات الجامعية التوثيق الالكتروني والميكروفيلم



سامية محمد مصطفى



شبكة المعلومات الجامعية

جامعة عين شمس

التوثيق الإلكتروني والميكروفيلم

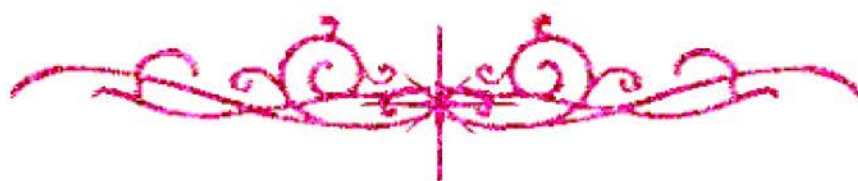
قسم

نقسم بالله العظيم أن المادة التي تم توثيقها وتسجيلها
علي هذه الأقراص المدمجة قد أعدت دون أية تغيرات



يجب أن

تحفظ هذه الأقراص المدمجة بعيدا عن الغبار



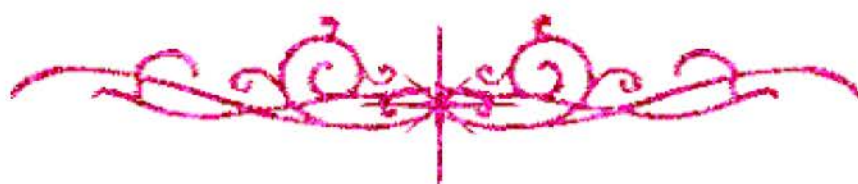
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بعض الوثائق الأصلية تالفة



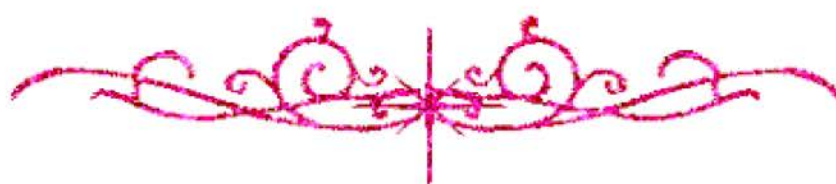
سامية محمد مصطفى



شبكة المعلومات الجامعية



بالرسالة صفحات لم ترد بالأصل





**A PROPOSED MODEL
FOR
TEACHING GRAMMAR
AT THE SECONDARY STAGE**

A Dissertation Submitted

by

El-Baz Abdel Rahman El-Baz Younis

For

**The Degree of Ph. D. in Education
Curriculum and Methodology (TEFL)**

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Abstract

This study aimed at developing a model for teaching grammar at the secondary stage in Egypt (Chapter IV). Insights for this model were derived from the literature on grammar theory and practice, as well as second language acquisition research (Chapter II). The proposed model also drew on the results of applying the Measure specifically constructed for evaluating the currently used grammar component within the framework of the prescribed textbook series *Excel in English*, as well as the results of observing 84 classes where the prescribed grammar was being taught (Chapter IV).

The criteria constituting the Measure used for evaluation were partly derived from a number of principles for teaching and learning grammar. The relevant literature on textbook evaluation and the investigation of the secondary stage in Egypt also provided some criteria for evaluation. The major finding of the application of the Measure was that the objectives and content of the grammar component of the investigated textbook series do not conform to the Syllabus Document of the Ministry of Education (1993).

The Observation Checklist used revealed a number of significant findings which served in the development of the model. Among the major findings were teacher domination and lack of teachers' management skills, especially pacing.

The proposed model for teaching grammar at the secondary stage incorporates five major interrelated parameters: approach, objective, content, methodology and evaluation. Each parameter is fully described and illustrated (Refer to the flowchart in Chapter V). Following the major orientation and the parameters of

the model, a variety of grammar activities serving the purposes of exposure, language analysis, controlled practice, production and self-check are suggested. Most significant is that the approach of the model, being multi-dimensional, highlights the teaching of form, meaning and pragmatics within the context of grammar. As such, the model moves from discourse to syntax, and centres on the learner, thus developing learner autonomy and self-evaluation.

SUMMARY
OF
THE DISSERTATION

Introduction

The importance of learning English at both the international and the national levels, and the ever-increasing numbers of EFL learners have made educationalists and policy makers within the MOE exert great efforts towards the upgrading of the standards of teaching and learning in this area. The ultimate aim has been to develop EFL curricula, thus promoting the learning of the target language.

A major component of language is grammar. A reasonable command of English grammar enables learners to be 'creative', makes their knowledge 'meaningful', and helps them feel secure. Moreover, research provides evidence of a positive correlation between communicative competence and grammatical accuracy. This finding supports the need for incorporating a pedagogical grammar component in EFL learning materials.

Considering foreign language practices in the Egyptian context in terms of both quantity and quality, and the fact that they are confined to classroom learning within the limitations of the prescribed textbooks, the need to investigate the way in which grammar is integrated into these textbooks is emphasized.

Context of the Problem

There has been a wide variety of methods and techniques for TEFL in Egypt. This variation is attributed to the different orientations of the curricula adopted. The Grammar-Translation Method, the Direct Method, the Reading Method, and the Audio-Lingual Method have had a strong influence on TEFL in Egypt. Methods and techniques for teaching EFL grammar have been fluctuating following the method in vogue.

The present day EFL curriculum orientation in Egypt lays heavy emphasis on proficiency through communication. However, there has always been a wide gap between theory and practice, i.e. between the curriculum orientations on one hand and the learning materials used and the actual day-to-day classroom practices on the other.

Research in Egypt has pointed to the fact that EFL classes tend to be teacher-centred, leaving a lot to be desired for the purpose of promoting the language proficiency level of the learners. In support of this finding, the researcher's classroom observations have revealed that secondary school teachers deprive

learners of adequate grammar practice activities by giving them lengthy formal grammar presentations.

Given that there is a contradiction between the methods and techniques used by teachers when handling EFL grammar, and the methodological orientations of the proficiency-oriented curriculum, the researcher's assumption is that this could be attributed to the *Excel in English* series of textbooks in current use at the secondary stage in Egypt.

From the perspective that evaluation is the cornerstone of curriculum development/reform, and by virtue of the fact that this series has not been subjected to adequate evaluation, the need for investigating how well the grammar component in the texts is selected, graded, presented, taught and tested is highlighted.

Statement of the Problem

Diversification of both approaches to TEFL and methods used in the Egyptian curricula, reflected in syllabi and teaching/learning materials, has made grammar teaching at the secondary stage a controversial issue, especially in the absence of criteria for teaching it.

Research Questions

This research addresses the following questions:

- 1 What are the theoretical principles according to which secondary school grammar, in terms of content and methodology, ought to be taught?
- 2 What are the criteria on the basis of which secondary school grammar, in terms of content and methodology, ought to be taught?
- 3 To what extent does the grammar component in the textbooks currently taught at the secondary stage conform to the set of principles and criteria developed?
- 4 What is the proposed model for teaching grammar at the secondary stage, in terms of both content and methodology?

Purpose of the Study

This study seeks to propose a model for teaching EFL grammar at the secondary stage in the Egyptian context. For this purpose, a Measure for evaluating the grammar in the *Excel in English* series was constructed. Application of the Measure aimed at analysing the grammar lessons in the texts. Implementation of the grammar was also investigated through the observations conducted.

Significance of the Study

Through the Measure for evaluating the grammar, the observations, and the proposed Model, the study suggests considerations for:

- the place of grammar in an EFL syllabus
- content and methodology of EFL grammar
- evaluation of EFL materials with a focus on grammar as an integral component of such materials
- EFL classroom interaction patterns
- EFL teaching, supervision and counselling as one system of three interrelated cycles
- teacher education at both the pre-service and in-service levels
- management of EFL curricula
- EFL materials design, textbook writing and/or selection of textbooks for teaching purposes

Scope of the Study

This study is confined to the construction and the application of the Measure for evaluating the grammar in the texts (i.e. *Excel in English*). Included for evaluation purposes are the ways in which teachers implement the grammar in classroom practices. The results of both research instruments provide the basis for the development of the "Proposed Model for Teaching Grammar at the Secondary Stage".

Research Method

Subjects

The subjects of this study are 84 EFL secondary school teachers randomly chosen for the purpose of observation. This sample of teachers, representing both urban and rural environments, included teachers from 5 Educational Directorates: Cairo, Giza, Benha, Mansoura and Damietta.

Procedure and Instrumentation

The following step-by-step procedure was followed in conducting this study.

- In answer to the first question of this research, the literature on TEFL with emphasis on relevant studies of grammar theory and practice was reviewed. This review served as a solid basis for establishing a set of theoretical principles which ought to be followed in teaching grammar to secondary school learners.

- Within the framework of the theoretical principles already established, and in conformity with the reviewed literature on textbook evaluation as well as the investigation of the secondary stage of education in Egypt, a set of grammar-specific criteria for evaluating the grammar component in the texts under investigation was developed. These criteria constituted the Measure. As such, as answer to the second research question was provided.
- For validating the Measure before applying it, the opinions of a four-member jury of ELT experts were sought. The Measure, having been established as a valid instrument for measuring/determining the extent to which the grammar component in the *Excel in English* series conforms to its criteria, its application followed. Inter-rater reliability of the Measure was then established.
- Coupled with the Measure is the developed Observation Checklist, the second research instrument for evaluating the implementation of the grammar in secondary school EFL classes. To validate the OC, the opinions of a three member jury (an ELT academician, a textbook writer and a highly-qualified MOE inspector general) were sought. Inter-rater reliability of the OC was also established.
- Data obtained from both the application of the Measure and from conducting the observations were statistically analysed. Results were computed, tabulated and presented. Thus, an answer to the third research questions was given.
- In the light of the findings of both research instruments, and in conformity with the review of literature on grammar theory and practice as well as the theoretical background of the Measure, a model for teaching grammar at the secondary stage was proposed. This served as an answer to the fourth research question.

Findings of the Study in the Light of Available Literature

Results of Applying the Measure

The criteria of the Measure were divided into four major categories: Objectives, Content, Methodological Guidance and Evaluation, which are subdivided into 21 items. According to the five-point scale used, the minimum criterion expected was a score of 3.

Out of the 10 items of the first seven criteria under Objectives and Content, only two were rated as significant. All the other items were not rated as significant. (See Table 3). This shows that both the objectives and the content of the grammar component in *Excel in English* do not conform to the Syllabus Document. (Refer to Appendix C).

The second part of the Measure (the remaining items of category 2 and all the items in categories 3 & 4) comprised 11 items. Using the cut-off score of 3 on the scale, only 5 of the 11 items were rated as significant, namely items 10, 11. a, 11. b, 11. c and 13. b. (See Table 4). They can all be attributed to the writer's familiarity with the Egyptian context.

Results of Applying the OC

The OC used in this research comprised six major components: Objectives, Grammar Content, Grammar Presentation, Grammar Practice, Conversation (i.e. Contextualization of the grammar), and Writing. The five-point scale provided for measuring the quality of a given behaviour ranged from "4, in an excellent way" to "0, not at all". A rating of 2 was labelled as adequate, i.e. the minimum expected.

Following are the results of each of the six categories of the conducted observations.

Objectives

61% of the observed teachers rated 0 & 1 did not explain the objectives of the grammar lessons to their learners, or did so poorly (Refer to Table 8). 25% of the teachers, rated 2, explained the objectives just adequately. The rest (14%), rated 3 & 4 stated lesson objectives effectively. (Refer to Table 8).

Content

Observers rated the items under "Grammar Content" as suitable to the learners' language proficiency, in terms of grammar complexity, appropriacy of the number of grammar items, and accuracy of the data presented in the grammar lessons. (Refer to Table 9).

Presentation

The three items under "Presentation" in the OC were rated less than 2 (i.e. the minimum criterion of adequacy on the scale). The implication is that teachers' presentation of the grammar was not adequate. The lowest means of the three items (0.89) was on pacing the grammar presentation. (Refer to Table 10).

Practice

The observation on 'practice' pointed to the same pattern detected in 'presentation', especially in time management skills (mean 1.00) and interaction types (mean 1.20). (Refer to Table 11).