

**A Study of the Teaching and Learning of
English Grammar
in the Chinese Junior Secondary School**

by

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List of Abbreviations

CC	Communicative Competence
CLT	Communicative Language Teaching
Curriculum (2001)	English Curriculum Standards for Full-time Compulsory Education in General High School English (2001)
DM	Direct Method
EFL	English as a foreign language
ELT	English language teaching
DMT	Grammar-Translation Method
L1	First language/Mother tongue
L2	Second language (any language learnt after L1)
LC	Linguistic Competence
TBLT	Task-based Language Teaching
Syllabus (1992)	English Syllabus for Full-time Junior High schools in Nine-year Compulsory Education (1992)
Syllabus (2000)	English Syllabus for Full-time Junior High schools in Nine-year Compulsory Education (2000)

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Chapter 1 Introduction

1.1 The Aim of the Thesis

The main aim of this thesis is to investigate how the English grammar teaching and learning is carried out in junior secondary school in China, and the role of grammar teaching as the EFL in the general studies' foundation course. To satisfy this aim, we will further explore four different areas:

1. the teaching methods suggested by the Chinese curriculum and syllabus;
2. the textbooks used to teach English language;
3. the teachers' attitudes towards teaching grammar;
4. the actual methods used to teach and learn grammar in classrooms.

To find out the approved teaching methods suggested by the Chinese curriculum and syllabus, we will look at methods that have been traditionally used from the past to the present. In order to understand how grammar is presented in textbooks, we will study the grammar section of learners' textbooks. After that, to learn more about the teachers' attitudes towards teaching English grammar, we will distribute to the teachers questionnaires on what they feel and believe about teaching English. However, in order to confirm the actual teaching methods used in classrooms, teaching observations of grammar lessons will be carried out. To determine if a specific teaching method can cultivate specific abilities, the effectiveness of these lessons will be examined via interviews with the students and by comparing their

answers with their academic results obtained in English classes.

It is expected that this thesis will examine the ways of grammar teaching and learning and its contents and how they are manifest in textbooks and classrooms. This thesis will also evaluate several teaching approaches to determine which method is the most appropriate for the purposes of teaching and learning English grammar in junior secondary school in China.

1.2 Research Questions

To fulfill our aim, here are the main research questions which we will explore and answer in the present thesis:

- Which grammar teaching approaches have been suggested in the Chinese curriculum and syllabus?
- How are grammar and grammar exercises represented in the textbooks?
- What is the role of grammar teaching in English language teaching classroom in junior secondary school?
- What purposes do the teachers and students have for teaching and learning grammar?
- What method of teaching grammar should be recommended in junior secondary schools?
- How do teachers currently practice grammar teaching in the classroom?
- How can students learn English grammar more effectively and comprehensively?

1.3 Structure of the Thesis

This thesis consists of three main chapters: chapter 2 theoretical part, chapters 3 and 4

practical part.

Chapter 2 provides a theoretical framework of teaching and learning approaches to grammar, and which of those approaches have been suggested in the Chinese curriculums and syllabus. We will explore teaching methods that have been used since 1840 when the method of language teaching was first described and will focus on how the teaching methods have evolved in the past long years.

Chapter 3 investigates the teaching methods presented in two textbooks of English. These textbooks are commonly used in junior secondary schools in China. We will study the grammar topics and grammar exercises in these textbooks, and evaluate them according to the Curriculum (2001) and Syllabus (2000).

Chapter 4 discusses how grammar teaching and learning take place. The information is gathered from the questionnaire, interviews and observations carried out in this study. All data was gathered from junior secondary schools in Shanghai, which is one of the most developed cities in China, and therefore English teaching in Shanghai has a significant place in many people's lives.

Finally, Chapter 5 summarizes the findings of the study and presents some concluding remarks.

Chapter 2 Methods of Teaching and Learning Grammar

Teaching and learning are inextricably bound together, and the other is automatically involved when one of them is concerned. The pedagogical ideas together with the methodologies of language teaching and learning have been changing significantly. The teaching and learning methods have variously conflicted between acquisition and learning and between behaviorism and cognition, and the methods of communicative teaching, task-based language teaching etc. are being developed more and more scientifically.

This chapter begins with an introduction of the Grammar – Translation Method and then addresses several main methods that have been the most influential ones in the language teaching reform movement. After the introduction of the teaching methods, the study will focus on the particular methods that are used in Chinese English Grammar teaching. Simultaneously, it will be presented how the teacher's role is implemented in each teaching method. Moreover, this chapter strives to investigate how the methods influence the teaching of grammar in order to shed light on the current English grammar teaching within the range of the Chinese junior high school syllabus. And the methods that are introduced in this chapter will underlie discussions within Chapters 3 and 4.

Two terms, namely “syllabus” and “curriculum” are hereby defined in order to avoid ambiguity later.

Curriculum, is a document that specifies the overall objectives of a complete educational program and it includes the syllabus of separate courses taught. In China we have a national curriculum, which means that all schools have to follow the same curriculum.

Syllabus, which is part of a curriculum, describes a particular course and may be written in many different ways. It specifies the objective of a course, and may be written in more detail, specifying a series of components ranging from learning objectives to learning activities.

The curriculum and the syllabus will be used in this chapter are all from China's national education system. They are namely "English Curriculum Standards for Full-time Compulsory Education in General High School English " and "English Syllabus for Full-time Junior High School in Nine – year Compulsory Education", which are promulgated respectively in the years 2001 and 2000 by the Chinese ministry of education. The above curriculum and syllabus will be abbreviated as Curriculum (2001) and Syllabus (2000) in the following discussion.

2.1 The Grammar – Translation Method (GTM)

It was not until the late 1700s that the GTM was first known. Mella (1998:68-69) presents that the GTM grew out of the teaching of Latin, and this method appeals to students because of its thoroughness and systematicity. Richard and Rodgers (2001;6) describe that the GTM dominated European and foreign language teaching for almost one hundred years from the 1840s to the 1940s, and its modified form remains widely

used in the ESL classrooms of the world even today.

Its more than one hundred-year survival means that the GTM retains its topical and irreplaceable characteristics: firstly, the grammars are taught deductively so that the study of rules are presented and studied before practical examples of the rules are given. Moreover, the teaching materials are used inductively by authentic, profound and worthy literature. Furthermore, the GTM makes the language learning easier than before. The GTM claims that the language learning focuses on the sentence instead of smaller parts of a sentence. Finally, translation is emphasized, and thus L2 sentences are frequently translated into L1 sentences, which improves the translation skill from L2 to L1.

Mella (1998:69) briefly and clearly sums up the use of the GTM in one lesson by means of steps: the teacher comments on a new text sentence by sentence. Unknown vocabulary is written on the blackboard and difficult passages (or the whole text) are translated. The text from the previous lesson is checked for understanding and the students are required to read and translate the selected passages. The teacher will correct and comment on pronunciation if necessary. A grammatical structure is usually also explained in the L1 and written exercises are provided. Hence in the GTM classroom, teachers are the absolute authorities. The interaction, as a rule, is directed from the teacher to the students, and there is little chance for student-student interaction.

The GTM can provide learners with perfect skills in reading and writing, but it draws very little attention to pronunciation; much time is spent talking about L2, little

time talking in L2, and the teachers are the absolute authorities in the classroom etc. Most of the drawbacks were gradually criticized by the educationalists and linguists. Then in the mid and late nineteenth century, as a reaction against the GTM, the Reform Movement originated in several European countries.

The English teaching in China has been dominated by GTM in both the textbooks and classrooms since when I studied in junior high school in the year 1996. Nowadays although it has lost its dominant place, it is still mentioned in Syllabus (2000) as follows:

in the lesson preparation period, the teacher could use the GTM in order to highlight the important points, however, the GTM is becoming an inferior teaching method when it comes to the classroom teaching.

2.2 The Reform Movement

Richards and Rodgers (2001:9) explain that before the 1880s, language teaching specialists such as Marcel, Prendergast, and Gouin (see further below) were devoted to promoting alternative approaches to language teaching, however, their ideas failed to receive widespread support or attention. From the 1880s, these promotive approaches of language teaching were revitalized by practical-minded linguists such as Henry Sweet in England, Wilhelm Viëtor in Germany, and Paul Passy in France etc. They gave reformist ideas greater credibility and acceptance. In the year 1886, the International Phonetics Association (IPA) was founded, which gave linguists new insight into speech processes, notably that speech, rather than the written word, was the primary form of language. The efforts of linguists became known as the Reform

Movement in language teaching, and these foundations for the development of the new ways of teaching language have continued to the present day.

The whole reform movement focuses on teaching items in a context and phonetics teaching. Richards and Rodgers (2001:7-8) highlight two persons who support the contextual and situational teaching. The Englishman T. Prendergast (1806-1886), who is one of the first to emphasize on the oral teaching, records the observation that utterances should be interpreted in the contextual and situational cues, and the children could use memorized phrases and “routines” in speaking. A Frenchman, F. Gouin (1831-1896), one of the best know reformers, refers to a new teaching approach – the so-called “series” method, which consists of a description in L2 of related actions, such as “I open the door”, “I open the window”. The basic idea of this method is that the learner is familiar with these actions from his prior personal experience, which helps the learner understand and remember the sentences.

The reform movement is interested in learning or teaching L2 according to natural methods. The attempt of this movement is to make the second language learning more like the first language learning because we do not have any concept of grammar rules in our natural speaking when we learn our native language. The grammar rules should be built up in the speaking progress, thus a new method for oral English teaching is needed.

2.3 The Direct Method (DM)

The DM develops the idea of the Reform Movement for developing skills in listening

and speaking, perhaps especially in speaking. Stern (1983) states that the dominances of the DM prevail over the years between 1880 and World War I. Simensen (2007:28) explains the “direct method” that it refers to the belief in establishing direct associations or links between L2 words and phrase and the object, actions, and states referred to. And Richards and Rodgers (2001:12) demonstrate the principles and procedures of DM in practice and the guidelines of it for teaching oral language. They are shown in detail in Figures 2.1 and 2.2.

1. Classroom instruction was conducted exclusively in the target language.
2. Only everyday vocabulary and sentences were taught.
3. Oral communication skills were built up in a carefully graded progression organized around question-and-answer exchanges between teachers and student in small, intensive classes.
4. Grammar was taught inductively.
5. New teaching points were introduced orally.
6. Concrete vocabulary was taught through demonstration, objects, and pictures; abstract vocabulary was taught by association of ideas.
7. Both speech and listening comprehension were emphasized.
8. Correct pronunciation and grammar were emphasized.

Figure 2.1 The principles of DM in the classroom practice (Richards and Rodgers (2001:12))

Never translate: demonstrate
Never explain: act
Never make a speech: ask questions
Never imitate mistakes: correct
Never speak with single words: use sentences
Never speak too much: make students speak much
Never use the book: use your lesson plan
Never jump around: follow your plan
Never go too fast: keep the pace of the student
Never speak too slowly: speak normally
Never speak too quickly: speak naturally
Never speak too loudly: speak naturally

Figure 2.2 The guidelines of DM for oral teaching (Richards and Rodgers (2001:12))

Figures 2.1 and 2.2 illustrate that contrary to that in the GTM classroom, the teaching language is dominated by L2 instead of L1 in the DM classroom, and monolingual instruction and student activities represent their priorities. Thus objects, actions, pictures, miming and the use of verbal paraphrases are very popular in the DM classroom. Simensen (2009:26) gives us an example of a technique that the teacher could use as a means of teaching the new language of associating words with thoughts and events, i.e. pointing at pictures and objects to explain a word's meaning. The fact that the objects were sometimes brought into the classroom has given the method a nickname "the backpack – method".

Moreover, much time in the DM classroom is devoted to the teaching of pronunciation, vocabulary and listening, while grammar is only taught inductively.

Connected and meaningful texts are usually the basis of the lesson, which are listened to and or read by the students, then they are later to induce the rules on the basis of these observations. The content of the text is, as a rule, dealt with in question – answer sequences. Simensen (2009) sums up the roles between teacher and students that normally it is the teacher who asks and the students who answer, which further promotes the role of the teacher from the absolute author to the inductor, whereas, the teaching in classroom still keep the teacher-centered role. In addition, the direct method uses an inductive approach in teaching grammar, and the explanations are mostly given in L1. Mella (1998:46-47) explains that the teacher could use the first language more freely to explain grammar, and the target language is also used as much as possible.

As a product of the Reform Movement, the DM also has its drawbacks, one of which is that it requires the teachers to have high level of oral proficiency in the foreign language. However, normally the competence of the non-native English teachers is far from native – like fluency. Furthermore, this method largely depends on the teacher’s skill, rather than on a textbook (see Figure 2.2), which leads to the lack of clear principles of the teaching rules and the loose system. The presentation of grammar is almost totally abandoned. In the oral context, is the grammar really unnecessary for the learners? Due to the disadvantages above, the DM is criticized by the linguists strictly. Thus between the 1920s and the 1930s, a new scientific method – the Oral Method emerged.

2.4 The Oral Method (OM)

The OM originates from the works of British applied linguists who attempted to develop the OM for a principled approach to methodology in language teaching. Richards and Rodgers (2001) describe that Harold Palmer and A. S. Hornby were two of the leaders in this movement, and they wish to improve the OM to a more scientific foundation as well. They further point out that “more scientific” emphasis on the OM has a systematic basis in applied linguistics. Then the systematic principle is analyzed in their books in three directions, which are quoted by Richards and Rodgers (2001:38): selection (the procedures by which lexical and grammatical content was chosen), gradation (principles by which the organization and sequencing of content were determined), and presentation (techniques used for presentation and practice of items in a course).

Even though DM and OM can both be said to oral teaching approaches, however, they should not be confused. In OM, teachers should introduce new language items in a strictly controlled and systematic manner, in contrast to the DM. Taking the grammar teaching as an example, the introduction of grammar should proceed from simple to gradually more complex grammar patterns. New grammatical structures should be introduced in familiar vocabulary and vice versa. Moreover, grammar should be taught inductively; in this factor, presentation or repetition is the added scientific principle in the oral method compared to the DM, which is illustrated in Simensen (2007:37) by the following example:

Teacher: Listen. This is a pen. This.

Students: This.

A student: This.

Teacher: This is a pen.

Students: This is a pen.

Student: (moving pen) This is a pen.

The structure to be taught in the above example is “this is ...” The teacher used the word (pen) that was not new to create a new language item situation, so that drills are likewise related to “situations”. And then the repetition happens in the familiar situation, which makes the students not only learn the new language item more easily but also review the old words.

Another principle of OM concerns situation. New language items should be introduced in contexts and situations in the classroom that help to clarify the meaning of the item, and the teaching of grammar and vocabulary are no longer absolute, which are shown in Frisby’s syllabus (1957:134, as quoted by Richards and Rodgers 2001:42):

	Sentence pattern	Vocabulary
1st lesson	<i>This is ...</i> <i>That is ...</i>	<i>book, pencil, ruler,</i> <i>desk</i>
2nd lesson	<i>These are ...</i> <i>Those are ...</i>	<i>chair, picture, door,</i> <i>window</i>
3rd lesson	<i>Is this ...? Yes it is.</i> <i>Is that ...? Yes it is.</i>	<i>Watch, box, pen,</i> <i>Blackboard</i>

The situational element gives the method another name, Situational Language Teaching (SLT) to include the structural-situational and oral methods. The objective of the oral method is to develop skills in listening, speaking, reading and writing.

Richards and Rodgers (2001:43-44) conclude that in the oral method classroom,

the learners' roles are divided into two stages and the teachers' roles are divided into three stages: in the initial stage of learning, the learners automatically listen and repeat what the teacher says and then, to respond to the questions and commands. In contrast to learners' roles, the teacher serves as a model creating and then modeling the new structure for students to repeat. In the later stage, students are given more of an opportunity to use the language in less controlled situation, although teacher – controlled introduction and practice of new language is stressed throughout. The teacher is ever on the lookout for grammatical and structural errors. In the last stage, organizing review is a primary task for the teacher.

2.5 Interlanguage and Error Analysis

In the 1970s, English gradually become an international language, and it is widely used by speakers from so many different language backgrounds. The term interlanguage was first proposed by Selinker (1972), who refers it to the mental grammar that a learner constructs at a specific stage in the learning process. In addition, interlanguage is used to refer to the learner's L2 competence as well. The concepts such as transfer, learning strategies, communication strategies, and fossilization are central in the theory of interlanguage.

Simultaneously, in the 1970s, the idea that errors may be caused by interlingual transfer is showing in the teaching process. Interlingual errors are explained as errors between the two languages involved, and the errors in the sentences are described as “negative transfer”. In the contrastive analysis hypothesis, negative transfer is also

predicted, of which errors are not a sign of failure, but evidence of the learner's developing systems, as signs of learning process. Brooks (1960:49) agrees that error analysis is not problem solving, but the formation and performance of habits. A behavior becomes a habit when a specific stimulus elicits an automatic response from the learner. It is in this way that the error analysis can become part of the teaching and learning method. By way of example, Ellis and Barkhuizen (2005:57) distinguish 5 steps in conducting an error analysis:

1. Collection of a sample of learner language
2. Identification of errors
3. Description of errors
4. Explanation of errors
5. Errors evaluation.

Moreover, the idea of error analysis develops that L2 learners, like L1 learners, should be seen as creatively constructing rules of grammar, and should be regarded as agents in the learning process. Hence, error analysis does not refer exclusively to the transfer of L1 structure, however, most errors are explained by the learner's cognitive development in the target language.

Error analysis also has its limitations, in particular it focuses on negative aspects of learners' performance; it is easy to persist in the error, because errors are not always pointed out to them in the correct or appropriate way. I have a good example from my own experience. When I was a junior student, my English teacher taught us as a grammar topic the phrase "something else". She said "remember 'something else' is not 'else something'." Unfortunately, I only remembered "else something" and

chose the form “else something” many times in the exams. Therefore, it is necessary to warn the teachers and the learners when, where and how to use this method.

The errors analysis is reflected in Syllabus (2000) as:

In the teaching process, we should establish students' self-confidence and help them find accomplishment. For the errors in the oral language presentation, we should according to the purpose of teaching activities and type of errors find an appropriate solution. It is not advocated that all the errors must be corrected.

2.6 Communicative Competence

The term “communicative competence” was first developed by Hymes in the late 1960s. By contrast, Chomsky’s competence-performance distinction is too restricted to account for language in use, Hymes (1971:12) describes communicative competence as “what a speaker needs to know to communicate effectively in culturally significant setting.” From the times of proposing “communicative competence”, the English teaching and learning really steps into “language in use”. Then, Hymes (1972:281) further divides communicative competence into four sectors:

- Whether (and to what degree) something is formally possible
- Whether (and to what degree) something is feasible in virtue of the means of implementation available
- Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated
- Whether (and to what degree) something is in fact done, actually performed, and what its doing entails

Another linguist, Halliday (1975), proposes the functions of language that complement Hymes' view of communicative competence. He describes seven basic functions that language performs for children learning their first language as:

1. the instrumental function: using language to get things
2. the regulatory function: using language to control the behavior of others
3. the interactional function: using language to create interaction with others
4. the personal function: using language to express personal feeling and meanings
5. the heuristic function: using language to learn and to discover
6. the imaginative function: using language to create a world of the imagination
7. the representational function: using language to communicate information
(Halliday 1975:11-17)

The relationships between linguistic competence and communicative competence are claimed by Allwright (1979:168) who uses a diagram as Figure 2.3 to point out the relationships clearly:

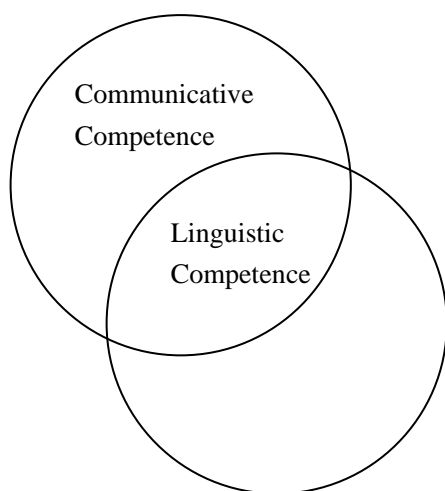


Figure 2.3 Relationship between linguistic competence and communicative competence

It shows that communicative competence includes nearly the whole linguistic competence, which implies that communicative teaching method will build up both communicative and linguistic competences. And Allwright (1979) claims that a more language oriented teaching can not include all aspects of communicative competence.

Later, in the year 1980, Swain and Canale (1980) extended the concept of communicative competence to include grammatical, sociolinguistic, discourse (cohesion and coherence) and strategic (communication strategies) competence elements, which it is fairly broad agreement that communicative competence is made up of with respect to pedagogy. As regards the question of whether the teaching of grammar should be secondary to the teaching of communication in ELT, they believe that grammar competence should be at least as important as sociolinguistic competence in teaching based on communicative goals.

We can find the characteristics of communicative competence in the English curriculum in China. Five competences compose the Curriculum (2001), and they are:

Grammar Competence

Grammar competence includes five sections: pronunciation, vocabulary, grammar, function and topic. Students should have the ability to master vocabulary and pronunciation, to study the grammar in communication, to be familiar with the topics of daily life, hobby and interest, custom and culture in communication.

Linguistic Competence

Linguistic competence includes four competences: listening, speaking, reading and writing. Listening and reading are the comprehensive competences, whereas speaking and writing are the expressive competences. Through the language practice, students should form the ability of comprehensive language in use, laying the foundation for

the true communication.

Social Competence

Social competence implies motivation, interest, self-confidence, social skills and the spirit of cooperation. Language learning should contribute to these areas as well in order to facilitate successful communication.

Sociocultural Competence

The culture refers to history and geography, literature and art, lifestyle, local custom and values of the English language country. The goal of cultural understanding is to help students master and understand English language better, and to arouse the interest of students to learn English, further to improve their learning abilities and communicative abilities.

2.6.1 Communicative Language Teaching (CLT)

CLT has dominated ELT since the 1980s. The significant impact on the development of CLT is Wilkins' Notional Syllabus (1976:2), which distinguishes between two strategies for syllabus organization, namely the synthetic and the analytic. Then communicative competence in the classroom expanded in the Council of Europe.

Burner (2005: 47) implies that the cardinal values of CLT are meaning, authenticity, context, communication and fluency etc. And Mella (2005:48) adds that learner – orientation is one of the main characteristics of CLT , which is described as the learner's ultimate intention in learning the L2 is communicative competence, and how s/he obtains it is dependent on parameters like age, aptitude, communicative need(s) etc.

CLT as a teaching method focuses on communication in the oral skills, consequently, some people worry that grammar teaching has become less important

than before in this teaching method. Dirven (1990:7) is one who believes so: "... the communicative approaches as a whole has, by and large, arrived at the same dead-end as the naturalistic approach, viz. the rejection of formal grammar in the foreign language syllabus." However, I don't agree with Dirven on this matter, because the relationships between grammar and communication are complementary. Zhang (2004:25) claims that the teaching of grammar will be greatly improved in the communicative way. Paulston and Bruder (1976:1) further state that grammar permeates all language skills, and the objective of teaching grammar in their book is the oral use of the target language for communicative purposes. And Johnson and Morrow (1981:64-66) state that "Even a teacher who adopts a totally communicative stance must accept that grammatical and phonological mistakes hamper communication, and enough of them – especially in the wrong place – can totally destroy it.", therefore the language learning becomes a central part of the CLT instead of less important.

How should we employ CLT in China? According to Syllabus (1992), there are 30 communicative items that the students are required to master, in which four "do" and one "don't" are most significant. They are:

1. Do associate language forms with language meaning.
2. Do associate language forms with students' real life and develop the students' language skills into their communicative competence.
3. Do compile all kinds of materials which are related to the students' needs and are of help to carry out communicative activities.
4. Do create (in the course of teaching) communicative situations to increase the

students' interests and drive.

One “don't” is: “don't do too many exercises of language forms”, which suggests teachers and learners pay more attention to the communicative teaching and learning.

Since the teaching method steps into CLT, lots of teaching methods emerge. Those are cooperative Language Learning, Content-Based Instruction, and Task-Based Language Teaching etc. The Task-Based Language Teaching is the most significant communicative teaching method in modern Chinese English teaching.

2.7 The Task-based Language Teaching (TBLT)

TBLT is a logical development of Communicative Language Teaching. Richards and Rodgers (2001:223) explain that it refers to an approach based on the use of tasks as the core unit of planning and instruction in language teaching. The Malonysian Communicational Syllabus (1975) and the Bangalore Project (Beretta and Davies 1985; Prabhu 1987; Beretta 1990) were two early applications of a task-based approach within a communicative framework for language teaching.

TBLT proposes the notion of “task” as a central unit of planning and teaching.

Skehan (1996:20) describes task as:

Tasks ... are activities which have meaning as their primary focus. Success in tasks is evaluated in terms of achievement of an outcome, and tasks generally bear some resemblance to real-life language use. So task-based instruction takes a fair strong view of communicative language teaching.

A task is an activity or goal that is carried out using language, and Nunan (1989) suggests that a syllabus might specify two types of tasks: real-world tasks and

pedagogical tasks, such as finding a solution to a puzzle, reading a map and giving directions, making a telephone call, writing a letter, or reading a set of instructions.

The suggestion of the main teaching method in Curriculum (2001) is the TELT, in which the major features adopt the assumptions of task-based instruction that are summarized by Feez (1998:17) as:

- The focus is on process rather than product.
- Basic elements are purposeful activities and tasks that emphasize communication and meaning.
- Learners learn language by interacting communicatively and purposefully while engaged in the activities and tasks.
- Activities and tasks can be rather:
 - those that learners might need to achieve in real life;
 - those that have a pedagogical purpose specific to the classroom.
- Activities and tasks of a task-based syllabus are sequenced according to difficulty.
- The difficulty of a task depends on a range of factors including the previous experience of the learner, the complexity of the task, the language required to undertake the task, and the degree of support available.

2.8 Syllabus (2000) and Curriculum (2001)

2.8.1 Syllabus (2000)

Syllabus (2000) is the Chinese reform for the nine-year compulsory school and for the full-time junior high school level. Syllabus (2000) is the gist of the course

implementation, teaching evaluation and textbooks compiled, and it also dictates the English teaching of Chinese junior high schools. The aims of students' study of English in Syllabus (2000) are shown in Figure 2.4:

- Be able to get the useful information in both oral and written materials.
- Be able to express oneself in writing and oral English, and be able to use the accurate grammatical styles in expression.
- Be able to use English that is suitable in formal and informal situations.
- Be able to acquire the culture and custom of native English speaking countries actively in daily learning.
- Be able to use of language in self socio-cultural context, both inside and outside classroom.

Figure 2.4 The aims of students' study of English

Teaching requirement is that the English course begins with the first year in junior high schools, totally four years. A teaching period has a duration of 45 minutes, and totally 35 teaching weeks in one year, which are detailed as:

- The First or The Second year
4 units/week x 35 weeks = 140 units
- The Third or The Fourth year
5 units/week x 35 weeks = 175 units

The grammar that is required to be mastered in the 2000 syllabus is composed of:

- Nouns (uncountable noun and countable noun, proper noun,)
- Pronouns (personal pronoun, adjective possessive pronoun, demonstrative pronoun and interrogative pronoun)
- Numerals (cardinal and ordinal numbers)
- Prepositions and Conjunctions
- Articles (definite article and indefinite article)

- Adjectives and Adverbs
- Verbs (transitive verb and intransitive verb, modal verb)
- Sentences (declaratives, imperatives, wh-question, yes/no question)
- Tense (present, past, future,).

The details are presented in Appendix I: Grammar in Syllabus (2000).

And the learning requirements and teaching aims of grammar are:

- Be able to understand meanings and functions that concern grammar in Appendix I of grammatical points list.
- Be able to use the knowledge of grammar that is shown in Appendix I of grammatical points list to express oneself in both oral and written situation.
- Be able to master “and”, “therefore”, “but” etc., and accurately use them in context.

2.8.2 Curriculum (2001)

Curriculum (2001) is the most recent curriculum in China. The knowledge promotion in curriculum (2001) introduced a change that the English class is dominated by grammar and vocabulary updating by the interest of learning and the ability of communication. And Curriculum (2001) further refers to the styles of learning and teaching as follows:

Learning style: practice, cooperation, communication

Teaching style: TBLT.

In the design of TBLT, the teachers should regard the following

1. Activities should be with clear purpose and operation.

2. Activities should originate from the student's life experiences and interests.
3. Activities should advance students to learn English knowledge effectively and develop language skills in communication.
4. Activities should not be limited to the classroom teaching, whereas extending learning outside the classroom is encouraged.

2.9 Discussion and Summary

The question from the 1840s to the 1940s focusing on the conflicting thoughts between acquisition and learning is whether grammar should be taught implicitly or explicitly (deductively or inductively). The DTM and DM are the products of this period. Then in the 1950s the different views of Skinner (1957) and Chomsky (1959) with the debate between empiricists and rationalists promoted the teaching method to develop more quickly. According to Skinner's view of language as verbal behavior was expressed in behaviorism, British teaching method Oral Method and American teaching method – Audio-Lingual Method emerged and developed. From the 1970s, as English gradually became an international language, the concept of interlanguage was provided by some linguists. Simultaneously more and more linguists refer to the purposes of teaching grammar or language should be to communicate, and CLT has dominated English teaching until now. I summarize these thoughts and teaching methods in Figure 2.5.

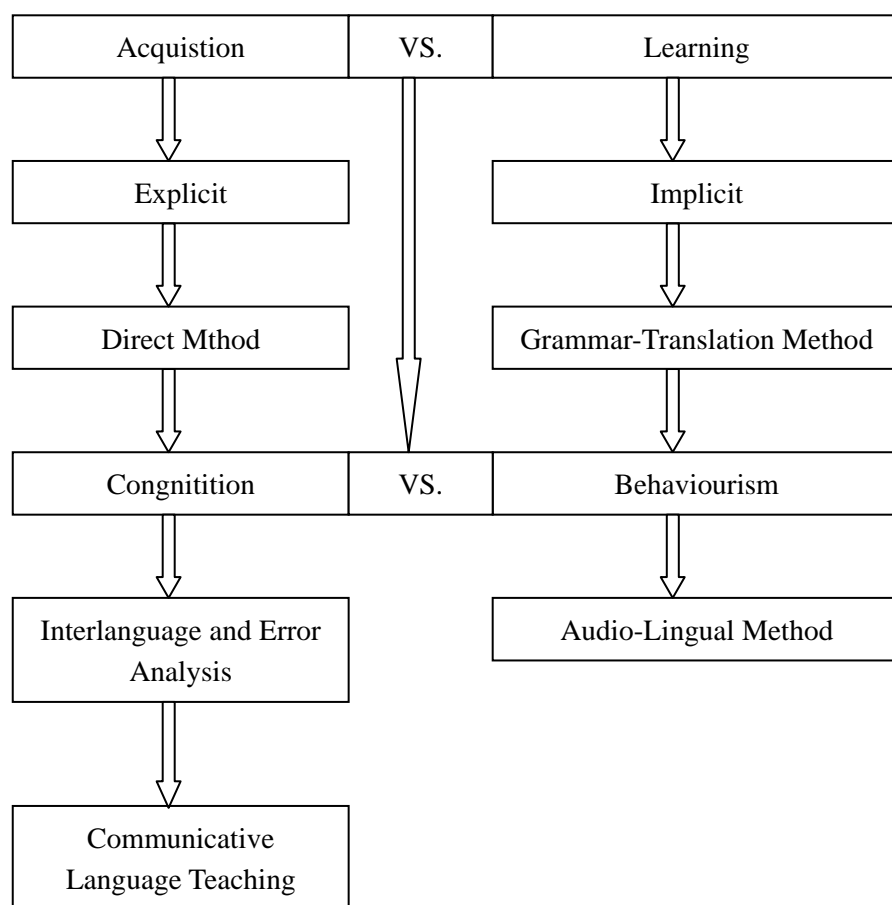


Figure 2.5 Thoughts and teaching methods

The traditional teaching methods, especially the GTM, left an ineradicable impression in the minds of many English learners that grammar is dealt with in isolation in the teaching and learning progression, hence it seems sterile. Consequently, it is claimed that grammar teaching and learning should establish connections between context and text, function and form. Therefore, grammar teaching and learning strategies focused on comprehension, induction, communication, and making the students learn from errors, etc.

We could admit that the teaching methods become progressively more scientific

one by one. However, personally, I don't think the most scientific method is necessary the best one. In my view the appropriate is the best. English language teaching as foreign language teaching in different countries, to different learners, in different conditions has its particular characteristic, hence scientific does not mean best or modern, it means appropriate.

Chapter 3 A Study of Grammar in Textbooks

3.1 Introduction

This chapter analyzes and compares textbooks in English for junior secondary school in order to investigate how the English textbooks used in Chinese schools deal with the grammar and grammar exercises. In this chapter, the investigation focuses on how the textbooks are structured, how many and how many kinds of grammar exercises there are in the textbooks. The study will also examine which methods or approaches are used in the textbooks for the grammar teaching. Then I will choose a representative grammar point and study how the textbooks handle on the use of it. Finally, I compare the textbooks and evaluate which textbook is to represent the syllabus or curriculum better. Before talking about the textbooks, the paper will introduce the Chinese education system.

3.1.1 The Chinese Education System

China's basic education involves pre-school, nine-year compulsory education from elementary to junior secondary school, standard senior high school, special education for disabled children, and education for illiterate people. Higher education at the undergraduate level includes two or three year's junior colleges, four-year colleges and universities. Many colleges and universities also offer graduate programs leading to the master's or doctor's degree. Table 3.1 shows the details of the whole regular

education system in China. By the end of 2008, according to the Chinese Education Ministry statistic, the number of students in junior secondary schools is 18628943, of which 8874139 are female. At present local government is playing a key role in compulsory education.

Age	Year	Education Level	Comment
27	22	PHD	Higher education
26	21		
25	20		
24	19	Master	
23	18		
22	17		
21	16	Undergraduate	
20	15		
19	14		
18	13		
17	12	The year of exam for higher education (GaoKao)	
16	11	Senior High school	
15	10		
14	9	The year of exam for senior high school	Nine-year compulsory education
13	8	Junior Secondary school	
12	7		
11	6		
10	5	The year of exam for junior secondary school	
9	4	Primary school	
8	3		
7	2		
6	1		
5		Pre-school	
4			
3			
2			
1			

Table 3.1 The whole regular education system in China

What is compulsory education in China? By law, China has nine years of

compulsory education, five years of primary school and four years of junior secondary school. The law stipulates that the compulsory education is free. The three years in senior secondary education which are not compulsory, however, it prepares students for a place at an institution of higher education, and it also prepares students for how to pass the exam, which is the only way to get into university. The exams in China play a very important role in school life, and we can see in Figure 3.1 that every educational stage contains one exam before the next stage. Hence each student in China has stories to tell about exams. Hæge Hestnes (2009:15), who had six-month living experience in Chinese college and university, describes the true life of a student follows as “preparation for the exam is the main focus of all the years in school. In primary school you prepare for entry exams to junior secondary, in junior secondary you prepare for entry exams to senior secondary, and in senior secondary you prepare for the Gao Kao, the final school leaving exams and the ticket to further education.” Preparation for the exam is the main focus of all the years in school. Hestnes (2009:15) also explains why these three exams are so important: the exam is considered to be one of the few things in China which is fair, and the exam can change your life. As a Chinese teacher in the college school said “You can pay your way or use your connections to get into a good school, get a good job or a good place to live, but Gao Kao is the same for everyone.”

English teaching in China not only plays an important role in helping students learn English but also is a compulsory and important course in every exam. Curriculum (2001) requires that English teaching starts in primary school, and it is a

compulsory course. Actually most of children start learning English when they are in pre-school. According to the Curriculum (2001) recommendation, English teaching begins in grade one or grade three in primary school which is based on the teachers educational level and teaching materials, for example in some developed cities (Shanghai, Beijing, Hong Kong, etc.) English teaching begins in grade one, and in the developing cities it begins in grade three.

The second year (grade 7) in the junior secondary school is chosen for to investigation in this chapter. Firstly, I choose the same grade to investigate in Chapter 3 (textbooks study) and Chapter 4 (field work), which gives us a better view to observe and compare if the teaching methods of grammar topics are presented in textbooks and used in classroom coincidentally. Secondly, in the junior secondary school, grade 7 is the most important stage to study grammar, because grades 8 and 9 are the two preparation years for the senior high school exam. Grade 6 is the first year of junior secondary school, and the main task of this year is to help students accommodate themselves to the junior secondary school life.

3.1.2 Introduction of Textbooks

The late 1990s are watershed years for the syllabus and textbooks of English teaching in China. Various textbooks emerged in accordance with one syllabus, instead of only one textbook being dictated by that syllabus, which inspired different districts to develop different textbooks. In this chapter, I choose two textbooks from one city and one province. One textbook is from Shanghai, which is one of the most developed

cities in China, and the English teaching in Shanghai also has its own distinctive place. The other one is from JiangSu province, which is very near Shanghai, whereas less developed than Shanghai. The present study is to contrast English teaching in terms of Grammar teaching by comparing textbooks from Shanghai and JiangSu respectively.

In the investigation, two textbooks from Curriculum (2001) are used by 7th grade of junior secondary schools. The first textbook, namely *Oxford English* (Shanghai edition), which is widely adopted in Shanghai junior secondary schools, was edited in 2001, and it is compiled by Shanghai Bureau of Education. The original author is Ron Holt, and Zhenghua Wo is the author of the adaptation. The other called *Fun with English* (JiangSu edition) which is published by JiangSu Bureau of Education, and it is used by most junior secondary schools in JiangSu province. The authors are Catherine Dawson (from Britain), Shouren Wang and Feng He (from China). These two textbooks are originally published by Oxford University Press (China) Limited.

3.1.3 Approaches to the Analysis

Many English teaching researchers have given different proposals to how to teach English grammar. Rivers (1972) made the distinction between skill-getting and skill-using exercises. According to Rivers' point of view practice should not be confined to the former, instead it must lead to the latter. This idea of grammar teaching coincides with Simensen's (1998:223-250) statement as in the formal teaching of grammar she distinguishes between two major approaches: the inductive and the deductive approach. She further explains the concepts of inductive and

deductive approaches as:

- Inductive approach

The teacher first points out examples in the text, and encourages the students to work out the rules themselves through the relevant examples. The purpose is to put the grammar in communication.

- Deductive approach

Represent a more traditional style of teaching in which the grammar structures and rules are presented to the students first.

In my view, there are two ways to distinguish inductive and deductive approaches.

One is from the different meanings of deductive and inductive approach that are given above, and the examples will represent in the following section; the other one from my conclusion concerns teaching methods in Chapter 2:

Inductively: the DM – Interlanguage and Error Analysis – the communicative method.

Deductively: the GTM – the audio-lingual.

This means if the grammar exercise uses the DM or communicative method, this exercise belongs to the inductive approach group.

In this chapter I will use the inductive and deductive approaches to classify the grammar exercises into two groups in order to further evaluate which textbook is more close to the syllabus. The following examples chosen in two textbooks illuminate the classification of grammar exercises in inductive or deductive approaches. The grammar exercise “Now Listen” in the *Oxford English* textbook is diction exercise which is a kind of DM exercise. Hence, “Now Listen” is in the inductive approach group.

3.2 An Analysis of the *Oxford English* Textbook

This section will firstly introduce the structure of the *Oxford English* textbook. Then



the grammar exercises will be classified into two groups: deductive and inductive exercises. Moreover, it will analyze one grammar topic (simple future tense) that is contained in both of the chosen textbooks.

The *Oxford English* textbook is used by most Shanghai regular junior secondary schools, and it has an attractive layout with amusing illustrations and nice

colorful and authentic pictures. There are total 102 pages in the textbook, which is composed by 3 Modules, in which four units comprise the first and second Modules and 3 units in the last one. Two or three grammar topics attach to each of units. Table 3.2 represents Modules, units and grammar topics in detail in the textbook.

The textbook consists of texts, exercises and grammar sections, which present different topics: how to write, how to talk to others in shops, in cinema, or in traveling, how to present works and life, and how to understand the natural elements. The types of text in each unit are composed by listening, speaking, reading and writing.

3.2.1 Study of Grammar Exercises

The textbook contains 100 both written and oral exercises, of which 45 are grammar exercises. My study will emphasize grammar exercises which are distinguished into two kinds of teaching method groups: deductive and inductive exercises. Inductive

Module	Unit	Language
1 Garden City and its neighbors	1 Write a travel guide	<ul style="list-style-type: none"> ● WH-questions ● Modal verb: can ● Connective: if
	2 Going to see a film	<ul style="list-style-type: none"> ● Prepositions: into, along ● So.../Neither...
	3 A visit to Garden City	<ul style="list-style-type: none"> ● Prepositions: for, since ● Present perfect tense
	4 Let's go shopping	<ul style="list-style-type: none"> ● Prepositional phrases and adjectives to describe objects ● Simple present tense
2 Better future	5 What can we learn from others	<ul style="list-style-type: none"> ● Connective: although
	6 Hard work for a better life	<ul style="list-style-type: none"> ● Adjectives to describe events ● Start doing
	7 In the future	<ul style="list-style-type: none"> ● Simple future tense "will" ● Agreement and disagreement
	8 Amore enjoyable school life	<ul style="list-style-type: none"> ● Modal verb: would ● Reflexive pronouns to identify people
3 The natural elements	9 The wind is blowing	<ul style="list-style-type: none"> ● Adjective to make comparisons and describe people ● Adverbs of sequence ● Pronouns to identify possession
	10 Water Festival	<ul style="list-style-type: none"> ● Connective: when ● Imperatives ● Prepositions: near, at
	11 Electricity	<ul style="list-style-type: none"> ● Wh-questions ● How-questions

Table 3.2 Modules, units and grammar topics in details in the textbook 1

exercises means the types of the exercises that are presented by the inductive teaching approach, as stated in section 3.1.3, whereas the type of deductive exercise is presented by the deductive teaching approach. In order to present a clearer picture, the deductive and inductive exercises in the *Oxford English* textbook are given in Tables 3.3 and 3.4 respectively.

No.	Grammar Exercise Name	Oral	Written	Listening	Reading	Number
1	Read and write		X		X	11
2	Find out and write		X		X	1
3	Look, write and say	X	X			1
4	Look and write		X			2
5	Look and say	X				1
6	Ask and answer	X		x		1
7	Discuss and write		X			1
Total number						18

Table 3.3 Deductive exercises

No.	Grammar Exercise Name	Oral	Written	Listening	Reading	Number
1	Discuss and write	X	X			3
2	Listen, write and draw		X	X		1
3	Now listen		X	X		5
4	Ask and answer	X				3
5	A report	X	X			3
6	Work in group	X	X			2
7	Write, say and act	X	X			1
8	A survey	X	X			4
9	Find out and write		X		X	1
10	Draw, write and make		X			3
11	Draw and talk	X				1
Toal number						27

Table 3.4 Inductive exercises

As Table 3.3 shows, 18 grammar exercises out of 45 are deductive exercises. The number of written exercises is much higher than oral and listening exercises, where the listening exercise is the lowest one. According to my evaluation, there is no GTM exercise in this textbook, and the exercise “read and write” is the most popular one in the deductive exercise.

My finding is that most of deductive exercises are mechanical drills which are defined by Paulston and Bruder (1976:4) as that a drill where is complete control of response, where there is only one correct way of responding is called mechanical drills. And in this type of exercises, students need not understand the meaning of exercises or the rule of grammar, even though they may respond correctly. We can see an example of “read and write” in Figure 3.1.

The exercise through repeating the sentences “I’d like to...” helps students memorize the grammar topic “I’d like to...” with virtually no possibility for mistakes, and even if the students do not know the meaning or the usage of “I’d like to...”. The three types of oral exercises “Look and Say”, “Look, write and say” and “Ask and answer” are also through repeating the sentences to make the students memorize the structure of the grammar topic and further to improve learners’ fluency in order to communicate more effectively. This type of deductive exercise seems a little

<p>S1: what changes would you like to see in our school?</p> <p>S2: I’d like to ...</p> <p>S3: I’d like to ...</p> <p>S4: I’d like to ...</p>	<p>Changes</p> <ul style="list-style-type: none">● have a swimming pool● have less homework● have more school picnics● have more books and magazines in the library● have a bigger playground● have more display boards● have more P.E. lessons● have modern science laboratories● do more experiments● organize more sports activities
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Figure 3.1 The exercise examples as “read and write” (from *Oxford English P50*)

monotonous; however, it puts the grammar topics into students' memory as a correct form. I believe that it is necessary to force the students as possible as to remember the grammar topics in a correct way, and the deductive exercise also aids the students in speaking and writing more correctly than inductive rule-learning.

As we can see in Table 3.4, the total number of inductive exercises is 27, which is far more than the number of deductive exercises. In the inductive exercise group, the amount of written exercises is also the highest, whereas the number of reading exercises is the lowest. It means that the deductive exercise group emphasizes writing and reading abilities; by contrast, the inductive exercise group focuses on writing and oral abilities. Moreover it is shown that some exercises contain both oral and written or written and listening types simultaneously, which not only allows students to think creatively and write correctly, but also improves their ability to listen and their fluency.


“Work in group”, “A report” and “A survey” in Table 3.4 use CLT method. Personally, I would say that these exercises are very valuable to the students, because there is no control of the response of these exercises, and students have the choice to say whatever they want, share their thoughts with others and recognize their lives and society. However, in the real classroom, I found that these types of exercises are always omitted by the teachers, because they are far from the final written exam.

Three pairs of exercises need to be noticed: “find out and write”, “discuss and write” and “ask and answer”, which appear in both Tables 3.3 and 3.4. I distinguished the same name exercises into different groups according to the different deductive and

inductive meanings, which I will explain with the examples “find out and write” in *Oxford English* textbook. Figure 3.2 shows a “find out and write” exercise in the deductive group, and Figure 3.3 shows it in the inductive group.

In Figure 3.2, we can see the students can make the sentences imitate the first one, and they can complete the exercises successfully without understanding exactly what they are writing. Although they have to work out the correct form of the verb, the students can find the answers in the picture directly and easily. Whereas the exercises in Figure 3.3 have no fixed or unique answer, and they “encourage the students to work out the rules themselves through relevant examples (Simensen 2009)”. Moreover, one statement from Paulston and Bruder (1976:9) gives the main differences between inductive and deductive exercises a good explanation that in communicative drill the speaker adds new information about the real world. In Figure 3.3, the exercise makes the students practice themselves in real world and say what they want and what they prefer, and there is no right or wrong answer.

Find out and write



Job	What does he/she do?
A cook	cooks food for people.
A waiter	
A secretary	
A postman	
A coach	
A bus driver	
A headmaster	

Figure 3.2 “Find out and write” in the deductive group

Model students in class _____

<p>Name: _____</p> <p>(Photo)</p>	<p>Name: _____</p>
<p>Although _____</p> <p>he/she _____</p>	<p>_____</p> <p>_____</p>
<p>Name: _____</p> <p>(Photo)</p> <p>_____</p> <p>_____</p>	<p>Name: _____</p> <p>(Photo)</p> <p>_____</p> <p>_____</p>

Figure 3.3 “Find out and write” in the inductive group


3.2.2 How to teach Simple Future Tense in *Oxford English*

Simple future tense which is chosen from the textbook *Oxford English*, will also be discussed in another textbook *Fun with English*. As we know, there are three basic structures to express future meaning: *shall*, *will* and *be going to*. Oxford English textbook only emphasizes teaching the grammar topic *will* that is represented in the texts. The text topic of *will* in *Oxford English* concentrates on “life in the future”, and there are two texts in the textbook: “Talking about the future” shown in Figure 3.4 and “Our hopes” shown in Figure 3.5, in which the tasks start with a discussion imagining that “what will happen in the further”.

Unit 7 In the future

Listening and speaking: Talking about the future

Listen and say



Kitty: **Perhaps** there **will not be** enough food for everybody.
Peter: I don't think so.
Alice: **Perhaps** people **will be able to** grow vegetables in space stations.
Joe: I think so.
Peter: **Perhaps** there **will be** no summer or winter. Then the weather **will never be** too hot or too cold.
Alice: I don't think so.
Kitty: **Perhaps** people in different countries **will all be able to** speak the same language. Then people will be able to understand each other better.
Joe: I think so.

Figure 3.4 Talking about the future (text 1)

The usages of the grammar topic *will* are represented in the text. In order to be clear, the emphasis in Figure 3.4 is marked by me. In Figure 3.4, each will sentence follows the teacher question “what do you think will happen in the future?”, and the adverbial “perhaps” is included in each answer. Moreover, the grammar topic *will* in text 1 emphasizes on the usages of “will + be/be able to”, and the expressions of

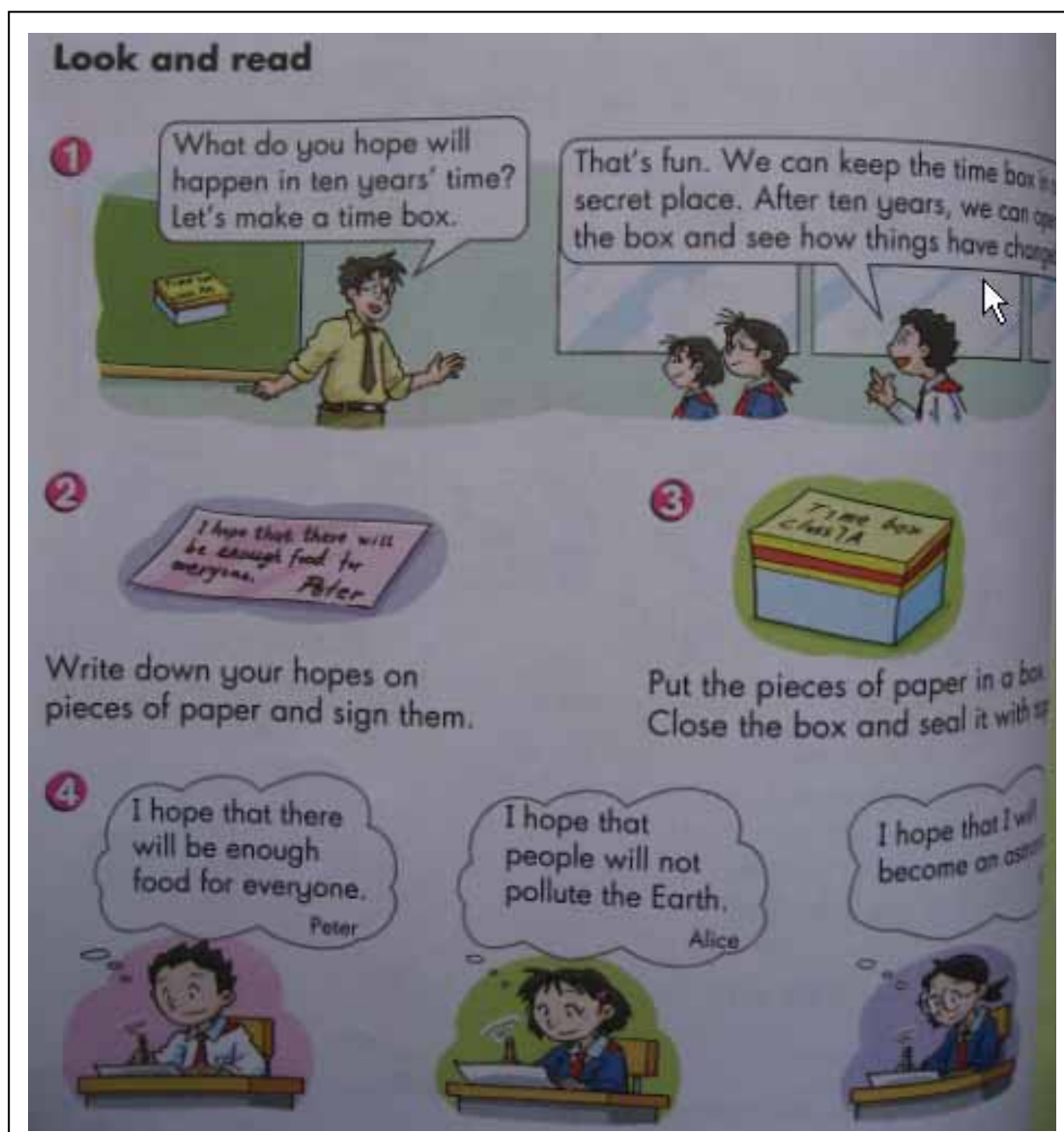


Figure 3.5 Our hopes (text 2)

affirmative (will be) and negative (will not be). Furthermore, the teaching and learning method used in text 1 is the inductive approach.

We can see in Figure 3.5 that the grammar topic *will* is taught in an activity that consists in making a time box. Every student has to write their hope on a piece of paper. Before writing, students should understand that “hope” means something does not necessarily happen in the future. And then the students have to use *will* in the hope

sentence, which helps them understand that the meaning of future tense is “not happen” and remember *will* is the sign of simple future tense. In addition, the teaching and learning method in text 2 uses an inductive approach.

It is represented in both texts 1 and 2 that there is no description for the rules of how to use *will* or when to use it. Grammar is taught in the texts, communication and activity, which makes grammar teaching no longer monotonous, and on the contrary, it gives the motivation to the students in the grammar teaching and learning progress.

In this simple future tense teaching unit, there are three exercises to review the usage of *will*, which is illustrated in Table 3.5. As it shows, two of three exercises are written and the whole of three exercises are used by inductive approach. These exercises emphasize how to use *will* in oral and written texts. In the first exercise, students have to talk about “life in the future” according to the picture with the grammar topics *will be* and *will be able to*. A language is used to communicate; therefore, it is valuable that this unit contains oral grammar exercises. The second exercise lets the students use a book with pictures to show what will happen in the future. In this exercise students have to use *will* with the adverbial “perhaps” or “in the future”, which is useful for them to understand and further master the rules of grammar topic *will*. And the third exercise is the same as the second one.

NO.	Exercise Name	Oral	Written	Inductively	Deductively
1	Discuss in groups	X		X	
2	Draw and write		X	X	
3	Write and make		X	X	

Table 3.5 The simple future tense exercises in *Oxford English*

To sum up, the *Oxford English* textbook contains various types of inductive grammar exercises, and most of teaching types are used inductively method as well. Moreover, there is no grammatical explanation in the whole textbook, and grammar is taught in the texts. Hence, students have to discover grammar rules by themselves. Both grammar teaching and exercise sections in this textbook give students many practical chances in communication and discussion. Furthermore, the teacher role in grammar teaching in this textbook is no longer as a leader (comparing the tradition textbook) instead of a director. Finally, in my observation in classroom, when using this textbook, teachers are always necessary to supply the students with additional grammar exercises materials.

3.3 An Analysis of the *Fun with English* Textbook

The *Fun with English* textbook is adopted by almost all junior secondary schools in



Jiangsu province. I choose this textbook, since it is also edited by Oxford University (Jiangsu edition). Whereas compared the first *Oxford English* textbook (Shanghai edition), it uses different teaching methods for grammar teaching, which gives me a clear observation to compare them. The investigation will focus on the

grammar exercises, and then the presentation of the simple future tense in details.

This textbook has an attractive layout with amusing illustrations and nice colorful pictures. There are 140 pages in the textbook, which is composed by 2 Modules and 3

units in each module. Each unit has two or three grammar topics. Table 3.6 shows Modules, units and grammar topics in this textbook.

Module	Unit	Grammar
1 Home and neigh bourhood	1 Dream homes	<ul style="list-style-type: none"> • Prepositions of place in front of, between, next to... • Cardinal numbers zero, one, two, three... • Ordinal numbers first, second, third...
	2 Welcome to Sunshine Town	<ul style="list-style-type: none"> • How much and How many How much Beijing Duck can you eat? How many restaurants are there in Sunshine Town? • Noun + 's Millie's home is the ninth floor. • Possessive adjectives and pronouns my, your... mine, yours... • The definite article "the"
	3 Finding your way	<ul style="list-style-type: none"> • Prepositions of movement across, along, through... • Simple future tense with "will" and "shall" They will see us. Shall we take different routes? • Talking about the future with "be going to" I am going to take another route.
2 Wonderful things	4 Amazing things	<ul style="list-style-type: none"> • Simple past tense Last Sunday morning, Millie and Amy went to Sunshine Park. • Simple past tense of the verb "to be" I was at home yesterday.
	5 Abilities	<ul style="list-style-type: none"> • Using can/could to talk about ability • Using can/could to talk about possibility • Expressions with "what" and "how" What a beautiful flower! How nice!
	6 Pets	<ul style="list-style-type: none"> • Giving instructions • Using of "should" and "must"

Table 3.6 Modules, units and grammar topics in details in textbook 2

The structure of this textbook is similar as the *Oxford English* textbook. It consists of texts, grammar sections and exercises, however the teaching of grammar is different from that in *Oxford English* textbook. In *Oxford English* textbook grammar is taught in the text by inductive teaching approach, whereas in this textbook, grammar has their reparative sections. The structure of each unit comprises reading text, exercises for reading text, vocabulary, exercises for vocabulary, grammar topics, and exercises for grammar. In addition, each unit contains only one reading text. The texts in this textbook also discuss various topics, such as how to introduce oneself and famous places in cities, how to express one's feelings (sad, crazy or frightened etc.), how to introduce pets to others, and how to find the way.

3.3.1 Study of Grammar Exercises

There are 134 both written and oral exercises in the textbook, and 49 exercises concern grammar. For this textbook I will use the same approaches as in *Oxford English* to investigate grammar exercises. The following two tables, Tables 3.7 and 3.9 indicate the number, name, types of exercises and teaching methods, and show the deductive and inductive approaches respectively.

Table 3.7 shows that *Fun with English* has a large number of deductive exercises. There are 49 exercises are related to grammar of which 37 exercises are deductive, and verb exercises are fairly common. Moreover, all the deductive exercises are written. A language is to be used to communicate; hence I do not believe that the whole grammar exercises are written is scientific. The teachers always have to

No.	Grammar Exercise Name	Oral	Written	Listen	Read	Number
1	Fill-in from the picture		X			7
2	Choose the right answer		X			3
3	Write the numbers		X			4
4	Write the date		X			1
5	Complete the passage from the given words		X			2
6	Complete the sentence form given words		X			3
7	Complete the sentence from given picture		X			1
8	Fill-in the given words		X			12
9	Write the past		X			1
10	Write the sentence		X			2
11	Make sentence with “what” and “how”		X			1
Total number						37

Table 3.7 Deductive exercises

complement the listening or the oral grammatical exercises in the real classroom. The styles of exercises concentrate on fill-in the words, writing the sentence and matching the sentence. The most common exercise in Table 3.7 is Fill-in from the given words. Personally, it is useful and effective for students to review and remember the new grammar topic. For instance, in the textbook page 68, section B introduces the form of simple past tense “to be” with three personal subjects shown in Table 3.8.

I He/She/It	was	You We They	were
----------------	-----	-------------------	------

Table 3.8 The exercise “to be” in *Fun with English*

And section B1 follows the fill-in exercise that practices the correct form of the verb “to be” with diversity personal subjects:

Simon: It ___ a happy day yesterday, right?

Sandy: Yes, it _____. But I didn't see Daniel. Where _____ he?

Simon: He _____ ill. He _____ at home.

Sandy: What a pity! There _____ so many amazing animals in the museum.

Simon: _____ you afraid of those strange animals?

Sandy: Yes, I _____ a little afraid.

Simon: How about Millie and Amy?

Sandy: They _____ afraid at all. They _____ quite fond of amazing things....

Almost every grammar section in the textbook uses the above step by step form to teach grammar.

As Table 3.9 shows, there are 12 inductive grammar exercises in the textbook that focus on written description exercises. Burner (2005:65)'s account of Leech' theory recommends that teachers should encourage their learners to observe and think critically about grammar. They should be made aware of the fact that grammar rules are not watertight. It is not always either-or; most of the time one grammatical observation may be better than another, and the learner should learn how to account for various grammatical choices. "Work out the rule", which is the most common exercise in Table 3.9 is one such exercise as follow:

We use _____(an adjective, a noun phrase) after "what" to form an exclamation.

No.	Grammar Exercise Name	Oral	Written	Listen	Read	Number
1	A survey		X			1
2	Complete the passage		X			1
3	Choose the right words		X			2
4	Write your presentation		X			1
5	Project		X			1
6	Re-write the sentence		X			1
7	Work out the rule		X			5
Total number						12

Table 3.9 Inductive exercises

As Burner (2005:66) expresses, this kind of exercise allows the learner to discuss the nuances of English grammar. Another exercise “re-write the sentence” as follow is useful in raising the learner’s awareness of the English language.

Pattern I/You/We/They like fish

He/She/It likes fish

Write two sentences and two questions using the above patterns

1 a _____

b _____

2 a _____

b _____

Moreover, it is necessary to compare the exercise “A survey” in two textbooks respectively. In the *Oxford English* textbook “A survey” gives the students a topic and let them find out the answer in the society and investigation. However, in *Fun with English* “A survey” gives the students a table and let them fill in the information. According to the comparison, the first one is more open than the second one. The first one gives the students more chances to recognize the society and practice grammar studying in communication. Furthermore, I can not understand the exercise “write your presentation”, because this exercise only lets the students write their presentation but does not give them the chance to do their presentations. We have to admit written is the basic step to study grammar. And in my opinion, listening, reading and speaking are the improvement or raising steps to study grammar, hence we can not neglect them. I think the textbook *Fun with English* would be better if it added more listening, reading and oral exercises.

3.3.2 How to teach Simple Future Tense in *Fun with English*

In the first textbook, firstly, grammar is taught in the text, and there is no description of grammar rules. Moreover the grammar topic only focuses on *will*. Furthermore the teaching and learning method is inductive. By contrast, simple future tense in *Fun with English* has clear and specified explanation with relevant tables, examples and exercises. The teacher does not need to provide additional explanations. The grammar topics emphasize all three main structures: *shall*, *will* and *be going to*. And grammar is taught step by step. In each grammar section, you could find boxes with grammar rules and explanations. Sections B and C show us how the future tense is dealt with in *Fun with English*.

B Simple future tense with “will” and “shall”

We use “will” and “shall” when we talk about

- Things that will happen
- Plans that we are making now

We make positive and negative sentences using the simple future tense like this.

I/We	will (not)/shall (not)	go.
He/She/It/You/They	will (not)	

We ask questions using the simple future tense like this

Will/Shall	I/We	go?
Will	He/She/It/You/They	

We answer questions using the simple future tense like this.

Yes,	I/we	will/shall.	No,	I/we	will not/shall not.
	he/she/it/ you/they	will.		he/she/it/ you/they	will not

Notice: We can use the short forms below when we speak.

I will/shall = I'll I will not = I won't I shall not = I shan't

C Talking about the future with “be going to”

We can use “be going to” when we talk about:

1. fixed plans for a certain time in the near future
I am going to take another route.
She is going to visit her grandmother next Friday.
2. things that will probably happen
We are going to win the game. The other team is not strong at all.
It is so cloudy. I think it is going to rain.

Notice: when we use “be going to” without a time expression, we are talking about the near future.

We ask and answer questions with “be going to” like this.

Am	I	going to	see the doctor tomorrow
Are	you/we/they		
Is	he/she/it		

Yes,	I	am	No,	I	am not
	you/we/they	are		you/we/they	are not/aren't
	he/she/it	is		he/she/it	is not/isn't

Notice: we often use time expressions when we talk about the future.
(next Tuesday, next week, the coming Sunday, this afternoon, tomorrow, tonight)

After descriptions of grammar rules, there are two deductive grammar exercises as shown in Table 3.10. The aim of these two exercises is to help students review the new grammar topics “shall, will and be going to” in writing.

1	Fill-in from the given words	written
2	Completed the sentences from the picture and given words	written

Table 3.10 Two deductive exercises from *Fun with English*

The grammar teaching progress in this textbook reminds me of the Chinese traditional textbook. In the Chinese traditional textbook, grammar is taught deductively and forms as a separate section. The grammatical items are placed at the end of each unit. The features of each item are made clear, and example sentences are

then presented with brief instructions. The *Oxford English* and *Fun with English* are both edited by Oxford University Press. However, *Fun with English* does not develop, and it still belongs to the traditional textbook type. I have to say although it has amusing illustrations and nice colorful pictures, the teaching and studying methods used in this textbook do not follow the requirements of the newest syllabus or curriculum.

In sum, the teaching and learning grammar sections in *Fun with English* textbook are quite traditionally organized. There are plenty of deductive grammar exercises in this textbook. Grammar is taught deductively in a separate section. It is always represented in tables and explained step by step with clear explanations and examples. This textbook improves the student's ability in writing, but pays little attention on the oral ability and group work. The teacher seems as a controller in the classroom. And the number of grammar topics in *Fun with English* is higher than in *Oxford English*. In the next part, I will compare the two textbooks and then find out the difference between them that are from the same Curriculum (2001) and Syllabus (2000).

3.4 A Comparison of the Two Textbooks

In this chapter I have investigated two textbooks that are used in different provinces, however, from the same publishing company Oxford University Press and from the same syllabus (2001), and I used the same approaches to investigate two textbooks. There are some common features in the two textbooks. Firstly, both two textbooks comprise modules, chapters and units, and each unit discusses grammar, phonetics

and vocabulary. The talking topics in two textbooks alike focus on how to use English in students' daily lives. Moreover, the number of grammar exercises in the two textbooks is similar, and they have a mixture of both inductive and deductive grammar exercises. Furthermore, the two textbooks are all written in English, which is most appropriate, since students need to be exposed to the target language when they are learning a second language. Lastly, these two textbooks generally contain attractive and exiting layout and lovely cartoon characters.

According to the analysis presented above, it appears that there are quite a few differences between the two textbooks. These differences will be discussed in two aspects: grammar exercises and grammar teaching. In grammar exercises, there are no oral or listening grammar exercises in *Fun with English*, whereas *Oxford English* contains all written, oral and listening exercises. Although writing can help students remember grammar rules more effectively and clearly, and it is also more appropriate to the final exam, oral exercises are also a type of positive grammar learning exercise which makes it easier to help students acquire the rules of grammar. When they interact with each other in order to communicate and exchange views, they have to prepare the target language with correct grammar rules, and then use them. The oral exercise also challenges students to work actively with others, which helps students develop their abilities of communication in the foreign language. And Syllabus (2000) requires the learner to develop the competences of listening, speaking, reading and writing as well. Secondly, there are some differences in teaching approaches in the two textbooks. Although both textbooks include inductive and deductive grammar

exercises, the number of them in each textbook is different. Figure 3.6 compares the percentage of inductive exercises in these two textbooks.

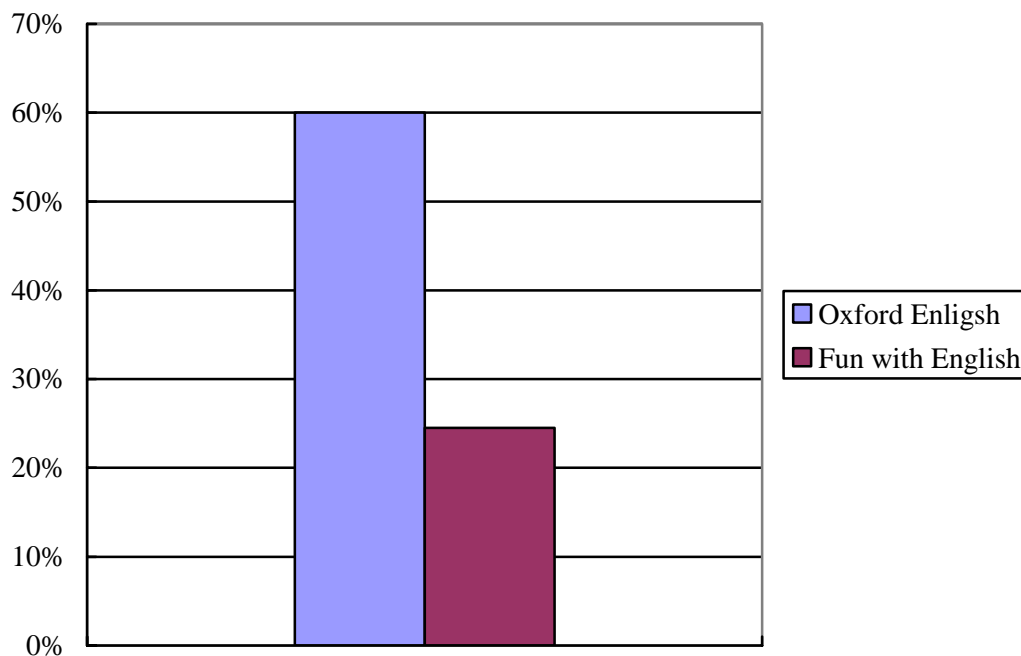


Figure 3.6 Inductive approach

As Figure 3.6 shows the *Fun with English* textbook has more deductive exercises, in which texts and grammar sections are separated, and grammar topics and exercises are in the grammar section. The main type of grammar exercise is written “fill- in the words”. The inductive exercises are far more numerous in *Oxford English* than in *Fun with English*. In *Oxford English* textbook grammar is taught in the text and grammar exercises follow the text. There is no separate grammar section. The common type of grammar exercise is oral group or pair work.

With respect to grammar teaching, the main differences between the two textbooks consist in the use of teaching methods and the number of new grammar topics. As we can see from the analysis of how to teach simple future tense in two

textbooks, the teaching method in *Oxford English* uses inductive approach, and the deductive approach is used in *Fun with English*. In *Oxford English*, grammar is taught in the texts, and there is no explanation of grammar rules. Whereas, in the *Fun with English* textbook grammar is taught in separate sections, and the explanations of grammar rules are mostly illustrated in the tables with the specified explanations. It is surprising that the *Fun with English* textbook is from Syllabus (2000), since Syllabus (2000) suggests using the inductive approach, CTL, TBLs, etc., to discover learning and teaching as much as possible. Why does *Fun with English* use the deductive approach to teach grammar? Moreover, the number of new grammar topics in *Fun with English* textbook is higher than that in *Oxford English*. For instance, the “future” grammar topic in *Oxford English* only focuses on “will”, however, there are three other structures “shall”, “will” and “be going to” expressing future tense in *Fun with English*. The further details are represented in Tables 3.2 and 3.6.

To sum up, the deductive approach is used more in *Fun with English*. The grammar teaching seems more systemic, and a more comprehensive indexing of grammar rules is to be preferred. Although two textbooks are from the same publishing company and syllabus, I have to say *Fun with English* is really a good traditional grammar textbook. Grammar teaching in *Oxford English* appears a little randomly. Actually my finding is that a series of Oxford textbooks from Primary school (1A to 5B), junior secondary school (6A to 9B) to senior high school (10A to 12B) are also good grammar textbooks. *Oxford English* has a whole system to teach English from primary school, junior secondary school to senior high school and one

edition group of the whole teaching stages, which means that if new grammar topics are edited in primary school textbooks, it will become the old reviewed knowledge in the next stage. Moreover, the same grammar topic will be represented many times in every stage. Hence, without special description, the students can also master and remember the rule of grammar. The whole progress teaching of grammar in the *Oxford English* textbook belongs to the inductive teaching approach. Hence it can be concluded that the inductive teaching approach needs long, continued and repeated teaching period to practice.

By contrast, *Fun with English* in junior secondary school presents a separate system from primary and senior teaching stage. And the edition groups of them are also different. Therefore, although the grammar topic has been taught in former stage, it also becomes new grammar knowledge in junior secondary school. It is easy to understand why the number of new grammar *Fun with English* (7B) is higher than that in *Oxford English* (7B).

Chapter 4 Field Work

This chapter describes the research carried out in junior secondary schools in China. Specifically, we investigated teachers in Shanghai in China with regard to their attitudes towards grammar teaching. The use of methodologies includes two different kinds of surveys: interviews that were conducted both in-person and via telephone and questionnaire. In addition, the questionnaires were in English, and face to face and telephone interviews conducted partly in Chinese and partly in English. There are three steps to carry out my investigation. Firstly, I gave questionnaires to three junior secondary schools in Shanghai, in which I investigated teachers' attitudes in the questionnaire to find out how important grammar teaching is in the classroom, which teaching method is most appropriate in grammar teaching, how often grammar should be taught per week, and students' perspectives on the grammar lessons they received. Then, I carried out interviews among my participants who are interviewed both via telephone and in-person. Lastly, I participated in actual classroom practice to observe grammar teaching.

4.1 Methodology

Robson (2002) gives us a good explanation of how to conduct real world research. The methodology described in this chapter is interview. There are three types of interviews in Robson's (2002:270) categorization: fully structured interview,

semi-structured interview and unstructured interview, in which semi-structure was adopted for the present study. According to Robson, the two main characteristics of a semi-structured interview are: predetermined interview questions (yes/no questions) and flexible questions (questions with open-ended answers). In addition, during the interviews, questions must be worded carefully to ensure that participants fully understand the questions asked. We must also possibly omit irrelevant questions or, if needed, include additional relevant ones to extract more information.

As Robson (2002:272-273) discussed, this method of utilizing interview has both its advantages and disadvantages. The interview is a flexible and adaptable way of gathering information. It can be adjusted to fit the interviewee's actual situation according to how he or she understands the questions, or whether the interviewee demonstrates interests in some issues. If the interviewee is interested in a particular topic, the interviewer can then ask more in-depth questions and observe the interviewee's response to those issues. In addition, Robson (2002) further claims that interviews provide one with rich material that cannot usually be obtained in questionnaires, such as verbal explanations, emotional expressions and nuances such as word stress. On the other hand, most problematic aspect of interview is that it can be time-consuming. In addition to making arrangements to visit interviewees, the researcher also has to wait for permission and confirm acceptances of interviews.

4.2 My Questionnaire

To achieve the goal of the research, questionnaires play an important role. Robson

(2002:249) recommends that we use simple English in questionnaires, keep our language short and concise, avoid double-barreled and leading questions and use both open and closed questions. The questionnaire should also look simple to fill in. My questionnaire utilizes both closed and open questions (See Appendix II). This is to achieve a balance of the ease of gathering data without compromising the quality of research; while open questions have the capacity to demand more extensive answers, they can be difficult to categorize. On the other hand, closed questions which are easier to code, are not as rich in information.

In order to test whether my questions for interview are easy to understand and whether my questions are valid and reliable. I did a pilot study by interviewing my supervisor and my two friends who are teachers in secondary schools in Shanghai. Robson (2002:185) states that “a pilot study is a small scale study of the real thing.” The main purpose of a pilot test or a pre-test is to develop questions which give the best answers to one’s research, thereby ensuring that the questions in the questionnaire are understandable and unambiguous. Through testing the questions on a few interviewees, I could estimate that how long an interview would take and how I can extract target information by using the appropriate questions.

The questions are divided into two categories: general presentation of the teachers and grammar teaching in practice. Category one investigates the teachers’ ages, qualifications, educational background, how long they have been teaching English and which grade they are currently teaching. Category two emphasizes three aspects of the role of grammar teaching in language classrooms: the role of grammar teaching,

the purposes of teaching grammar and the methods of teaching grammar (For further details, refer to Appendix II).

4.3 My Field Work Investigation

During the field work, several face-to-face interviews were conducted in three junior secondary schools in Shanghai, whereby six or seven teachers were interviewed from each school. Firstly, fifty questionnaires were sent to teachers in several different schools in Shanghai, but only three of the teachers responded to my questionnaires. The other teachers were recruited by another method; at the same time of questionnaire distribution, I visited three other secondary schools and asked for more teachers to participate in my research. Finally, I received a total of twenty questionnaires. In addition, I did three weeks of teaching observations in one school, and I had the chance to investigate teachers' actual instructional practices in grammar teaching and interview some students.

4.3.1 General Presentation of the Teachers

The twenty teachers who responded to my questionnaire are at different ages (minimum age: 20, maximum age: 48) with various educational levels and experiences: some of them have a university education and some were educated at teacher training colleges. Figure 4.1 depicts the teachers' gender, and Figure 4.2 illustrates the teachers' ages in four groups: group one from ages 20 to 30, group two from ages 31 to 40 and group three from ages 41 to 50.

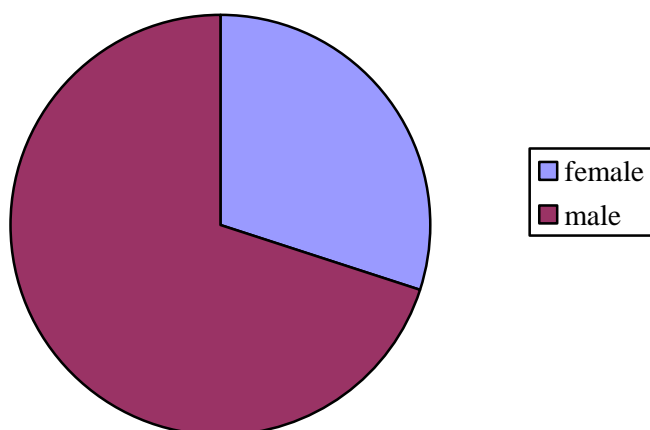


Figure 4.1 Female and male English teachers

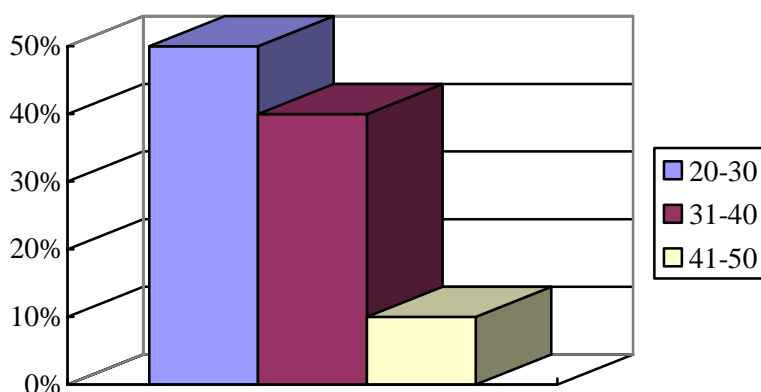


Figure 4.2 Teachers' ages

As shown in Figure 4.1 there are more than twice the number of female English teachers to male English teachers in these three schools. Furthermore, according to Figure 4.2, the largest age group is from ages 20 to 30. Within this group 80 percent are female teachers (I found in the questionnaires). This shows that in recent years, there are fewer men have chosen to become teachers in the interviewed school.

In Figure 4.2, there is a total of fourteen teachers in group one. Eight of those teachers have four-year bachelor degrees as their first qualifications, and three of them

held master degrees as their second qualifications. Four of fourteen teachers held 3-year college degrees as the first qualification, and three of them are continuing to study the second qualification of a four-year bachelor degree. The last two teachers have master-degrees as their first qualification. In the second group of teachers aged 31-40, there are eight teachers. Seven of them held three-year teaching college degrees as their first qualification, out of which four teachers had received a four-year bachelor degree as their second qualification. Only one teacher in this group held a four-year bachelor degree as the first qualification. One other teacher in the second age group has had studying experience in Canada for six months taking pedagogical courses. Two teachers in the third group from ages 41-50 have three-year teacher college degrees as their first qualification. There are no teachers in the age group from 51-60; perhaps it is because the teachers at these ages became the leaders in the school or officers in the educational system. Overall, the younger teachers tend to possess higher educational degrees than their older counterparts. Older teachers naturally tend to have more teaching experience.

4.3.2 Grammar Teaching in Practice

The main task of this study is to answer the following two questions via interviews and questionnaires: Firstly, what are the roles and the purposes of grammar teaching in junior secondary school? Secondly, what is the way grammar should be taught in junior secondary school?

The first question contains six questions in four areas that are basic to grammar

teaching: the necessity of grammar teaching, the beginning of grammar teaching, the frequency of grammar teaching and the importance of grammar teaching. The necessity of grammar teaching begins with a closed question: “Should grammar be taught in junior secondary school?” Then, based on each participant’s answer (yes or no), they will be asked open questions to provide reasons to support their answer. The teachers’ answers to the first question are shown in Table 4.1.

Answer	No.	Per cent
YES	19	95%
NO	1	5%

Table 4.1 If grammar should be taught in junior secondary school

95% of teachers agree that grammar should be taught in junior secondary school, and only one of them stated that grammar is boring and unnecessary in English teaching. The numbers demonstrates that grammar teaching is regarded as a very important part of English teaching in China.

The open questions are based on the explanation of why we teach grammar. A typical answer to this question was “Grammar is the basic of speaking, writing, and reading”, which delegate the general teachers’ comments that the knowledge of grammar was considered a basic tool for speaking, writing and reading, especially in writing. As Austad (2009:69) describes, the relationship is between grammar and speaking, reading, writing with the metaphor of building a house; the grammar is as important as the building foundation. Moreover, most of teachers are convinced that students should know about grammar in order to write and to speak correctly, and to read proficiency. They believe grammar is useful for understanding the structure of a

language; furthermore, it is helpful for students to know how to make or combine sentences. As one of the informants stated that “Grammar is useful for students to understand the structure of language, and it is represented in the communication and written exercises.” Only two of teachers mentioned that a firm understanding of grammatical structures can contribute to comprehensible communication skills.

In addition, 80% of the teachers emphasize that the purpose of their teaching grammar is because grammar is an important component in the schools’ examinations, and I have mentioned how important examinations are in China. Hence, most teachers realize that the students have to study grammar in order to achieve high credits for their exams. Another teacher commented that grammar teaching helps students form an awareness of the language. And one teacher believes that grammar teaching can give the students interest in studying English.

Only one teacher opposed the teaching of grammar in junior secondary school. His first comment was that grammar teaching is boring, and that the difficult grammatical knowledge could not give students the motivation and confidence to study English. Secondly, it is too hard to master the difficult grammatical points in the ages of junior secondary school. Finally, it was a waste of time to teach grammar, and in his view, fluent communication should be the aim of language teaching. This is contrary to the belief of other teachers, who feel that grammar can be taught in a communicative way.

That teacher’s comment on the difficulty of language teaching for junior secondary school raises questions about what is the appropriate grade in which

students should be introduced to grammar teaching. Table 4.2 represents the answers of the teachers to another question, “In what grade do you think grammar teaching should start?”

No.	School level	Number	Percent
1	Primary school	2	10%
2	Junior secondary school	12	60%
3	Senior high school	6	30%

Table 4.2 Which level is appropriate to teach grammar?

From Table 4.2, it was observed that 60% of teachers believe junior secondary school is the best level to start teaching grammar in China. 30% of teachers agree that senior high school is the appropriate level for students to start learning grammar. Only 10% of teachers stated that primary school is the appropriate level to start learning grammar. These teachers believe that it is easier to form a good habit when a person is young; hence early exposure to learning grammar is better for forming good language learning habits. The other teachers (90%) who are convinced that it is unnecessary to teach grammar as early as in primary school, gave the following three reasons: Firstly, it is hard to follow so many rules in grammar learning, which makes children confused while learning English, which may possibly result in a loss of interest and confidence in English learning. Secondly, the teachers believed they should pay more attention to children’s listening and speaking; the main task of English teaching in primary school is to give children interest and some progress in English learning. Lastly, one teacher suggested that in order to learn grammar well, students need basic vocabulary. However, children in primary school do not have a good basic vocabulary;

hence they find it hard to master grammar proficiently when they are young.

The next two questions focus on the frequency of grammar teaching in teachers' opinions and practices, and they show the amount of time the teachers spent teaching grammar and their thoughts on whether grammar teaching is sufficient, insufficient or in excess. Figure 4.3 represents the teachers' thoughts on how often grammar should be taught in school. And Figure 4.4 shows the teachers' answers to the question "How often do you teach grammar in the classroom?"

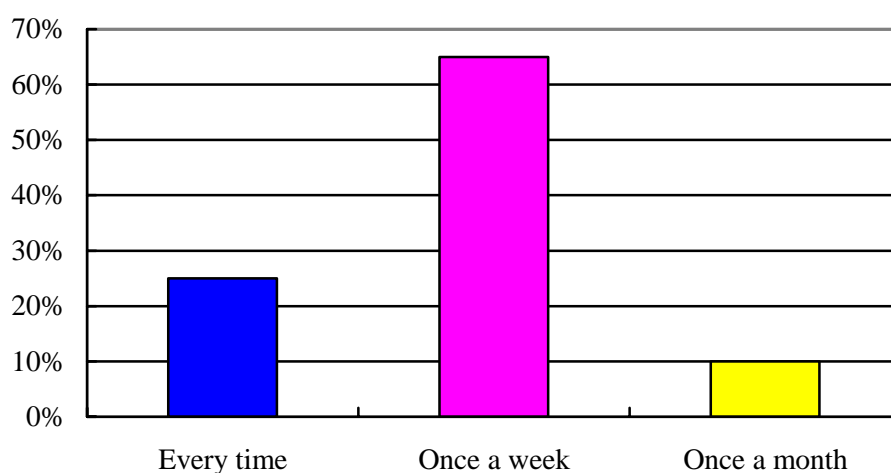


Figure 4.3 How often do you think grammar should be taught?

Figure 4.3 highlights that 25% of teachers believed that they felt it should be taught every time. 73% of the teachers answered that it should be taught once a week, and only 2% teachers felt that it should be taught once a month.

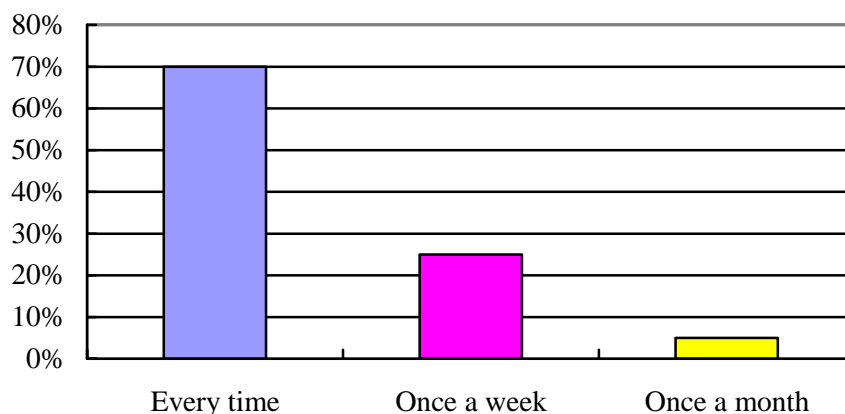


Figure 4.4 How often do you teach grammar in the classroom?

The diagram from Figure 4.4 shows that 73% of teachers answered that grammar is already taught every time in their classroom, and 25% of teachers said that they taught grammar once a week in their classroom. Only 2% of teachers taught grammar once a week. According to Figures 4.3 and 4.4, we can see that most of teachers were in favor of teaching grammar once a week; however, in practice, grammar was taught every time in most classrooms. Therefore, the amount of teaching carried out was much more than the amount teachers felt was appropriate for students.

In my investigation in Chapter 2, from the *Oxford English* textbook (Shanghai edition), the author implied that grammar teaching should not be taught as an isolated topic. On the contrary, the author proposed that grammar should be taught with texts, in context and as part of communication. Therefore, teaching grammar infrequently tends to make grammar an individual topic, thus isolating it from other components of language teaching. Teaching it on a more frequent basis will likely integrate grammar teaching as a part of regular language learning. Although teaching English once a month is rather infrequent, the teachers who practice this claim that it depends on the

textbooks, and students' needs. None of the teachers suggest that grammar should never be taught.

Most of the teachers believe that grammar teaching is necessary in junior secondary school in every class, and it is the basis of listening, speaking, writing and reading, which illustrates how important grammar teaching is compared to teaching those four other components. The teachers' attitudes are illustrated in Table 4.3

No.	How important	Number	Percent
1	Less important	7	35%
2	As important as	13	65%
3	More important	0	0

Table 4.3 How important is teaching grammar compared to teaching listening, speaking, writing and reading?

65% of the teachers thought that grammar teaching is as important as listening, speaking, writing and reading. 35% of teachers believed that grammar teaching is less important than those learning components, and no one indicated that grammar teaching is more important.

Three of the teachers who answered my initial questionnaire were interviewed, and they described the importance of the contents of examinations in determining the role of grammar teaching: If grammar were to be heavily evaluated in examinations, teachers would be more likely to focus on grammar teaching than reading, writing, listening or speaking. These teachers believe that, in junior secondary school, grammar teaching should be of equal importance to teaching reading, writing, listening, or speaking. Overall, the majority of teachers who were eventually interviewed believed in the necessity of teaching grammar, and they expressed this

belief in both the questionnaires and interviews. In general, the teachers possess positive attitudes towards grammar teaching. They believe grammar is useful and important for understanding the structure of the English language and for communication purposes.

For the second question that the way of grammar teaching in the junior secondary school I investigate teaching methods utilized for teaching grammar. This information is supplemented by answers from the questionnaire and classroom observations. The investigation of questionnaire focuses on four topics: language used in grammar teaching, the methods of grammar teaching, the frequency in use of exercises and the relationships between correct grammar and communicative competence.

When enquired if grammar should be taught in English or Chinese or both, 70% of teachers believed grammar should be taught both in English and Chinese. Typically, English is first used to present a grammar topic and Chinese is later used to analyze the rules of grammar. The teachers emphasized that this will first expose students to the target language, and then by using Chinese it ensures that students understood the contents taught. 5% of teachers answered that grammar should be taught only in English and that teachers must speak English as much as possible to give students more chances at listening. And 25% of teachers argued that grammar should be taught only in Chinese because they believe that L1 makes it easier for everyone to understand the grammar rules. Actually, the teachers' thoughts and practices as regards language use are coincident. Figure 4.5 illustrates if the teachers' actual usage of English or Chinese to teach grammar

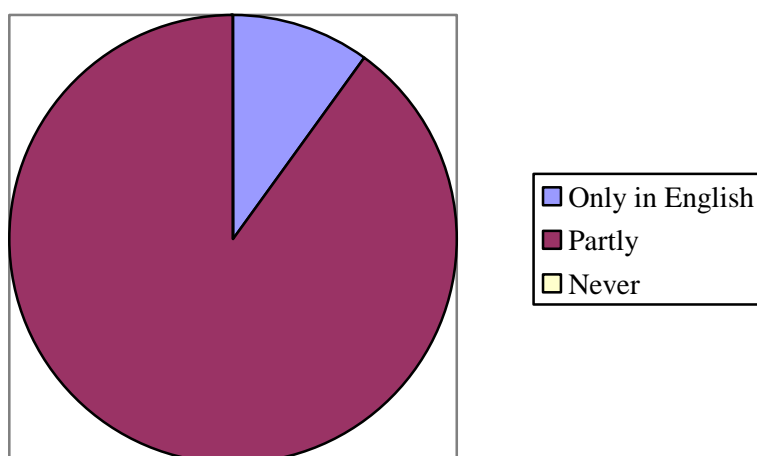


Figure 4.5 The use of English in the classroom

Figure 4.5 highlights that 10% of teachers used English for the entire grammar teaching process and 90% of teachers used both English and Chinese to teach grammar. None of the teachers reported using only Chinese.

Figure 4.6 shows the teachers' answers to the teaching methods that they used in the classroom, when they taught grammar.

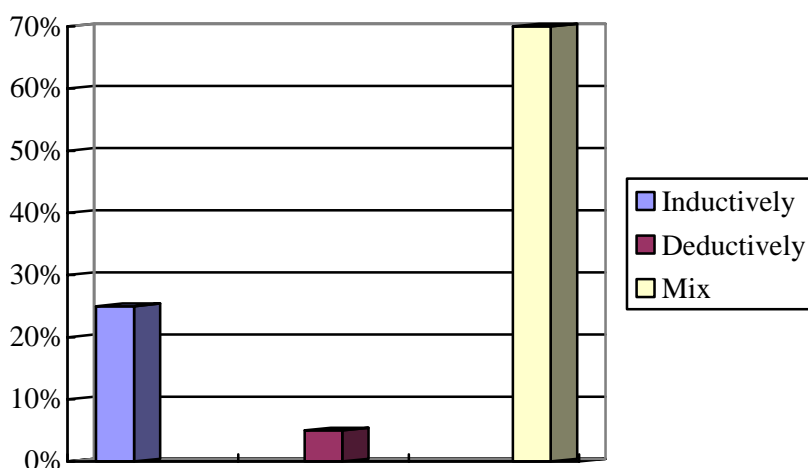


Figure 4.6 The teaching methods used by the teachers in their classrooms

We can see that when the teachers taught new grammar issues in the classroom, 25%

of teachers used only inductive approaches. They stated that the *Oxford English* textbook that they used introduced grammar through inductive learning methods, hence it is easy for the teachers and students to follow up on ideas recommended in the books. The teachers can then explain grammar rules using examples from previous classroom sessions and students can learn grammar rules via constant reviewing and exercises. In addition, the teachers felt that teaching grammar inductively helps students' oral as well as written abilities.

70% of the teachers used both inductive and deductive approaches in their classrooms. These teachers used inductive approaches when a new grammar topic was first introduced and followed up with deductive approaches when the topic was reviewed. They found that the use of a deductive approach in the reviewing session can help students understand grammar clearly and easily. Only 5% of teachers solely used the deductive approach.

Although different teachers would employ different teaching approaches in their classrooms, all teachers will expose their students to exercise. Table 4.4 shows the frequency in use of exercises during grammar lessons.

Frequency	Number	Percent
Very often	6	30%
Often	12	60%
Sometimes	2	10%

Table 4.4 The frequency of exercise usage in class

We can see in Table 4.4 that 30% of teachers used exercises very often for teaching grammar. They stated that, after new grammar topic introductions, there will be an

additional separate class. Here, they will use exercises both in the new grammar teaching class and separate grammar revision. 60% of teachers often used exercises; these teachers reported that they only used exercises in the revision class. 10% of teachers sometimes used these exercises. These teachers usually use other methods for teaching, such as writing essays, administering group work and presentations, reviewing other examples, or other kinds of written work. Most teachers agree that doing exercises is an effective way to review grammar teaching and to help students to understand and remember grammar rules. No teacher reported never using any such exercises.

When enquired about the relationships between grammar and communicative competence, 40% of teachers stated that communicative competence is more important than using correct grammar. They believed that a language is a tool for communication, and the teachers must allow the students to make some errors when they use grammar. These teachers reported that the Error analysis teaching Method (see section 2.5) is appropriate to grammar teaching. Although most of the teachers allow the students some room for error when they use grammar, the errors are corrected immediately. 15% of teachers were convinced that correct grammar is more important than communicative competence, and 45% of teachers believed that correct grammar is part of communicative competence. Their comments are that students need to use grammar in their exams, hence correct grammar is very important for them. The students' writing, reading, speaking, and listening abilities are affected by accurate grammar usage.

4.3.3 Grammar Teaching in Observation

The task of this section is to continue discussing the question of how grammar is taught in the junior secondary school based on classroom observation. Classroom observations were carried out in one Class in one school. Each observation session was 35 minutes, four times a week spread over 12 days. In total, the observation was carried out over a period of three weeks. During the teaching observations, the teacher I observed taught various topics of English grammar. However, for the purpose of this study, we will focus mainly on one of her grammatical topics: The *will*-future that is taught using the *Oxford English* textbook.

In the classroom observations, I sat at the back of the class and made notes on the following:

1. the teaching approaches and language used in the classroom;
2. the teacher's role in the classroom;
3. the teacher's attitude to the grammar errors from students.

Based on these issues, a detailed chart was prepared to help categorize my observations.

As part of the classroom observation study, before the class, I enquired about the teaching method employed by a teacher for one of the classrooms. This teacher is a Chinese National with an English name, Amy. She has ten years of teaching experience, and she is the leader (or lesson planner) of English teaching in Grade seven. A pre-observation interview with Amy was conducted to find out about the structure of a new grammar topic teaching. In the pre-observation interview, she pointed out that there are three steps to teaching new grammar topics: the main

purpose of the first step is to teach the new grammar according to the *Oxford English* textbook. In the second step, the teachers and students would discuss exercises from the grammar exercise books. At the end of the class, the students would be given a composition topic to write on. Then, these students will write a composition using the new grammar topic they have learnt. In the last step, the teacher would determine the errors from the students' composition and then, based on an analysis of the errors, re-formulate the grammar topic teaching. The second and the third steps are to facilitate in helping the teachers discover which areas the students have problem with.

During the observation, it was noticed that there were normally three classes in the first teaching step. Amy based her teaching methodology on the *Oxford English* textbook (see Figures 3.4 and 3.5). Using a period of three classes (35 minutes per class), Amy introduced the *will*-future. In her first class, she taught *will* according to its usage in the text. In the second class, she made the students do speaking practice via group work activities. In the last class, the students had writing activities designed to encourage them to use the newly learnt *will*-future. Amy believed that for students, the inductive approach is better than the deductive approach. She reasons that the inductive approach is better for students not only to discover grammar rules but also to use grammar in communication and situation appropriately. Table 4.5 indicates the observational outcomes of grammar teaching.

As depicted in Table 4.5, Amy used the inductive approach and she utilized the English language for her first teaching step. She attempted to integrate grammar into speaking, writing and reading activities. Sometimes, it was necessary that she used the

No.	Observed points	Step 1	Step 2	Step 3
1	Deductive approaches that are the same as traditional approaches. There is explicit teaching of grammar rules and meanings.	No	Yes	Yes
2	Teachers use inductive approaches to teach grammar. Grammar is taught through various texts, activities or communicative progression.	Yes	Yes	No
3	The language used to teach grammar C – Chinese, E – English, Both	E	C	C
4	The role of the teachers in the classroom is teacher – centered.	No	Yes	Yes
5	Teachers correct all grammatical errors in class.	Partly	Yes	Yes
6	Teachers analyze grammar errors with relevant examples	No	Yes	Yes

Table 4.5 The outcomes of grammar teaching in my observation

metalinguage of grammar to explain the use of *will*. For instance, the sentences “*will* expresses future time” and “when we see adverb *tomorrow*, we could use *will*.” In addition, Amy did not help her students correct all the errors in these teaching steps, and she did not give any relevant other examples to illustrate the students’ errors. She claimed that fluency is more important than accuracy in this teaching step. Moreover, Amy seemed an inducer rather than a controller in the classroom.

In the second exercises’ teaching step, there are two classes in which the Grammar exercise book is used. Examples of exercises found the book included Chinese – English translations, fill in the blanks, choosing the right answer from a given list, etc. In this process, Amy used a deductive approach to explain grammar rules that are used in the exercises. Amy believed that grammar drills are necessary to

the students, because these exercises accurately reflect if the students understand the grammar topics. They also help the teacher to quickly identify exactly the areas in which the students are encountering problems. Therefore, she can immediately correct all the errors from her students, which eliminates the need to directly re-teach grammar rules if her students did not fully understand them or were not able to use them in writing. This entire step would be taught in the Chinese language. She explained that Chinese is our first language, and it is easier to be understood and to express what we wanted. This step is also a teacher-centered one, with primarily the teacher speaking and the students listening.

Usually, the third teaching step consists of only one class. Before this class, Amy has already corrected all her students' compositions, and her task in the class is to re-teach the grammar topics that her students did not use correctly in their compositions, and according to the errors the relevant examples would be given and analyzed. Like the second step, the teacher used the Chinese language, the deductive teaching approach, and the classroom focused on teacher-centered learning. In the end, after these three teaching steps, a test will be given to the students.

4.3.4 Field Work with Students

The aim of this part of the study is to discuss two questions: (i) What purposes do the students have for learning grammar? (ii) What is the effect of using inductive and deductive approaches on the students? To answer these questions, I needed to interview some students. Therefore, two groups of students were chosen from two

classrooms. The first group, which consisted of ten students, was randomly selected from Amy's class, who primarily used inductive approaches to learning (see section 4.3.3). The second group, which also had ten students, was also randomly recruited from another similar-grade class within the same school. However, in this other class, the teacher responsible for teaching grammar had indicated that she used the deductive approach and Chinese language in all the three teaching steps to teach grammar. In addition, the teachers of the two groups of students were also interviewed.

To find out more about the students' reasons for learning grammar, I interviewed the students partly in English and partly in Chinese. All students in the first and second group were asked two open questions: "why do you learn grammar?" and "do you think it is necessary to learn grammar?" Then, in order to evaluate and discuss whether inductive or deductive approaches were more effective for students to learn grammar, the students were asked to have a group discussion within each group of ten students. They were asked to discuss the following question: On a scale of 0% to 100%, what percentage of the grammar taught in each of the three teaching steps (mentioned in Amy's teaching steps) did they understand? Each group had to collectively give one answer after their discussion. After that, in order to validate their answers, I compared each group's answer (what percentage did they understand) with scores for several randomly chosen exercises. From each group, the following were chosen: ten grammar exercises (completed after the first teaching step), ten compositions (completed after the second teaching step), and ten test papers

(completed after the third teaching step). In the test papers, I will also specifically examine the four different components in it: this test paper has sections for listening, reading, writing, and functional grammar exercises. All these exercises would demonstrate the students' level of understanding after each teaching step. Then, the results from the students in the first group (inductive learning) were compared with the results from the students in the second group (deductive learning).

When I asked students about their purposes of studying grammar, most of answers are that grammar is an important part in every exam. This answer is similar to the teachers' answer to their purposes of teaching grammar. Moreover, through student interviews, it was revealed that the perspectives of most students are that they are enthusiastic about learning grammar. Although they have to admit that grammar teaching is slightly boring sometimes, it helps their listening, speaking, writing and reading. Further, they believe that grammar is a fundamental prerequisite for taking higher level English classes when they enter senior high school. Hence most of students believed grammar learning in junior school is necessary.

Figure 4.7 below depicts the percentage of grammar understood by students in each of the three teaching steps.

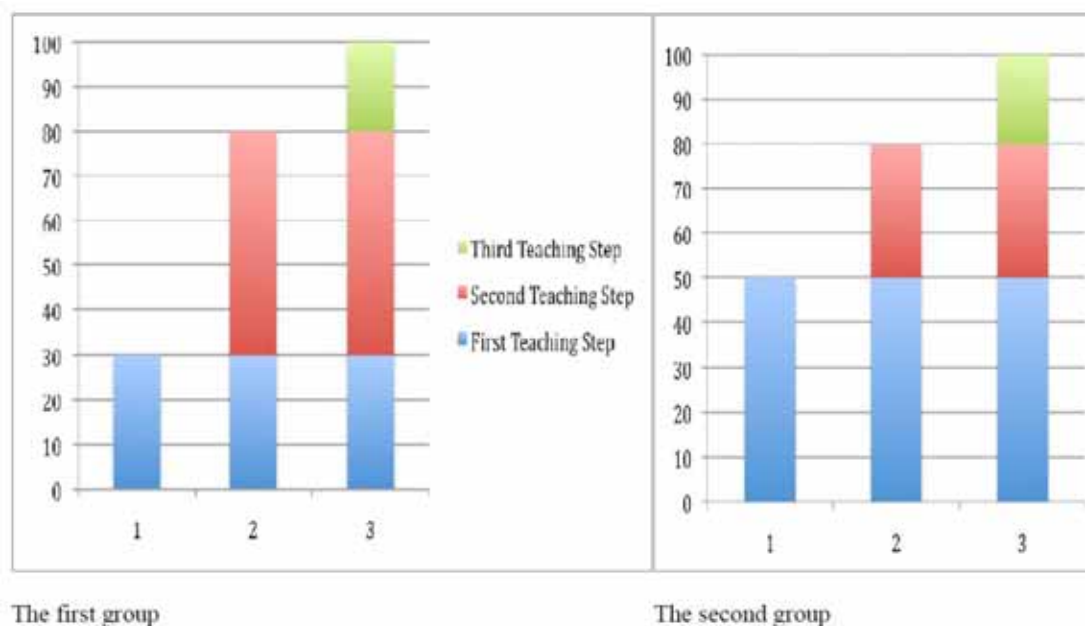


Figure 4.7 The percentage of grammar understood by the two groups of students

As Figure 4.7 indicates, both groups demonstrate improvement in grammatical understanding over the three steps lessons. However, there are differences in terms of how much they feel that they progress in each step. In the first teaching step, the students who were taught by the inductive approach understood 30% of grammar rules from reading texts, speaking in group work, and writing activities. In contrast, the students from the second group who are taught by means of the deductive approach with explicit teaching of grammar rules and meanings could get 50% of grammar rules; this difference is attributed to the teacher's use of the first language teaching style and systematic grammar teaching from the deductive approach. From interviewing the teacher of the second group of students, I found she believed that the deductive approach is the most effective teaching approach for Chinese students to learn grammar.

Moreover, with respect to the students in two groups' comments, the students

from the first group argued that they seemed to understand what future tense is and when to use it from their reading, speaking and writing in the classroom; however, they also admitted that they have no firm concept of grammar rules in itself. They also explained that, after grammar classes, they had to clarify among themselves and go over the grammar taught in class with other classmates. The students from the second group stated that they firmly understood the concept and the grammatical use of future tense due to the teacher's use of Chinese to directly explain the grammatical rules in class. For example, the teacher told them what future tense was and when the future tense should be used in their native language. Hence the second group of students could master a higher percentage of knowledge than their counterparts in the first group. In addition to that, group two students said that after class, the main task given to them would be to recite and memorize the rules of grammar that the teacher taught in the classroom.

Figure 4.7 shows that students from the first group understood 50% of grammar rules in the second teaching step of the deductive approach. After the first step of learning, they were not entirely clear on all the grammatical rules for using the *will*-future. Therefore, they desired to know more clearly the grammatical rules which they failed to understand. It was only after the second step of learning that they had a significant improvement in understanding of the target grammar. Finally, in the third teaching step, the students from both the first and the second groups were found to have the same amount of new grammar knowledge, at 20%.

In order to evaluate the answers of the two groups of students, I randomly chose

the students' work which they did after each teaching step. From each group, ten exercises were chosen after the first teaching step, ten compositions were chosen after the second teaching step, and ten compositions were chosen after the third teaching step. In this way, there were a total of twenty exercises, compositions, and test papers. Figure 4.8 shows the percentage of correct answers in my chosen materials from students in these two classes.

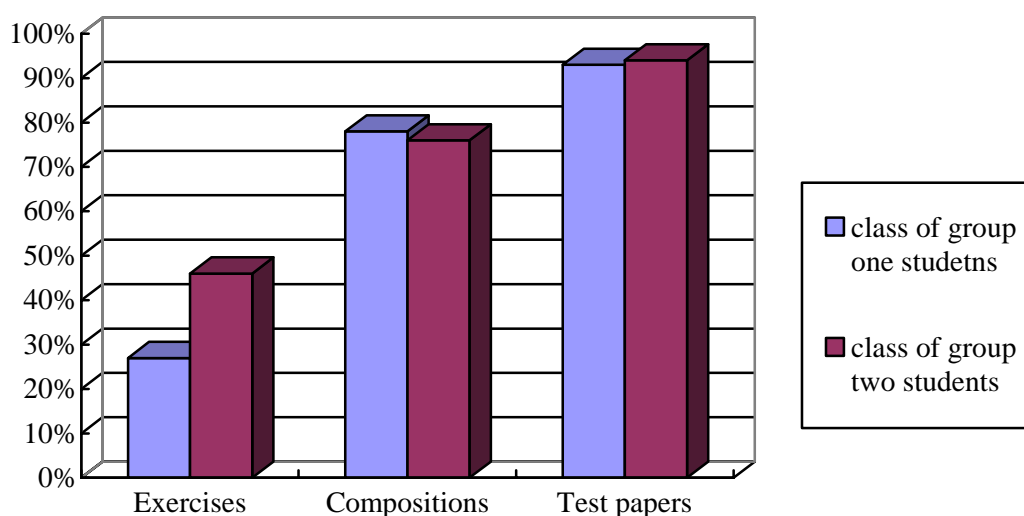


Figure 4.8 The percentage of correct answer by the two groups of students

As Figure 4.8 shows, the grades of all the students improved after each teaching step. However, the two groups of students differed in terms of how much improvement took place in each step. In the Exercises done after the first step teaching, the scores of the students in the second group (46%) were greater than that in the first group (27%). This great difference was eliminated by the time the students were taught the second step, as reflected in their composition scores (the first group = 78%, the second group = 76%) and test papers taken after the third teaching step (the first

group = 93%, the second group = 94%). However, although the scores achieved from the test papers are nearly similar, the components from which the scores are obtained in the tests are different between the first and the second groups: while the first group scored higher points in the listening and reading components, the second group scored higher marks in the areas of writing and functional grammar. The competency level in listening, speaking, reading, writing and grammatical understanding are different primarily because of the different teaching approaches used in the first teaching step. The first group, which performed better in listening, speaking and reading, was taught by the inductive approach in the first teaching step. The skills they learnt were sufficient for improving their communication skills, despite being taught the deductive approach in steps two and three. On the other hand, the second group, which performed better in writing and understanding grammar, were taught by the deductive approach in the first teaching step, as well as in steps two and three. Although these skills improved their competencies in writing and understanding grammar, being taught solely by the deductive method limited their communicative competencies.

In addition, the results also showed that grammar understanding was inversely proportional to grammatical errors made in exercises. The greater the level of understanding the students had, the more correct answers they tended to give. Therefore, the students from the second group, who possess the 50% of understanding of grammar rules after the first teaching step (seeing Figure 4.7), made the lowest number of mistakes in their exercises. On the other hand, the students from the first

group, who possessed lower levels of grammatical knowledge (30%) after the first teaching step, made more errors in their exercises.

Further analysis of the results indicates that the greatest improvements in scores for both groups took place from the period of the first teaching step to after the second teaching step. Group one experienced an improvement of 51% (from 27% to 78%), while group two had a significantly lower rate of improvement at 30% (from 46% to 76%).

Table 4.6 displays more clearly the relationships between the knowledge that the students reported to have gained (as shown in Figure 4.7) and the correct answers that the students got (as shown in Figure 4.8).

Group	The first teaching step		The second teaching step		The third teaching step	
	Knowledge	Score	Knowledge	Score	Knowledge	Score
First	30%	25%	80%	78%	100%	91%
Second	50%	45%	80%	75%	100%	94%

Table 4.6 Comparison between knowledge and scores after each step

Based on Table 4.6, we can observe that there are similarities between grammatical knowledge and scores obtained in the exercises. Higher levels of knowledge were associated with higher scores in the exercises, and vice-versa. This demonstrates that the students could accurately pinpoint their level of grammatical knowledge (shown in Figure 4.7 above), as confirmed by the exercises.

4.4 Summing up

In this study, based on results obtained from the questionnaires, interviews and observations of teachers and students, I hoped to find out the role and the effectiveness of the methods used in grammar teaching and learning in junior secondary school in Shanghai. In order to investigate the role of grammar teaching, I discussed four areas: the necessity, the beginning, the frequency and the importance of grammar teaching. Based on this study, it was found that both teachers and students have positive attitudes towards grammar teaching and learning. Most of the teachers who answered my questionnaire agreed that grammar should be taught in junior secondary schools. More than half of the teachers indicated that grammar is as important as listening, speaking, reading and writing, and they believed that junior secondary schools is the appropriate level to teach grammar. Most of teachers also reported that they taught grammar every time. In addition, based on my interviews of the students, most of the students stated that they believed grammar is a necessary and important part of their English language learning. According to comments from teachers and students, I found they believed that grammar is not only the basis of listening, speaking, reading and writing, but also useful for understanding the structure of a language and for communication purposes. And most of the students believed that grammar is a fundamental prerequisite for taking higher level English classes when they enter senior high school.

According to the teachers' comments from the questionnaire and my interviews, I found that the uses of grammar teaching approaches are influenced by many factors,

such as the teachers' linguistic abilities and educational level, as well as the availability of textbooks and teaching resources. Even though there are many different opinions about how to teach grammar in junior secondary school, in my investigation, most of the teachers used both the inductive and deductive approaches to teach grammar. Some teachers claimed that the inductive approach was appropriate to introduce new grammar topics; they reasoned that it was useful for making students discover the grammar rules and meanings by themselves, and that it is useful for them to improve their listening, speaking, reading, and writing competency. Some claimed that it was necessary to use the deductive approach to teach new grammar topics, which could give students a clear and systemic understanding of grammar rules. Moreover, it will also give students motivation to do further learning.

In my observation in the classroom, grammar in the *Oxford English* textbook is taught by inductive approach in the classroom. Further, grammar is taught via reading texts, speaking in the group work and writing in the activities. And exercises are useful, necessary and effective to the students' further understanding of grammar.

The use of inductive or deductive approach for students in grammar learning is directly reflected in the teachers' teaching approach. And the use of different teaching and learning approaches significantly affect students' different competences: the inductive approach improves students' communicative competence and deductive approach improves students' understanding of grammar rules and written competences. Mixed inductive and deductive teaching and learning approaches are more helpful to the students than using only one of them.

Moreover, the use of exercise is a very useful and effective method to help students understand grammar rules. I found exercises in the grammar books and test papers not only practice grammar rules, but also transfer grammar rules to various communicative topics and further into various situations or into the compositions. For example, the grammar tests in the test paper.

i. Testing grammatical rules

1. *If it _____ sunny tomorrow, we _____ go to picnic.*
A. was; would B. being; will C. is; will D. have been; would
2. *A computer _____ think for itself, it must be told what to do.*
A. can't B. couldn't C. may not D. might not

ii. Testing grammar in communication

1. *- I usually go there by train.*
- Why not _____ by boat for a change?
A. to try going B. trying to go C. to try and go D. try going
2. *- Your phone unnumber again?*
- I _____ quite catch it.
- It is 9568 4420.
A. didn't B. don't C. won't D. can't

iii. Testing grammar in various situations

1. *- "Can I get you a cup of tea?"*
- "_____."
A. That's very nice of you B. With please
C. You can, please D. Thank you for the tea
2. *- I had a really good weekend at my uncle's.*
- _____.
A. Oh, that's very nice of you B. Congratulations
C. It's a pleasure D. Oh, I'm glad to hear that

4.5 Limitation

The study has covered only a small sample of teachers and students, which is not

representative of the huge population in China. Moreover, my investigation was only carried out in schools in Shanghai. Findings from this metropolitan city can not be generalized to the most rural areas. And the investigation did not include any private schools. Furthermore, the students reported their own knowledge level – not measured that their results perhaps influenced by their own bias. It is possible that they evaluate themselves based on test results.

Chapter 5 Conclusion

5.1 Looking back

The aim of this thesis was to investigate the approaches to teaching and learning English grammar, and the practical aspects of pedagogical methods employed in Chinese junior secondary schools in Shanghai. The methods of grammar teaching and learning since the 1840s and the methods that have been used in China from grammar translation to communicative language teaching were researched. Sources included Curriculum (2001) and Syllabus (2000) in Chapter 2. In chapter three, we focused on the practical aspects; the use of textbooks in Shanghai and JiangSu province, while chapter four presented the results of the field work carried out among teachers and students in Shanghai. All this was examined to find out how English grammar is taught in the textbooks and the classroom.

5.2 Summary and Discussion

Grammar teaching has come a long way: the methods have evolved from the Grammar-translation method in the 1840s to the Communicative Language Teaching method in the 1970s. Grammar teaching in China has undergone great changes over the past twenty years. Before then, the traditional teaching methods, especially the Grammar-translation method, were compulsory in grammar teaching. However, currently, the Communicative Language Teaching method is the most important

teaching method suggested in Curriculum (2001).

The current study of teaching methods, the Chinese curriculum and syllabus and two textbooks has yielded several results. An analysis of the results revealed that although an inductive teaching and learning approach is mainly suggested in both Curriculum (2001) and Syllabus (2000), there was no textbook that only used the inductive approach, and students who received a combination of both learning methods were found to have higher scores and better grammatical understanding. Therefore, both deductive and inductive teachings have their positive aspects in teaching and learning progress. This finding is consistent with past research by Austad (2009), Burner (2005), and Mella (1998). Although Burner (2005) used Norwegian participants recruited from high schools and in Norway, which is different from the Chinese participants surveyed in this study, the results are the same. This proves that no matter what one's background is, with regard to learning English as a second language, it is important to use both the inductive and deductive methods to facilitate grammar learning.

My investigation of grammar teaching in textbooks shows that in China, the two most commonly used textbooks in Shanghai and JiangSu province are *Oxford English* and *Fun with English* respectively. Both these textbooks contain grammar rules and grammar exercises; however they differ in terms of their teaching approaches. Although these two textbooks analyzed were both based on Curriculum (2001), *Fun with English* was mainly traditional; it primarily used the deductive approach in both grammar teaching and grammar exercises. The book starts with explanations and

learning rules associated with the grammar topics. On the other hand, the *Oxford English* textbook mainly uses an inductive teaching approach in grammar teaching and grammar exercises. Grammatical topics are taught in contexts; in various types of texts, communications, and situations. There is no explanation of grammar rules in this textbook because it encourages students discover the grammar rules by themselves.

The analysis in Chapter 3 showed that the use of different teaching approaches is dependent on the attitude towards grammar teaching in schools, and whether there is a smooth, coherent teaching progression of grammar knowledge taught from primary schools to junior schools further to senior high schools. In other words, the importance of having an effective textbook pales in comparison to these other factors. Hence, in order to evaluate the effectiveness of a textbook used in teaching English, it is not important to measure how advanced the teaching method is in the book. Rather, it is more important to determine that the teaching resources are suitable depending on the school's situation, such as how much time is allocated to grammar teaching, the teachers' skills, the students' current competency in the English language, etc. We must then adjust our teaching methods according to the teaching and learning environment of each school. Although *Oxford English* has a learning content more similar to Curriculum (2001), *Fun with English* is a more appropriate textbook for the teachers and students who possess lower abilities with communicative competency. Ultimately, if there are insufficient resources or if the school's situation does not allow it to cope with the contents of the *Oxford English* textbook, the inductive approach

cannot be successfully implemented.

Previous research by Austad (2009) and Burner (2005), based on the results of comparison of textbooks in Norway, also found that different textbooks are colored by inductive or deductive approaches. Their explanation only focuses on the learners' knowledge of grammar. In my investigation, the explanation also focuses on the teacher's linguistic ability and the school's situation. Perhaps the differences depend on the different devolvement of teacher training and school resource.

A reason why using both inductive and deductive methods is particularly useful for Chinese students could be because of the nature of the Chinese language: Unlike students whose native language is already English or another alphabet-based language, Chinese students have to cope with a different set of characters when they are learning English. Therefore, using only the deductive approach, which explains all the grammatical rules, or solely using the inductive approach, which teaches grammar in context, is not as efficient as merging the two methods together.

Another explanation could be found in Simensen's account of Kachru's theory on the three concentric circles. She (2007:72) explained that societies which utilize English as the primary language forms the first innermost circle. The second circle surrounding that represents societies whereby English is an important "second language". This usually represents societies of a multilingual setting, and that English, although not the primary language, is frequently used as a medium for communication and daily life. For example, in Norway, one can find television programs in the English language, and several international companies use English as the official

language of documentation. The third outermost circle represents societies where English is not frequently used in daily life. Countries like China fall into this category. In China most of the students can only use English in the classroom. Hence, it is hard for them to remember and understand grammar taught solely by either deductive or inductive learning approaches.

Furthermore, there are huge differences in language structure between Chinese and English, hence, sometimes it is hard for the teachers to explain some English grammar rules that do not have an equivalent in Chinese grammar. For example, in English, the tenses are conjugated, whereas in Chinese, no such conjugation happens. Instead, the tense is changed by various “time words” such as, *tomorrow*, *yesterday*, *already*, etc. Therefore in order to adequately explain English grammar, the deductive teaching approach is necessary.

According to the data gathered from the interviews, classroom observations and questionnaires administered to the teachers, two interesting findings on classroom phenomena were observed. Firstly, there are two main aspects which affect the use of inductive or deductive teaching approach to teach grammar. One is that the teaching approaches used in the textbook directly affect the teaching and learning approach. The textbook functions as a guide to the teachers, and they will follow the methods recommended in these textbooks. The other is the confidence and ability of the teachers to master English. Most Chinese teachers lack a proficiency in oral English and professional competency to use the inductive teaching method with students. That is why a high number of teachers indicated that they consistently take on additional

training in teaching English as a foreign language. They usually take these classes by enrolling as part-time learners in teachers' college and regular universities. As a result of the training, more and more teachers came to realize the importance of learning via communication and situational learning in English teaching.

Secondly, exercises are a useful way to improve students' grammatical understandings, and the studies by Austad (2009) and Farrell (2005) also confirm this: students who did more exercises have better academic results in English language. I found in Shanghai that the advantage of exercises is to transfer grammar rules to various communicative topics and further into various situations or into the compositions (see examples in 4.4).

5.3 Conclusion

This study revealed that the method of teaching chosen by the teacher naturally influenced the method chosen by students to study. The student will likely use the same learning method as the teacher, and this in turn affects the improvement of different abilities with the English language: for instance, inductive approaches improve students' listening, speaking and reading abilities, and deductive approaches improve students' their writing abilities and competency in understanding grammatical rules. Therefore, in order to cultivate an all-round proficiency in the English language, it is important to expose students to both learning methods. This knowledge can also be useful for schools; schools can tailor the teaching methods used in classrooms depending on the students' language abilities: for example if

students are weaker in speaking and require more practice, the school can decide to provide more lessons using the inductive approach. And if the students are good at writing compositions already, less time can be spent on deductive-based lessons. Therefore, overall, although curriculum, syllabus and textbooks are important, the schools and teachers have the strongest impact on teaching and the pupils' learning. In addition, using an inductive approach when teaching new grammar topics, but a deductive approach for analyzing grammar rules in the exercises teaching step is a recommendable grammar teaching style.

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Appendix I: Grammar in Syllabus (2000)

Chinese Syllabus for Full-Time Junior High School in Nine-Year Compulsory Education

(2000)

(Chinese Ministry of Education)

Appendix 4: List of grammar

- 1. Word class:** (1) nouns (2) pronouns (3) numbers (4) prepositions (5) conjunctions (6) articles (7) adjectives (8) adverbs (9) verbs

(1) Nouns:

- uncountable nouns and countable nouns
- plural nouns
- proper nouns
- possessive

(2) Pronouns

- personal pronoun (subjective case and objective case)
- possessive pronoun (adjective form and noun form)
- reflexive pronoun (myself, himself, ourselves, etc.)
- demonstrative pronoun (this, that, these, those)
- indefinite pronoun (some, any, no, etc.)
- interrogative pronoun (what, who, whose, which, etc.)

(3) Numbers

- cardinal and ordinal numbers

(4) Prepositions (according to the word list in textbooks)

(5) Conjunctions (according to the word list in textbooks)

(6) Articles

- definite and indefinite articles

(7) Adjectives

- the basic use of adjectives as attribute, object and object complement
- comparative degree and superlative degree
 - form: -er, -est; more, the most

(8) Adverbs

- to express time, place and degree
- interrogative adverbs: when, where, how, etc.
- comparative degree and superlative degree
 - form: -er, -est; more, the most

(9) Verbs

- Tense
 - Present tense
 - I get up at six o'clock every morning.
 - He doesn't speak Russian.
 - They are very busy.
 - The moon moves round the earth.
 - When you see him, tell him to come to my place.
 - I'll go to see you tonight if I'm free.
 - Past tense
 - I was in Grade One last year.
 - I got up at five yesterday.
 - Future tense
 - ◆ Shall and Will
 - I shall (will) go to your school tomorrow afternoon.
 - She will be here tomorrow.
 - ◆ Be going to
 - I am going to help hem.
 - Present Progressive

We're reading the text now.

They're waiting for a bus.

■ Present Perfect

I have already posted the letter.

They have lived here for ten years.

2. Passive Voice

(1) in present tense

English is taught in that school.

(2) in past tense

The song was written by that worker.

(3) in present tense with modal verb

She must be sent to hospital at once.

3. The Infinitive

(1) as object

They began to read.

(2) as object complement

Jim asked me to help him with his lessons.

We often heard her sing.

(3) as adverbial

She went to see her grandma yesterday.

(4) after how, when, where, what and which

I don't know how to use a computer.

Do you know when to start?

He didn't know what to do next.

4. The types of sentences

(1) declarative sentence (affirmative and negative forms)

(2) interrogative sentence

- wh-question,
- yes/no question,
- alternative question
- tag questions

(3) imperative sentence (affirmative and negative forms)

5. Five basic sentence patterns

- (1) subject + link verb + predicative

The bike is new.

The map is on the wall.

- (2) subject + intransitive verb

He swims

- (3) subject + transitive verb + object

Children often sing this song.

- (4) subject + transitive verb + indirect object + direct object

She showed her friends all her pictures.

- (5) subject + transitive verb + object + complement

We keep our classroom clean and tidy.

6. Parallel sentences

He likes math, but he needs help.

I help him and he helps me.

7. Compound sentences

- (1) object clause

He said (that) he felt sick.

I don't know whether (if) she still works in the factory.

I take back what I said.

I can't tell who is there.

Can you tell me where the Summer Palace is?

- (2) adverbial clause

The train had left when I got to the station.

I'll go with you to the cinema this afternoon if I'm free.

The students went to the farm because the farmers needed some help.

The earth is bigger than the moon.

He was so tired that he couldn't walk on

Appendix II Questionnaire to the Teachers

Interview questions for the teachers

1 Gender

Male

Female

2 Age

20-30 31-40 41-50 51-60

3 Which classes do you teach now?

6th grade 7th grade 8th grade

4 What the first qualifications do you hold?

Master degree (two years)

Bachelor degree (four years)

Teacher College (three years)

5 Do you have any second qualifications?

Master degree (two years)

Bachelor degree (four years)

Teacher College (three years)

6 How long have you been teaching English?

In years

1-5 6-10 11-15 16-20 21-25

26-30 31-35

7 Have you lived for more than six months in an English speaking country?

Yes

No

If yes, specify your course(s) _____

8 Do you think grammar should be taught in junior high school?

Yes

No

Explain your answer – why

9 In what grade do you think English grammar should start?

In primary school In junior secondary school In senior school Other

10 Do you think grammar should be taught as early as possible?

Yes

No

Explain your answer – why

11 What is your purpose of teaching grammar?

12 Do you think English grammar should be taught in

English

Chinese

Both English and Chinese

13 How often do you think grammar should be taught?

Every time

Once a week

Once or twice a month

Never

14 How often do you teach grammar in your classroom?

Every time

Once a week

Once or twice a month

Never

15 When you teach grammar, do you speak in English in the whole progress?

Yes

Partly

Never

16 How important is teaching grammar compared to teaching listening, speaking and reading?

Less important

Important

Very important

17 When you teach grammar in the classroom, which teaching method do you use to

introduce new grammar issues?

Inductively --- The Direct Method

The Oral Method

The Communicative Method

Deductively --- The Grammar Translation Method

The Audio-lingual Method

A Mix of methods

18 When you teach grammar in the classroom, how often do you use the exercises?

Very often

Often

Sometimes

Never

19 Which of the following statements do you think is most correct?

Communicative competence is more important than correct grammar.

Correct grammar is more important than communicative competence.

Correct grammar is a part of communicative competence.

Thank you very much for answering the questionnaire!