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Investigation into the differences and similarities between English first language and English foreign language teachers' attitudes towards the explicit teaching of grammar in their classrooms.

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Abstract

The purpose of the project was to investigate the attitudes of English teachers towards grammar with regard to the explicit teaching of grammar among the differing predominant forms of English language teaching, namely English first language teaching (L1), English second language teaching (ESL) and English foreign language teaching (EFL). This research investigates what is being practiced in regard to teaching grammar, if and why it is taught by experienced teachers in these fields.

The methodology used included semi-structured interviews with teachers, qquestionnaires, and collection of materials, worksheets as well as tests pertaining to the curriculum. This case study, being a form of qualitative research has sought to be a complete, detailed description of the findings as well as the surrounding circumstances that have contributed to those findings.

Findings indicated that grammar is **fundamental** to EFL teaching in that it gives learners a structure or a logical system on which the syllabus can be built and by which EFL learners can progress through the language, whereas the data shows that the L1 teachers thought of grammar as being **complementary** to their teaching and therefore an enhancive tool enabling the L1 learner to better appreciate the finer details of the language and how they affect the tone, register and subtle meanings of a text.