

Research Article

Teaching-Learning Grammar via Cooperative Language Learning: Kombolcha Secondary School in Focus

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Abstract

This study is mainly concerned with the assessing challenges English teachers of Kombolcha Secondary School face in teaching grammar through cooperative language learning with particular reference to, grade 9. The data was gathered by four data gathering instruments questionnaire, interview, classroom observation, and text analysis. The data, which were obtained through a close-ended questionnaire, were analyzed and interpreted in the quantitative method, whereas the data which were gathered through interviews and classroom observation were interpreted and analyzed in the qualitative method. Finding shows that lack of student centeredness, lack of being facilitators, inappropriateness of CLL in grammar teaching were the major factors that hamper teaching grammar using Cooperative Language Learning. All concerned bodies including teachers, students, society, Ministry of Education, and others should facilitate a condition to prepare supplementary materials which provide detailed information about cooperative activities in addition to textbooks; support might be in the form of finance to prepare other.

Keywords

Grammar, Cooperative, Language, Learning, Teaching

1. Introduction

This chapter presents the background of the study, the statement of the problem, the objectives of the study, the research questions, the significance of the study, the scope of the study, the limitations of the study, and the organization of the research paper.

1.1. Background of the Study

Education experts now view effective instruction as more learner-centered than teacher-centered [1]. Cooperative language learning (CLL), as described by Atkins, J. Hallom et.al is one strategy for developing a learner-centered class-

room [2]. Additionally, learner-centered language classrooms allow students to advance their language proficiency while engaging with other students, as indicated by Students can improve their interpersonal skills, self-esteem, self-confidence, and other social skills during the engagement [2]. They can help them develop their social skills and optimistic outlook on learning.

One of the main tenets of cooperative learning in English as a foreign language instruction is educating students about grammatical ideas. Grammar instruction, thus, aids students in acquiring the abilities necessary for success in a variety of settings where English is spoken. The majority of students

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Teaching And Learning Grammar

Mat Wilton

Teaching And Learning Grammar:

Teaching and Learning Grammar Jeremy Harmer, 1987 Longman keys to language teaching **Teaching and Learning English Grammar** MaryAnn Christison, Donna Christian, Patricia Duff, Nina Margaret Spada, 2015 An important contribution to the emerging body of research based knowledge about English grammar this volume presents empirical studies along with syntheses and overviews of previous and ongoing work on the teaching and learning of grammar for learners of English as a second foreign language It explores a variety of approaches including form focused instruction content and language integration corpus based lexicogrammatical approaches and social perspectives on grammar instruction Nine chapter authors are Priority Research Grant or Doctoral Dissertation Grant awardees from The International Research Foundation for English Language Education TIRF and four overview chapters are written by well known experts in English language education Each research chapter addresses issues that motivated the research the context of the research data collection and analysis findings and discussion and implications for practice policy and future research The TIRF sponsored research was made possible by a generous gift from Betty Azar This book honors her contributions to the field and recognizes her generosity in collaborating with TIRF to support research on English grammar Teaching and Learning English Grammar is the second volume in the Global Research on Teaching and Learning English Series co published by Routledge and TIRF

Teaching and Learning English in East Asian Universities Lan Li, David D. Qian, 2014-10-02 The 25 chapters contained in this book were all written by scholars working in the field of applied linguistics and English language teaching in various East Asian contexts East Asia is large and diverse in terms of socio economic linguistic and ethnic parameters Statistics alone cannot give a clear understanding of what goes on in rural and urban universities and what challenges English language teachers and learners face in those contexts To understand this wide gamut of issues in English language teaching in East Asia is thus a very large undertaking The book addresses some of these issues arranging its 25 chapters into five sections namely Assessing Language Performance Teaching English Writing Learner Autonomy Corpus and Discourse Research and Learning English in East Asian Contexts Many of the chapters in this volume concern familiar topics such as linking assessment to teaching learning and curriculum conducting assessment validation research examining meta cognitive strategies investigating teaching and learning English for academic purposes and profiling prevailing word lists for language learners Other chapters are on novel or lesser known topics such as non verbal delivery in speaking assessment the use of visualization as a reading strategy learner strategies in a Facebook corpus effects of discourse signaling cues and rate of speech and an ontogenetic analysis of college English textbooks Collectively these chapters showcase English language learning teaching and assessing in a range of contexts using a variety of methods and techniques to deal with issues relevant to East Asian teachers learners and researchers New Perspectives on Grammar Teaching in Second Language Classrooms Eli Hinkel, Sandra Fotos, 2001-07 Brings together various approaches to the contextualized teaching of grammar

communicative skills as integrated components of second language instruction Purpose of the text is to show that grammar teaching can be productive useful in ESL classroom **Learning to Teach Grammar** Simon Haines,2020-05-11 Learning to Teach Grammar is the ideal companion for anyone looking for fresh hands on ideas on teaching grammar in their classrooms particularly trainee English language teachers or those recently qualified looking to increase their confidence in teaching grammar Learning to Teach Grammar can be used both for self study or as a coursebook for groups in training It consists of an introduction ten units based on specific areas of grammar and a glossary **The Teacher's Guide to Grammar** Deborah Cameron,2007 This guide focuses directly on the aspects of grammar that teachers need to know Assuming little or no formal linguistic training this text provides the necessary background knowledge required in the classroom context with chapters on words phrases verbs and clauses **A Creative Approach to Teaching Grammar** Peter Burrows,2014 This book offers a whole school approach to the teaching of grammar and punctuation that is fully matched to the demands of the English grammar and punctuation test and the new curriculum With the shift towards elegant well constructed sentences it offers the busy teacher three simple steps to motivate and engage children through explicit teaching and modelling over forty practical games and activities application and improvement within editing and proof reading This book draws on recent research but also is based on many years of classroom practice and a number of case studies Practical examples develop teachers understanding of grammatical terms and progression and show how it is possible to have a significant impact on vocabulary sentence structure and children s writing in general A balance is found where skills are explicitly taught but within the context of an exciting and interesting curriculum **English Grammar Instruction That Works!** Evelyn Rothstein,Andrew S. Rothstein,2008-11-11 Andrew and Evelyn Rothstein have given teachers a model for teaching the structure of our language with fun and interesting strategies that can be used at all grade levels They show teachers how to take grammar instruction from a stand alone subject to an integral part of a complete literacy program Kim Whitling Fifth Grade Inclusion Teacher Franklinville Central School NY Build strong grammar skills to help students become better readers writers and communicators With today s diverse and standards driven classroom environment teachers are eager for a new approach to grammar instruction one that builds understanding of the structure and nuances of English This practical guide points the way to fun engaging and effective grammar teaching for Grades K 12 Designed for classroom teachers this resource covers grammar fundamentals that support vocabulary and writing skills Readers will discover teaching strategies that encourage creativity and critical thought based on a realistic approach to children s language development This guide provides Clear explanations of grammatical terms as a refresher for teachers Easy to implement classroom activities including examples and word play from children s literature Appropriate techniques for a broad audience of students with specific suggestions for English language learners Background on the development of English as a global language promoting students respect for diverse cultures A teaching approach that supports the National Council of Teachers of

English standards for English language arts Help your students develop a deep understanding of English grammar and build a solid foundation for academic achievement and lifelong communications skills Teaching and Learning Grammar Alison Taylor,1994 One of a series for modern language teachers heads of department and teacher trainers this guide to teaching and learning grammar contains a section of photocopiable sheets to use with IT and songs and poems for grammar practice The book includes ideas about how pupils acquire new language structures strategies for making grammar more interesting examples drawn from several languages and help with formulating a departmental policy **Teaching and Learning the English Language**

Richard Badger,2018-02-22 Teaching and Learning the English Language is a practical guide for anyone seeking to improve their teaching whether through formal study or on their own Richard Badger explores teaching English as a problem solving activity in which teachers must address three fundamental questions what aspect of language do students need to learn how might they learn this particular aspect of language and how can teachers support their learning Offering a solid research based approach along with sound practical advice this book equips teachers with skills needed to analyse their own contexts and develop their practice It covers Fundamentals of English language Psychological and social learning processes TESOL teaching methods and approaches Lesson planning and classroom management Language evaluation and assessment Teaching pronunciation spelling grammar vocabulary and discourse Teaching listening reading writing and speaking English teacher professional development Pedagogical features include chapter summaries activities for students and key readings recommendations and the book is also supported by online resources video case studies additional exercises and multiple choice quizzes Including numerous international lesson examples and case studies Teaching and Learning English Language is suitable for both trainee and practising teachers who speak English as a first second or foreign language *The New Dimensions in Learning English Iv Tm' 2003 Ed.* , **Teaching Grammar to EFL University Students**

Mohamed Ben Nasr,2016-10-25 Essay from the year 2016 in the subject Didactics for the subject English Grammar Style Working Technique Misurata University School of Education course English Language Teaching language English abstract There has been much debate in the last 20 years about the most effective way of acquiring grammatical structures of a second language The so called Inductive Approach has benefited students in terms of mastering rules and learning about different structures In the context of EFL university students in Libya the so called Inductive Approach has proved to be successful in making students practice the language inside the classroom but not outside it It is clear that students are encouraged to be accurate rather than fluent My main argument is that the instructions provided by the inductive approach are still not able to reflect effectively the natural learning environment This might be the result of teaching Grammar outside the context I will argue for that teaching Grammar through context is quite critical in helping students perform more naturally outside the classroom even though communicative activities are randomly selected **AI in Language Teaching, Learning, and Assessment**

Pan, Fang,2024-02-12 The introduction of Artificial Intelligence AI has ignited a fervent

academic discourse AI's role is as both a powerful ally and a potential adversary in education. For instance, ChatGPT is a generative AI which mimics human conversation with impressive precision. Its capabilities span the educational spectrum from answering questions and generating essays to composing music and coding. Yet as with any innovation, its advent has sparked a spirited academic dialogue. AI in Language Teaching, Learning, and Assessment seeks to address these concerns with rigor and thoughtfulness. It explores the undeniable drawbacks of AI in language education and offers strategic insights into their prevention. It scrutinizes the resources and safeguards required to ensure the ethical and secure integration of AI in academic settings. This book lays out the multifaceted benefits of incorporating AI into language teaching, learning, and assessment. Its chapters dissect the transformative impact of AI on pedagogy, teaching materials, assessment methodologies, applied linguistics, and the broader landscape of language education development. This book is a valuable resource for language learners, educators, researchers, and scholars alike. It beckons to those who are keen on exploring and implementing AI in education as well as AI developers and experts seeking to bridge the chasm between technology and language education.

Understanding and Teaching Grammar in the Primary Classroom Josh Lury, 2016-09-13
Understanding and Teaching Grammar in the Primary Classroom is a practical guide for trainee and practising teachers with language and the way we use it to think and communicate at its heart. Built on a foundation of how powerful, beautiful, and thought-provoking language is, this book uses our intuitions about words and language to form a picture of how grammar works and how even very young children are masters of its patterns. Each chapter builds from fundamental concepts up to the fine details, providing an introduction to developing grammatical subject knowledge alongside explanations of key ideas and vocabulary including Generality (a look at the general structures of sentences that allow us to learn a language at all), Specifics (a look at the words and modifications that allow us to use this universal tool to pinpoint the specifics of our thoughts and the world around us), Relationships (looking at how sentences behave in relation to one another and how they can be merged in such a way that we can show cause and effect in the world), Humans (focusing on some of the details and idiosyncrasies we are able to give our language), Language games (examples of language typical of children and methods to pull this apart and understand how it works). At its core is the idea that as our language grows, so our understanding grows. Grammar is not the study of what to say and how to say it, but of what it is possible to think, feel, and express in words. Illustrated throughout with practical lesson ideas, helpful tips, and easy-to-use classroom strategies, Understanding and Teaching Grammar in the Primary Classroom is a must-read guide for all trainee and practising primary teachers.

Teaching Grammar in the English Language Classroom Gusti Astika, 2025-08-24
Teaching Grammar in the English Language Classroom: From Theory to Practice is a comprehensive guide for educators seeking to bridge the gap between grammar theory and effective classroom practice. This book explores grammar not merely as a set of rules to be memorized but as a dynamic tool for communication and language development. Grounded in both traditional and contemporary approaches, it provides teachers with the

knowledge strategies and practical tools to teach grammar in engaging meaningful ways The book begins by defining grammar and its essential components morphology syntax and patterns highlighting its central role in language competence and its interplay with reading writing speaking and listening It then explores key theories of grammar acquisition from behaviorist drills to cognitive processing Krashen's Input Hypothesis Swain's Output Hypothesis usage based approaches and sociocultural perspectives helping teachers understand how learners internalize grammatical structures Practical approaches to teaching grammar are presented with clarity including deductive and inductive methods focus on form versus focus on meaning explicit and implicit instruction and task based learning models The book emphasizes integrating grammar into communicative language teaching using techniques such as dictogloss input enhancement and information gap tasks to balance accuracy with fluency Innovative tools and methods are explored including corpus based instruction data driven learning technology enhanced teaching AI supported feedback and gamified activities Detailed guidance is provided on selecting and sequencing grammar content designing lessons assessing grammar knowledge and tailoring instruction for diverse learner groups from young learners to academic English students Beyond methods and tools the book encourages reflective practice offering strategies for lesson reflection action research peer observation and professional growth It also situates grammar teaching within contemporary frameworks including CEFR standards CLIL genre based approaches and systemic functional linguistics Finally the book looks ahead to the future of grammar teaching highlighting trends such as adaptive learning multimodal instruction and AI supported personalization urging educators to rethink grammar as patterning for meaning in an ever evolving classroom Designed for pre service and in service teachers teacher educators and curriculum developers *Teaching Grammar in the English Language Classroom From Theory to Practice* is both a practical handbook and an inspiring guide equipping teachers to foster confident competent and communicative language learners

The Art of Teaching and Studying Languages François Gouin, 1892 **Grammar** Rob Batstone, 1994-10-13 Includes a sequence of tasks designed to help teachers apply to their own classroom practice the information in the text *The History of Grammar in Foreign Language Teaching* Simon Coffey, 2025-10-01 Taking a broadly chronological approach this volume of original essays traces the origins of the concept of grammar In doing so it charts the social moral and cultural factors that have shaped the development of grammar from Antiquity via the Middle Ages Renaissance and Modern Europe to current education systems and language learning pedagogy The chapters examine key turning points in the history of language teaching epistemology focusing on grammar for language teaching across different European cultural contexts Bringing together leading scholars of classical and modern languages education *The History of Grammar in Foreign Language Teaching* offers the first single source reference on the evolving concept of grammar across cultural and linguistic borders in Western language education It therefore represents a valuable resource for teachers teacher educators and course designers as well as students and scholars of historical linguistics and of second and foreign language education

Grammar Made Easy Mat Wilton, 2022-01-31 Is it the cats cat s or cats Grammar is much more than that For You As The Student Grammar Made Easy is a series of books and an online education portal that provides incremental learning for students to become proficient in the use and structure of grammar After completing this series you will become an effective storyteller and speaker which is a fundamental and life long skill associated with success Using logical symbols and a hands on approach you will be able to learn or even enhance your basic understanding of grammar to become an expert Broken down into easily digestible Pictures each component of grammar is introduced with a section on what it is examples exercises and answers to ensure you are on the right track For You As The Teacher Life is challenging trying to create engaging lesson plans for classes of 20 or even 40 students Grammar has always been deemed intangible disengaging and difficult topic to teach With Grammar Made Easy though students become curious and invested in this comprehensive and hands on approach Provided as a series of books and an online education portal you can present each Picture as its own easy to learn lesson or as a self guided learning tool Each Picture comes with a section on what it is examples exercises and answers to ensure your students are on the right track What This Book Covers Starting with the fundamentals of grammar this first part of the five part series covers Picture 1 Nouns Picture 2 The Spotlight Picture 3 The Shadow On The Noun Picture 4 The Determiner Picture 5 The Adjective Picture 6 The Preposition Picture 7 The Verb Picture 8a The Adverb with Adjectives Picture 8b The Adverb with Verbs Picture 9 The Conjunction Picture 10 The Relative Pronoun And Its Clause And as an added bonus each part comes with additional engaging exercises to reinforce and improve the learning Online Education Portal Additionally the learning can be supported by the online education portal which provides a series of supportive educational and animated videos that go into more detail about each Picture When you have completed the online education portal you will be presented with your very own certificate and invited to complete the next part in becoming proficient in English grammar Find out more at www.profstripes.com.au

Teaching Grammar Creatively with CD-ROM/Audio CD Günter Gerngross, Herbert Puchta, Scott Thornbury, 2007-07-19 Teaching Grammar Creatively is a practical new resource book that offers a variety of lessons and activities for everyday use in English language classes It aims to stimulate students imagination humour and creativity and increase the effectiveness of grammar practice The book offers more than 50 complete lessons covering a wide range of grammar structures learner levels and age groups Each lesson is divided into two main sections Language Awareness Activities and Creative Grammar Practice The Language Awareness Activities are designed to introduce and provide initial practice of items that may still be unfamiliar to students The Creative Grammar Practice section provides ideas for a deeper and more personalised familiarisation with these items always with an element of individual creativity Each lesson ends with the creation of a learner text a permanent and original record of the grammar in the form of a story or a poem for example

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Teaching And Learning Grammar Introduction

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