

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 classrooms 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. Hailom 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

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Schaleppegrell**



## **Teaching And Learning Grammar:**

**English Grammar Instruction That Works!** Evelyn Rothstein, Andrew S. Rothstein, 2008-11-11 Offering a fun engaging approach to grammar instruction this guide includes clear explanations of grammatical terms and practical activities for all students including English language learners

**Teaching and Learning English Grammar** MaryAnn Christison, Donna Christian, Patricia A. Duff, Nina Spada, 2015-03-02 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 Grammar, Punctuation and Spelling in Primary Schools** David Waugh, Claire Warner, Rosemary Waugh, 2019-01-16 This popular text explores and provides the subject knowledge needed to teach grammar punctuation and spelling and gives guidance on how to teach it

*Teaching and Learning Grammar* Jeremy Harmer, 1987 Longman keys to language teaching

**Lessons in Teaching Grammar in Primary Schools** Suzanne Horton, Branwen Bingle, 2014-04-15 Lesson planning in line with the new Primary National Curriculum Outstanding grammar lessons are not about teaching children the mechanics of grammar but fostering a curiosity about language words and clauses when explored within a meaningful context This book offers practical ideas and lesson plans to help you plan and teach lessons that motivate engage and inspire pupils to use grammar accurately and creatively to produce writing that is fluid cohesive and purposeful It will also help you to teach grammar confidently and effectively by addressing your own grammar questions and providing essential subject knowledge The lesson ideas have all been tried and tested in the classroom and you can adapt the lessons to teach other aspects of grammar or change the focus of the learning objective to reflect the needs of your classroom Did you know that this book is part of the Lessons in Teaching series Table of Contents What is Grammar Grammar in context Year 1 Teaching Sentence Demarcation Year 2 Teaching Conjunctions Year 3 Teaching Direct Speech Year 3 Using the Perfect Tense Year 4 Teaching adverbial phrases Year 4 Teaching the Difference between the Plural and Possessive s Year 5 Teaching Modal Verbs Year 5 Teaching Expanded Noun

Phrases Year 6 Using the Subjunctive Form in Speech Year 6 Using the Passive Voice Moving On Glossary of Terms WHAT IS THE LESSONS IN TEACHING SERIES Suitable for any teacher at any stage of their career the books in this series are packed with great ideas for teaching engaging outstanding lessons in your primary classroom The Companion Website accompanying the series includes extra resources including tips lesson starters videos and Pinterest boards Books in this series Lessons in Teaching Grammar in Primary Schools Lessons in Teaching Computing in Primary Schools Lessons in Teaching Number and Place Value in Primary Schools Lessons in Teaching Reading Comprehension in Primary Schools Lesson in Teaching Phonics in Primary Schools *Lessons to Share on Teaching Grammar in Context* Constance Weaver,1998 This book features eighteen articles addressing issues such as how language is learned and teaching grammar through writing across the grades **Teaching English Grammar to Speakers of Other Languages** Eli Hinkel,2016-01-29 This practical and research based introduction to current and effective English grammar instruction gives pre service and in service teachers and teacher educators a strong foundation for teaching second language grammar and helps them develop their professional knowledge and skills Written in a highly readable style for an international audience it provides a thorough and rounded overview of the principles strategies techniques and applications currently dominant in teaching L2 grammar in a range of instructional settings around the world Chapter authors are world class authorities in grammar and grammar teaching and learning All chapters are based on theoretical frameworks and or research foundations with a strong emphasis on practical applications and implications for classroom teaching and highlight teaching methods key concepts and terminology associated with grammar instruction Illuminating the options and choices in grammar teaching from a contemporary perspective Teaching English Grammar to Speakers of Other Languages is ideal as key text for students in undergraduate and graduate MA TESOL programs and as a resource for practicing ESL EFL teachers teacher educators and teaching faculty **Rules, Patterns and Words** Dave Willis,2003-12-24 In an accessible style the author demonstrates the link between grammar and vocabulary **Focus on Grammar and Meaning** Luciana C. de Oliverira,Mary J. Schleppegrell,2016-06-28 Focus on Grammar and Meaning explores how to teach grammar effectively to second or foreign language learners aged 5 18 It provides teachers with research insights that will help them to reflect on their classroom practice and enable them to experiment with different ways of teaching grammar Taking a systemic functional approach the authors emphasize the importance of linking language and meaning in teaching Key research studies on grammar instruction are featured examples from real classroom practice are examined and activities are provided to help teachers relate the content to their own teaching context Additional online resources at [www.oup.com/elt/teacher/fogm](http://www.oup.com/elt/teacher/fogm) Luciana C de Oliveira is Associate Professor of TESOL and Applied Linguistics at Teachers College Columbia University New York Mary J Schleppegrell is Professor of Education at the University of Michigan Ann Arbor **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      **Learning and Teaching English Grammar, K-12** Barbara M. Birch, 2005 This practical brief paperback with hands on activities is designed to fill in the blanks in teachers own knowledge of English grammar and to demonstrate a reliable method for teaching English grammar to elementary school pupils It provides a solid foundation in the sociolinguistic and psycholinguistic aspects of grammar and grammar instruction followed by step by step coverage of the basics of word and phrase development and of the construction of the three or four types of sentences that English words can be used to create In addition coverage examines solutions to common usage problems faced by native speakers non standard speakers and ELL students      **Teaching Grammar, Structure and Meaning** Marcello Giovanelli, 2014-07-17 Teaching Grammar Structure and Meaning introduces teachers to some basic ideas from the increasingly popular field of cognitive linguistics as a way of explaining and teaching key grammatical concepts Particularly suitable for those teaching post 16 English Language this book offers a methodology for teaching key aspects of linguistic form and an extensive set of learning activities Written by an experienced linguist and teacher this book contains an evaluation of current approaches to the teaching of grammar and linguistic form a revised pedagogy based on principles from cognitive science and cognitive linguistics a comprehensive set of activities and resources to support the teaching of key linguistic topics and text types a detailed set of suggestions for further reading and a guide to available resources Arguing for the use of drama role play gesture energy dynamics and visual and spatial representations as ways of enabling students to understand grammatical features this book explores and analyses language use in a range of text types genres and contexts This innovative approach to teaching aspects of grammar is aimed at English teachers student teachers and teacher trainers      *200 Years of Grammar* Dr. Laurence Walker, 2011-11-29 Since 1800 students have spent millions of hours learning English grammar Students and teachers have toiled at parsing and analysis dreading the English exam at the end of the year as debate over the real value of learning grammar has raged Nowhere have these arguments been as passionate as in the English speaking colonies of Canada New Zealand and Australia In 200 Years of Grammar author Dr Laurence Walker narrates a detailed history of the origins and evolution of grammar education and its relationship to English usage in Canada New Zealand and Australia Walker presents a discussion of grammars educational significance and provides a framework for how the context of the politics surrounding grammar teaching affects students and teachers Offering many applicable examples 200 Years of Grammar gives insight into the issues with which English teachers around the world have grappled for years It provides teachers students and those interested in the English language with an engaging history of grammar education from the introduction of state curriculum through to the twenty first century      *Difficulties in Teaching and Learning Grammar in an EFL Context* Abdu Mohammed

Al-Mekhlafi, Ramani Perur Nagaratnam, 2011 The role of grammar instruction in an ESL EFL context has been for decades a major issue for students and teachers alike Researchers have debated whether grammar should be taught in the classroom and students for their part have generally looked upon grammar instruction as a necessary evil at best and an avoidable burden at worst The paper reports a study undertaken to investigate the difficulties teachers face in teaching grammar to EFL students as well as those faced by students in learning it in the teachers perception The study aimed to find out whether there are significant differences in teachers perceptions of difficulties in relation to their gender qualification teaching experience and the level they teach in school thus providing insights into their own and their students difficulties Mean scores and t test were used to interpret the data The main findings are reported with implications Appended to this document are Research Instrument Questionnaire Student and Teacher Difficulties with Grammar and five tables indicating Teachers Perceptions of Difficulties with EFL Grammar Contains 8 tables 5 figures and 1 footnote A summary of this paper was presented at the 54th World Assembly of the International Council on Education for Teaching ICET on Maintaining Strategic Agility Managing change and assuring quality in education for teaching 14 17 December 2009 Muscat Oman *How to Teach Grammar? The Landscape of Explicit and Implicit Grammar Teaching* Sven Frueh, 2021-04-08 Seminar paper from the year 2020 in the subject Didactics for the subject English Grammar Style Working Technique grade 1 5 language English abstract This paper aims to answer the questions to which English grammar varieties students are exposed to and to which extent they should be addressed in the classroom Moreover it aims to shed light on how useful explicit grammar teaching is compared to implicit methods The present paper rests on the hypothesis that non standard English grammar should be part of grammar teaching in EFL English as a Foreign Language classrooms as they are beneficial for students language comprehension Furthermore explicit grammar instructions may only be useful for mastering specific target structures however languages and their underlying grammar systems may only be acquired implicitly not by learning grammar rules

**Grammar Matters** Lynne R. Dorfman, Diane Dougherty, 2023 If you are a teacher of grades K 6 you may be asking Should I teach grammar in my classroom on a daily basis How would I go about doing this And how can I teach grammar so it isn't boring to my kids In *Grammar Matters* Lynne Dorfman and Diane Dougherty answer these questions and more Using mentor texts as the cornerstone for how best to teach grammar this book provides teachers with almost everything they need to get kids not only engaged but excited about learning grammar Divided into four parts Narrative Writing Informational Writing Opinion Writing and Grammar Conversations this handy reference provides practical teaching tips assessment ideas grammar definitions and specific mentor texts to help students learn about parts of speech idioms usage issues and punctuation Through conversation conferences Your Turn lessons and drafting revising and editing exercises students will learn not only specific concepts but also how to reflect up and transfer what they've learned to other writing tasks in any subject The Treasure Chest of Children's Books provides an extensive list of both fiction and nonfiction books that fit

naturally into grammar instruction Eight appendices provide even more resources including information on homophones using mentor texts to teach grammar and conventions checklists comma rules help for ELL students and a glossary of grammar terms Grammar Matters links instruction to the Common Core State Standards and features quality classroom tested tools that help teachers provide their students with the gifts of grammar and literacy Publisher **The Teacher's Guide to Grammar** Deborah Cameron, 2007-05-10 The Teacher's Guide to Grammar is unique in focusing directly on the aspects of grammar that teachers need to know Assuming little or no formal linguistic education this concise and accessible book provides the necessary background knowledge required in the classroom context There are detailed chapters on the nuts and bolts of language words morphology sentences phrases verbs and clauses Other important educational issues concerned in the teaching of English are discussed the grammatical variation that differentiates standard and non standard English how grammar varies in relation to the purpose and audience of a text and the different grammatical characteristics of different languages Throughout illustrations are given using examples from the real spoken and written language produced by learners Here are the essentials every English and literacy teacher needs to know about grammar in one practical and relevant guide **More Grammar to Get Things Done** Darren Crovitz, Michelle D. Devereaux, 2019-10-21 CO PUBLISHED BY ROUTLEDGE AND THE NATIONAL COUNCIL OF TEACHERS OF ENGLISH Complementing Crovitz and Devereaux's successful Grammar to Get Things Done this book demystifies grammar in context and offers day by day guides for teaching ten grammar concepts giving teachers a model and vocabulary for discussing grammar in real ways with their students Through applied practice in real world contexts the authors explain how to develop students mastery of grammar and answer difficult questions about usage demonstrating how grammar acts as a tool for specific purposes in students lives Accessibly written and organized the book provides ten adaptable activity guides for each concept illustrating instruction from a use based perspective Middle and high school preservice and inservice English teachers will gain confidence in their own grammar knowledge and learn how to teach grammar in ways that are uniquely accessible and purposeful for students

*From Texting to Teaching* Jeremy Hyler, Troy Hicks, 2017-05-08 Don't blame technology for poor student grammar instead use technology intentionally to reach students and actually improve their writing In this practical book bestselling authors Jeremy Hyler and Troy Hicks reveal how digital tools and social media a natural part of students lives can make grammar instruction more authentic relevant and effective in today's world Topics Covered Teaching students to code switch and differentiate between formal and informal sentence styles Using flipped lessons to teach the parts of speech and help students build their own grammar guides Enlivening vocabulary instruction with student produced video Helping students master capitalization and punctuation in different digital contexts Each chapter contains examples screenshots and instructions to help you implement the ideas With the strategies in this book you can empower students to become better writers with the tools they already love and use daily Additional resources and links are available on the book's companion

wiki site [textingtoteaching.wikispaces.com](http://textingtoteaching.wikispaces.com)      **The role of grammar in language teaching** Eveline Podgorski, 2008-02-12  
Seminar paper from the year 2006 in the subject English Language and Literature Studies Linguistics grade 1.7 University of Paderborn language English abstract Learning a new language always implies learning its grammar. In what depth should then teaching grammar be part of the teaching unit and what important aspects of the Second Language Acquisition should be considered by teachers in the classroom? There is also the question how the students in general acquire grammatical structures. This paper first gives an introduction into the history of language teaching which is followed by an overview of different aspects of the Second Language Acquisition and an example for a study on the Teachability Hypothesis. I chose this study because it was a subject of interest in the seminar Issues in Applied Linguistics and was the topic my group worked on for a presentation. To show how grammar teaching is understood in the classroom a summary of the different options in language teaching is given afterwards. The conclusion at the end not only serves as a summary of the paper but also sums up the answers to the questions asked above and shows the problems behind them. It is followed by a bibliography and an appendix.



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