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APPENDIX A

Observation Checklist for First Phase Investigations

1. The Physical Environment

How are chairs and desks arranged?

Is the class airy and comfortable to sit in?

Is the environment neat and free from diversionary activities?

2. The Teacher and Lesson

Is the teacher early or late for the lesson?

Is the teacher formally/respectably dressed? Describe.

What is the teacher's rapport with learners like?

What is the teacher's academic/professional qualification?

What is the teacher's Knowledge About Language (KAL) like?

What is the teacher's cognition in grammar like?

3. The Lesson Proper

What instructional materials are available for the lesson?

What is / are the title(s) of the course book(s) used?

Was the lesson conducted completely in English? If not, expatiate.

What is the title/topic of the grammar lesson?

What was the Auxiliary verb % of total lesson time?

Did the teacher teach Auxiliary verbs explicitly or implicitly?

If explicitly, was it inductive or deductive?

If not explicit, explain.

Did the teacher draw any rules about the use of the auxiliary verbs under focus?

Was the teacher's explanation (Presentation) of the said rule(s) in depth and obviously understood?

Did the teacher check his/her students' understanding before proceeding to the next part of the lesson?

Did the teacher encourage learners to ask questions?

Did the teacher apply metalanguage in explaining of input or, in answer to questions?

Did the teacher give enough examples and illustrations of the structures of auxiliary verbs just learnt?

What was the response of learners to the Presentation like----confused or illuminated?

Was Presentation followed by Practice—exercises and tasks?

Did the teacher draw contrasts between Thai and English Auxiliary verbs structurally while explaining?

Were the tasks and exercises on auxiliary verbs followed by Production by the learners?

How long, qualitative or intense was the Production session?

Did learners make own, independent sentences while producing?

Was there any glaring difference between what learners knew about Auxiliary verbs before and after the lesson? Why? / Why not?

What was the teacher's attitude to correcting learners' deviant responses or contributions?

What was the % of teacher talking time while the lesson lasted?

Was the class teacher-centred or learner-centred?

4. The Subject/Course

What were the learning outcomes for the grammar lesson?

What was the academic level of the class?

How frequently was grammar taught?

What was the duration of the lesson?

5. Learners' Profile

Total number of students in class

Number of boys

Number of girls

Number of native English students

Number of non-native English students

Age range

Responsiveness to the lesson:

(a) Contribution to less

(b) Did learners ask question

(c) Did learners answer questions?

Describe learners' countenance, enthusiasm, comporment etc, while the lesson lasted

Were the learners taciturn or outspoken during the lesson?

6. Other Details / Notes

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APPENDIX B

Observation Checklist for *Second* and *Third* Phases Investigations

1. The Lesson Proper: Presentation of Grammar Structures

What instructional materials are available for the lesson?

Was the lesson conducted completely in English? If not, expatiate.

What is the title/topic of the grammar lesson?

What was the Auxiliary verb % of total lesson time?

Did the teacher teach Auxiliary verbs explicitly or implicitly?

If explicitly, was it inductive or deductive?

If not explicit, explain.

Did the teacher draw any rules about the use of the auxiliary verbs under focus?

Was the teacher's explanation (Presentation) of the said rule(s) in depth and obviously understood??

Did the teacher check his/her students' understanding before proceeding to the next part of the lesson?

Did the teacher encourage learners to ask questions?

Did the teacher apply metalanguage in explaining of input or, in answer to questions?

Did the teacher give enough examples and illustrations of the structures of auxiliary verbs just learnt?

2. Practice and Feedback

Was Presentation followed by Practice—exercises?

How long, qualitative or intense were the written exercises?

Did learners make own, independent sentences in written form?

Were the exercises on auxiliary verbs?

Was there any glaring difference between what learners knew about Auxiliary verbs before and after the lesson? Why? / Why not?

What was the teacher's attitude to correcting learners' errors after the written exercises?

3. Production: Tasks and Activities

Did learners make own, independent sentences while producing?

Were the tasks and exercises on auxiliary verbs followed by Production by the learners?

How long, qualitative or intense was the Production session?

Was there any glaring difference between what learners knew about Auxiliary verbs before and after the lesson? Why? / Why not?

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APPENDIX C

Questionnaire

Please read each statement below about *Explicit Grammar Instruction in Thailand schools*. Then encircle the number below, corresponding to the rating that most closely reflects your own reaction to each statement.

1=Not true; 2=fairly true; 3=true; 4=very true; 5=extremely true.

If for any reason you do not choose to react to a statement, please, circle *NS* (Not Sure). Should you have any other comments not covered by this questionnaire, please mention them in the comments section at the end of this form. Thank you.

PART A: TEACHER'S KNOWLEDGE ABOUT EXPLICIT GRAMMAR CONCEPTS

1. Based on extensive knowledge of English grammar, I answer learners' grammar-related questions in the Class-room to learners' satisfaction 1 2 3 4 5 NS
2. I do structural analysis in the course of explaining off grammatical points to learners. 1 2 3 4 5 NS
3. I am aware of several grammar rules (and their changing nature) for explaining off different structures, forms and grammar topics in the classroom 1 2 3 4 5 NS
4. I am aware of the differences between *inductive* and *deductive* methods of teaching grammar, and also use at least one of them in the classroom. 1 2 3 4 5 NS
5. I am aware of the practical differences between explicit and implicit approaches to teaching English grammar. 1 2 3 4 5 NS
6. I use explicit grammar teaching in the classroom. 1 2 3 4 5 NS
7. I have formally studied (Pedagogical) English grammar after leaving high school. 1 2 3 4 5 NS
8. I attach great importance to vivid examples or use reinforcers, e.g. story-telling, dialogues, role plays, etc., after the presentation of a form / structure 1 2 3 4 5 NS
9. It is rewarding to use metalinguistic (grammar terminology) approach in explaining grammar points in the classroom. 1 2 3 4 5 NS

COMMENTS-----

Please read each statement below about Explicit Grammatical Instruction in Thailand schools. Then encircle the number below, corresponding to the rating that most closely reflects your own reaction to each statement.

1=Not true; 2=fairly true; 3=true; 4=very true; 5=extremely true.

If for any reason you do not choose to react to a statement, please, circle NS (Not Sure). Should you have any other comments not covered by this questionnaire, please mention them in the comments section at the end of this form. Thank you.

PART B: TEACHER'S BELIEFS ABOUT THE EFFECTIVENESS OF EXPLICIT GRAMMAR TEACHING

1. Learners understand more when taught using Explicit Grammar instruction than by other means 1 2 3 4 5 NS
2. Learners understand *Auxiliary Verbs* better when they practise copiously and are allowed to produce several sentences with auxiliaries after Presentation. 1 2 3 4 5 NS.
3. Explicit Grammar teaching succeeds more when I give a lot of examples than when I do not, during Presentation. 1 2 3 4 5 NS
4. Explicit Grammar is effective for accuracy alone. 1 2 3 4 5 NS
5. Explicit Grammar is effective for both accuracy and fluency 1 2 3 4 5 NS
6. Learners' oral and written grammar errors should be corrected by the teacher 1 2 3 4 5 NS
7. My students enjoy Explicit Grammar than implicit grammar teaching and learning 1 2 3 4 5 NS

COMMENTS

Please read each statement below about Classroom Practice in English Grammar Teaching, in Thailand schools. Then send the number below, corresponding to the rating that most closely reflects your own reaction to each statement.

1=Rarely 2=Never; 3=Sometimes; 4=Usually; 5=Always.

If for any reason you do not choose to react to a statement, please, circle NS (Not Sure). Should you have any other comments not covered by this questionnaire, please mention them in the comments section at the end of this form. Thank you.

PART C: TEACHER'S CLASSROOM PRACTICES IN TEACHING GRAMMAR

1. Do you give grammar rules before or after examples at the presentation stage of grammar lessons? 1 2 3 4 5 NS
2. Do you engage learners in the practical production of new grammar items after written exercises (practice), using activities and tasks? 1 2 3 4 5 NS
3. Do you ask checking questions from learners after the presentation of grammar structures to enable you know if learners understood the lesson or not? 1 2 3 4 5 NS

PART D: EVALUATION OF EXPLICIT GRAMMAR

Please read the **only** statement below about English Grammar Teaching in Thailand schools. Then send the number below, corresponding to the rating that most closely reflects your own reaction to the statement.

1=Not Effective; 2=fair; 3=Good but needs adjustment; 4=Effective; 5=Excellent.

How would you evaluate your present method of the implementation of explicit grammatical instruction in the classroom in relation to your learners' progress in their accuracy and fluency in English?

Comments

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APPENDIX D

Pre-Observation Interview

Section 1: Education

1. Please tell me your academic qualifications.
2. What is the length of your teaching experience?
3. What about post-secondary education? Professional? University?
Did you study grammar specially? If so, at what level and for how long?

Section 2: Teaching Experience in the profession

1. What English language class levels do you currently teach?
2. Do you feel that your own education has had any influence on the way you teach?
3. What kinds of teaching method(s) have you liked to use most in the grammar lesson classroom?

Section 3: The School

1. Does the school you work for promote any particular teaching style?
2. Are there any restrictions on the kinds of teaching materials you could use in the course of teaching grammar especially?
3. Are there any restrictions on the kinds of “interesting” tasks and activities you could organize for your students?

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APPENDIX E

Extract from an Analytic Memo for One Lesson

Observation data were transcribed and analysed after each lesson. Key episodes were noted and from these, a list of questions was generated by the episodes compiled. Questions were categorised and summarised in the analytic memo. Below is an extract. The italicised items are the categories that emerged from the memo on which the lesson was based.

1. The teacher seems to imply that *explanation* of a point of structure could take the place of the *formulation of rules*. Is the teacher aware of the explicit grammatical instruction theory? Is she suggesting that the “rule” part of the theory which is tenaciously characteristic of explicit grammar teaching can be brushed aside?
2. The confusion arising from the concept of *production practice* and Production on the one hand and practice on the other: Is the teacher aware that misconstruing the *practice-then-production* concept as only one stage (instead of two) could hamper results and benefits normally derivable from the explicit grammatical instruction principle? Or, does she have any inhibitions to the implementation of production, e.g. large class population or constraint of time?
3. *Feedback*: Is the teacher concerned only about talking and teaching without being interested in whether the learners understand the structure or not? Or, could it be that the teacher does not know about the concept of feedback as a pivotal force in explicit grammar teaching?

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APPENDIX F

Schedule for Post Observation Interviews

The schedule was divided into six areas of the explicit grammatical instruction practice. It emerged from the analysis of the analytic memos based on the observation data. These issues were discussed in one fell swoop with each teacher.

1. Teacher role in explicit grammar teaching
2. Grammar rules
3. Practice of new grammar items.
4. Production of new grammar items
5. Small-group tasks
6. Grammar Practice

Each of the interview schedules directly relates to one aspect or episode in a lesson that prompted me to investigate the area with the question which the episode generated. Below is an example.

Grammar Rules

The teacher introduces the topic, form or structure to be taught. The expectation will be, to identify a structure, (usually in its metalinguistic form), generate a simpler structure from this, then, either:

- (a) formulate a rule or some rules, give examples (with the students), give explanations and elicit feedback or,
- (b) give examples, formulate simple rules (with the students), give explanations and elicit feedback.

Especially as teachers own up to teaching grammar by the explicit method which is known for rule formulation, they are expected to adopt option 'a' or 'b', above. Where there was a departure, the researcher put a question to the teacher to know:

- (a) what the rationale behind such omission was
- (b) if truly the teacher was conversant with explicit grammar instruction or not.

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APPENDIX G

A Transcription of First Phase Teacher Interview (One)

R: How often do you teach grammar?

T: Usually, I teach two times. Two times in a week but sometimes if there is a free period, I use that too for any important lesson I have missed.

R: Do you know about explicit grammar instruction?

T: That the method I use. For my student, they like it. They like teacher to explain more than other method.

R: Have you taught students *auxiliary verb* before today, using explicit grammar method? If 'yes' what can you say about the effectiveness (or otherwise) of explicit grammar instruction in teaching Auxiliary Verbs in your classroom?

T: There is no way we can teach verbs and tense without auxiliary verbs. I use explicit to teach and they understand. They can now use the verbs in different sentences.

R: During the lesson, you spoke for some time in Thai, why?

T: Yes, it is my way to test them. It's good to know if they really understand what you teach.

R: you mean, checking?

T: Yeah, checking.

R: But the principles of explicit grammar instruction provide that you give the learners rules before or after giving examples. You probably forgot this?

T: No. Not that I forget, forgot. I believe that explain is better. Explain more. For many years my student understand when I explain and explain. This method is also easy to use for me as the teacher.

R: What about practice and production?

T: Production practice is important for me in my teaching. I let them do enough exercises but if they cannot finish it in the classroom, I tell them to do homework.

R: I also saw that your students did not ask questions. Does this mean they did not understand your teaching?

T: They understand. They are shy. They are afraid. They think their friends will laugh them if they make mistake, so they don't talk but they understand.

R: Have you carried out any action research about grammar teaching with any of your classes?

T: Everyday is action research for me. What I find everyday is that they don't like any method, only explain. Its mean that the teacher can know how to teach if he or she listen to the student.

R: What is the method you want to recommend to teachers who want their students to write well and speak fluently as they learn grammar?

T: Explain well, give many examples, allow the students to give examples and check if they understand.

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APPENDIX H

A Transcription of First Phase Teacher Interview (Two)

R: How often do you teach grammar?

T: I teach speaking and writing. I don't teach grammar.

R: But in the course of teaching speaking and writing, have you ever had the cause to mention auxiliary verbs to your students?

T: Auxiliary verbs? No.

R: I noticed that some of your students (as learners in any other class would) made some grammar-related errors in their sentence construction. How would you correct them?

T: I teach them the correct expression if they're wrong.

R: Do you know about explicit grammar?

T: I do English conversation. Other people are responsible for grammar.

R: How do you think English should be taught in Thailand for best results?

T: If learners are encouraged to speak, it would mean a lot for their progress.

R: When your students speak English do they use auxiliary verbs right?

T: (Looking askance)

R: I mean words like *is, was, are, has, will, should...*

T: Yes. But whenever they're wrong, I correct them. That's my job.

R: How do you help your students to become fluent in English?

T: First, I make friends with them to create the right atmosphere for conversations. I also give additional points whenever they ask questions to me or answer my questions.

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APPENDIX I

A Transcription of Second Phase Teacher Interview (One)

The *Presentation* Stage: Data from School One

R: Do you know about explicit grammar teaching?

T: Yes. The teacher is expected to guide the students. In this school, our way, or should I say, our method is real teaching. We believe students learn when they have many examples of sentences.

R: what other processes do you follow in your explicit grammar teaching method in the classroom?

T: I mentioned good examples, explain well and good practice.

R: But in explicit teaching, the theory provides that rules be formulated. You probably forgot that during the lesson?

T: You saw them. They understood the lesson. The most important thing is the explanation. As for me, I make sure my explanation is simple and not long. That's what I do. If you have rules like 4 or 5 and they don't understand your explanation, you waste the time. When I explain to them, I give examples. A lot of examples. You see? Students need many examples. They can make their own sentences by themselves.

R: What is your students' attitude to the method you've just described?

T: My students like good teaching, I mean, you explain well.

R: But they did not ask questions about the topic and you did not ask them questions at the presentation stage. Was that intentional?

T: Yes, you can see that I also spoke to them in Thai (laughs).

Sometimes you need to do that. When I teach English, I do checking with Thai. I need to know if they understand. When I talk to them (referring to the just-concluded lesson), I explain more (in Thai). I do it briefly, you know? That's what we do (referring to the school's English Department's convention on grammar instruction) in our classes generally but some teachers have their own style, too. We speak some Thai. Sometimes. It's good to check. Yes. It will...it will show the...Also, you will see the learners talk more (that is, when the teacher speaks Thai they learn more. That is what we do.

R: In the lesson, you did not have a production segment. Did you choose to reserve that for another day?

T: You mean production practice? Sometimes there's time, sometimes the topic is too long and no practice. When this happens, I make sure the students do it as home work from their course-book. You see? And they do it fairly well, but not all the time. That is one way to know if they understand the lesson or not. First, I say, this is very important for the students to know and use what you teach them. Many time (sic) I give exercises and let them read it when finished in class. I believe that a lesson must have exercises. Only today, we don't have, maybe...

R: How do you take your students through *production*? What do you usually do at this stage?

T: Sometimes many teachers fail to give it because, as you can see, there are 38 students in that class. One is absent today, I think. The number is on the high side for a teacher to grade all the exercises each time, hm, but I correct their production practice (exercises) every time. For me, I cannot go to another thing (structure / form / topic) if they don't finish their production practice. Only today is different (laughs).

R: How do you think English grammar should be taught for best results in Thailand?

T: Its depend on the teacher. Also the school can make regulation which teachers follow. But as a person and from my experience, to give learners many examples and explain well, and practise with native speakers will help the learners.

R: It is your opinion that classes are very large, making it difficult for teachers to carry out production as expected. What can teachers do about this?

T: A good teacher will do production practice. This is the important part of the lesson. No problem, I do it in my class. It is something important.

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APPENDIX J

A Transcription of Second Phase Teacher Interview (Two)

R: Are you familiar with explicit grammar instruction?

T: Yes. Both explicit and implicit grammar teaching methods are good.

R: Which do you use more in your lessons?

T: It depends on the complexity of the grammar topic or structure.

R: Which do you think your learners like more?

T: You know well that learners like spoon-feeding. They like explicit because it makes the teacher talk more and the learners talk less. Learners don't like to talk; they like to listen and watch. That's why they like explicit but I think both have their advantages and disadvantages.

R: In the lesson you just finished, which method did you use?

T: Well, that is more or less explicit. Please understand me. I'm not saying explicit is not good but ...

R: In your lesson, I noticed you did not give learners any rules to follow. The literature says that in explicit teaching, giving rules is important?

T: The school approved a compilation of grammar structures which teachers in this school made. But we sometimes need to use other course-books from outside (meaning, originating from native English countries). So you can see (he placed the book on the desk and opened it), now, the presentation here (in the course-book) is what I followed in the lesson. If you go outside it, the learners will not follow. You see what I mean? (They will be) Confused. So, better follow the book. But sometimes, the teacher can use their experience to explain. To explain is better than rules. We prepare our students in this school for university exams. There are many grammar structures there (in the university examination). The exam is very competitive. It means that if they understand explanation, understand the structure, they don't need rule. Also, only that this book (referring to *Headway*) cannot be followed all the time. I have taught grammar for 20 years. I use experience when it comes to explanation. That is what they need most. And examples. We do thorough work here. We are strict...we are serious about grammar in ... (name of school).

R: What's your position about feedback during an explicit grammar lesson?

T: This is the place where the teacher will know if the teaching is successful or not and....

R: Many students did not participate in the practice exercise. What do you think?

T: Sometimes, the...as you know, um, okay, many students don't learn like others (at the pace of others) and the teacher will need to repeat and crosscheck and repeat for them to understand but I don't think that is the reason. I think they understand but I don't know. Maybe they need more talk (explanation), maybe. (POI 2: 14th September, 2010).

R: Would it mean then that your students did not participate in the practice because they did not understand your teaching?

T: Not that they did not understand. Maybe they can do it (make sentences in different situations with the learnt structures) but many of them are afraid of making mistake. They are ashamed. They fear a lot.

R: You probably don't like to teach using metalanguage, I mean, grammatical terms...

T: Terminology? As far as I'm know...as far as I know, well, it depends on the teacher and what he believes. I always say it. It is not the terminology that the learner will speak outside the classroom. That (?) why many learners think grammar is boring. For me, I believe we can use the natural method where we don't use rule. We don't use grammatical terms or things like that when teaching. The goal is to make learners speak. I believe. But it depends on the teacher. But I think learners can learn without all these things. I'm not against terms or rules. No. But since I have been teaching, my students understand me without all these things. You saw them. So, but for me I use them when very important or necessary...

R: What factors influenced your belief in the use of metalanguage?

T: Yes, I recollect: A few weeks ago, I was trying to teach the students the structure of English and I wrote a sentence on the board: "Silpchai built a world of mystery around his personality". This came from a story which I had brought to class (in a book of fairy tales) to teach what parts an English sentence contains. I think it is somehow difficult to describe the grammatical parts of this sentence to anyone without the terms.

(Silpchai---Subject

Built---Verb

A world of mystery---object

Around his personality---adverb phrase of place (continues)...

I told the students to give another *subject*, like "Silpchai". They did.

I told them to think of another *verb*. They did. It was very encouraging, although they had some problems with the object and adverb elements, which I took time to explain. My point is this, I imagine my students being able to understand terms of the English structure. When they leave school, go to libraries, open English books, or open dictionaries, they will find these terms and they will understand what the book is teaching.

R: Can we have a second look at grammar presentation? Supposing you were not to follow the course-book how would you have presented the structure?

T: What many teachers need to understand is that insisting on one particular way of teaching can be dangerous for our students. We will realize that as teachers have their preferences of methods, learners too don't learn in one single way. I mean, all students can't learn by inductive or deductive. As an experienced teacher--- (in a low tone) I told you this is my 20th year of teaching English and English grammar in particular. I have a degree in English but I developed my grammar teaching strategies over the years. For me, I use both inductive and deductive to teach one structure. Hmmn. If a

learner doesn't understand it one way, he'll understand it the other way. That's what I mean by good explanation. And good explanation makes the difference. I have taught many class levels but now I teach grades 10, 11 and 12 grammar.

R: How should grammar be taught in Thailand for best results?

T: First, without good explanation, students may not learn but they will pretend that they have learned, so they will not be ashamed in the class. Second, exercises and activities (meaning, *production*), should be done in every lesson. Only that here, there are an average of 55 students per class. This is almost too big for a single teacher to face, in terms of checking their homework, exercises and putting them into meaningful groups for quality activities. But the professional teacher will find a way to do it. No single method should be adopted for teaching. I believe in explicit grammar teaching and learning but both inductive and deductive should be used. Further, there should be an evaluation of teachers' teaching by the head (of English programmes) who will offer helpful suggestions. We do it here regularly.

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APPENDIX K

A Transcription of Third Phase Teacher Interview (One)

R: How often do you teach grammar?

T: Not only grammar. Grammar is just a part of what we teach. I teach English twice a week to each class

R: What method of grammar teaching did you just use with your learners?

T: The explain method

R: Do you know about explicit grammatical instruction?

T: If you explain (it to) me, I can tell you if I know.

R: (Briefly describes explicit grammar)

T: Yes, you can see that I explain (to) the student. For me, I also use body to explain

R: What does that mean?

T: You know Total Physical...

R: Oh, Total Physical Response.

T: Yes, I let my student use it if they don't know how to say.

R: You did not give them any rules.

T: Rules? Hmmn. No. They like TPR more than rules.

R: But...

T: And I explain (to) them in Thai. They like (it) too.

R: What do you think about feedback during an explicit grammar lesson?

T: You mean questions from the students?

R: Yes, but not only from them but also from you to them.

T: Students here don't ask questions but when you tell them write exercise, they have many idea.

R: What do you think about giving examples?

T: That is important. It make (?) the student understand more.

R: I noticed that your students didn't do much practice with what they just learned; what happened?

T: The students are many. It is difficult to let them practice too much. That is why I let them do home work.

R: What about production, I mean, task based activities?

T: I let them write (the) poems. Everyone must write poem. I think they like it.

R: How should grammar be taught in Thailand schools if we want learners to write and speak English well?

T: Start with ABC. Do a lot of written work. We can teach conversation first. Many learner are shy, so they keep quiet. The teacher can let them have conversations. They can also practise. They will listen and underline, for example underline past-tense.

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APPENDIX L

A Transcription of Third Phase Teacher Interview (Two)

R: Do you teach grammar everyday in this class?

T: I teach only two times. Two times in a week.

R: What method of grammar teaching did you just use with your students? (When she looked askance, I reframed the question):

R: Do you know about explicit grammar teaching?

T: What is it?

R: (The researcher explained it briefly).

T: Yes, I use that method. If you use that method, you give examples. You explain well. I always explain well. (She dashed into the staff-room and brought out grammar charts, one after other, to corroborate what she meant and the extent to which she always explained)

R: But what about grammar rules?

T: No, no, no (waving off the idea with the hand), I don't use that. I started teaching them from ABC (shows a chart of the English alphabet and a pattern of forming words).

R: Why did you speak Thai to your students in the course of your lesson?

T: Ehn, just a little (almost feeling sorry or guilty). You know they don't understand many (?) English.

R: Did you teach them in Thai, too, after teaching them in the medium of English?

T: No, I explain something.

R: You mean you wanted to be sure that they understood what you taught them in English?

T: Sometimes I do this, sometimes, no.

R: Your teaching approach is explicit. Can you tell me your usual way of teaching a grammar topic or structure?

T: In this school, we use *Mega Goal English* book and we follow what the book say. But many of teacher here have other book like...but we follow the book (*Mega Goal*)

R: But if you are not to follow the book, what steps do you, as an individual professional teacher take in teaching grammar explicitly?

T: Oh! The teacher will explain the structure well and give many example. Learners do a lot of practice is a good method. TPR is what we also do in this school. The learner will use (the) body to say what he is doing. We think this method let them have meaning of sentence.

R: The activity you asked the students to do really excited them. Why did you ask them to do it?

T: Grammar lesson is not boring if you do (something like that). When they do action for themselves, they enjoy it. I give them different activity to do every time.

R: Do you think the students genuinely like this approach of explaining, practising with exercises and launching into tasks and activities?

T: Yes.

R: What inspired you to use the TPR?

T: Oh, that is when I was kindergarten teacher. The kids learn about their parts of body and they touch the parts "Head and shoulder..." They also sing. It interesting to them. They learn quickly. Also, adult student can enjoy the method.

R: How do you think grammar should be taught in Thailand schools if we want students to be good in writing and speaking English?

T: Different teacher, different method. Also different school, different style.

But, you explain them very well, they like it. So you give practice too and they do activity. We do that here.

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APPENDIX M

A Transcription of Third Phase Teacher Interview (Three)

R: What grammar method did you just use with your students?

T: That was a normal grammar lesson.

R: Normal? What does a "normal" grammar lesson sound like?

T: (Hesitant)

R: Do you know about explicit grammar instruction?

T: Explicit grammar is used in most classrooms in India and some good parts of Sri Lanka now. I grew up learning English in India. My father was a teacher (an English language teacher). I studied a lot more grammar through him than I did formally. I was in many of his classrooms as he moved from one school to another. Most times I was an occasional, I mean, an unofficial student.

R: So, you were perhaps influenced in your grammar teaching approach by him. What was the greatest influence he has on your teaching?

T: Some thirty, forty years ago, India was still in the throes of teaching English by rules. It was under that situation that I grew up. His way of teaching was the 3R's method: Receive, Review and Release. Receiving entailed listening to and understanding the grammar item; reviewing was showing in writing, some evidence of your new knowledge while releasing was demonstrating this knowledge in practical ways or forms.

R: You earlier talked about grammar rules but you did not formulate any rules for your students?

T: You may agree with me that many Thais are "beginners" in learning English. Add to that their hatred for rules. So since I tried rules with them before, they didn't like it, I stopped it. I have a lot of grammar rules, learnt by rote in my head but I don't use them in Thai classes.

R: So would you say you feel more comfortable with explicit or implicit teaching?

T: These terms confuse me sometimes. Let me say, I like and practise the method that enables me explain thoroughly to students, give them examples and illustrations from their experiences. I cannot end a lesson without activities. I mean, interesting actions or engagements closely related to the structure already learnt. For me written exercises are not compulsory, though important, but the activities are the most essential.

R: Why have you adopted this method?

T: First, some of the learners you saw are TOEFL candidates. They need to be able to speak right and write right. Y'see? This method, in my experience, helps them. Second, I discovered that even after passing their exams, these learners still retain the knowledge. I'm still in touch with some of them I taught three, four years ago. They say exactly what I've just said.

- R: Now, what is your advice for any English grammar teacher in Thailand who wants their students to write right and speak right, according to you?
- T: Simple! Adopt the Three R's (laughter). The most important... the most important is engaging in actual talking, based on the new grammar item learned, I think.

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