

ABSTRACT

THE RELATIONSHIP BETWEEN PRIMARY SCHOOL TEACHERS' PERCEPTIONS OF THE ROLE OF GRAMMAR IN LANGUAGE TEACHING AND THE TECHNIQUES THEY USE TO TEACH IT.

TABLE OF CONTENTS

Jennifer Yamin-Ali

Page No.

The purpose of this research was to ascertain the relationship between Primary school teachers' perceptions of the role of grammar in Language Teaching and the techniques they use to teach it. Approximately forty percent (40%) of the public primary schools in San Fernando were the sample used, equalling eight (8) schools. 169 questionnaires were administered to determine teachers' perceptions and 24 were observed to ascertain what techniques they use. Other pertinent research questions concerned factors influencing teachers' perceptions of the role of grammar in Language Teaching, teachers' approaches in teaching grammar, the difference between the practice of experienced and inexperienced teachers and the relationship between training and practice. Generally, teachers' perceptions ranged from traditional to non-traditional, although their techniques and approaches were more traditional. Experience and training did not appear to have a significant influence on the perceptions and practices of teachers. More significantly, perceptions expressed by teachers were not consistent with the practices observed in most cases.

The findings signify that teachers need to understand the theoretical principles on which their perceptions are based. The lack of a significant relationship between their perceptions and their practice suggests that the factors responsible for the gap should be determined and examined. Training and experience have not stood out as strong determinants of either teachers' perceptions or practice. Further research is therefore necessary in order that we may begin to recognize and act upon causes and influences in perceptions and practice of teachers.