UNIVERSITI TEKNOLOGI MARA

EDUCATORS’ BELIEFS TOWARDS THE TEACHING OF GRAMMAR IN SELECTED MALAYSIAN PRIVATE HIGHER LEARNING INSTITUTIONS

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Dissertation submitted in partial fulfillment of the requirements for the degree of Master of Education (TESL)

Faculty of Education
February 2014
AUTHOR'S DECLARATION

I declare that the work in this dissertation was carried out in accordance with the regulations of Universiti Teknologi MARA. It is original and is the results of my own work, unless otherwise indicated or acknowledged as referenced work. This topic has not been submitted to any other academic institution or non-academic institution for any degree or qualification.

In the event that my dissertation be found to violate the conditions mentioned above, I voluntarily waive the right of conferment of my degree and agree be subjected to the disciplinary rules and regulations of Universiti Teknologi MARA.

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ABSTRACT

This study was conducted to investigate educators' beliefs towards grammar teaching in Malaysian Higher Learning Institutions. It specifically highlighted two grammar instructions which are explicit and implicit grammar that have pros and cons in teaching and learning. Due to this, educators are in the midst of dilemma either to teach grammar explicitly or implicitly. Therefore, the researcher would like to see which type of instruction educators believe can be more beneficial to grammar teaching and learning. The specific objectives of the study were to examine educators' beliefs towards grammar teaching, the sources of the held beliefs, the challenges when implementing the beliefs and their coping strategies. The research approach was qualitative in nature and used semi-structured interview. The respondents involved were five educators from various private colleges located in peninsular Malaysia. Findings have shown that a majority of the respondents preferred grammar to be taught explicitly in their ESL classrooms; nevertheless they viewed implicit instruction as necessary also when conforming to students' needs. The sources of the held beliefs are educators' experience as well as the institutional requirement. The results have also shown that there are a few challenges encountered when implementing the held beliefs such as time constraint and varying materials and approaches in teaching. In order to counter the challenges, the educators employed a few coping strategies such as improving their time management and seeking colleagues' collaboration. On the whole, the study shows that both grammar instructions have place in grammar teaching. Hence, educators have to become eclectic teaching practitioners who are able to apply a suitable grammar instruction according to teaching and learning needs. Last but not least, it is hoped this study can contribute to the growth of grammar teaching and learning specifically in ESL classrooms.
ACKNOWLEDGEMENT

“In the name of Allah, the Most Gracious and Most Merciful”

First and foremost, I, gratefully thank Allah for giving me a very wonderful experience in carrying out a research entitled Educators’ Beliefs Towards The Teaching Of Grammar In Selected Malaysian Private Higher Learning Institutions

To my beloved father, Abdul Rahman Bakar who has always supported me throughout wonderful and challenging days, and to my treasured mother, Robiah Hitam who endlessly loves and prays for my success in life; I dedicate my piece of work to both of them. Not to forget, my dearest family members and loved ones, thank you all for making my life complete.

To my highly respected supervisor, Dr Siti Salina Ghazali, I whole-heartedly thank you for believing in my potential as a learner and as a novice researcher. To all my lecturers, I thank you all for your sincere knowledge throughout my life as a learner in UiTM, Malaysia.

To my closest friends, many special thanks dedicated for sharing a part of your life with me.

Last but not least, to all my respondents, I would like to dedicate my appreciation for sharing your experience as well as giving me the chances to learn more on the topic of this research.