

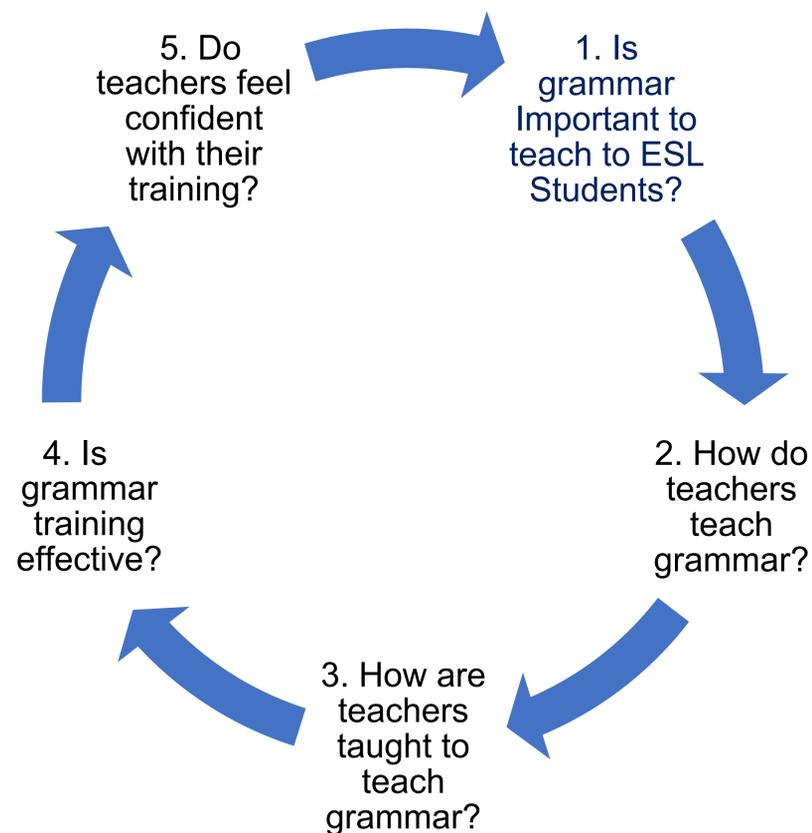
TESOL Teacher Training: Grammar and Self Efficacy

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Abstract

Our study focuses on ESL teacher preparation, specifically dealing with grammar education. We will conduct a survey that we hope will illustrate how well teacher training prepares teachers to teach grammar in the ESL classroom. In order to qualify the need for our research we collected studies as a part of our literature review. The studies collected were chosen based on their ability to answer any of the following five question (in part, or whole):

1. Is grammar important to teach to ESL students?
2. How do teachers teach grammar?
3. How are teachers taught to teach grammar?
4. Is grammar training effective?
5. Do teachers feel confident with their training?



A number of studies were available that answered four out of the five questions. Below are a sample of studies we considered most accurately answered our research questions.

1. **Sigrunn Askland, 2018 “Too Much Grammar Will Kill You” Teaching Spanish as a foreign language in Norway: What teachers say about grammar teaching**
Askland conducts a survey that results in teachers agreement that teaching grammar is both valid and important in a ESL classroom.
2. **Rod Ellis, 1998 “Teaching and Research: Options in Grammar Teaching”**
This theoretical study focuses on the relationship between language teaching and research. Ellis’ study answered our second question and provided examples of different ways of teaching grammar.
3. **Nuriye Degirmenci Uysal & Fatih Yavuz, 2015 “Pre-Service Teachers’ Attitudes Towards Grammar Teaching”**
This study informs our study with its attempt to answer both our questions one and two. It also contains survey questions that aim to answer how teachers like to be taught grammar.
4. **< GAP in Research >**
5. **Mark Wyatt & Kenan Dikilitas, 2019 “English Language Teachers’ Self-Efficacy Beliefs for Grammar Instruction: Implications for Teacher Educators”.**
This study addresses teachers self—efficacy which relates to a portion of our studies research questions. It does not however address the issue of effective training.

Conclusion

Our study will aim to answer the question, “Is grammar training effective?” . Our literature review enabled us to identify this gap in research, we have devised a survey that responds to the lack of analytical data required to answer this question. Our study will benefit teachers and those engaged in providing ongoing professional development to teachers.