

## MASTER'S THESIS

### Native and non-native English teachers: a study of their teaching of grammar

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**NATIVE AND NON-NATIVE ENGLISH TEACHERS: A  
STUDY OF THEIR TEACHING OF GRAMMAR**

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## ABSTRACT

It has remained unclear how differently the native-speaking English teachers and the Hong Kong local teachers conduct grammar teaching. This paper sets out to examine how they teach English grammar in the Hong Kong classrooms. Their teaching beliefs and practice are examined through questionnaires, class observations and follow-up interviews, comparison of the students' test scores and interviews with their students. Empirical data are collected for an analysis of the similarities and differences of their grammar teaching behaviors. It is found that there exist some misconceptions of their teaching practice. And indeed, each of the two camps possesses some distinct advantages which make them equally efficient. The study found that undeniably, the native speaking English teachers, armed with the intrinsic linguistic knowledge, are in an advantageous status in teaching English grammar. However, the study also found that the local teachers, being able to understand the native language of the students, on the other hand are much stronger in perceiving students' learning needs. It is hoped that through this empirical research, both groups of the teachers can engage into a more critical reflection of their teaching, which can help improve the teaching of English grammar to the Hong Kong students.

## 摘要

外籍英語教師和香港本地英語教師在語法教學方面究竟有何不同，這一直沒有弄清楚。本研究旨在調查這兩種教師如何進行英語語法教學。透過問卷、觀課、老師會談、學生測驗成績比較以及學生會談，作者研究了他們的教學理念以及教學實踐模式。研究收集了實証資料，并以此分析了二者在語法教學行為上的異同。調查結果發現，人們對他們的教學方式有所誤解。更發現兩者其實各自擁有教學上的優勢，從而使他們於教學上同等有效。研究一方面証實，外籍英語教師的固有語法知識有利他們教授英語語法；但另一方面，本研究亦同時發現，本地英語教師，由於懂得本地學生的母語，更能理解本地學生學習上的需要。透過本次實証性研究的結果，希望兩組老師均能對各自的教學進行批判性的反思，從而改進對香港學生的英語語法教學。

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