

TABLE OF CONTENTS

Page of Approval	i
Statement.....	ii
Preface	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vi
List of Tables	viii
List of Figures	ix
1. INTRODUCTION	
1.1. Background of the Study	1
1.2. Research Questions	3
1.3. Aims of the Study	3
1.4. Scope of the Study	3
1.5. Significance	4
1.6. Research Method	4
1.7. Clarification of Terms.....	6
1.8. Paper Organization	6
2. THEORETICAL FOUNDATION	
2.1. Teacher's Support	8
2.1.1 The Definition of Support.....	8
2.1.2 The Importance of Teacher's Support	9
2.1.3 Types of Teacher's Support	12
2.2. Teaching Grammar to Young Learners: the MUF Framework	20
2.2.1 Meaning	20
2.2.2 Use	21
2.2.3 Form	21
2.3. Teacher's Support in the MUF Framework	22
3. RESEARCH METHODOLOGY	
3.1. Research Questions	24
3.2. Aims of the Study	24
3.3. Research Design	25
3.4. Site and Participant	26
3.4.1 Site	26
3.4.2 Participant	26
3.5. Data Collection	27
3.5.1 Classroom Observation	27
3.5.2 Interviews	29
3.6. Data Analysis	30

4. FINDINGS AND DISCUSSION	
4.1. Types of Teacher’s Support	31
4.1.1 Teacher’s Language	31
4.1.2 Techniques/Resources	41
4.1.3 Children Themselves	48
4.2. Reasons of the Use of Teacher’s Support.....	48
4.3. Discussions	54
5. CONCLUSIONS AND SUGGESTIONS	
5.1. Conclusions	61
5.2. Some Implications	62
5.3. Suggestions	62

BIBLIOGRAPHY
APPENDIXES



