

Examining How Frequently English Language Teachers Practice Grammar Teaching in Terms of Forms, Meanings and Functions

Shames Eldin Mohammed Alnour Hassan Zaroog

Sudan University of Science and Technology

Abstract: The purpose of this article is to Examine how frequently English language teachers practice grammar teaching in terms of forms, meanings and functions in teaching grammar at Sudanese Secondary School Levels in Khartoum State. In order to answer the purposed question, Secondary School teachers were chosen for the questionnaire, an interview was held with experts and the classroom observation or visitation was conducted. The study found that it is found that most of the EFL /ESL teachers do not practice drills to teach grammar. EFL/ESL teachers were asked whether they teach grammar via role plays and games and most of their responses are that, they do not use such activities effectively and continuously. The overall findings include that, group work, individual work and problem solving activities are not effectively used to teach grammatical contents. Very few teachers were found that they present new grammar items in meaningful contexts and guided dialogues. EFL/ESL teachers do not present new grammar items using mimes, pictures and real objects (realia). Some teachers use inductive method in teaching grammar. However, most of them use deductive method. Another finding indicates that teachers do not use listening texts and present grammar using patterns in isolation.

Keywords: Communicative Language Teaching, Grammar teaching, Approaches-Methods.

1. INTRODUCTION

Making learners aware of grammatical concepts is one of the functional aspects in teaching English as a foreign or second language. However, it is also helpful for such learners to learn other languages skills too. Ellis (1997) claims that grammar teaching is one of the bases in realizing learners to communicate effectively boost their communicative skills in second language proficiency.

This article is an investigation into the current methodology and cognition of teaching and learning second language English grammar at secondary level. It aims at seeking the most appropriate method that teachers can apply when teaching grammar rules. The method that help students understand and use forms, meanings and functions of grammatical lessons being taught.

Aims and Scope of the Study:

This study aims at presenting appropriate communicative methods that teachers can apply when teaching grammar contents. The scope of the study is limited to EFL teachers at Secondary Schools in Omdurman Locality, Khartoum State, Sudan. It is conducted in the academic year (2018-2019). The total number of the subject of this study was (100) teachers. The results of the study may not apply generally to all Sudanese Secondary Schools.

2. LITERATURE REVIEW ACQUISITION AND LEARNING

A more significant distinction is made between acquisition and learning. Yule (2006) the term acquisition is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language. The term learning, however, applies to a more conscious process of accumulating knowledge of

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the features, such as vocabulary and grammar, of a language, typically in an institutional setting. (Mathematics, for example, is learned, not acquired.)

Activities associated with learning have traditionally been used in language teaching in schools and have a tendency, when successful, to result in more knowledge 'about' the language (as demonstrated in tests) than fluency in actually using the language (as demonstrated in social interaction). Activities associated with acquisition are those experienced by the young child and, by analogy, those who 'pick up' a second language from long periods spent in interaction, constantly using the language, with native speakers of the language. Those individuals whose L2 exposure is primarily a learning type of experience tend not to develop the same kind of general proficiency as those who have had more of an acquisition type of experience.

It was assumed that, the acquisition of these features will result in subsequent communicative abilities. Most materials following the structural approach consisted of mechanical drills, such as substitution and transformation drills. Such activities are intended to enable learners to solely internalize and memorize form without requiring them to use their knowledge of the form meaningfully

Tarare and Tule (1988) write that, the traditional language teaching methods and materials that are based on this approach are characterized by concentrating on the development of grammatical competence. The students are expected to develop their grammatical competence in foreign language. The students understand the structure of the language, but they don't exploit.

This knowledge is for genuine communication. Cunningsworth (1984) and Widowson (1978) argue that the acquisition of linguistic skills doesn't seem to guarantee the consequent acquisition of communicative abilities in a language, which are appropriate to the context of use, or to interpret the appropriateness of the utterance.

Peterson (1986:2) explains that in this view, the teachers, initiators, teachers and formal instructors. The teachers' model that target language, control the direction and place of learning, monitor and correct the learners' performance whereas Peterson says that learners act as the role of listeners, respondents or formal class students. The teachers most of the time focus on accuracy. The learners do not have chance to express their own feelings and desires as they want since their role is too limited in this approach. The inadequacy of this approach in order to help learners comprehend and use the target language effectively basis the appearance of other possible approach and methods in foreign language teaching to communicate meanings.

The Contemporary Approach and Its Guiding Principles:

This on the other hand, known as the communicative approach, is referred to as the modern way of foreign language teaching that emphasizes the use and meaning of a language item.

This could be the product of educators and linguists who had grown disgruntled with the audio-lingual and Grammar Translation Methods of foreign language instruction.

Tutor (1996:7) states the educators felt that students were not learning enough realistic, whole language. They also believed that the previous language teaching methods did not help learners to communicate using appropriate social language, gesture or expressions. Larsen - Freeman (1986:26) describes that these criticisms and counter-arguments go to a new approach to language teaching which focuses on language function and use rather than the formal aspect of language.

The communicative approach to language teaching is relatively a new adopted approach in the era of foreign / second language teaching.

It is a hybrid approach to language teaching essentially (progressive) rather than traditional. Wright (2000:7) and Savignon (1979) indicate that communicative language teaching can be seen to derive from multi-disciplinary perspectives that include at least, linguistics, psychology and educational research.

Richard and Rodgers (1986), Savignon (1991) and Brown (1994) describe that it is generally accepted that proponents of CLT see it as an approach not as a method. Brown for instance, Communicative Language Teaching Method is a unified but broadly-based theoretical position about the nature of language and language learning and teaching (1994: 244-245).

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He further maintains that, through its difficult to generate all of the various definitions that have been offered, the following four interconnected features could be taken as definitions of CLT:

- 1- Classroom targets are paying attention on all of the mechanisms of communicative competence and not limited to grammatical or linguistic competence.
- 2- Language teaching methods are chosen to employ learners in the practical, authentic and functional use of language for momentous purpose. Language structures are not the essential center of attention but rather features of language that enable the learner to achieve those purposes.
- 3- Fluency and accuracy are considered as corresponding principles fundamental communicative methods. At times fluency may have to take more importance than accuracy in order to keep learners meaningfully engaged in language use.
- 4- In the communicative classroom, students eventually have to use the language productively and receptively, in unrehearsed contexts in line with this, Richard (2006) claims that language learning has been recently viewed from different perspectives. It is seen as resulting from processes such as:

- Interaction between the learners and users of the language.
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language.
- Negotiations of meaning as the learner and his/her interlocutor arrive at understanding.
- Learning through attending to feedback learners get when they use the language.
- Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence.
- Trying out and experimenting with different ways of saying things in the communicative approach, authentic language use and classroom exchanges.

The learners must be given the opportunities to learn how to make choices. Halliday (1994) forwards:

The communicative approach should not be narrow at all, but essentially adaptable to all the requirements of the classroom situation within its wider institutional and social setting "communicative" doesn't mean having students practice communication in pairs and groups. It means making decisions, appropriate to educational environment, about whether or not or how often to have pair or group works and about the lessons' focus as speaking, reading, writing, grammar, pronunciation etc. None of them is excluded in communicative approach.

Grammar Teaching Materials:

In the history of language teaching, there are two most common methods by which teachers employ to present grammar lessons.

These are: teaching grammar deductively and teaching grammar inductively.

Teaching Grammar Deductively:

In the teaching of grammar, one may state the rules and give one or several examples and point out the language confirms the given rule. In other words, we begin with abstractions, verify its correctness through several examples and proceed to construct language synthetically. Humboldt (1974), states that this kind of our presentation is deductive for we infer as deduce language from a rule. In deductive of grammar teaching, the teacher explains the rules and the meaning to learners.

Then, the learners are expected to apply the rule and provide their insurances of language guided by an example or two. This is basically the reverse of inductive method. It encourages teachers to present grammar rules before anything else. Bygate and Tornkyn (1994) and Harmer (1987) believe that it encourages teachers to teach grammar explicitly to their

students. When teachers choose to teach grammar, they have couple of choices as to how to go about it. The adherents of the deductive method purpose of this type of grammar teaching have many advantages. As Cunningsworth (1984), Harmer (1987) Ellis (1991) and Fortune (1998) describe, in the first place, it is helpful for learners to offer explanation of the structure and its use. It is also effective. Brown (1987:269) further stated that;

Since adults are capable of deductive reasoning and abstract formal thoughts, grammatical explanation can also serve vital purpose, if the grammar itself is real and the teaching is communicatively meaningful. Here, reference to existing knowledge and motivating sets is of utmost importance and the students must see purpose fullness in explanation.

It is obvious that, adult learners appropriate and benefit from direct instruction that allows them to apply critical thinking skills language learning.

As to Larsen - Freeman (1986) teachers can take the advantages of this by providing students with descriptive understanding of each point of grammar.

Many scholars and teachers investigate the advantages of inductive and deductive instructions. For example, Tudor (1996:211) supposes, there is no one approach which is equally suited to all learners in all studies. In connection to this, Harmer (1987) cited in Girma (2005) indicates that, some grammatical structures are acquiescent to deductive which others are better suited to inductive approach.

Cunningsworth (1987:82) further states that "It is useful to distinguish between those two learning strategies, although it would be wrong to suggest that an individual learner uses only one in the other"

To sum up, when we teach grammar, we should never hinder our students by inflexible and exclusively to one strategy or the other. Most teachers agree that it is very important to use the combination of approaches. Ur (1988:4) says "There is no doubt that knowledge implicit or explicit - of grammatical rules is essential for mastery of a language; you cannot use words unless you know how they should be put together".

Teaching is a pragmatic process and we should use whatever methods bring the best results. It is not strange to use the combination of methods in solving problems. It is necessary to choose the best elements from deductive and inductive methods as conditions demand for teaching grammar.

Teaching Grammar Inductively:

Inductive grammar teaching is one of the most known methods in which learners are involved in the process of discovering the language and developing their own language strategies.

In this grammar teaching, learners are presented with several examples which embody the rule and ask to identify similarities between examples. In such grammar teaching, a teacher supports the students to acquire and practice the language, but they don't draw conscious attention to any of grammatical fact of the language. The teacher may ask the class to work in pairs and groups, and write down any rules they deduce from the examples that they have been working with to elicit their own examples based on the model (Kelly, 1990:34). In first language acquisition, rules are not taught explicitly but learners acquire the structures of the language and practice grammatical sentences (1993), Brown (1972) and Batstone (1994) felt that this way of grammar teaching is stronger as it engages learners in a more learning process and makes them active.

The advocates of this method argue that students should be allowed to learn grammar implicitly without direct instruction from the teacher since this is based on people learn to use their first language.

In line with this, Harmer (1987) supports the teaching of grammar at the beginning level to be inductive since the main aim is to get students practice and use the language as much as possible. As the students learn more, however, the balance would change and intermediate levels students would be in more communicative activities and would have less grammar (ibid). The teaching of grammar could be more overt when they get more advanced since they can study the grammar rules activity in a more deductive way. Brides, Cunningsworth (1995) and Roth (2000) argue that using inductive approach in course books is very helpful to develop students' communicative competence, since many learners will get additional materials that give explanation and rules in straight for words language together with practice exercise on each grammar point.

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Humboldt (1974) says one may begin with language itself with a text in which certain specific problem occur. Taking the sentences which involve these linguistic problems from the text and a number of well formulated questions help our students examine and scrutinize the existence and recurrence of these specific forms and constructions. In the inductive method, teachers should help learners observe, compare and analyze language till they have found a definite form.

The Teachers' and Students' Roles:

Both teachers and students have their own peculiar duties and responsibilities in the teaching - learning process of the target language. Teachers, unlike in their traditional language teaching approaches have limited and definite responsibilities to carry out. Likewise, students' role is clearly identified from teachers. However, students are supposed to remain more responsible and main actor in their learning than teachers in communicative grammar teaching - some basic points regarding this are to be discussed.

The Teachers' Roles:

Breen and Candling (1980:99) cited in Richard and Rodgers (1986:77) state the roles language teachers ought to play as follows.

The teacher has two main roles: one is facilitate the communication process among all participants in the classroom, and between participants and the various activities and texts. The second role is to act as an independent process. These roles involve a set of secondary roles for the teacher; first as a controller of resources and a resource himself, second as a leader within the classroom procedures and activities. The third role for the teacher is that of a researcher and learner which much to contribute in terms of appropriate knowledge and abilities, actual and observed experiences of the nature of learning and organizational capacities. Furthermore, scholars such as Little Wood (1981:19), Gatlinton and Segalowitz (2005:340) Harmer (1991:235-242),

Richards and Rodgers (1986:77-78) disclose the roles a language teacher needs to play in communicative classroom as put below:

- Need analysis is responsible to determine and address the learners' language needs.
- Counsellor: takes responsibility of reconciling misunderstandings among interlocutors to maximize communicative through paraphrasing confirmation and feedback.
- Manager: manages the ongoing group processes in the classroom setting for communication and communicative activities.
- Resource: being as knowledge provide offers the necessary help when the learners are missing and the deserve assistance.

The Students' Roles

In CLT context students are seen as processors, performers, initiators and problem solvers. However, Richard and Rodgers (1986) describes that in the traditional teaching practice, learners are Passive receivers and depositors of knowledge in their mind which has been told by their teachers. Learners ought to participate in classroom activities based on cooperative rather than individualistic approach to learning. Besides, learners need to comfortable with listening to their peers in group or pairs work tasks, rather than depending on the teacher for model.

Learners are also expected to shoulder a greater degree of responsibility for their own learning (Richards 2006). Larsen-Freeman (1986) also states that learners are believed to actively be engaging themselves in meaning negotiation and in attempts to make their understanding of it, so that they learn to communicate.

Communicative Grammar Task

Communicative grammar tasks help learners create and use original language. They help learners incorporate context or language meaningful to their own needs. In fact, as to Wright (1989:96) activities and strategies employed in a communicative classroom will differ from teachers to teachers, but students must have the opportunity to hear the target

language being used in meaningful contexts or situations at a level appropriate to their stage of acquisition and be given the chance to communicate in the target language while carrying out tasks likely to be encouraged in the target culture. Niha and Garden (2005) states that the teachers must provide interesting, realistic input that include appropriate vocabulary and relevant grammatical structures.

Drills:

They are activities that give students rapid practice in using structural items. The main advantages of drills are that teachers can correct any mistakes that students make and can encourage them to concentrate on difficulty at the same time. Alkharat (2000) states that drill which are commonly provided in textbooks can be categorized as mechanical meaningful and communicative.

Mechanical drills are controlled drills which help learners produce examples of structures which are predetermined by the teacher, and have to confirm very clear and close ended.

They are activities which learners need not pay attention to the meaning in order to successfully complete the practice. In addition, there is always one and only one correct response. These types of drills are the least useful because they are hard similar to the actual communication. They only require mimicking of pattern or rules. As a result, students do not develop the ability to use grammar correctly in order for written utterance interaction by doing mechanical drills because the kinds of drills separate form, meaning and use. The students only have to apply the correct grammatical forms and do that without understanding or communicating anything. Here, Wright (1989), Richard and Nunan (1990) remark that students may consider grammar is boring if the teacher concentrate on meaningless mechanical drills.

As to Harmer (1987) meaningful drills and another kind of drills that can help students to develop understanding of the workings of rules of grammar, because they require students to make from meaning correction. Their resemblance to real communication is limited by the fact that they have only one correct answer. Meaningful practices are those in which the learner must pay attention to meaning in order to successfully complete the practice.

Communicative drills normally require students to recognize the association among form, meaning and use. In these drills, students check and develop their ability to use language ideas and information. Lee and Patten (1995) cited in Kalivoda (1990) describes that, communicative practices are those in which the learners must pay attention to meaning to successfully complete the practice, but the meaning contained in their responses are unknown to the teacher. Communicative skills encourage students to correct forms, meaning and use because multiple correct responses are possible in communicative drills.

Students respond to rapid using the grammar points under consideration, but providing their own context.

For example, Wright (1989:19) states to practice questions and answers in the past in English, teachers and students can also ask and answer questions about the activities of the previous evening.

Interactive Activities:

Harmer (1987:45) claims that, these are activities which practice of language is enjoyable and meaningful. Information gap activities and charts can be examples of interaction activities. In the case of information gap activities, students have to ask each other for information to fill the gap in the information which they have charts, on the other hand, are very useful to promote interaction between students in order to complete them have to question each other and write down the replies. They can move round the class questioning various classmates. At the end they can compare their results with other (bid 1987).

Procedures of Communicative Language Teaching:

Savignon (1983) discusses techniques and classroom management procedures associated with a number of communicative language procedures (e.g., group activities, language games, role plays), but neither these activities nor the ways in which they are used are exclusive to CLT classrooms.

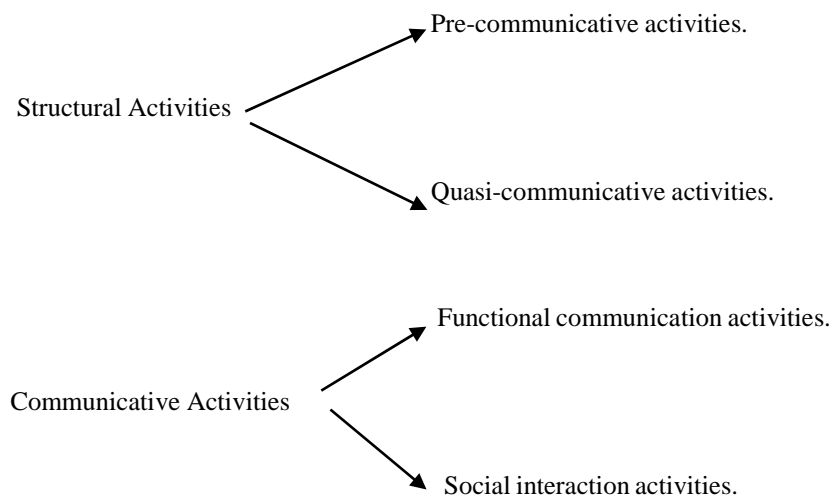
Finocchiaro and Brumfit offer a lesson outline for teaching the function "making a suggestion" for learner in the beginning level that suggests that CLT procedures are evolutionary rather than revolutionary:

Presentation of a brief dialog or several mini-dialogs, preceded by a motivation and a discussion of the functional and situation – people, role, setting, topics; Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, groups, individuals).

Questions and answers based on the dialog topic (s) and situation itself; questions and answers related to the students’ personal experiences but centered around the dialog theme; Study one of the basic communicative expressions in the dialog or one of the structure which exemplify the function; Learner discover of generalizations or rules underlying the functional expression or structure; Oral recognition, interpretative activities; oral production activities; Copying of the dialogs (or mini-dialogs or modules if they are not in the class text); Sampling of the written homework assignment, and Evaluation of learning (oral only).

Such procedures presented by Finocchiaro and Brumfit have much in common with Structural-Situation and Audiolingual principles. So traditional language teaching procedures are not rejected but are reinterpreted and extended. Teaching points are introduced in dialogue form, grammatical items are isolated for controlled practice, and then freer activities are provided. Pair and group work is suggested to encourage students to use and practice functions and forms.

The methodological procedures of CLT reflect a sequence of activities represented as follows:



Communicative Language Teaching focuses on interaction and communication and rejects the view of teaching as active teacher and passive student in favor to culturally responsive teachers. It presents language teaching/acquisition as a dynamic process and recognizes the complexity and interrelatedness of both written and oral skills; therefore, form and content are seen relevant. One of the advantages of this method is the possibility of students actually interacting and “acting” upon the language and learning for a purpose. However, as it focuses more on language performance rather than competence, in this approach a speaker’s grammar may be confused and it may pose a problem to teachers, for example, in how and what to assess, especially if the school has a high grammar centered curriculum as in Cape Verde. But teachers must integrate grammar in their teaching since accuracy is also important for ELL (Echevarria, Vogt, and Short, 2013).

3. MATERIALS AND METHODS

This study was carried out at Sudan University of Science and Technology. The study was carried out with English language teachers at Secondary Schools in Omdurman Locality, Khartoum State, Sudan. A purposive sample used for the study includes (100) English language teachers who were asked to state their views on applying grammar teaching methods in a way that the students can understand and utilize forms, meanings and functions of newly presented grammatical items.

Tools of the Study:

The researcher used questionnaire, classroom observation and interview as main tools for collecting the data related to this study. The researcher has designed the questionnaire to find out the English language teachers conceptions about the application of grammar teaching methods in a way that the students can understand and use forms, meanings and functions.

The questionnaire was administered to (100) teachers. The researcher used descriptive analytical method in conducting this study.

The sample of the interview is experts in teaching English language at secondary schools. They were chosen purposefully. Their number is (5). The experts hold MA and Ph. D degrees in English language teaching. Three of them are males and two females.

Six public secondary schools were selected in Khartoum state, in Omdurman Locality. Three boys' schools and three girls' ones were chosen as samples of the observation. The observation is designed as a checklist observation.

4. RESULT/S AND DISCUSSION/S

The researcher used the questionnaire, classroom observation and interview as main tools for collecting data related to this study. The researcher has designed a questionnaire to find out English language teachers' opinions towards practicing teaching grammar in such a way that the students can understand and utilize forms, meanings and functions of newly presented grammatical items.

The Table and Percentage below illustrate what has been stated above: The analysis of questionnaire in relation to the first hypothesis:

EFL teachers are unable to practice grammar teaching in such a way that students can easily understand forms, meanings and functions.

Statement No. (1): I explain grammar items deductively to make my students understand the grammar lessons.

Table and Chart No (4.1): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (1)

Valid	Frequency	Percent	Valid	Percent	Cumulative Percent
always	13	13.0	13.0		13.0
often	3	3.0	3.0		16.0
sometimes	19	19.0	19.0		35.0
rarely	25	25.0	25.0		60.0
never	40	40.0	40.0		100.0
Total	100	100.0	100.0		

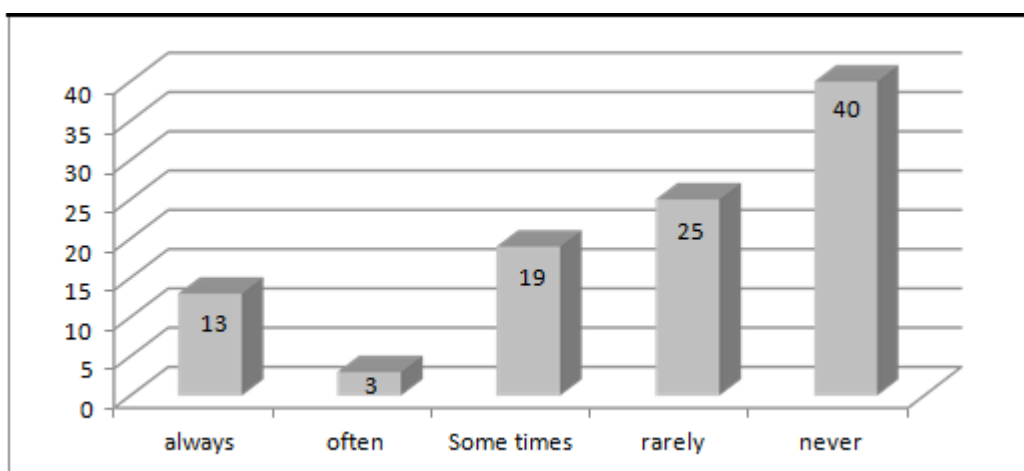


Figure (4.1)

From the above table No. (4.1) and figure No. (4.1), it is clear that there were (13) persons in the study's sample with percentage (13%) answered always with that "I explain grammar items deductively to make my students understand the

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grammar lessons." There were (3) persons with percentage (3%) answered often, (19) persons with percentage (19%) answered sometimes, (25) persons with percentage (25%) answered rarely and (40) persons with percentage (40%) answered never.

Statement No. (2): I make students listen to audio tapes and answer questions.

Table and Chart No (4.2): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	12	12.0	12.0	12.0
sometimes	23	23.0	23.0	35.0
rarely	21	21.0	21.0	56.0
never	44	44.0	44.0	100.0
Total	100	100.0	100.0	

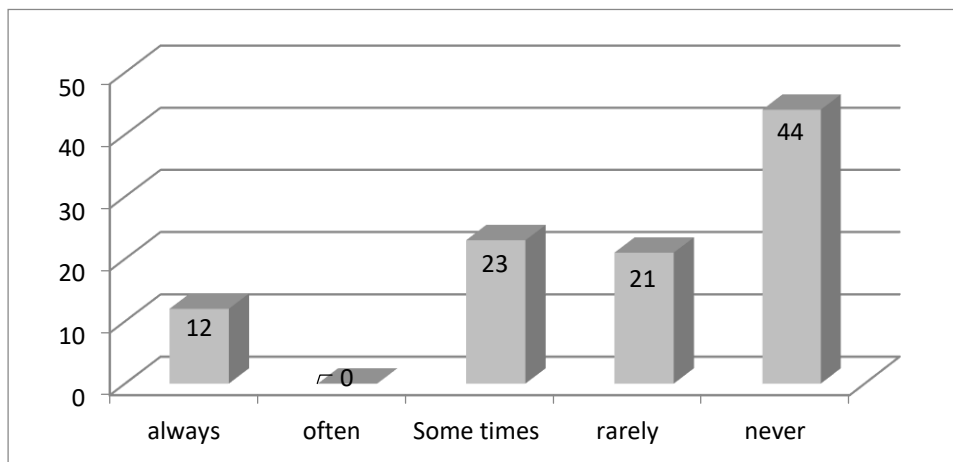


Figure (4.2)

From the above table No. (4.2) and figure No. (4.2), it is clear that there were (12) persons in the study's sample with percentage (12%) answered always with that "I make students listen to audio tapes and answer questions." There was nobody answered often. There were (23) persons with percentage (23%) answered sometimes, (21) persons with percentage (21%) answered rarely and (44) persons with percentage (44%) answered never.

Statement No. (3): I practice group discussion to make students understand grammar lessons.

Table and Chart No (4.3): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	4	14.0	14.0	14.0
often	4	4.0	4.0	17.0
sometimes	13	13.0	13.0	20.0
rarely	56	56.0	56.0	76.0
never	23	23.0	23.0	99.0
Total	100	100.0	100.0	

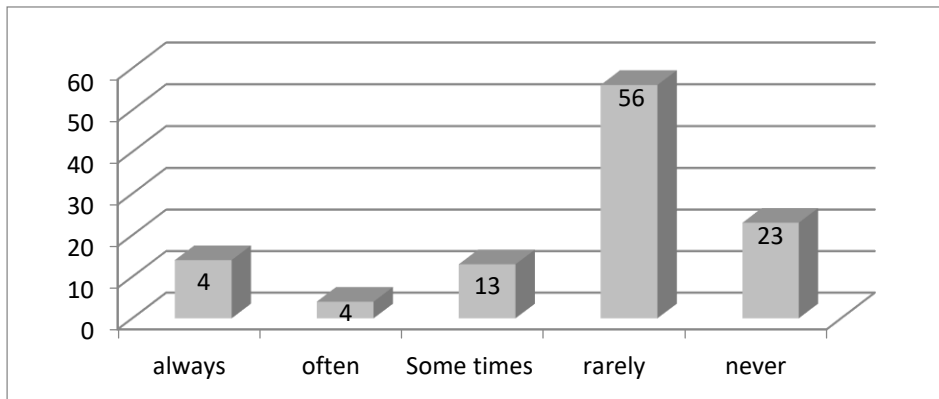


Figure (4.3)

From the above table No. (4.3) and figure No. (4.3), it is clear that there were (4) persons in the study's sample with percentage (4%) answered always with that "I practice group discussion to make students understand grammar lessons." There were (4) persons with percentage (4%) answered often, (13) persons with percentage (13%) answered sometimes, (56) persons with percentage (56%) answered rarely and (23) persons with percentage (23%) answered never.

Statement No. (4): I use translation to make students understand grammar lessons.

Table and Chart No (4.4): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	3	3.0	3.0	3.0
often	3	3.0	3.0	16.0
sometimes	3	3.0	3.0	19.0
rarely	28	28.0	28.0	37.0
never	63	63.0	63.0	100.0
Total	100	100.0	100.0	

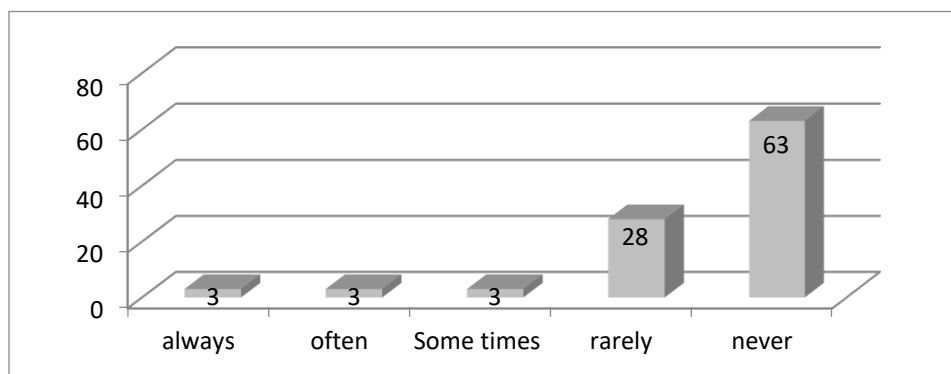


Figure (4.4)

From the above table No. (4.4) and figure No. (4.4), It is clear that there were (3) persons in the study's sample with percentage (3%) answered always with that "I use translation to make students understand grammar lessons." There were (3) persons with percentage (3%) answered often, (3) persons with percentage (3%) answered sometimes, (28) persons with percentage (28%) answered rarely and (63) persons with percentage (63%) answered never.

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Statement No. (5): I make grammar lessons easy through pair work.

Table and Chart No (4.5): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	10	13.0	10.0	10.0
often	6	6.0	6.0	19.0
sometimes	19	19.0	19.0	35.0
rarely	56	56.0	56.0	91.0
never	9	9.0	9.0	100.0
Total	100	100.0	100.0	

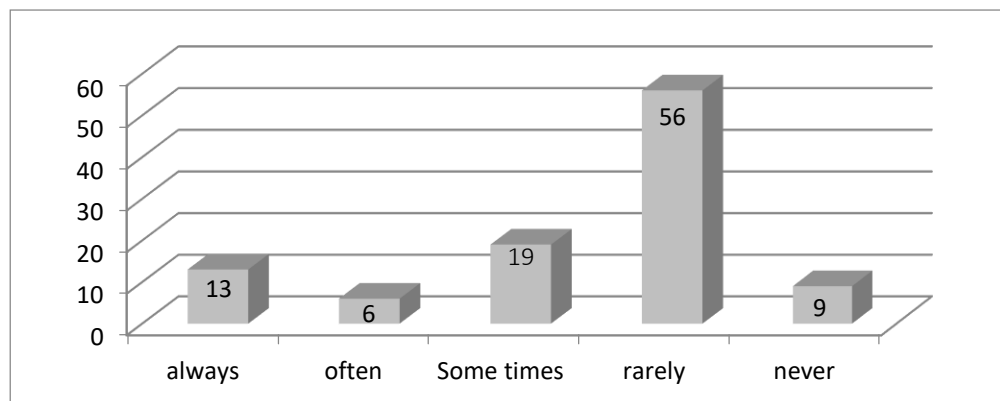


Figure (4.5)

From the above table No. (4.5) and figure No. (4.5), it is clear that there were (13) persons in the study's sample with percentage (13%) answered always with that " I make grammar lessons easy through pair work." There were (6) persons with percentage (6%) answered often, (19) persons with percentage (19%) answered sometimes, (56) persons with percentage (56%) answered rarely and (9) persons with percentage (9%) answered never.

Statement No. (6): I use authentic materials to make grammar lessons easy to understand.

Table and Chart No (4.6): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (6)

Valid	Frequency	Percent	Valid Percent	C	Umulative Percent
always	10	10.0	10.0		10.0
often	3	3.0	3.0		13.0
sometimes	3	3.0	3.0		16.0
rarely	44	44.0	44.0		60.0
never	40	40.0	40.0		100.0
Total	100	100.0	100.0		

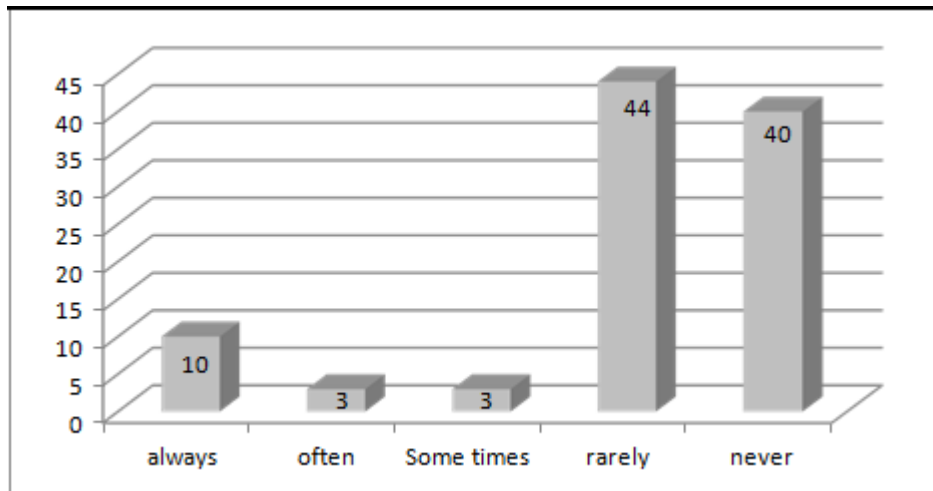


Figure (4.6)

From the above table No. (4.6) and figure No. (4.6), it is clear that there were

(10) persons in the study's sample with percentage (10%) answered always with that "I use authentic materials to make grammar lessons easy to understand." There were

(3) persons with percentage (3%) answered often, (3) persons with percentage (3%) answered sometimes, (44) persons with percentage (44%) answered rarely and (40) persons with percentage (40%) answered never.

Statement No. (7): I make my lesson students/learner centered.

Table and Chart No (4.7): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	7	7.0	7.0	7.0
often	3	3.0	3.0	10.0
sometimes	6	6.0	6.0	16.0
rarely	21	21.0	21.0	37.0
never	63	63.0	63.0	100.0
Total	100	100.0	100.0	

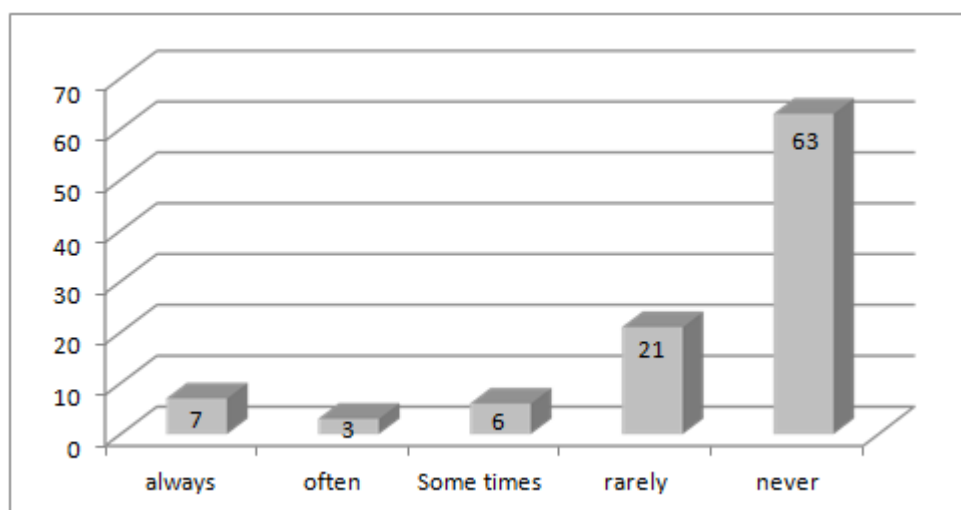


Figure (4.7)

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From the above table No. (4.7) and figure No. (4.7), it is clear that there were (7) persons in the study's sample with percentage (7%) answered always with that "I make my lesson students/learner centered." There were (3) persons with percentage(3%) answered often, (6) persons with percentage (6%) their answer was sometimes,

(21) persons with percentage (21%) answered rarely and (63) persons with percentage (63%) answered never.

Statement No. (8): I rely heavily on speaking and listening when teaching grammar items.

Table and Chart No (4.8): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	10	10.0	10.0	10.0
often	15	15.0	15.0	25.0
sometimes	3	3.0	3.0	28.0
rarely	37	37.0	37.0	65.0
never	35	35.0	35.0	100.0
Total	100	100.0	100.0	

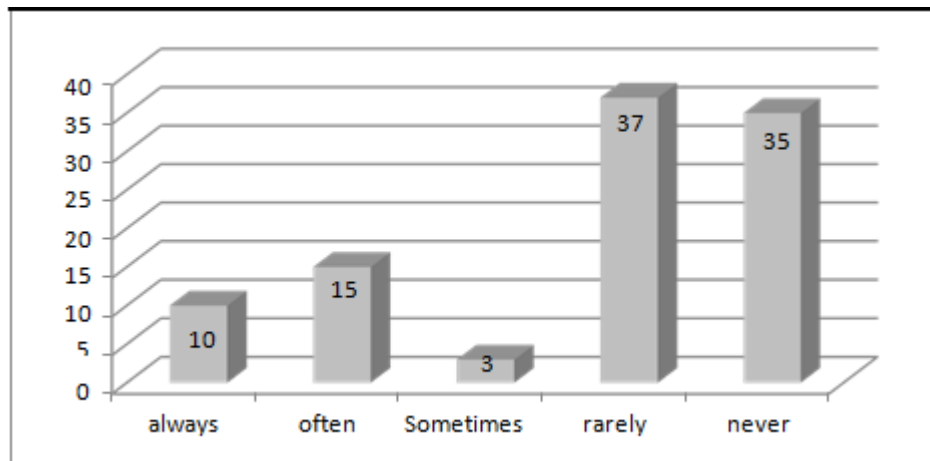


Figure (4.8)

From the above table No. (4.8) and figure No. (4.8), it is clear that there were (10) persons in the study's sample with percentage (10%) answered always with that "I rely heavily on speaking and listening when teaching grammar items." There were

(15) persons with percentage (15%) answered often, (3) persons with percentage (3%), answered sometimes, (37) persons with percentage (37%) answered rarely and (35) persons with percentage (35%) answered never.

Statement No. (9): I teach grammar lessons through vocabulary exercise.

Table and Chart No (4.9): The Frequency and Percentage Distribution for the Respondents' Answers to in Question No. (9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	5	5.0	5.0	5.0
often	3	3.0	3.0	16.0
sometimes	11	11.0	11.0	19.0
rarely	15	15.0	15.0	34.0
never	66	66.0	66.0	100.0
Total	100	100.0	100.0	

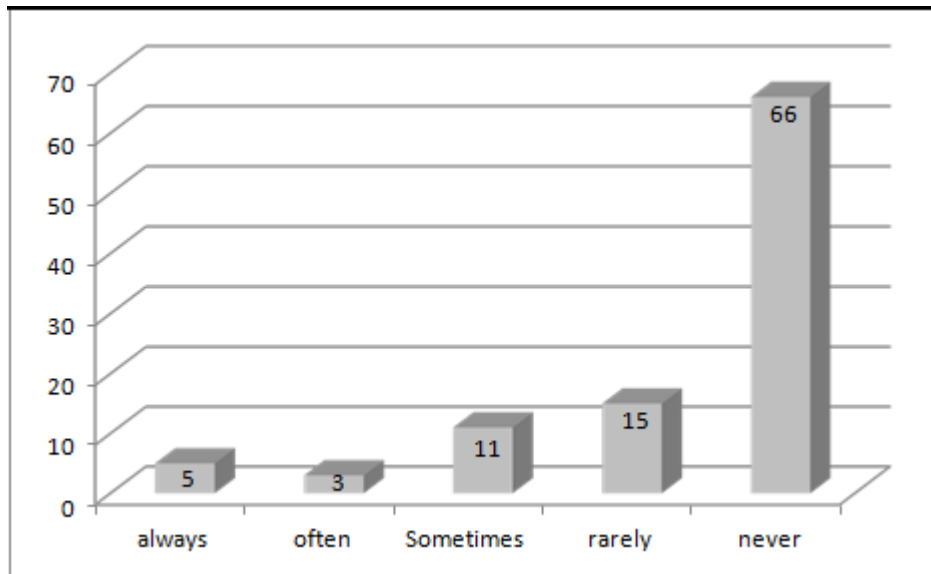


Figure (4.9)

From the above table No. (4.9) and figure No. (4.9), it is clear that there were (5) persons in the study's sample with percentage (5%) answered always with that "I teach grammar lessons through vocabulary exercise." There were (3) persons with percentage (3%) answered often, (11) persons with percentage (11%) answered sometimes, (15) persons with percentage (15%) answered rarely and (66) persons with percentage (66%) answered never.

Statement No. (10): I teach grammar lessons through games.

Table and Chart No (4.10): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	7	7.0	13.0	13.0
Often	9	9.0	9.0	22.0
Sometimes	10	10.0	3.0	25.0
Rarely	34	34.0	35.0	60.0
Never	40	40.0	40.0	100.0
Total	100	100.0	100.0	

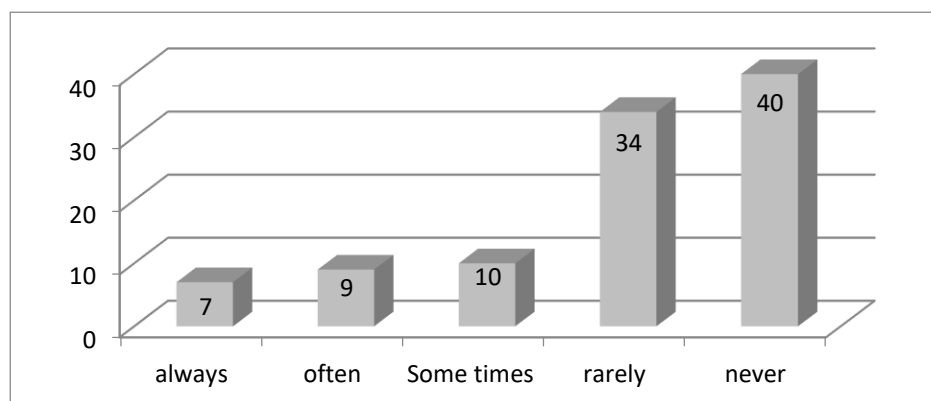


Figure (4.10)

From the above table No. (4.10) and figure No. (4.10), it is clear that there were (7) persons in the study's sample with percentage (7%) answered always with that " I teach grammar lessons through games." There were (9) persons with percentage (9%) answered often, (10) persons with percentage (10%) answered was sometimes, (34) persons with percentage (34%) answered rarely and (40) persons with percentage (40%) answered was never.

5. REPORT DISCUSSIONS

The data collected was analyzed in relation to the hypothesis of the study. The data was administered to English language teachers who teach at Secondary Schools. Having analyzed and compared the results with the main hypothesis, the results have shown that EFL/ESL teachers do not apply grammar teaching methods in a way that the students can understand and utilize forms, meanings and functions of newly presented grammatical items. It is found out that EFL/ESL teachers do not practice using drills to teach grammar. EFL/ESL teachers were asked whether they teach grammar via role plays and games and most of their responses are that, they do not use such activities effectively and continuously.

Another finding is that group work, individual work and problem solving activities are not effectively used to teach grammatical contents. Very few teachers were found that they present new grammar items in meaningful contexts and guided dialogues. EFL/ESL teachers do not present new grammar items using mimes, pictures and real objects (realia). Some teachers use inductive method in teaching grammar. However, most of them use deductive method.

Another finding indicates that teachers do not use listening texts and present grammar using patterns in isolation.

Concerning the way that teachers use to practice grammar teaching, it is found that teachers explain grammar items deductively to make their students fully understand the grammar lessons, but not through real meaningful contexts.

Teachers in classrooms do not make their students listen to audio tapes and answer questions. No group discussion is used to make students understand grammar lessons. Other techniques such as translation, pair work, and authentic materials were not effectively practiced in grammar lessons. Student/learner centered is not made to give students enough chances to practice grammar lessons effectively.

6. RECOMMENDATIONS

- It could be better, if the teachers adopt the textbook and implement various tasks/ techniques of teaching grammar like role plays, games, problem solving and communicative drills as well as actions or supportive materials and other essential activities or techniques to let the learners produce their own language interactively. In doing so, teachers should also take care of using the students' first language when not necessary
- It could be better if the curriculum designers include variety of tasks and activities which provoke, motivate and stimulate the students for active and creative learning.
- The school community along with parents should work together in collaboration based on PTA to avoid or minimize disciplinary problems that schools badly suffer from.
- The school administration in joint with parents and other organizations available, need to work hard to build additional classrooms to standardize size of classrooms. The classes should be furnished with comfortable seats and alternative teaching environment. In addition, supportive electronic materials like PCS tapes, recorders, video cassettes and different communicative grammar teaching audios visually ought to be accessible. This makes grammar lessons joyful in response to the recent students' poor interest and emotion.

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