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**Investigating Teachers' Beliefs about Teaching
Grammar in Secondary Schools**
**(A Case Study of EFL Teachers in Atbara - River Nile
State- Sudan)**
(2014 – 2015)

**A thesis Submitted in Fulfillment of the Requirements for the Degree of
Master in Applied Linguistics, English Language Teaching (ELT)**

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Dedication

To the soul of my father, to my mother, to my brothers and sisters, Afaf, Adel, Fatima, Ibtisam and Atif and to my partner Sahar and my kids Rana and Abdul Hameed. In everything they are really an inspiration a support and a joy to them, the research is dedicated.

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For their generous assistance, support, and hospitality, I would like to acknowledge the staff of University of Shendi college of Graduate Studies and Scientific Research. Their kindness made this study possible.

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Abstract

This study aimed to investigate English language teachers' beliefs on teaching Grammar in secondary schools, in Atbara Locality, River Nile State. The researcher used a descriptive analytic method. The study sample is composed of 81 male and female secondary school teachers of English with different experiences.

The data is collected by using the questionnaire and then analyzed. The study has come up with many results. The most important are the following:

1. Some of the secondary school teachers (M&F) in Atbara Locality believed that paying more attention to grammar ensures students' awareness of how language works.
2. Secondary schools teachers give students explicit knowledge of grammatical rules with activities that foster their mastering of these rules.
3. Teachers have strong beliefs that grammar is the backbone of the language and they work hard to stick grammar rules in their students' minds, to enable students to get nearly the highest marks in grammar.

In the light of the study findings, the researcher recommended the followings:

1. Teachers should adopt new creative teaching styles that lead students to gain positive attitudes towards teaching grammar for communicative purposes.
2. Students should be encouraged to become more active participants in the lesson or can sometimes assist them to see a purpose for improving their communication skill in the foreign language.
3. Teachers' beliefs must not be reflected in their practices.

المستخلص

هدفت هذه الدراسة إلى استقصاء مفاهيم معلمي اللغة الإنجليزية على تدريس النحو في المدارس الثانوية بمحلية عطبرة ولاية نهر النيل. ولقد احتوت عينة الدراسة على 81 معلماً ومعلمة من ذوي الخبرات المختلفة.

جُمعت المعلومات بواسطة الاستبانة وحُللت وتم التوصل لعدة نتائج من أهمها الآتي:

1. يعتقد معظم معلمي ومعلمات اللغة الإنجليزية في المدارس الثانوية بمحلية عطبرة أن زيادة الاهتمام بتدريس القواعد يؤكد زيادة وعي الطلاب لكيفية تفعيل اللغة الإنجليزية.
2. ويتضح أن المعلمين يهتمون بتدريس الطلاب قواعد اللغة بصفة مباشرة في شكل قواعد مع إعطائهم تدريبات وتمارين تساعدهم على التمكن من حفظ هذه القواعد.
3. ويعتقد هؤلاء المعلمون أن تمكن الطلاب من قواعد اللغة يساعدهم في تحصيل أعلى الدرجات في المادة الدراسية.

في ضوء نتائج الدراسة يُوصي الباحث بما يلي:

1. يجب أن يبكر المعلمون أساليب جديدة للتدريس تؤدي إلى اكساب الطلاب اتجاهات موجبة نحو استخدام قواعد اللغة.
2. يجب تشجيع الطلاب ليصبحوا مشاركين بفاعلية في الدروس مما يساعدهم على تحسين مهاراتهم في استخدام اللغة الإنجليزية.
3. ينبغي ألا تنعكس مفاهيم المعلمين الشخصية نحو تدريس قواعد اللغة على أدائهم التدريسي.

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Chapter One

Introduction

Chapter One

Introduction

Introduction

In this chapter, the researcher introduces the study by giving a background about investigating teachers' beliefs about teaching grammar stating the problem, the objectives, the questions, the significance and the hypotheses of the study.

1.1 Statement of the problem

The researcher sometimes finds himself faithful to some of the techniques and methods his previous teachers used to apply. On the other hand, when the researcher gets involved in the business of teaching, he always falls into the dilemma of whether to follow his own beliefs as a teacher or to apply the methods and techniques that his trainers and methodologists prescribe. The researcher also noticed that his beliefs, whether right or wrong, affect his teaching and classroom practices. Although this is evident in teaching all the skills of the English language skill, but for him it is more evident in teaching grammar. Although the researcher is convinced that there is a relation between his cognition and teaching practices, he would like to know whether English language teachers in general share the same belief with him or not.

1.2 Aims of the study

This study mainly aims at finding out the relationship between teachers' beliefs and classroom practice of EFL teachers in River Nile State

secondary schools (Atbara Locality). The study also endeavors to achieve the following objectives:

1. To find out about the nature and content of English Language teachers' beliefs about teaching grammar.
2. To discuss teachers' classroom action, with special reference to grammar teaching, from their own perspectives.
3. To investigate the relationship between teachers' beliefs and grammar teaching practice.

1.3 Significance of the study

After a period of decline, the important role of grammar in language learning has recently emerged and been re-asserted. It is now generally accepted that:

1. Students benefit from grammar learning.
2. Formal instruction may not lead to significant improvements in language proficiency. However, such instruction is useful in speeding up the language development process.
3. Grammar teaching was condemned in the past because the emphasis was placed on learning grammar as an end. To make grammar more useful it should be taught as a means for making meaning.

The last point above is particularly important. If formal instruction is to have a place within the framework of mainstream methodology, teachers should deliver their grammar instruction in such a way that grammar is

presented as a communicative tool. However, whether teachers will accept such a suggestion or not depend on such issues as: their understanding of how language learning actually takes place, their views of the nature of the language teaching, and their knowledge and beliefs about what grammar is. In the light of the researcher`s teaching experience he notices that such questions have drawn considerable attention in the teacher education literature in recent years. The researcher expects that the following groups will benefit from this study; teacher trainers, educationalists, syllabus designers, EFL students in Sudanese Universities, and FL students in general.

1.4 Questions of the study

1. What beliefs about grammar teaching do English teachers hold?
2. To what extent do English teachers apply teaching of grammar in classrooms?
3. What is the relationship between teachers` pedagogical beliefs and their grammar teaching practice?

1.5 Hypotheses of the study

The Hypotheses of this study could be stated as follows:

1. Teaching practice of grammar by Sudanese teachers is shaped by their beliefs.
2. Grammar is taught for its own sake in Sudanese secondary schools.

3. Sudanese teachers of English follow a tightly prescribed curriculum adopting different grammar teaching practice approaches.

1.6 Research Methodology

A questionnaire will be applied to demonstrate 81 secondary teachers to demonstrate their beliefs on grammar teaching methods and the real implementation of grammar teaching. The collected data will be organized, classified and analyzed by using SPSS to obtain results in order to discuss and verify the questions and hypotheses of the study.

1.7 Limits of the study

This study is conducted during the school year (2014 – 2015) at secondary schools in River Nile State, Atbara Locality. 81 secondary school EFL teachers will respond to a questionnaire about their beliefs and current implementation of pedagogical approaches of grammar teaching in their FL classes.

1.8 Definitions of the terms

1. "Beliefs"

"are an individual's understandings of the world and the way it works or should work, may be consciously or unconsciously held, and guide one's actions."

2. "Grammar"

"is the mental system of rules and categories that allows humans to form and interpret the words and sentences of their language."

Chapter Two

Literature Review

Chapter Two

Literature Review

2.1 Meaning of Beliefs

The term "beliefs" is so deceptively simple that some researchers took the meaning of the word for granted, leaving it undefined in their studies on teachers' beliefs (for example Boulton- Lewis, Smith, McCrindle, Burnett, & Campbell, 2001). Others used a wide range of terms as loose synonyms of the concept. For example, in general education research, Pajares (1992) observed that the following words had been used to refer to beliefs: attitudes, values, judgments, axioms, opinions, ideology, perceptions, implicit theories, personal theories, internal mental processes, rules of practice, practical principles, and perspectives. Similarly in research on second language teaching, numerous terms have been used synonymously with the construct, including: orientations (Woods, 1991), perceptions (Mitchell, Brumfit, & Hooper, 1994), conceptions (Shi & Cumming, 1995), personal theories (Richards, Ho, & Giblin, 1996), schemata (Littlewoods, 1999), and teachers' principles (Breen et al., 2001). (for a fuller list of terms that are used as loose synonyms of "beliefs" in teacher cognition research, see Borge, 2006.)

Clandinin and Connelly (1987) commented on this definition problem by saying that "people using different terms often appear to mean much the same thing" (p.498). Marland (1987) denounced this state of affairs, asserting that the "terminological label in research on teacher thinking is causing confusing and impeding productive dialogue" (p.504).

In spite of the terminological confusion, however, there is some consensus in the literature about the nature of beliefs and their effects on action. Rokeach (1968) characterized beliefs as a cognitive, an affective, and a behavioural component, thus influencing what one knows, feels, and does. Harvey (1986) characterized beliefs as:

"... a set of conceptual representations which signify to its holder a reality or given state of affairs of sufficient validity, truth or trustworthiness to warrant reliance upon it as a guide to personal thought and action" (p.660).

Richardson (1994) maintained that beliefs:

"... are an individual's understandings of the world and the way it works or should work, may be consciously or unconsciously held, and guide one's actions" (p.91).

From the field of second language teaching, Richards (1998) explained that teachers' beliefs are:

"... the information, attitudes, values, expectations, theories, and assumptions about teaching that teachers build up over time and bring with them to the classroom" (p.66)

In reviewing an "overwhelming array" of terms used to describe teachers' cognitions, Borg (2006) came to the conclusion that beliefs are;

"... are often tacit, personally-held, practical system of mental constructs held by teachers and which are dynamic (i.e.) defined are defined and refined on the basis of educational and professional experiences through teachers' lives. These constructs have been characterized using a range of psychological labels ... which may often be distinguished at the level of theoretical or philosophical debate but which seem to defy compartmentalization when teachers' practices and cognitions are examined empirically." (p.35)

On the light of what has been said by Borg, beliefs must be defined and refined according to a number of factors such as the teaching environment, cultural background, motivation and teaching situation. These due to personal beliefs really distort some routes of teaching. Moreover, distinguishing constructs at the level of theoretical or philosophical debate open the door wide to various notions and techniques to be applied.

In short, beliefs are personal diverse, idiosyncratic, and experiential. They encompass values, theories, assumptions, and so on, and influence thinking and doing.

On the surface, this consensus about the nature of beliefs seems to be unproblematic. However, the definitions actually blur the distinction between knowledge and beliefs. When Richardson (1994) characterized beliefs as one's understandings of the world, for example, she was in effect saying that beliefs embodied a knowledge dimension. Similarly, when

Richards (1998) noted that beliefs included information, he recognized that teachers' personal theories of instruction drew on knowledge base. The overlap between knowledge and beliefs suggests that the two concepts are closely interrelated and not easily distinguishable, as discussed in the next section.

2.2 Origins of teachers' beliefs

The teacher's cognition literature has identified a number of sources of influence on teacher beliefs. The first source is teachers' personal experiences and understandings, which contribute in significant ways to the development of their personalities. A teacher's personality in turn influences the development of his or her beliefs. Richards and Lockhart (1994,p.31) described an extroverted teacher with an outgoing personality who believed in the use of drama in teaching conversational skills. In this case, personality had a direct relationship with a belief about teaching. Teachers' personal experiences begin early in life and in general, *"the earlier a belief is incorporated into the belief structure, the more difficult it is to alter"* (Pajares,1992,p.317), as these beliefs affect subsequent perception and strongly influence the processing of new information. Thus, beliefs that go back a long way in teacher's life history tend to be held with strong conviction. In Green's (1971) terminology, they are central beliefs.

A second source of teachers' beliefs is teachers' experience with schooling and instruction. It is often mentioned that teachers' learning experiences in their own classrooms function as an "apprenticeship of observation" (Lortie, 1975). After spending "10,000 hours in classrooms"

(ibid., p.160) as students, teachers often hold strong views about what they want to be and what to do in teaching. At the same time, teachers' teaching experiences in their own classrooms allow them to experience what methods or techniques work best in their contexts, thus helping them to develop particular pedagogical beliefs (Richardson, 1996).

A third origin of teacher beliefs is teachers' formal knowledge acquired through professional training. This knowledge includes teachers' understanding of the nature of subject matter and how students learn it, and teachers' experience of classroom management, models of teaching, classroom environment, and so on (Richardson, 1996). Formal knowledge has a powerful impact on teachers' thinking, for example, how best to approach the teaching of second language, whether to adopt teacher-front instruction or use small group work. It is likely that professionally trained teacher with formal knowledge of subject matter and teaching may have beliefs that are quite different from an untrained teacher without this knowledge. However, not much has been said about this in the literature (Tsui, 2003).

A fourth origin is teacher education, which aims to foster the processes of teacher change and development (see for example. Mellado, 1990) study of six English teachers which provides evidence for this. Three of the teachers, who had attended a professional course, showed similar views about teaching, for example helping students to bring in their own experience in understanding literature and using a process approach to writing. All three teachers attributed their beliefs to the input they had

received from teacher education. The other three teachers had no professional training and were found to have widely different conceptions of teaching. Thus, despite any limitations of teacher education, it does provide an important source of teachers' personal theories.

The fifth source of beliefs is teachers' contexts of work. It plays a critical role in shaping their philosophy of teaching and instructional approaches. Experienced teachers in a school often exert influence on new teachers to conform to their teaching norm. Constraints of the teaching context such as heavy teaching load, large class size, low student motivation, and lack of classroom discipline may also pressure teachers away from beliefs which they have acquired on teacher education courses towards a more traditional view of teaching and learning (Pennington & Richards, 1997). In short, schools exert a socialization influence on teachers. In order to identify with their colleagues and be a group member, teachers often develop to hold the beliefs and ideology that exist within their own schools.

2.3 Content of teachers beliefs

There is a growing body of research on what teachers believe in. In the following section, teachers' beliefs about (a) learning, (b) teaching, and (c) subject matter will be reviewed.

The three categories of belief mentioned above are only a heuristic device for facilitating discussion. They are not necessarily discrete categories and do not represent how beliefs are stored in teachers' mind.

2.3.1 Beliefs about learning

In their literature review on learning to teach, Borko and Putnam (1996) found that teachers have to conceive learning in two major ways:

- Receptive-accrual conception – The learner`s role is to receive and practice information and skills presented by the teacher.
- Cognitive-mediational conception – Learners are regarded as active problem solvers who construct their own knowledge. The teacher`s role is to stimulate the necessary cognitive processes for learning.

Tang (2001), whose participants were teachers in primary and secondary schools in Hong Kong, identified parallels of these conceptions of learning.

Phenomenographic analysis of interview data yielded six conceptions of learning that these teachers held:

- Acquiring knowledge – The learner`s role is to gain more knowledge in books or course materials by putting in efforts.
- Preparing for examinations or completing assignments – The learner is to fulfill the requirements of the course by learning key points for answering questions.
- Applying – The learner is to learn theories and methods to apply them in real-life situations.
- Explaining and relating phenomena – The learner`s role is to pick up theories and use them to explain and relate phenomena.

- Changing perspective or attitudes – The learner is helped to see the inadequacy of his or her own perspective and to gather new perspectives.
- Personal development – The learner's personal development is stressed, with an emphasis on the learner's moral aspects.

Tang (2001) described the first three conceptions as "text focused" and the rest as "meaning focused". In Borko and Putnam's taxonomy, the first three categories in Tang's analysis correspond to the "receptive-accrual conception" while the others parallel the "cognitive-mediational". The crucial difference lies in whether the learner takes a more passive or active role in the learning process.

While there is a body of knowledge on teacher's conceptions of learning, relatively little has been said about their relationships with such teacher variables as age, disciplinary background, and professional training. An exception is small set of studies, which have demonstrated that beginning teachers tend to hold rather restricted conceptions of learning. As an example for these studies is McDiarmind's (1990) study which considered learning as memorizing the content of the curriculum. Similarly in the study of (Hollingsworth, 1989), 14 participants entering a teacher education programme were found to believe that student learning was accomplished primarily through teacher instruction, with little active learner involvement. While these findings are perhaps not totally unexpected, little research has been done to investigate whether more

sophisticated conceptions of learning are held by, for example, more experienced teachers. In short, this area merits further research attention.

2.3.2 Beliefs about teaching

A teacher's beliefs about teaching include what he or she considers to be models of effective instruction, instructional approach role, and appropriate classroom activities.

Two strands of research in general education have addressed the question of what teachers believe about teaching. The first strand has investigated teacher's "conceptions of teaching" while the second one has focused on the metaphors and images that teachers use to talk about their work.

In the first strand of research, Kember (1997) reviewed 13 studies of mainly Western university academics and identified four conceptions of teaching: (1) important information, (2) transmitting structured knowledge, (3) facilitating understanding, and (4) conceptual change/intellectual development. He then reduced these two classes with (1) and (2) falling into the "teacher centered/ contents oriented" category, and (3) and (4) falling into the "student centered/learning oriented" category. In a related study, Dall'Alba (1991) described seven conceptions of teaching held by 20 academic teachers, as follows: (1) presenting information, (2) transmitting information from teacher to student, (3) illustrating the application of theory to practice, (4) developing concepts and principles

through interaction with students, (5) developing the capacity in students to be experts, (6) exploring with students ways of understanding from particular perspectives, and (7) bringing about conceptual change in students. While (1) to (3) focus on the teacher/content, (4) to (7) have a focus on the student/learning.

To summarize, one strand of research on teachers' thinking has identified two broad views about teaching. These range from a focus on the teacher/content to a focus on the students/learning. (Other studies which have reached the same conclusion, include Martin & Balla, 1991; Gow & Kember, 1993; Boulton-Lewis et al., 2001; Tang, 2002.)

The second strand of research has examined teachers' beliefs about teaching through their use of metaphors and images. According to Lakoff and Johnson (1980, p.3) "*Our ordinary conceptual system, in term of which we both think and act, is fundamentally metaphorical in nature*" It has therefore been suggested that the metaphors teachers can express themselves and reveal significant features of their beliefs and values. For example, one of the teachers in Munby's (1987) study used the metaphor of "commodity" to describe information, and believed that commodity can pass from one person to another. This connects well with the teacher's metaphor of the mind as an entity or vessel, through which information is passed along. Another teacher presented a "manufacturing metaphor" for information, and seemed to believe that ideas are not just commodities that can be sent in various ways, but also commodities that can be built and manipulated. Another study, Russell and Johnston (1988) researched into

the metaphors used by four science teachers. One teacher was found to view teaching through a "conduit" metaphor, suggesting that her prevailing view of teaching was to carry students through the curriculum. In contrast, another teacher's metaphor revolved around students and their understandings of science, which reflected a view of teaching that was focused on students and their personal learning (cited in Carter, 1990).

Teachers' metaphors are not just windows on their minds. They have a behavioral component and impinge on classroom procedures. Munby and Russell (1990) illustrated this in their description of a teacher who used the metaphors of "a captain of a ship" and "an entertainer" to characterize his teaching role. As the metaphors were incompatible, they not only caused confusion for the students as the teacher switched from one metaphor to another, but also created difficulties in the teacher's approach to teaching.

In addition to metaphors, teachers have also been found to hold images of teaching and learning. Elbaz (1983) characterized "image" as a brief, descriptive statement which captures some essential aspect of a teacher's perception of his teaching or his situation in the classroom, and himself. Using these concepts as general metaphors for thinking about teaching, Clandinin (1986) described teachers with images of "classroom as home" and language as the key", which shed light on their understanding of classroom processes.

Similarly, Calderhead and Robson (1991) identified such images as *"the teacher as an enthusiastic and approachable person"*, *"the classroom as a lively place where a lot of questions are asked and answered"*,

"teaching as being patient with students". "the teacher as a helper", and "teaching as having a good relationship between teacher and children". These images affected what the teachers found relevant and useful in their professional preparation, and how they analyzed their own practices.

2.3.3 Beliefs about subject matter

Calderhead (1996) suggested that each subject area within the school curriculum tends to be associated with a range of beliefs concerning what the subject is about, what it means to know the subject or to be able to carry out tasks effectively within that subject domain.

In second language teaching, language is not only means by which the subject matter is taught but also the subject matter itself. In the ESL research literature, ESL teachers have been found to hold different conceptions of language, for example as (a) a products or a process, and (b) as skills.

Teachers who view language as a product regard it as a set of items, which can be represented in a book, learned by study, and memorized. In contrast, those who view language as a process have an image of language as something fluid, changing, individual, and learnable by only through real life use or communicative activity (Pennington et al., 1997, p.123). These views of language have been found to play a central role in shaping how teachers organize curricula and design lesson task. For example, in a study of teachers' decisions in the adult ESL classroom, Smith (1996) noticed that the more product-oriented teachers in her sample adopted a structural core

for their curriculum design, developed tasks with grammar-based objectives, and were concerned primarily with the accurate completion of the task product. In contrast, the more process-oriented teachers organized curricula with a functional or topical core, and emphasized student interaction tasks.

The product and process views of language have often been polarized in literature. However, they may not necessarily be mutually exclusive in the minds of ESL teachers. In fact, there is evidence that some second language teachers actually hold multiple conceptions of language. Burns (1992-1993) illustrated this in her research of the beliefs and practices of a group of teachers in Australian Adult Migrant English Program. She found teachers conceive language on the one hand as "natural communication" and on the other hand as "building blocks" or "systems of language". The conflicting conceptions created a tension in the classroom, where frequent shifts were made during communicative tasks to a focus on language forms, such as supplying discrete items of vocabulary and providing explanations of meaning. As a result, "classroom interactional patterns were predominantly teacher-focused, despite the overt collective emphasis on communication and communicative methodologies"(Burns, 1993, p.265).

Language as skills:

Language can be conceived not only as product or process, but also as skills, and teachers have been found to attach more importance to some skills than others. For example, in Hirvela and Law's (1991) questionnaire study of 246 secondary English language teachers in Hong Kong, it was

found that the teachers had a preference for receptive skills over productive skills. Thus, the teachers ranked reading and listening as more useful than speaking and writing as components of English language teaching and learning.

Richards, Tung and Ng (1992), who found that the teachers in their sample (249 ESL teachers from Hong Kong) ranked the importance of the four skills at elementary school as, also explored teachers' perception of the importance of the four skills: (1) listening/reading, (2) speaking, and (3) writing. That is, the receptive skills were ranked ahead of the productive skills. However, the picture changed a little at the secondary level, where the importance of four skills was ranked as: (1) reading, (2) writing/listening, (3) speaking. Richards et al, (1992). suggested that this probably reflected the need to emphasized skills, which were more important for passing school examinations at each level of schooling. The findings, in other words, suggest that there is an interaction between teachers' beliefs about the four skills on one hand and the nature and characteristics of their students on the other.

2.4 Relationship between beliefs and practice:

As pointed out, beliefs have been characterized as having a behavioral component, which drives people's actions (Rokeach, 1986). Others have argued that teachers' beliefs function as filters through which teachers process information, interpret experience, and make instructional judgment and decisions (Shavelson & Stern, 1981; Munby, 1982; Clark & Peterson, 1986). In order to understand teaching from the teachers'

perspectives, therefore, it is necessary to examine the relationship between teachers' beliefs and their classroom actions and decisions.

The majority of the studies on the relationship between beliefs and practice have taken place in the fields of mathematics and literacy, and in the context of early childhood education. Work in second language teaching is only beginning to expand. The findings have not been consistent, with some studies reporting a high degree of consistency between beliefs and practice, while others have produced mixed results. A selection of the studies will now be considered.

2.4.1 Consistent relationship:

In the field of mathematics teaching, Thompson (1984) found congruence between teachers' beliefs about subject matter in their classroom actions. She observed, "Much of the contrast in the teachers' instructional emphases may be explained by differences in their prevailing views of mathematics", but cautioned, "*The complexity of the relationship between conceptions and practice defies the simplicity of cause and effect*"(199, cited in Thompson 1992, p.134). In another study on literacy, Richardson, Anders, Tidwell, and Lloyd (1991) yielded similar evidence to support the consistency thesis between beliefs and practice. Richardson et al, (1992). First used a beliefs interview technique borrowed from anthropology to place the elementary schools teachers in their study along a continuum that moved from a word and skills approach to a literature approach. They then found that those teachers who subscribed to a word or skills approach tended to give their students practice in word attack skills

while teachers adopting a literature approach tended to put students in contact with literature that would motivate them to read. In the context of early childhood education, Anning (1988) reported the beliefs about children's learning held by her six teachers were clearly linked to the teaching strategies they employed.

In research on second language teaching, the study of Johnson (1992) was one of the early studies that explored the relationship between ESL teachers' beliefs and practice in reading instruction. In an attempt to characterize teachers' theoretical beliefs about the teaching of reading, she asked her subjects, 30 ESL teachers from New York, to (a) describe what they would do in an ideal ESL classroom, (b) analyze three separate lesson plans, and (c) complete a beliefs inventory. She identified three methodological approaches, associated with a particular view of language:

- A skill – based approach, which views language as consisting of discrete skills (listening, speaking, reading, writing), which are effectively transmitted through dialogues, pattern drills, and so on.
- A rule-based approach, which views language as a process of applying grammatical rules in meaningful contexts.
- A function- based approach sees language as the ability to communicate with others and function in real social situations; thus, the use of authentic materials should be emphasized.

Johnson (1992) found that the teachers in her sample held clearly defined beliefs, which placed them in one of these methodological

divisions. In addition, their classroom practices were found to be consistent with their beliefs during lesson observation. For example, one teacher having a skill-based orientation generally focused on decoding skills and relied on fill-in-the-blank and short answer exercises in teaching reading and writing. Another teacher who expressed a rule-based orientation continually referred to grammatical terminology during his literacy instruction. The third teacher, on the other hand, had a function-based orientation, and she concentrated on the use of authentic materials such as newspapers, magazines, and pictures to engage her students in meaningful communication.

In another study, Shi and Cumming (1995) also reported that ESL teachers' beliefs were reflected in their practices, this time in the domain of writing instruction. The research followed carefully constructed guidelines to interview five experienced teachers individually at weekly intervals shortly after observing one of their writing classes. The results showed that each instructor had a particular conception of writing instruction, which shaped the emphasis they placed on different aspects of second language writing. For example, one of the teachers, Elizabeth, conceptualized writing instruction primarily in terms of classroom communication. She described most of her classes in terms of communicative group work, and viewed herself as a coach whose role was to help students to express their thoughts. She used "real" tasks for students to generate ideas to communicate, and evaluated her students' achievements in terms of experiential evidence of students' engagement in writing. For the second teacher, Esther, the guiding

conceptualization, of writing instruction was a concern for the composing processes. She focused on rhetorical organization, and felt that her students' primary need was to arrange substantive ideas rather than grammatical accuracy. The third teacher, Elaine, focused uniquely on error correction. She evaluated her teaching in terms of how successful the students were in choosing appropriate linking words, employing adverb clauses, and so on. The fourth teacher, Cathy, believed that rhetorical organization was the conceptual essence of English writing. In her instruction, she focused on outline, thesis statement, topic sentence, or paragraph development. When she paid attention to language (e.g. parallel sentence structure), the aim was also to help students to improve their rhetorical organization (e.g. to write beautiful thesis statements). She evaluated her teaching in terms of elements such as proper paragraphs. For the last teacher, Charles, techniques of writing was the key conceptualization. He emphasized grammatical uses of language, and organized each lesson around one element of grammar. He lectured a lot, and assessed his teaching in terms of students' progress in organization and ability to use grammar.

2.4.2 Inconsistent relationship:

While the previous studies have demonstrated that teachers' beliefs are congruent with their classroom practices, there is a body of research that has reported discrepancies rather than correspondence. For example, in study of four mathematics teachers, Kesler (1985) found that two teachers who held a multiplistic conception of mathematics did not teach in a way that was consistent with their conception (cited in Thompson, 1992). In the

context of literacy instruction, Duffy and Anderson (1986) studied the instructional behaviors of three reading teachers, and found that their classroom practices did not reflect their content beliefs about reading. In second language teaching, Yim's study of ESL teachers in Singapore revealed that while the teachers were able to articulate beliefs they were not reflected in their classroom practices, which were characterized more by exam-based structured grammar activities (cited in Richards, 1994b).

2.4.3 Reasons for inconsistent relationship between beliefs and practice:

A number of reasons have been advanced for the inconsistency reported in the literature. First, while teachers may hold beliefs about ideal teaching models or teaching methods, they may not have the knowledge and skills to implement them (Thompson, 1992). For example, teaching grammar communicatively involves such as selecting grammar activities that focus on meaning rather than form, presenting grammar items in meaningful context, getting students to use the target items purposefully, organizing pair work and group work effectively, and evaluating the learning outcomes according to what students can do with the target items rather than what structural manipulation they can perform. A teacher who believes in communicative grammar teaching but who lacks these skills might rely on drills and controlled practice in his or her classroom practices.

Second, the instructions used in earlier studies to measure beliefs might not have been appropriate. For example, a number of studies on beliefs in teaching used multiple-choice questionnaires in which the categories of

beliefs were predetermined by the researchers. As such beliefs might not match the actual beliefs and personal theories that teachers held, the validity of the findings is questioned (Richardson, 1994).

Third, teachers can sometimes hold quite conflicting beliefs (Calderhead, 1996). As pointed out before, teachers' beliefs are held in independent clusters, making it possible for teachers to hold contradictory beliefs. These contradictory actions in different contexts.

Finally, the contexts in which teachers work can impose constraints on teachers' abilities to attend to their beliefs and provide instruction that aligns with their personal theories (for example Duffy & Anderson, 1986). Thomson (1992) noted that embedded in teachers' contexts of work are "the values, beliefs, and expectations of students, parents, fellow teachers, and administrators; the adopted curriculum; the assessment practices; and the values and philosophical leanings of the educational system at large" (p.138). These factors in the teaching context can override teachers' theoretical beliefs, as Cooney's (1985) case study of Fred, a beginning secondary mathematics teacher, demonstrated. While Fred favoured a problem-solving approach to mathematics instruction, when faced with the pressure to cover subject matter and maintain discipline, he readily compromised his belief in problem solving as an instructional goal (cited in Thompson, 1992).

The above discussion on teachers' context of work has highlighted the situated nature of teachers' beliefs. In other words, the many beliefs that teachers hold are situated in the context in which they work.

2.5 Grammar

One of the most important functions of language is communication. When we communicate a message, we want the message to be interpreted as effectively as possible. To reach this goal, the message we send to the hearer/reader contains signals that guide him/her to a proper interpretation and to avoid any misunderstanding or ambiguity. We send these signals through grammar. Grammar is important and it is everywhere in communication, it is the stuff with which we communicate. Grammar operates even at the simplest level within the sentence but also beyond it.

Grammar is a field of linguistics that involves all of the various things that make up the rules of language. Subfields of, linguistics that are considered a part of grammar include semantic syntax phonetics, morphology, and semantics Grammar is also used as a term to refer to the prescriptive rules of a given language, which may change over time or be open to debate.

Grammar may be separated into two common broad categories: descriptive and prescriptive. Both views of grammar are in wide use, although in general, linguists tend towards a descriptive approach to grammar, while people teaching a specific language — such as English — might tend towards a more prescriptive approach. Usually, there is a bit of give and take in any approach, with a prescriptivism being at least somewhat descriptive, and a descriptivist having some prescriptivism tendencies.

A Korean teacher said about grammar " I think of grammar as necessary evil for language contexts. On the other hand, something poisonous. If we abuse or misuse it, it will be fatally harmful." Leech et al (1982) view grammar as an important component that relates phonology and semantics, or sound and meaning. Huddleston (1988) sees grammar as consisting of morphology and syntax. Morphology deals with forms of words while syntax deals with the ordering of the words to form sentences. Hudson (1992) is in the opinion that grammar embraces any kind of information about words since there are no boundaries around grammar. Cobbett (1984) regards grammar as constituting rules and principles that help a person to make use of words or manipulate and combine words to give meaning in a proper manner. It concerns with form and structure of words and their relationships in sentences. This means that as the word order or form in a sentence changes, the meaning of the sentence also changes.

Prescriptive grammar: grammar that 'prescribes' what people should or should not say. Prescriptive grammar is all but irrelevant to the language-teaching classroom.

Traditional grammar: 'school' grammar concerned with labeling sentences with parts of speech. Traditional grammar goes back to the grammars of Latin, receiving its English form in the grammars of the 18th century, many of which in fact set out to be prescriptive.

Structural grammar: grammar concerned with how words go into phrases, and phrases into sentences. It is based on the concept of phrase structure, which shows how some words go together in the sentences, and some do

not. It describes how the elements of the sentences fit together in an overall structure built up from smaller and smaller structures.

Grammatical (linguistic) competence: The knowledge of language stored in a person's mind. According to Close (1982), "*English grammar is chiefly a system of syntax that decides the order and patterns in which words are arranged in sentences.*" Crystal (1995) says it is that branch of the description of language, which accounts for the way in which words combine to form sentences". The view of grammar reflected in the definitions above is restricted to issues of grammatical form. This type of language description also gave rise to the notion of language as grammar.

Bolinger (1977) who gives a much clearer picture of what grammar may mean linguistic meaning covers a great deal more than reports of event in the real world.

Leech(1983) claims that any grammatical category may be analyzed on three levels: syntactic, semantic and pragmatic. The most familiar level to linguistics is the syntactic; we can describe, for example, how to form negative sentences or clause in English. The second level is the semantic; the level that is of sense rather than of force. The third level is pragmatic. Leech (1983) also states that grammar (the formal system of language) and pragmatic(the principle of language use) are complementary domains. The nature of language cannot be understood without studying both these domains and the interaction between them. It is clear that grammar rules are likely to have to extend beyond explanations of the use of forms in purely syntactic and semantic terms and to examine uses made in pragmatic terms.

Undoubtedly, grammar is an essential component of language. Linguists have been studying it for centuries, and it remains an object of learning for countless learners all over the world; it is an integral part of the language we use in everyday communication. Language without grammar would be chaotic and would certainly leave us seriously handicapped. Celce-Murcia (1992) states that grammar should be always taught with reference to meaning, social factors, or discourse.

We must not go back to a situation where grammar predominates and learners go through endless series of meaningless exercises in order to learn correct forms. It has become clear that grammar is a tool or resource to be used in the comprehension and creation of oral and written discourse rather than something to be learned as an end in itself.

2.6 A historical overview of the role of grammar in language education:

The role and status of grammar in language teaching has been a topic for heated debates for centuries. In the days of the grammar-translation method and the audio-lingual method, grammar dominated language education and constituted the subject matter that students learned at school. However, the prestige of grammar suffered a decline in the 1970s, when the communicative approach started to gain wide currency. As will be pointed out below, a "strong" version of the communicative approach actually denies grammar of any place in the language curriculum. This strong view, however, gave rise to growing dissatisfaction with the communicative approach in 1990s. Fueled by advances made in the area of second language acquisition, the importance of grammar is being recognized again.

These historical developments leading to the "grammar revival" will now be detailed below.

2.6.1 Domination of grammar

For much of the 16th to the 19th centuries, grammar was the content for language teaching as well as the organizing principle for curriculum development. In fact, as Rutherford (1987) pointed out, for 2,500 years the teaching of grammar had often been synonymous with foreign language teaching. Thus, children entering "grammar school" in the 16th to 18th centuries in England learned Latin through an analysis of its grammar and rhetoric, and spent a considerable amount of time doing translation practice (Richards & Rodger, 2001). This approach to language teaching, which later became known as the grammar-translation method, had the following defining characteristics:

As its name suggests, the starting point for the [grammar-translation] method is the grammar of language as it is presented in grammar books. This grammar, with its paradigms and rules, constitutes the main subject matter to be taught in the language lessons. Learners must memorize the paradigms, understand the rules, and learn to apply them in (mostly written) exercises. (Littlewood, 1994, p.2028)

In short, grammar was studied as an end in itself.

A successor to this method, called the audio-lingual method, *"Grammatical structures were very carefully sequenced from basic to more complex (based on linguistic description), and vocabulary was strictly*

limited in the early stages of learning" (Celce- Murica, 1991, p.460). Students learned these linguistic forms through a process of habit-formation. That is to say, they practiced the forms intensively through imitation, drills, and memorization so that they could eventually achieve automatic production of the target forms with total accuracy. This stress on accuracy and intensive drilling, as Littlewood (1994) observed, meant that "a lot of time is spent in practicing individual pieces of language and comparatively little in more creative kinds of practice" (p.2931).

The audio-lingual method later came under attack by advocates of the cognitive code method, which drew on Chomsky's theory (1965) that speakers learn a language through a process of hypothesis formation and rule acquisition rather than habit formation. Although the cognitive code method diverged from the audio-lingual method in its theoretical basis, the rise of the former method "*created a climate in which a revival of mentalist or cognitive approaches to language pedagogy was easier*" (Tonkyn, 1994, p.3). Thus in classroom instruction, grammar continued to play a central role, and grammatical rules were presented to learners either deductively or inductively depending on their preferences (Celce-Murcia, 1991).

2.6.2 Decline of grammar:

The centrality of grammar was called into question in the 1970s, when developments in sociolinguistics gave rise to new ideas about the nature of language and learning. Two developments in particular provided the impetus for rejecting a narrow focus on grammatical forms and structures in language learning.

First, in their investigation of language varieties, sociolinguists had started to question the predominant status of standard dialects and of the written language. This, according to Tonkyn (1994), blurred the notion of "correctness" on which the old school grammars were based, and led, in part, to the abandonment of traditional grammar lessons and form-focused correction of written work in many British schools in favour of creative writing and the development of oral skills.

Second, Chomsky's (1965) theory of linguistic competence, which had inspired the cognitive code method, was critiqued as being inadequate. Chomsky maintained that an ideal speaker possessed abstract abilities that enabled him or her to generate grammatically correct sentences in a language. However, Hymes (1972) argued that such a theory was limited in that it ignored important communication and cultural considerations. Thus, he proposed a broader notion of "communicative competence" to draw attention to the use of language in social context.

The above development, coupled with the influence of Halliday's (1973) functional views of language, contributed to the emergence of a communicative approach, which began to be widely accepted as the mainstream teaching method from the mid-1970s. At the core of the communicative approach were the views that the goal of language instruction was communication and that language courses should be organized around tasks, semantic notions, and/or pragmatic functions, but not around grammar (Celce-Murica, 1991). Within this larger framework emphasizing communication rather than structural accuracy, there was

much room for variation in classroom implementation (Richards & Rodgers, 2001). For example, in what Howatt (2004) called the "strong" version of communicative approach, communication activities such as problem-solving tasks, role-plays, and information-gap activities were complemented by form-focused exercises, for example controlled practice of structure (see also Littlewood, 1994).

In sum, the role of grammar diminished when the communicative approach gained momentum in the 1970s. The strong version of approach claimed that grammar had no place at all in the curriculum, while the weak version considered grammar as a means to an end (as opposed to the grammar-translation method, which grammar as an end in itself). In either version, the role of formal instruction was downplayed, and grammar lost the central position it once held (Tonkyn, 1994).

2.6.3 Revival of grammar:

Recent years have seen a revival of interest for two main reasons: (a) reassessment of the communicative approach and (b) evaluation of French immersion classes.

First, after the communicative approach was introduced in the 1970s and implemented in the 1980s, it came under critical evaluation in the early 1990s. According to Celce-murica, Dornyei, and Thurrel (1997), one criticism that has often been made against the approach relates to the pedagogical treatment of linguistic form. What this means is that in a reaction against earlier methods, which placed grammar at the centre of

learning, many advocates of communicative language teaching encouraged an emphasis on meaning over form. For example, the strong version of the communicative approach adopted a non-interventionist position regarding formal instruction, and assumed that grammar would somehow take care of itself when learners engaged in communicative activities. However, this view that language can be learned incidentally and implicitly has been challenged by the principles of cognitive psychology, which hold that

"for learning to take place efficiently the learner must pay attention to the learning objective and must then practice the objective so that it changes from part of a controlled process to a part of an automatic process" (Celce-Murica et al., 1997, p.145).

Thus, the notion of "consciousness-raising" (Rutherford & Sherwood Smith, 1985), which suggests that learners should be deliberately directed to attend to form, was proposed as important process of language learning. In more recent years, other related concepts have also been introduced to highlight the need to focus on grammatical structures, e.g. "input enhancement" (Sharwood Smith, 1993), "language awareness" (van Lier, 1996), and "focus on form" (Doughty & Williams, 1998a).

Another impetus for revival of grammar came from extensive research into French immersion programmes. According to Swain (1998), French immersion programmes were for students who had had little exposure to French before starting school, and who attended content-based classes taught in French. Many immersion students were taught entirely through the medium of French until grade three. After that, they received some

instruction in English, the native language of most of the students. By grade 8, several academic subjects were still taught using French as the medium of instruction. Thus, the immersion programmes have been seen as providing the ideal classroom environment for naturalist second language acquisition (Mitchell, 2000). Yet, research has shown that despite extensive exposure to the target language, immersion students' productive language skills still showed signs of fossilization and remained non-native like. Swain (1998) summarized the key findings as follows:

More than 2 decades of research in French immersion classes suggest that immersion students are able to understand much of what they hear and read even at early grade levels. And, although they were able to get their meaning across in their second language, even at intermediate and higher-grade levels they often do so with nontargetlike morphology and syntax (p.65).

In order for learners to achieve linguistics competence that is native-like, therefore, grammar teaching, or "focus on form"(Doughty & Williams, 1998a) as it is currently called, is required.

Focus on form has been an active area of second language acquisition research. However, the findings have been largely inconclusive, as we shall see below.

2.7 The role of grammar in language teaching in Sudan

Reviewing a language-learning situation with its variables is a major challenge involving time and energy for both the teachers and the learners. The

following review gives ideas about how grammar is taught in Sudan meanwhile the twenty-five past years following two types of syllabus design.

Nile course was designed to incorporate some elements of communicative approach while keeping the context constraints in mind. However, no attempt was made to address the fact that many class sizes were large and the opportunity for the teacher to move around the room was seriously limited, moreover, there was a serious mismatching between what was being tested in the exam and what was being taught in the course.

Concerning teaching grammar, teachers also found the presentation of grammar in the course challenging as the implicit teaching of grammar was new to many and therefore they argued that grammar was neglected in the course. Both teachers and students wanted information they could transmit, memorize and regurgitate. Many students depended on the explicit grammar questions in the exam to gain grades especially those whose writing ability was weak. Most of the teachers reported that students asked them to teach more grammar than that contained in the course books. In addition, there was material in the course that did not consider the prevailing classroom culture.

Finally, the teaching of grammar was a major concern for both teachers and students. The course books tried to move away from explicit teaching of grammar and to developed language functions that show how grammar operates in meaningful situation. However, twenty percent of final exam grades were allotted to explicit grammar questions and consequently there was huge pressure on teachers to provide overt teaching of grammar rules. This certainly presented a major dilemma for teachers especially for those who were diligent in trying to follow the aims of the course books. Students reported that they memorized

grammar rules, in fitting with traditional memorization habits; additionally, it facilitated the acquisition of high marks in Sudan School Certificate. When time was limited and pressure was great from students, teachers reported that they teach grammar explicitly. Additionally, some teachers pointed to the fact that they were unfamiliar with the concept of grammar in context and did not know to manipulate material to help students improve grammar knowledge. Explicit teaching of grammar allowed teachers to walk in, open a book and teach grammar point. Integrated teaching requires more preparation and understanding of overall aims. The focus of the final examination on explicit grammar questions means that the implicit grammar approach suggested in the course was ignored and sacrificed to explicit teaching of grammar rules.

Event in 1989 in Sudan ushered in major changes in many aspects of the average Sudanese citizen's life. This included the field of education. Because of this, there was a new homegrown course, which replaced the Nile course The Sudan integrated National English Series (SPINE) which has been textbook for almost two decades. The developers of the course were all Sudanese though there appears to have been some minor input from Longman Group and British Council for the later books. The course overall was an attempt to teach students about language rather than the meaningful use of language in communicative situations. In addition, a whole range of grammar items is included from verb tenses to passive, modals, relative pronouns, question formation, and indirect questions. This is not done in a systematic manner but as a part of a process that involves ticking the boxes of done or covered. In terms of developing language, it might be more productive if clearly focused language issues were developed such as the difference between the present simple and present progressive, the

many uses of the present perfect from a functional perspective and the issues that arise for native Arabic speakers when uses these forms in English.

Unless of the foregoing are addressed without interests, the standard in English language will continue to decline

2.8 Dominant Methods of Teaching Grammar in Sudan

2.8.1 Grammar Translation Method

It is important to mention that the Grammar Translation Method was the first method used in Sudanese schools for teaching English to meet the basic aim of education of that time, as stated by Sir J. Currie in (1901), the creation of a small class of clerks and translators to help British officials rule the country. To this end, the Grammar Translation Method was successful, but when education expanded and became more geared towards wider objectives (such as the training of medical officers, teachers and lawyers), the Grammar Translation method was proved inadequate (because of the weakness stated before) and replaced by a form of the Direct Method. That happened in 1930 when the Michael West series of "*New Method Readers and Composition*" was adopted as the course text for English teaching in Sudanese schools (Sandell, 1982).

2.8.2 The Direct Method

This method was introduced into the Sudanese schools in 1930 in response to the recommendations made by the 1929 commission, which was invited by the Sudan government to advise the Ministry of Education to promote the teaching of English in the Sudan. This was the method adopted by the Michael West series, which was designed for the intermediate level. This method dominated English language teaching in the Sudan during nineteen thirties and

the forties. The nineteen fifties however witnessed an increasing tendency towards the oral and structural approach particularly in the earlier stages.

The Direct Method is undoubtedly a highly effective method in terms of creating language learners who are very competent in terms of using the target language communicatively. However, this method requires classes of small sizes, motivated learners and talented teachers in order to succeed really well.

It is also an unfortunate unpleasant fact that students of foreign languages these days need more than just the ability to communicate confidently; they need to be able to demonstrate grammatical accuracy and good reading skills in order to succeed in both national and international language testing systems. It becomes an issue in countries where English language learning is primarily EFL-based (that is, English as a Foreign language) and there is a distinct shortage of both: (a) the opportunity to apply the language communicatively in real-life situations outside the actual classroom. (b) Teachers who have the required level of native or native-like ability in the target language and the creativity to provide realistic examples to illustrate what elements of the language actually mean. The Direct Method was an important turning point in the history of foreign language teaching, and represented a step away from the Grammar Translation Method...

2.8.3 The Audio-Lingual Method

This method was introduced into the Sudanese schools in the early 1950s and used in parallel with the Direct Method. It was intended to teach the oral skills and to complement the Michael West approach, which concentrates on reading. At the secondary level, the oral and structural approach was introduced for the first time in August 1969, after the Port Sudan Conference of English Teachers which suggested an outline for a new structural syllabus which was

based on R. Makin's series: " A Course of English Study". This syllabus was later replaced by: "the Nile Course for the Sudan".

2.9 Ways of Teaching Grammar:

Teaching of grammar had very important place in the past. It was commonly believed that to help the pupil to learn English language its grammar must be taught first. (Patel and M. Jain 2008) states that "It was believed" that without knowing and mastering grammatical rules of English, one cannot learn to speak and write it. Slowly it was realized that correct usages go on changing from time to time. As a result, grammar teaching which was regarded as an end in itself lost its importance. Then the direct method of teaching English was introduced and teaching of grammar lost its importance."

The introduction of direct method gave an idea that to be able to speak or write English, knowledge of grammatical rules is not necessary. Patel and M. Jain (2008) say that: those who favored the direct method of teaching English said that language can be learnt by practice and not by studying the rules of grammar. Now it is believed that grammar cannot be taught in isolation. Teaching of grammar helps students only to understand and to decide whether the language that they speak or write is correct or not. Grammar is a scientific statement of the principles of good usage, which is concerned with the relation of words in the sentence. Educated people use certain forms of expression. Language specialists study the forms they use, note that they follow a few comparatively simple principles, and state these principles. Teaching of grammar is a much-debated topic in language learning. Different experts have given different opinions about teaching of grammar. According to some, the language

cannot be learnt without studying of grammar of the language. According to Dr. Sweet "Grammar is not a code of rules".

2.10 Methods of Teaching Grammar

According to M.P and .M. Jain (2008) there are three methods of teaching grammar:

1. Deductive Method
2. Inductive method
3. Inductive Deductive Method

2.10.1 Deductive Method

In deductive method, the teacher uses a grammar textbook. He tells his students rules or definitions and explains them with examples then he gives exercise and asks his pupils to apply the rules. Deductive Method has four advantages according to M.P and .M. Jain (2008)

- a. Average teacher can use this method in country like India.
- b. This method helps students to compare the ideas in grammar of first language and second or foreign language.
- c. The learner can try the grammatical questions very easily.
- d. Learner can respond effectively and can explain rules, structures.

As a deductive method has its advantages, it has disadvantages, too. (M.P and .M. Jain 2008) mentions them as follow:

- a. This method makes learner learn about language.
- b. This method cannot develop communicative ability among learners.
- c. The learners become inactive during classroom teaching.
- d. This method is not learner centered but teacher centered.
- e. In the class room teaching there is hardly use of audio visual aids.

2.10.2 Inductive Method

In inductive method, the teacher first presents or takes the example from the students then comes on theory or concept. M.P Patel&Parveem.M.Jain (2008) states that an inductive approach to teaching language starts with examples and asks learners to find rules. It can be compared with a deductive approach that starts by giving learners rules, then examples, then practice. M.P Patel & Parveem. M .Jain confirm his idea by this following example: learners listen to a conversation that includes examples of the use of the third conditional. The teacher checks that the students understand the meaning of its use through checking learners' comprehension of the listening text, and only after this focuses on the form, using the examples from the text to elicit rules about the form, its use and its pronunciation.

Inductive approaches for presenting new language are commonly found in course books, and form part of a general strategy to engage learners in what they learn. Some learners may need introduction to inductive approaches since they may be more familiar, and feel more comfortable, with a deductive approach.

1. Inductive method is based on the theory "From example to generalization". Therefore, it is very useful in class room teaching.
2. This method helps students to understand the difference between particular notion in grammar of L1 and L2/FL.
3. The learners learn the particular grammar point through use. First, they have to deduce the meaning and later they generalize the form or structure.

Inductive Method has three advantages and according to M.P Patel & Parveem. M. Jain:

- a- The institute must be ready to focus the language aspect, not the mark criteria.
- b- In this method the teacher has to use modern method of teaching language.

d- Only an innovative teacher can use this method.

2.10.3 Inductive Deductive Method

This method as the name shows is the synthesis of both methods above. M.P and , M. Jain (2008) states that this method can remove the limitation of both the above methods. The teacher following this method will first present the examples before his students then explains them or analyzes them. Then he will try to see that pupil draw some conclusion and then teacher will give the rules. However, here the teacher does not stop. He then gives new examples and asks his pupil to verify the rules. This method of teaching grammar proves very successful and advantageous as it becomes practical, real and scientific. It proves very successful because it is very psychological following not all the accepted maxims of teaching and the pupil are forced to cram the rules.

2.11 Previous Studies

This section will present some of the studies carried out in this field.

2.11.1 The First Study

The First study was done by Gasim El-Seed, Ahmed (2010). It is titled "*The Communicative Approach and its Techniques in English Language Teaching in Sudanese Schools.*" It attempts to discuss the difficulties that influence the teaching of English in Sudan. It also suggests techniques and activities through which the elements and communicative skills of the language can be taught. It presents many ideas on using approaches and strategies substance and techniques for teaching sound, grammar, vocabulary and cultural subsystems.

A wide variety of communication activities has been incorporated for teaching discrete linguistic features and communicative abilities. The methods of teaching

explained here were chosen because they are all currently practiced in Sudan although some were practiced without being given a label such as total physical response. The methods of teaching explained in this study were chosen because they are all currently practiced in the Sudan although some were practised without being given a label such as total physical response.

The findings of this study were as follows:

1. An eclectic method biased towards the communicative theory.
2. Competent well-trained language teachers.
3. A learner-centred approach teaching.
4. Creating a pedagogic motivation.
5. Adopting the classroom procedures which comprise:
 - a) conducive classroom situation
 - b) regular preparation of lessons
 - c) good class management
 - d) keeping the class active
 - e) errors are to be tolerated) external practice of English.
6. Utilizing teaching aids.

2.11.2 The Second Study

The Second study was done by Mohyideen Adam, Siralkhatim (2008). It is entitled "*Learners' and Teachers' Attitudes towards Grammar Teaching Techniques.*" This study was done in Saudi Arabia Najran secondary schools. It aims to select the best and most suitable techniques that may be used in applying grammatical structures. The objectives are as follows:

1. To investigate learners' and teachers attitudes towards grammar teaching techniques in Saudi Najran secondary schools.

2. To investigate and discuss the advantages and disadvantages of using grammar teaching techniques.
3. Then to select the best and the most suitable techniques that may be used in applying grammatical structures.
4. To find some solutions for students weakness in grammar especially in secondary schools in Saudi Arabia Najran.

The findings of this study were as follows:

1. Most of the secondary schools students in Najran Province have positive attitudes towards learning grammatical structures.
2. The secondary schools students in Najran Province have different attitudes towards learning grammatical structures according to the scholastic level.
3. The English language teachers in secondary schools in Najran Province have equivalent attitudes towards techniques of teaching grammatical structure.
4. There are different attitudes among English language teachers towards techniques of teaching grammatical structures according to the experience.
5. There are differences among the English language teachers towards the best techniques of teaching grammatical structures.

2.11.3 The Third Study

The Third study is an M.A research done by Chang, Shih-Chuan (2011). Its title is *“A Contrastive Study of Grammar Translation method and communicative approach in teaching English grammar on Taiwan college students.”* It aimed to find out which of the approaches (communicative approach and Translation Method) is more suitable for grammar teaching in college in Taiwan. It also aimed to discover whether learners in the experimental class can make a significant progress in grammar learning after experiencing an

experimental semester. The sample was Taiwan college students. A pre-test and post-test were used in the experiment as well as a questionnaire. The researcher comes out with the following findings; firstly, learners in the experimental class made a significant progress in grammar learning after experiencing an experimental semester. After the experimental semester, learners in the experimental class made more progress in grammar learning than those in the control class. Finally, the Grammar Translation Method is more effective in improving learners' learning confidence, and motivation than the Communicative Approach.

2.11.4 The Forth Study

The Forth study is an M.A research done by Thi Hien, Nguyen (2011). It is titled “*A study on the Impact of the Communicative Approach to Grammar Teaching on Students' interest at IFL- Hanoi University of Agriculture.*” It aimed to investigate how Communicative Language Teaching is applied in teaching grammar at the Institute of Foreign Languages- Hanoi University of Agriculture and its impact on students' interest in learning grammar. The subjects of the study were 100 students who were studying at IFL at that time and 10 teachers who were both IFL and The Department of Linguistics and Foreign Culture. Tools used were questionnaire, interview and observation. The study has figured out the important findings with a view to improving the English teaching at IFL-HUA.

Applying CLT in teaching grammar teachers in IFL in particular and HUA in general have met some obstacles, which make the lessons less interesting and attractive. Students' attitude towards learning English should be changed. Teachers can make a change in students' attitude by enhancing their motivation. More importantly, the gaps between grammar teaching styles and learning styles need to be narrowed. Teachers also need to reduce the students' anxiety in public speaking by letting them work in groups, in pairs of mixed – ability students.

Teachers themselves should self-study to improve their sociolinguistic competence as well as their teaching methods so that they will feel self-confident to manage communicative classes. The research recommended that to apply CLT successfully in traditional language classrooms, students' attitude about learning English in general and grammar in particular needs to be change. The teachers need consciously get their students familiar with communicative approach through every lesson. To have a successful grammar lesson in a communicative

way, the teachers need to create a friendly atmosphere between the teachers and the students and give them more praise and encouragement. The training courses in CLT should be held regularly to help teachers update their knowledge and exchange their teaching experience so that they can apply CLT to teaching grammar to their teaching grammar effectively. Some suggested communicative activities for a grammar lesson such as using games and problem solving activities, using songs, role play, and interview and telling stories.

2.11.5 The Fifth Study

The Fifth study is an M.A done by Yin Wong, Cathy Chiu and Marlys Barrea, Marlys (2012).It is titled “The Role of Grammar in Communicative Language Teaching; An Exploration of Second Language Teachers' Perceptions and Classroom Practices.” Its main focus is on individual teachers' perspective of communicative language teaching because teachers 'perceptions of their pedagogical skills have an impact on how they teach (Bandura,1993, 1997). The participants were six college level teachers who taught Spanish as L2 in a major university in the Southern United States (six graduate students and part-time instructors at the Spanish department in a major university in the Southern United States) the Spanish department required the instructors to use the communicative language teaching in their teaching. Data were collected through classroom observation, interview, and document and record collection.

The findings indicated that there was a mixture of perceptions regarding the inclusion of explicit grammar instruction in a communicative language-teaching classroom.

The findings also revealed that teachers' perceptions of what they deem to be effective L2 instruction are influenced by their experience as learners as well as

their observation of student learning. They recommended that teachers' beliefs are generally reflected in their classroom practices, but exceptions may occur due to department regulations.

Pedagogical implications for teacher education and world language methods courses were drawn up based on the findings of the study. The findings in this study provide important information that can be applied to all levels of language students and teachers. There is a mixture and perceptions regarding grammar instruction in a communicative language-teaching classroom. Some teachers believe that despite the advantages of teaching communicatively, having a variety of teaching methods is necessary. However, half of the teachers do not agree with the idea of including grammar explanations in a communicative language-teaching classroom.

On the other hand, two teachers believe explicit grammar instruction will only help them receive good grades on tests; it will not facilitate their communication with others. They also feel that focusing on communicative activities without explaining grammar is available way for students to learn a L2. Three participants have different perceptions and feelings about communicative language teaching. They believe that grammar is necessary for students, and believe that communicative language teaching should include both speaking and writing. They support the notion of engaging students in communication, but feel that teaching grammar is necessary, because students need grammar to communicate.

2.11.6 The Sixth Study

The Sixth study is a paper presented by HCMC Open University, Ho Chi Minh City, Vietnam and Le Hong Phong Junior High School, Ninh Thuan province, Vietnam April 14, 2014. The Effects of Communicative Grammar Teaching on Students 'Achievement of Grammatical Knowledge and Oral Production. The purpose of this study was to investigate whether the communicative grammar teaching method was effective in terms of students' grammatical knowledge and oral communication, and their attitudes towards this teaching method. The results of the study highlight the treatment on grammatical knowledge and oral communication as well as positive attitudes from the students. These lead to two major conclusions that the communicative grammar teaching indeed helped the communication, at least in oral production. Besides, interest in grammar lessons, this implementation appealed the students.

Comments on the Previous Studies:

In this part of the research, the previous studies and their relationship with this study will be treated.

1. Gasim Ahmed study (2010) about the communicative approach in teaching English language skills is related in a sense to the present study as it dealt with four aspects of English language teaching namely sound, grammar, vocabulary and cultural subsystems. Therefore, grammar composed only one quarter of Gasim`s study while this study deals with grammar as the major component. The findings of Gasim`s study showed that teaching English language skills biased towards the communicative theory while this study showed that grammar is taught for its own sake.

2. The results of the study of Mohyideen Siralkhatim (2008) revealed that English language teachers attitudes towards grammar teaching techniques (teaching grammar for communicative purposes or for its own sake) are equivalent, and this result is different from what resulted in this study.
3. The study of Chang Chuan (2011) showed coherence with the results of this study as both found that teaching grammar explicitly is more effective than using communicative approach.
4. In Thi Nguyen (2011) study it is found that students attitudes towards English grammar was the main factor that affects teaching the subject, which meant that the communicative method was preferred by both teachers and students and this doesn't agree with the results of this study.
5. In Yin Wong study (2012), it was found that teachers' perception regarding explicit grammar instruction is mixed with their view of teaching language using a communicative method. However, in general teachers prefer to teach grammar explicitly as that help students to score high grades. This same result was reached in the present study.
6. Ho Chi (2014) in the paper he and others presented to HCMC Open University about the effects of communicative grammar teaching on students grammatical achievement found that the communicative grammar teaching helped the communication in oral production, besides interest in grammar lessons.

In general, the results of most of the previous studies disagree with the results of this study, which mean that further studies in this area are recommended to be carried out.

Chapter Three

Research Methodology

Chapter Three

Methodology

3.0 Introduction

The purpose of this chapter is to give a precise picture to what has been done by the researcher; concerning the methodology used to carry out the study, description of the subjects, research instruments, procedure and tool validity and reliability.

3.1 Tool Design

The methodology of this research is a quantitative method by means of questionnaire, which was distributed among (81) secondary school teachers of English in Atbara Locality in the River Nile State-Sudan.

3.2 Subjects

The respondents comprised (81) teachers at secondary school with different experiences in Atbara Locality.

3.3 Instrument

It is worth mentioning that the study carried out by the researcher is greatly indebted to the investigation done by (Yue: 1994:34) whose questionnaire has been applied to the research. The questionnaire was adopted from the original, first to correspond to secondary school English Language teachers` beliefs about teaching grammar and secondly, it is modified to correspond to the secondary school only.

3.4 Reliability and Validity

3.4.1 Reliability

According to Hatch and Farahady (1982 p.246), there are several ways to estimate reliability from a signal test twice and expect similar results.

Accordingly, for the questionnaire used in the study, the researcher calculated the product moment correlation. It was seen as the most suitable, reliable and economic way.

Table (3-1) Reliability Statistics (Cronbach's Alpha)

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standerdized	N of Items
.692	.695	20

3.4.2 Validity

The questionnaire was shown to three university lecturers as referees. The referees agreed with the design and were quite satisfied with the data-gathering tool. However, Dr. Elbushra, suggests that the number of the questions must be reduced to twenty questions only. Dr. Mustafa Shazaly, concentrated firmly on the relation of the statements with the research hypotheses. He also made some alteration on some statements of the questionnaire. Dr. Mohammed Bakri Hadeedy who also suggested to reduce the number of the questions. They also agreed with the questionnaire statements and their relationship with the research hypotheses.

(see Appendix 2)

3.5 Procedure

One identical questionnaire was administered to two groups of teachers to enable cross-reference analysis to take place. Twenty teachers' scripts of the questionnaire were distributed among the teachers of English at secondary school by asking them to rate 20 statements about their beliefs on a scale of three alternative: disagree, neutral and agree. (see Appendix 1)

The researcher selects (20) scripts of the questionnaire from each one of the two groups randomly .The questionnaire is administrated during the academic year (2014-2015).

Chapter Four

Data analysis

Chapter Four Data analysis

Statement (1): A learner can acquire a second or foreign language without grammar instruction (i.e. similar to how children learn their mother tongue).

Table (4.1)

A learner can acquire a second or foreign language without grammar instruction (i.e. similar to how children learn their mother tongue).	Frequency	Percent
Disagree	25	30.9
Neutral	4	4.9
Agree	52	64.2
Total	81	100.0

Figure (4.1)

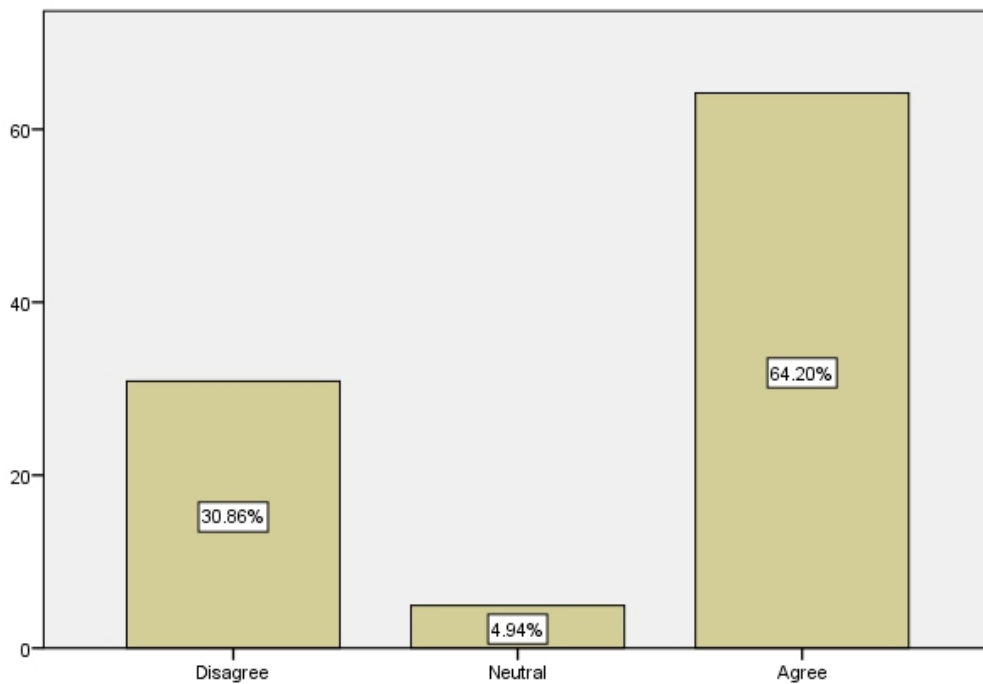


Table (4.1) and Figure (4.1) indicate the largest agreement of the teacher to this point (64.20%). This means the learner acquires the language, as it is when s/he is a child, and then later an instruction can be given gradually.

Statement (2): Attention to grammar ensures that students become aware of how the language works.

Table (4.2)

Attention to grammar ensures that students become aware of how the language works.	Frequency	Percent
Disagree	8	9.9
Neutral	7	8.6
Agree	66	81.5
Total	81	100.0

Figure (4.2)

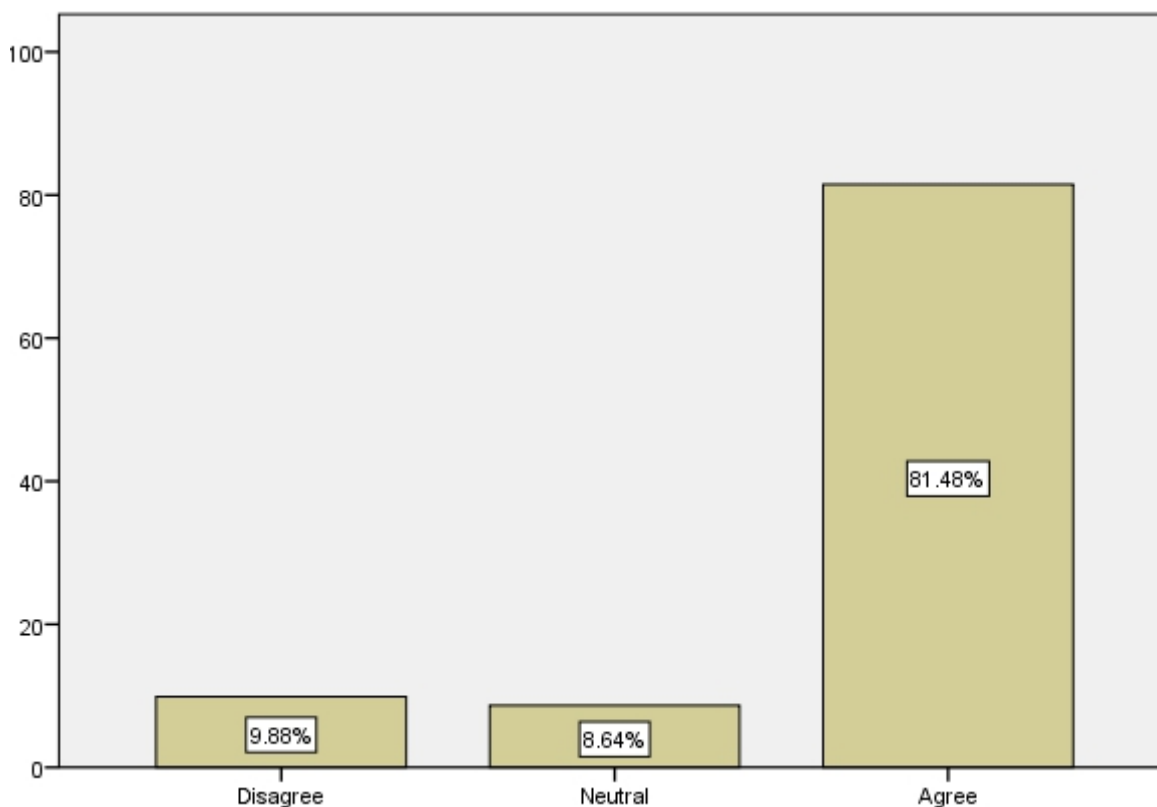


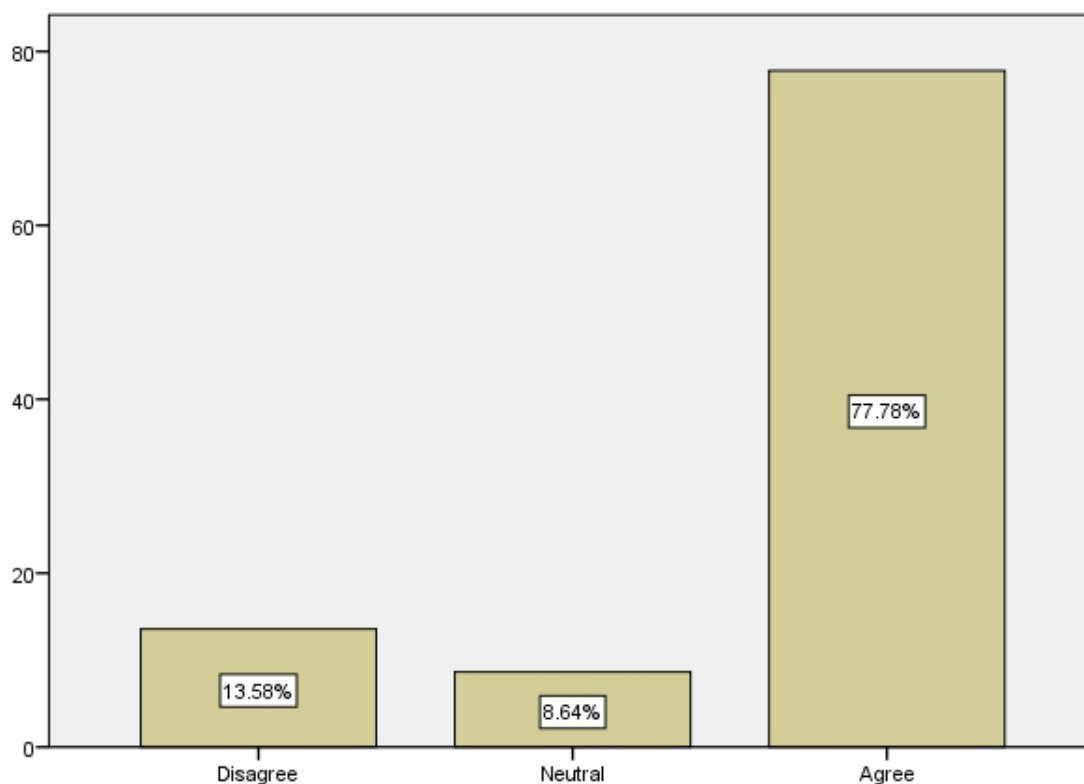
Table (4.2) and Figure (4.2) reveal the strong agreement on the idea that attention to grammar ensures students` awareness of how the language works. This idea, is stuck firmly on the mind of most English language teachers.

Statment (3): Explicit knowledge of grammatical rules is essential for the mastery of language.

Table (4.3)

Explicit knowledge of grammatical rules is essential for the mastery of language.	Frequency	Percent
Disagree	11	13.6
Neutral	7	8.6
Agree	63	77.8
Total	81	100.0

Figure (4.3)



The indication of the positive attitudes towards teaching grammar explicitly is shown in Table (4.3) and Figure (4.3).

It is obviously seen that the majority of the teachers (77.8%) agree and strongly support teaching grammar explicitly.

Table (4): Grammar is best acquired unconsciously through meaningful communication.

Table (4.4)

Grammar is best acquired unconsciously through meaningful communication.	Frequency	Percent
Disagree	11	13.6
Neutral	15	18.5
Agree	55	67.9
Total	81	100.0

Figure (4.4)

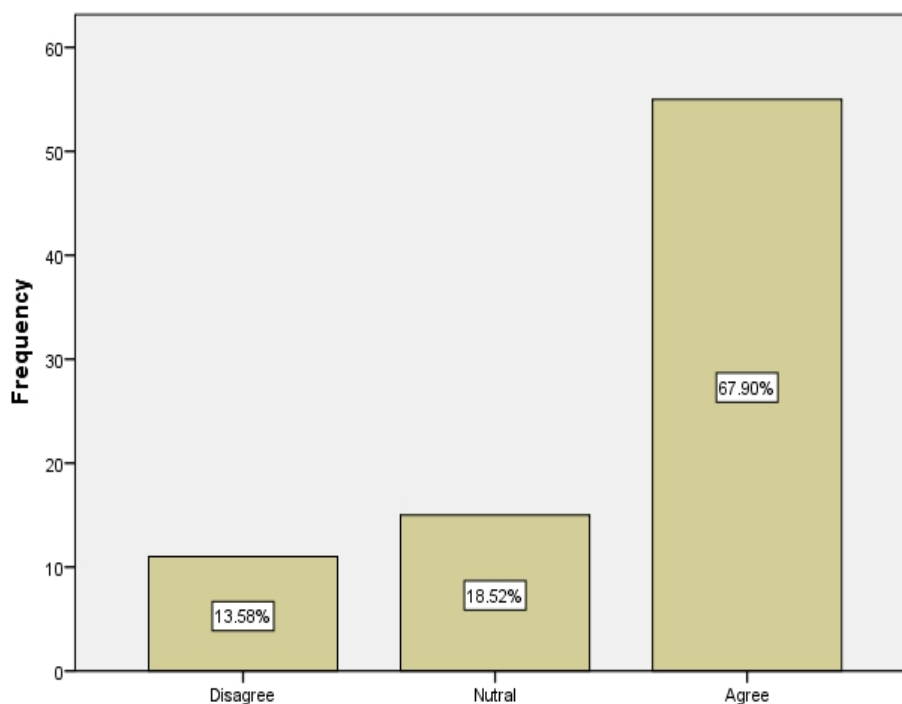


Table (4.4) and Figure (4.4) show that vast majority of the teachers (67.90%) agree to the idea that situational teaching enhance acquiring grammar. The thing that reflects a positive attitude towards teaching in general.

Statement (5): Grammar is best learned naturally through trying to communicate.

Table (4.5)

Grammar is best learned naturally through trying to communicate.	Frequency	Percent
Disagree	8	9.9
Neutral	14	17.3
Agree	59	72.8
Total	81	100.0

Figure (5)

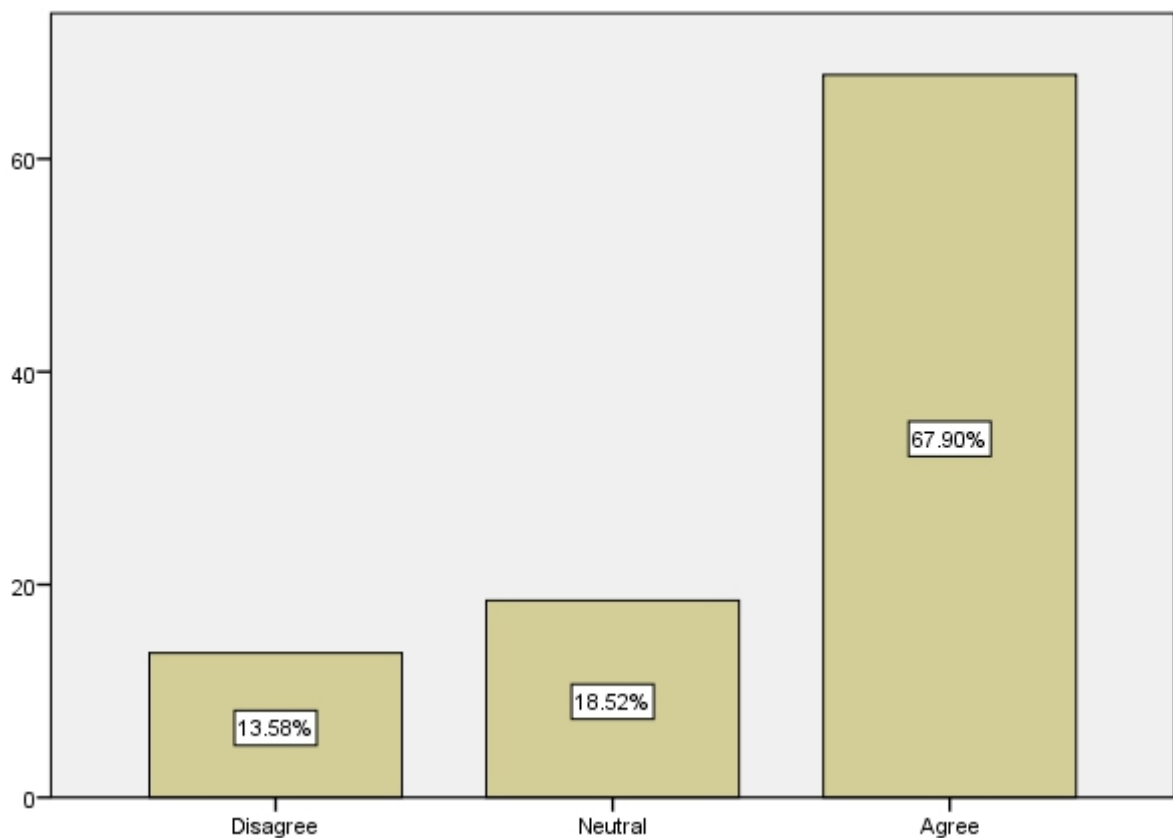


Table (4.5) and Figure (4.5) reflect the divergence of attitudes between the teachers of English Language. (72.84%) of the teachers agree to the idea that says natural communication is considered the best means for the learners to learn grammar properly.

Statement (6): Grammar should be taught to all learners (i.e. beginners, intermediate and advanced).

Table (6)

Grammar should be taught to all learners (i.e. beginners, intermediate and advanced).	Frequency	Percent
Disagree	34	42.0
Neutral	18	22.2
Agree	29	35.8
Total	81	100.0

Figure (6)

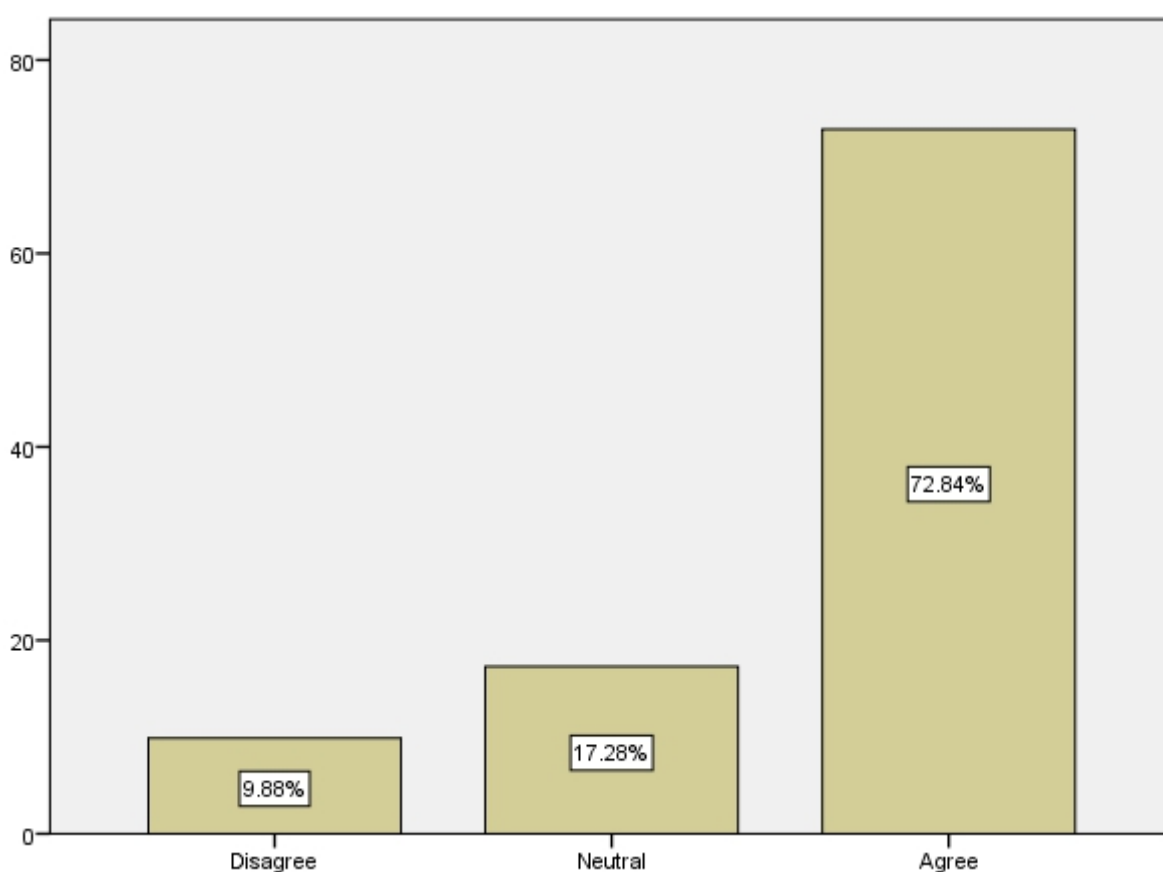


Table (4.6) and Figure (4.6) show somewhat disagreement to the statement that claims grammar should be taught to all learners (i.e. beginners- intermediate and advanced) (41.98%) of the teachers disagree and only (35%) of the teachers agree with the idea.

Statement (7): If learners receive grammar instruction, they are more likely to be able to correct their errors.

Table (7)

If learners receive grammar instruction, they are more likely to be able to correct their errors.		Frequency	Percent
Disagree		8	9.9
Neutral		13	16.0
Agree		60	74.1
Total		81	100.0

Figure (7)

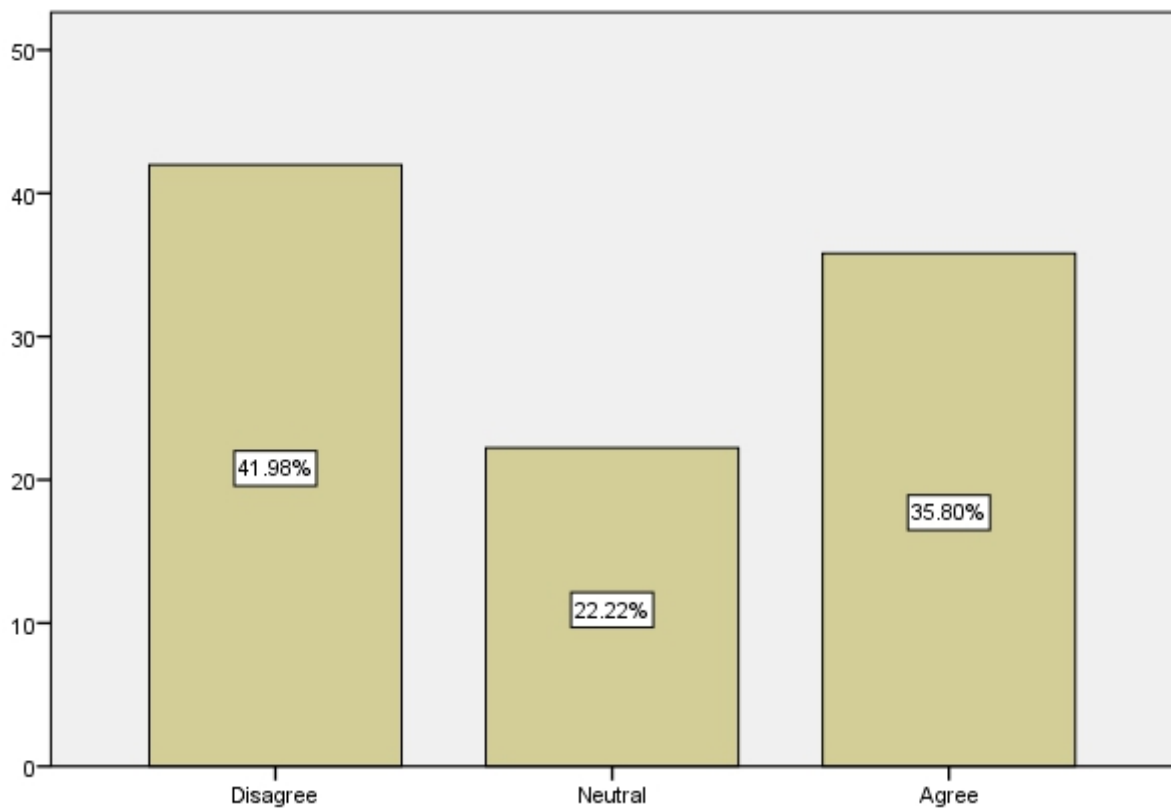


Table (4.7) and Figure (4.7) explain the strong agreement of the teacher to the idea of instructing learners with grammar instructions (74.07%), whereas (9.88%) disagree with the idea.

Statement (8): It is best to teach grammar intensively (i.e. concentrate on teaching grammar into a few weeks of a term) rather than extensively (i.e. over the whole school year).

Table (4.8)

It is best to teach grammar intensively (i.e. concentrate on teaching grammar into a few weeks of a term) rather than extensively (i.e. over the whole school year).	Frequency	Percent
Disagree	46	56.8
Neutral	8	9.9
Agree	27	33.3
Total	81	100.0

Figure (4.8)

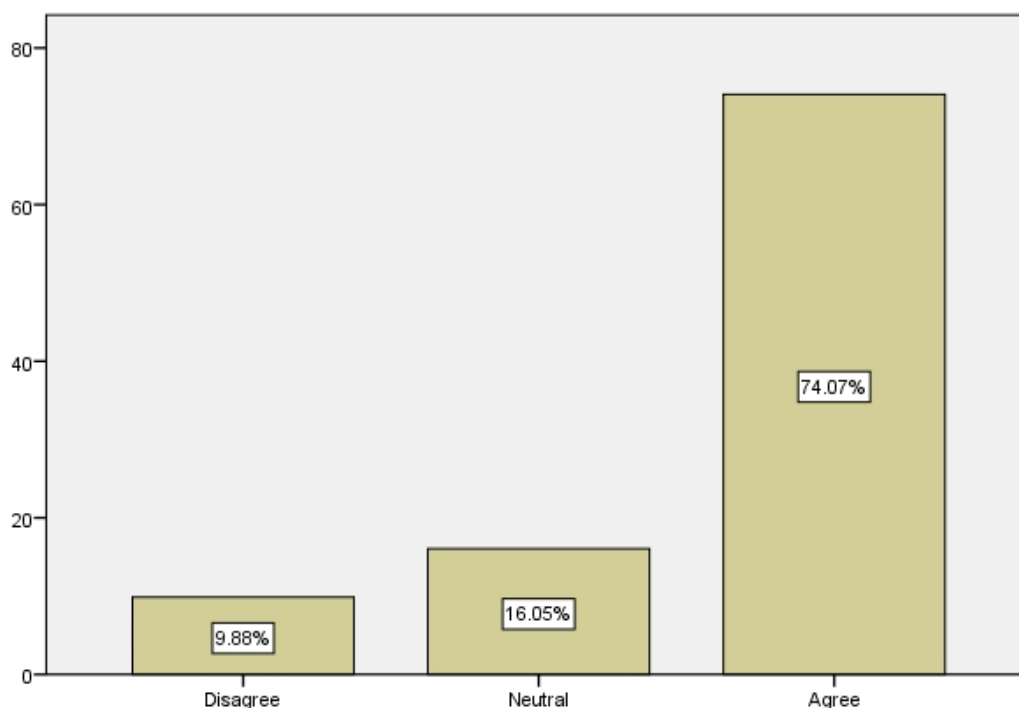


Table (4.8) and Figure (4.8) show the strong disagreement of the teachers (56.79%) to (33.33%) who agree with the idea in the statement. The thing that reveals teaching grammar over the whole school year is the best way that enables the learners to cope with the rules of grammar.

Statement (9): It is important to correct all grammatical errors in students' oral work.

Table (4.9)

It is important to correct all grammatical errors in students' oral work.	Frequency	Percent
Disagree	43	53.1
Neutral	8	9.9
Agree	30	37.0
Total	81	100.0

Figure (4.9)

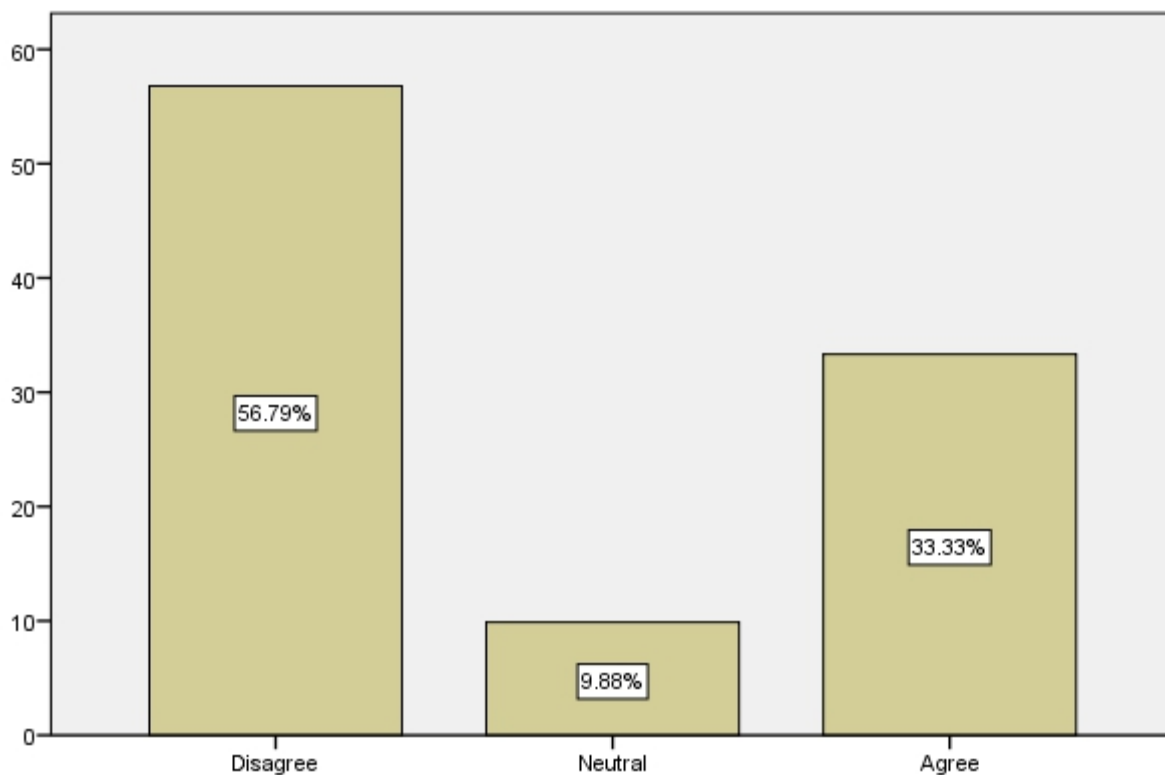


Table (4.9) and Figure (4.9) reflect disagreement between the teachers. (37.04%) agree to the idea whereas (53.09%) disagree. This reveals a positive attitude towards teaching the oral language for communication.

Statement (10): It is important to focus on grammar in all English lessons.

Table (4.10)

It is important to focus on grammar in all English lessons.	Frequency	Percent
Disagree	49	60.5
Neutral	11	13.6
Agree	21	25.9
Total	81	100.0

Figure (4.10)

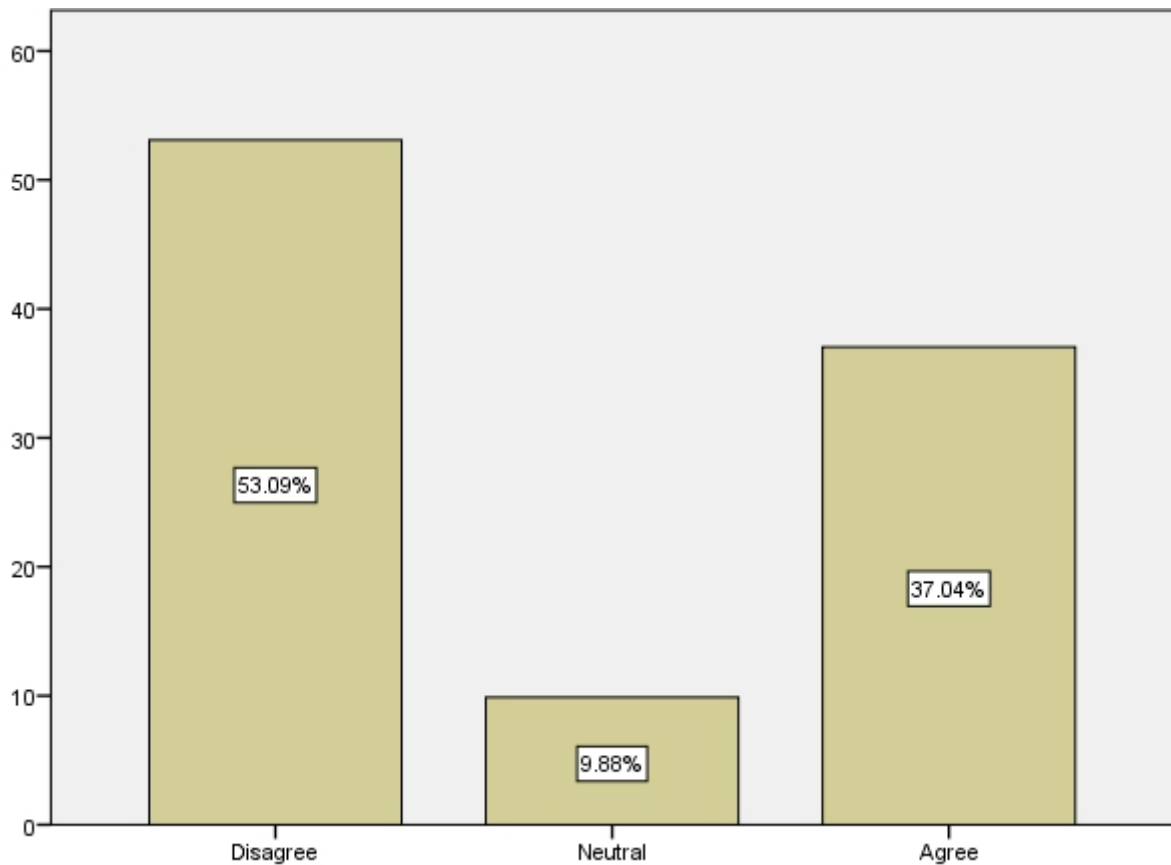


Table (4.10) and Figure (4.10) show the real reason behind why teaching English Language (60.49%) of the teachers disagree to the idea whereas only (25.93%) agree. This result shows the positive attitude towards teaching grammar in all English lessons.

Statement (11): It is important to identify all grammatical errors in students' written work.

Table (4.11)

It is important to identify all grammatical errors in students' written work.	Frequency	Percent
Disagree	24	29.6
Neutral	10	12.3
Agree	47	58.0
Total	81	100.0

Figure (4.11)

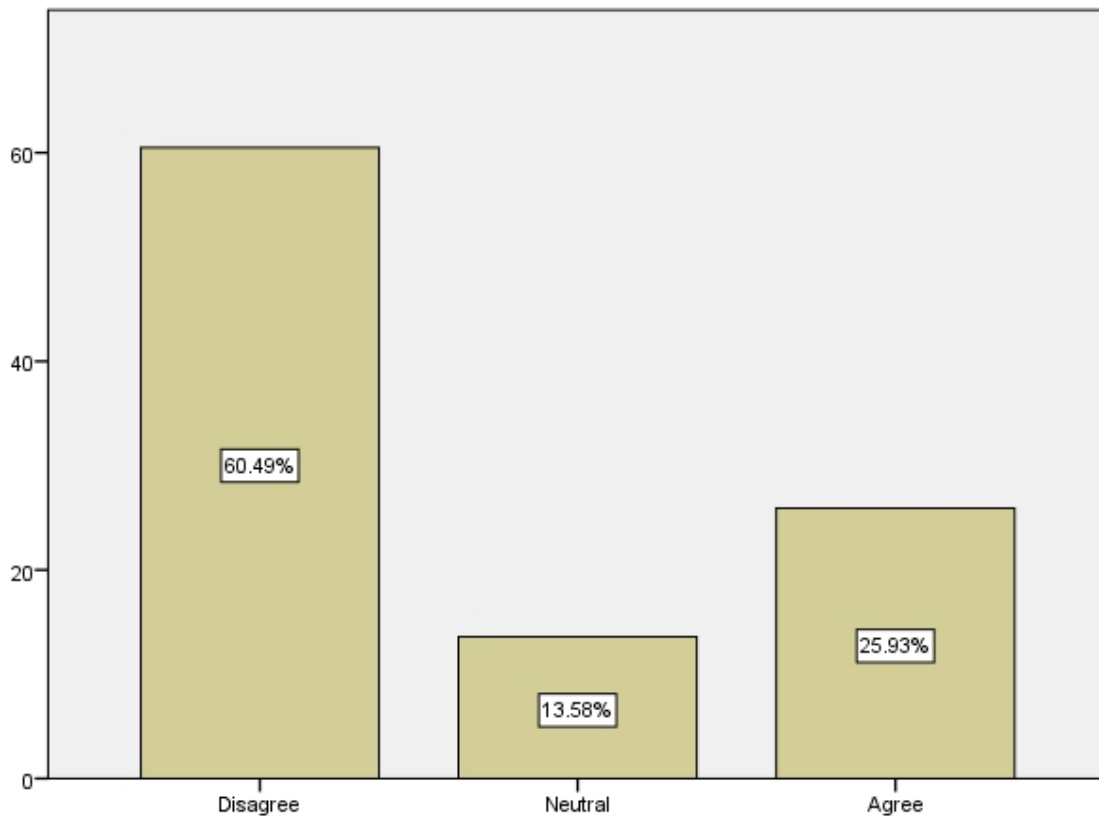


Table (4.11) and Figure (4.11) reflect that more than fifty percent of the teachers (58.02%) agree with the idea of the importance of finding out all grammatical errors made by the learners.

Statement (12): Students learn grammar at different rates.

Table (12)

Students learn grammar at different rates.	Frequency	Percent
Disagree	6	7.4
Neutral	17	21.0
Agree	58	71.6
Total	81	100.0

Figure (12)

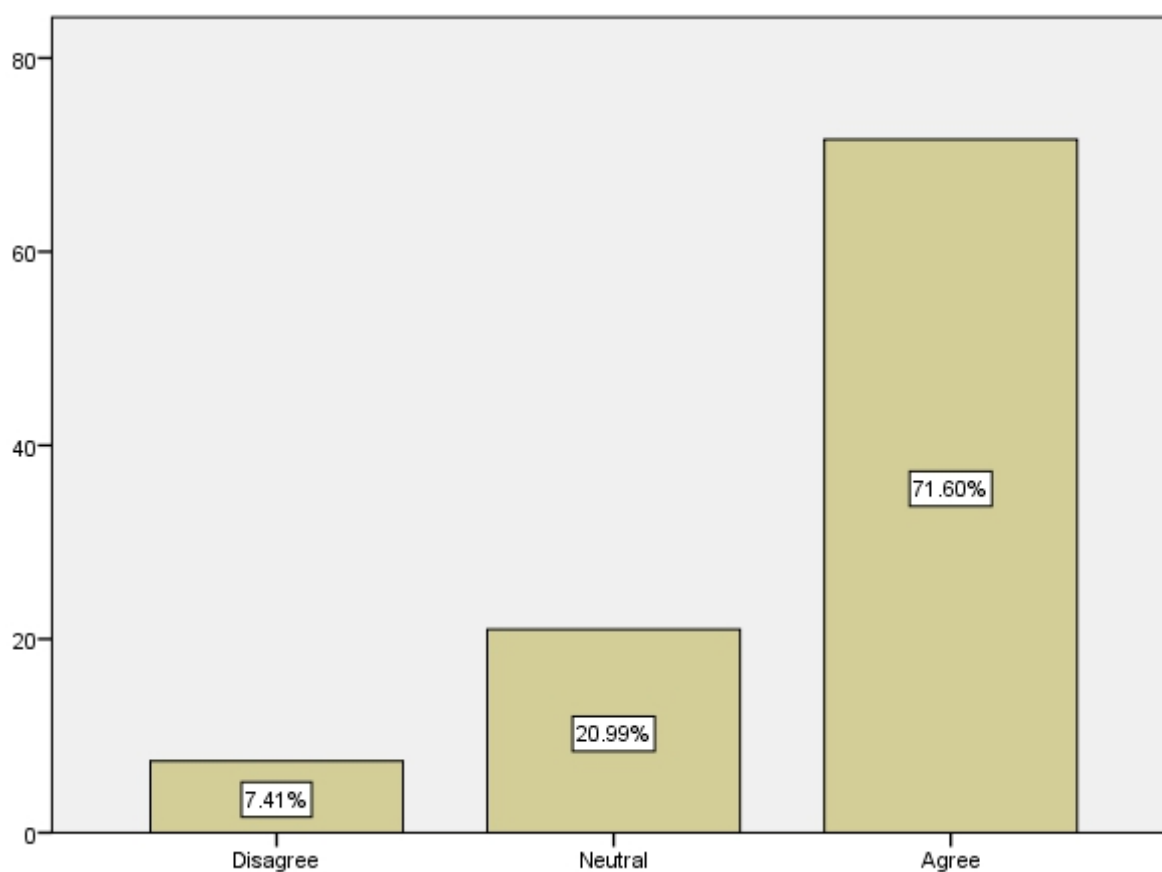


Table (4.12) and Figure (4.12) indicate the apparent agreement of the respondents to the statement No (12) (17.60%). This means students differ in learning grammar according to a number of factors related to the learning field.

Statement (13): Students should be given the opportunity to work out grammar rules from examples.

Table (4.13)

Students should be given the opportunity to work out grammar rules from examples.	Frequency	Percent
Disagree	10	12.3
Neutral	7	8.6
Agree	64	79.0
Total	81	100.0

Figure (4.13)

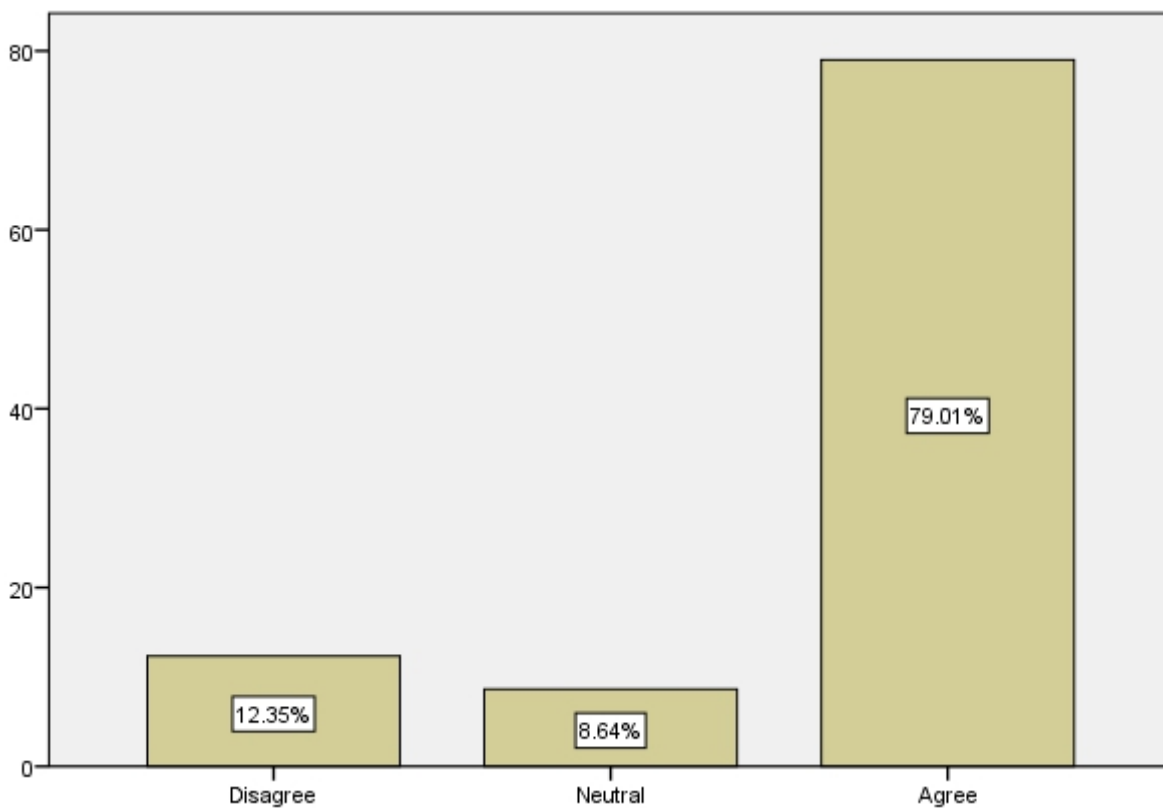


Table (4.13) and Figure (4.13) show that the majority of the teachers (79.01%) agree with the statement. Whereas (12.35%) disagree and (8.64%) are neutral.

Statement (14): Students will learn a grammar point only if they are developmentally ready for it.

Table (14)

Students will learn a grammar point only if they are developmentally ready for it.	Frequency	Percent
Disagree	25	30.9
Neutral	18	22.2
Agree	38	46.9
Total	81	100.0

Figure (14)

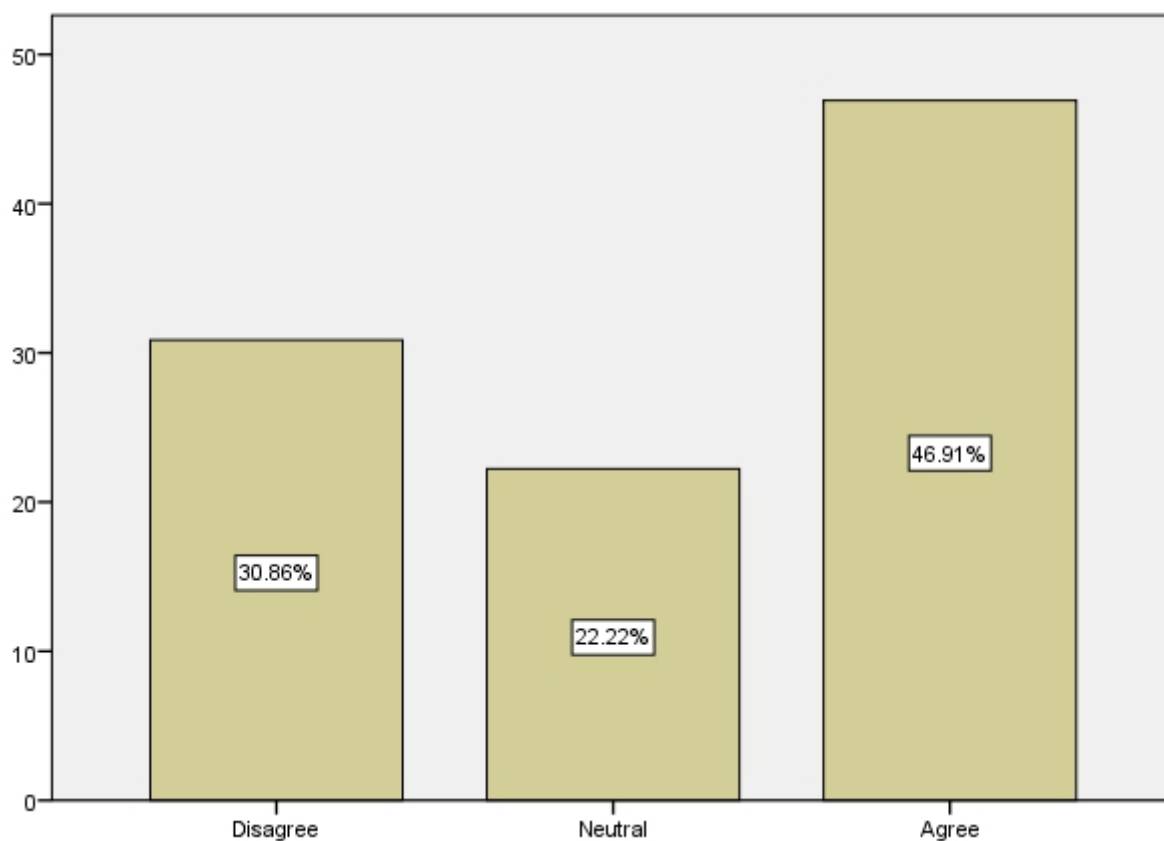


Table (4.14) and Figure (4.14) reflect that (46.91%) of the teachers agree with the idea displayed in statement (14). This means that the learners` mental ability and readiness are strongly considered.

Statement (15): Students learn grammar better if they understand grammatical terminologies.

Table (15)

Students learn grammar better if they understand grammatical terminology.	Frequency	Percent
Disagree	19	23.5
Neutral	11	13.6
Agree	51	63.0
Total	81	100.0

Figure (15)

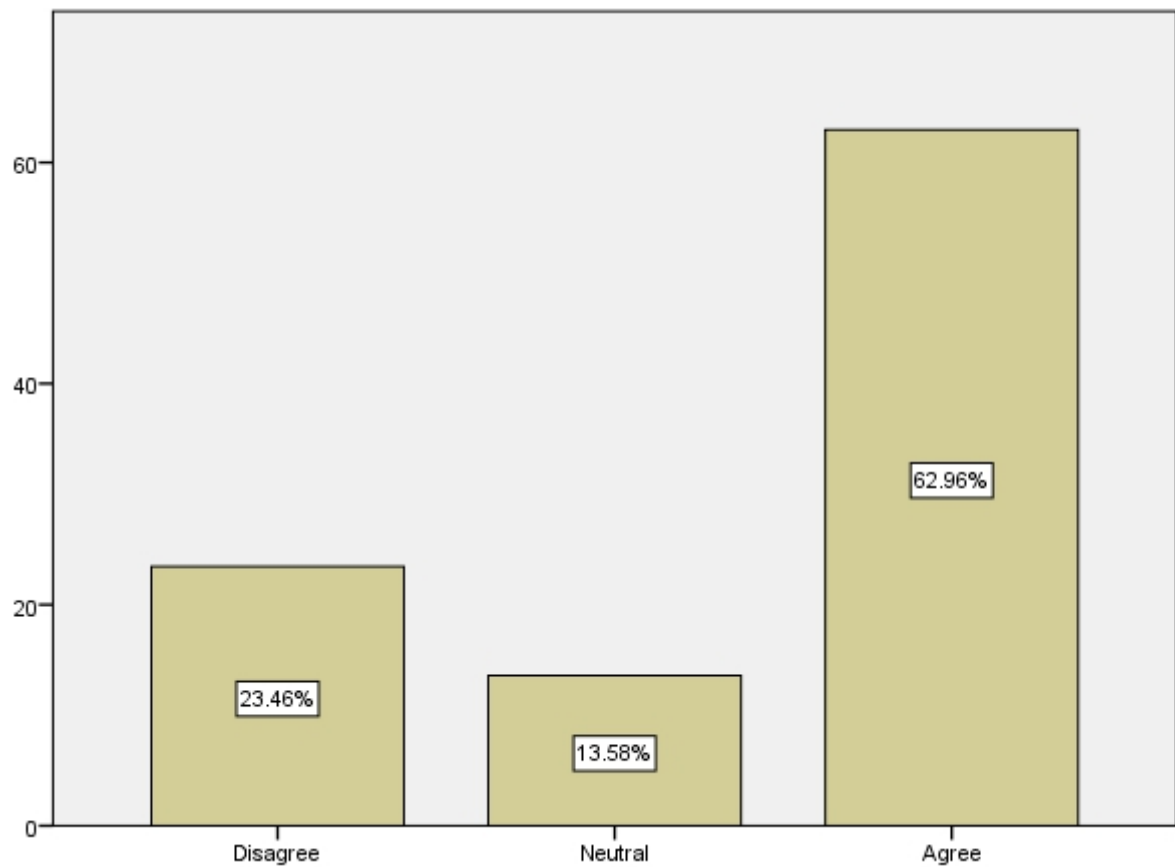


Table (4.15) and Figure (4.15) show large agreement of the respondents to the idea in the statement (62.96%).

Statement (16): Teachers should begin a grammar lesson by explaining how a particular structure works.

Table (16)

Teachers should begin a grammar lesson by explaining how a particular structure works.	Frequency	Percent
Disagree	17	21.0
Neutral	20	24.7
Agree	44	54.3
Total	81	100.0

Figure (16)

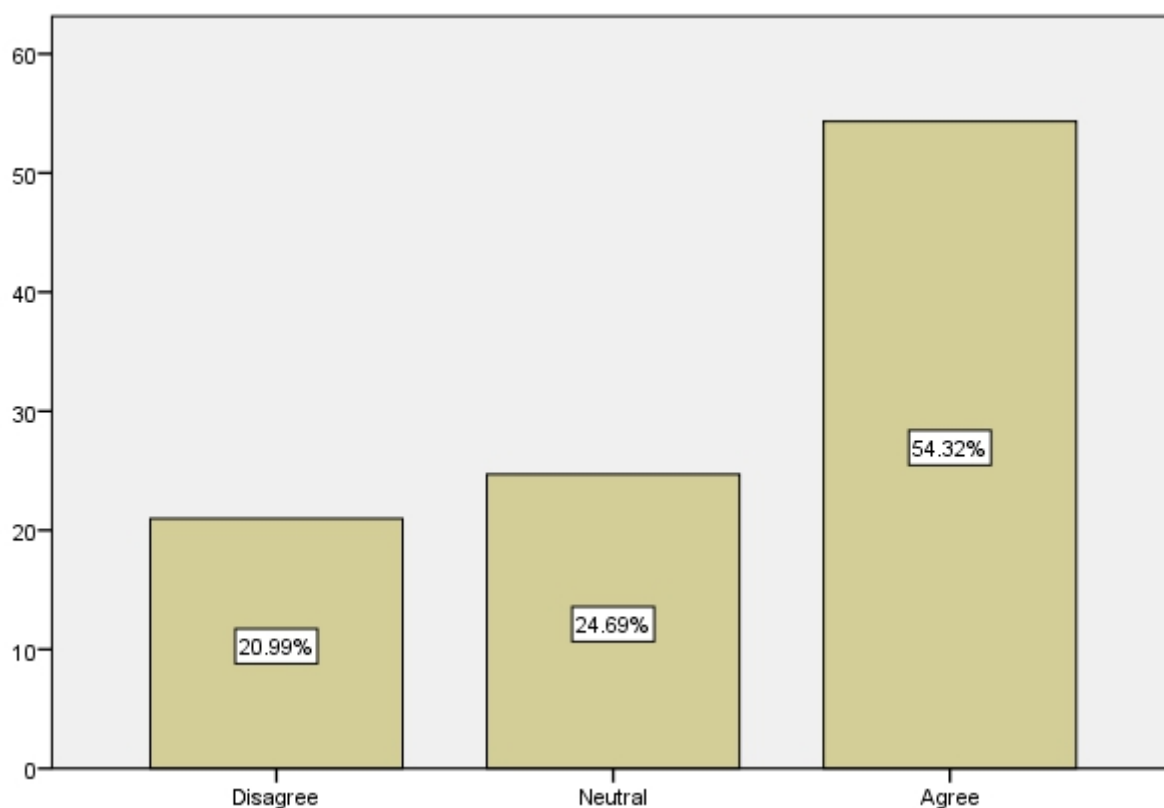


Table (4.16) and Figure (4.16) point that (54.32%) of the teachers agree with the content of the statement. This means situational teaching is required.

Statement (17): The effects of grammar instruction do not last for long.

Table (4.17)

The effects of grammar instruction do not last for long.	Frequency	Percent
Disagree	27	33.3
Neutral	26	32.1
Agree	28	34.6
Total	81	100.0

Figure (4.17)

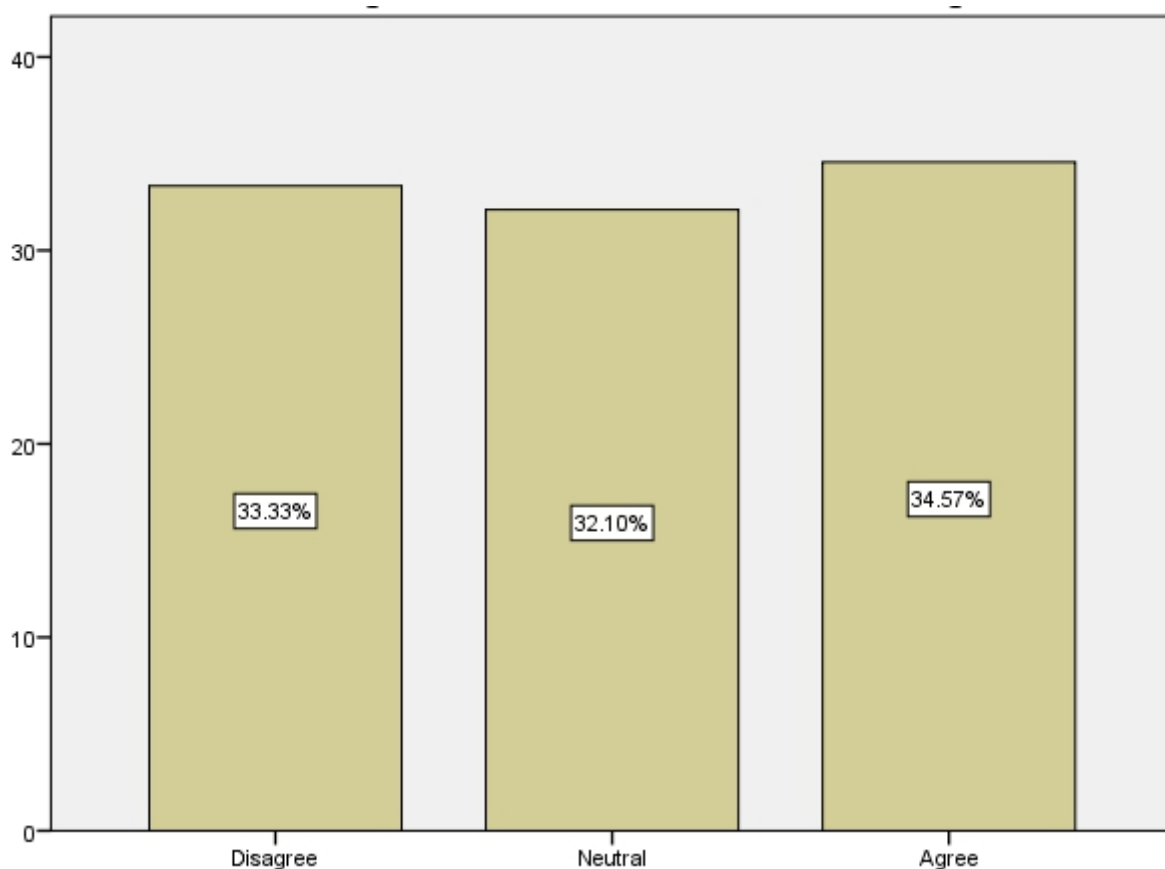


Table (4.17) and Figure (4.17) show equal division between the three responses. This means that some teachers may not well understand the question.

Statement (18): The major part of a language course should focus on teaching and practising grammar.

Table (18)

The major part of a language course should focus on teaching and practising grammar.	Frequency	Percent
Disagree	38	46.9
Neutral	2	2.5
Agree	41	50.6
Total	81	100.0

Figure (18)

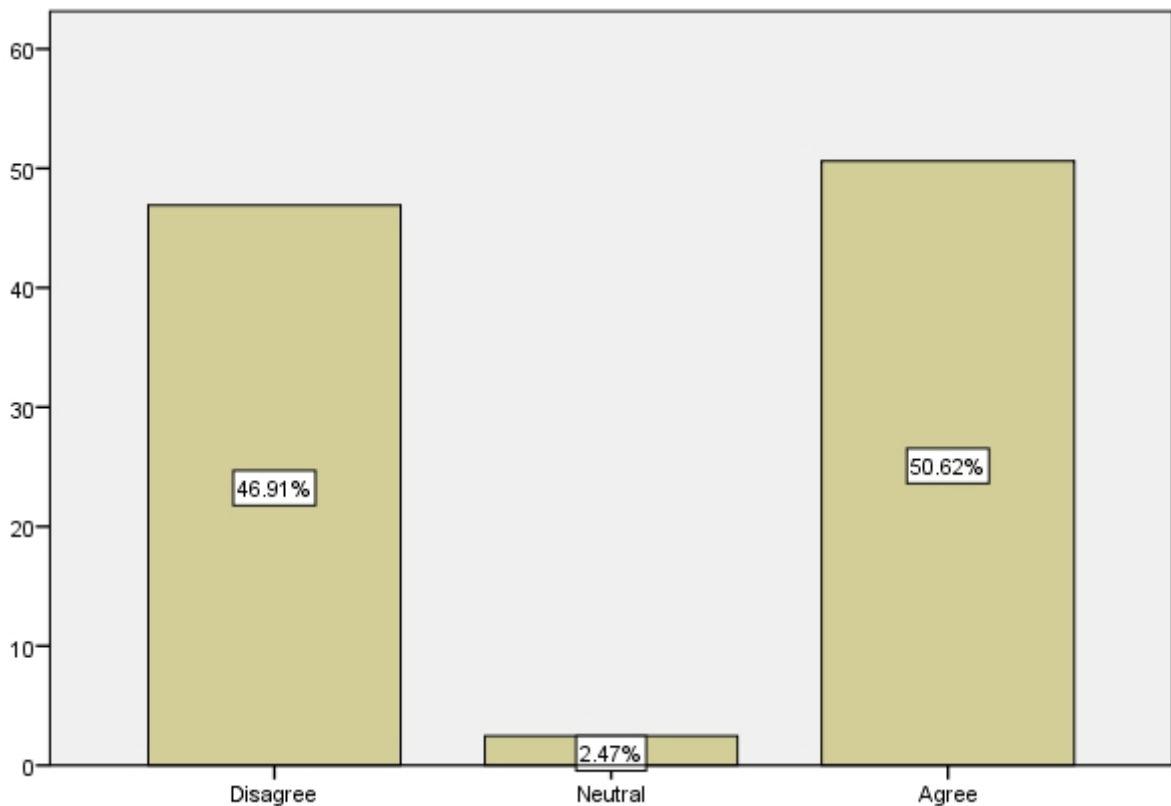


Table (4.18) and Figure (4.18) reflect that half of the teachers (50.62%) agree whereas (46.91%) disagree. This means focusing of teaching must not be on grammar only. Other parts of language must also be practiced.

Statement (19): Teaching grammar enables students to produce more complex sentences.

Table (19)

Teaching grammar enables students to produce more complex sentences.	Frequency	Percent
Disagree	8	9.9
Neutral	15	18.5
Agree	58	71.6
Total	81	100.0

Figure (19)

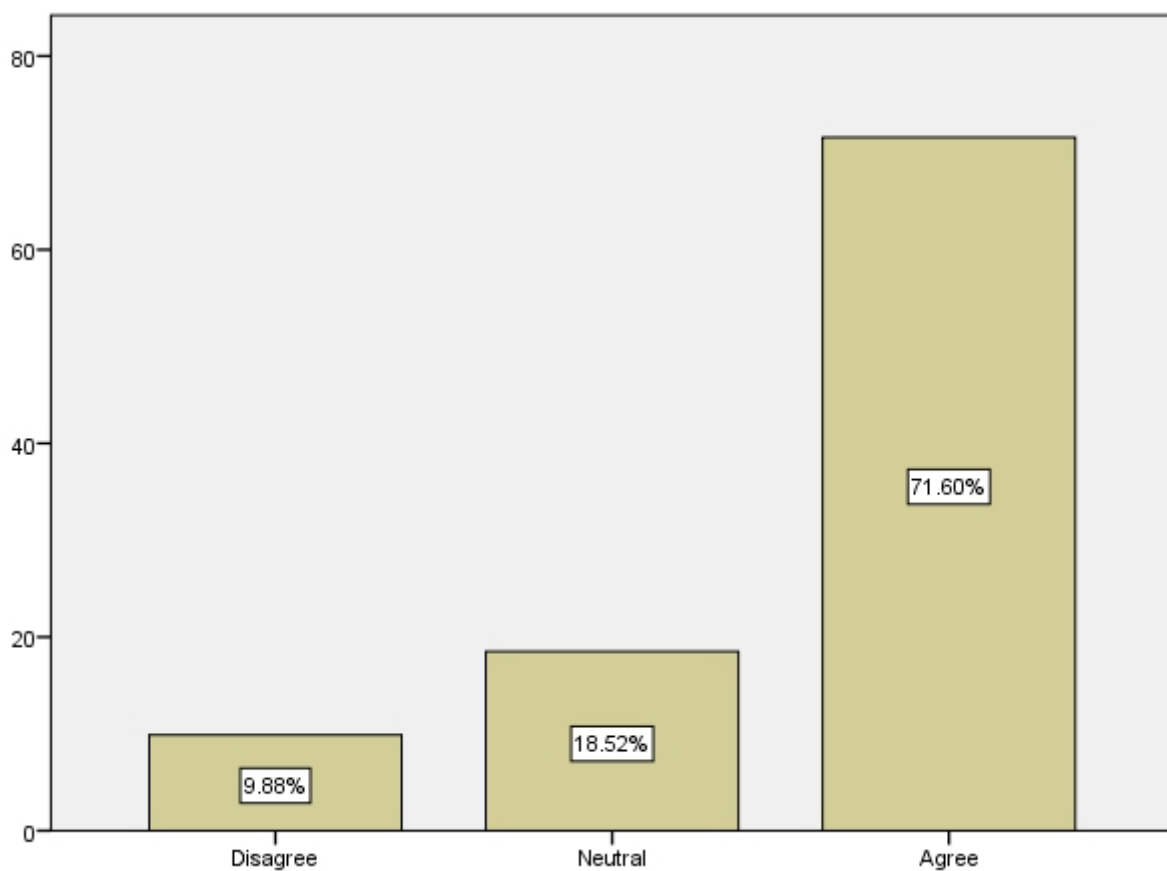


Table (4.19) and Figure (4.19) show that the majority of the teachers agree with the idea in the statement (71.60%).

Statement (20): You do not need to speak correctly in order to communicate well.

Table (20)

You do not need to speak grammatically in order to communicate well.		Frequency	Percent
Disagree		19	23.5
Neutral		7	8.6
Agree		55	67.9
Total		81	100.0

Figure (20)

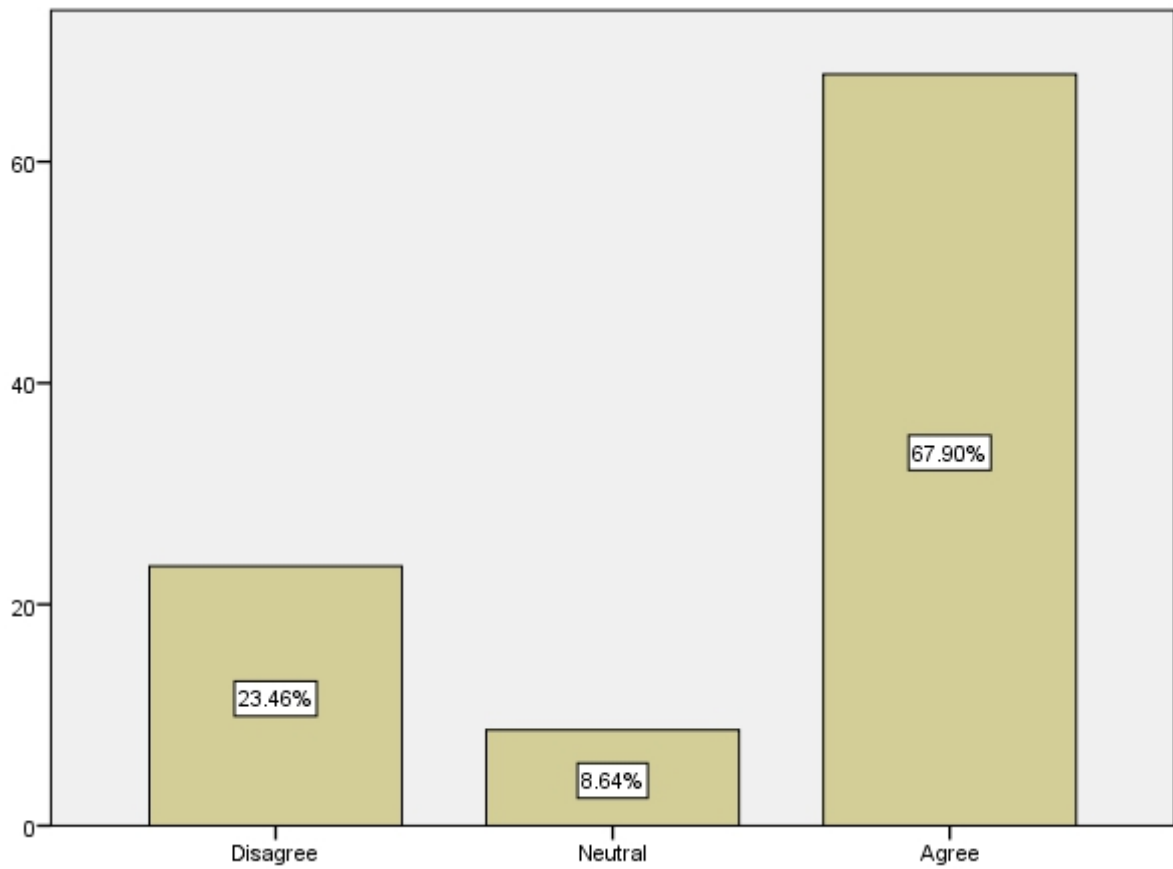


Table (4.20) and Figure (4.20) show that (67.90%) of the teachers agree to the idea shown in the statement. Whereas (23.46%) disagree. This means that most teachers tend to teach language for communication.

4.0 Findings in the Light of Hypotheses:

4.1 Presenting and Discussing Hypothesis One:

Hypothesis [1] states that teaching practice of grammar by Sudanese teachers is shaped by their beliefs. From the results of the teachers` answers in tables and figures (2-6-16), it obviously reflects that:

1. Some teachers who teach English at secondary schools believe that paying more attention to grammar ensures that students become aware of how the language works.
2. Focusing largely on giving students explicit knowledge of grammatical rules is of great importance for mastery of the language. Thus, it is found clearly at high secondary schools teachers give students explicit knowledge of grammatical rules with activities that foster their mastering these rules.
3. Most of teachers` responses agree with the statement that says teachers should begin a grammar lesson by explaining how a particular structure works.

This strong agreement by the teachers of English at secondary school appears to indicate a negative cognitive effective orientation towards the overall aim of teaching English. Moreover, it also indicates the way they teach now. The majority of the teachers (77.8%) agree and strongly support teaching grammar explicitly.

According to the given result about the teaching practices, these findings reveal a rejection of the null hypothesis [H_0] that teaching

practices of grammar by Sudanese teachers is not shaped by their beliefs. Thus, the alternative hypothesis [H₁] is accepted.

4.2 Presenting and Discussing Hypothesis Two:

Hypothesis [2] states that grammar is taught for its own sake in Sudanese secondary schools. From the responses of the teachers in tables and figures (7-13-19) it is obviously seen that:

1. If the learners receive grammar instruction, they are more likely to be able to correct their errors. Most respondents (74.07%) agree to this statement. This strong agreement reveals the strongest belief of the teachers that claim grammar is the backbone of the language and teachers work hard in order to stick the rules of grammatical item in their learners` mind. This happens when grammar is the only aim of teaching English at this stage. The result is clearly shown in the marks of the learners at the final Exam. Most of the students got nearly the highest marks in grammar, but the lowest or even no marks in writing or summary questions.
2. Most of the teachers agree that giving student's opportunity to work out grammar rules from the examples. This agreement reflects the fact that great areas of teaching are devoted for grammar and its rules and methods of teaching it either deductively or inductively. This result helps in hindering communication ends of teaching English and shows the teachers` view about teaching grammar.

3. Most responses of teachers (71.66%) agree strongly to the statements that says " teaching grammar enables students to produce complex sentences" This agreement clearly shows the greatest preference of teaching grammar for its own sake and neglects other parts of language as pronunciation. However, how can we guarantee that mastering grammar or teaching grammar enables students to produce sentences that are more complex?

According to the second hypothesis, which claims that, grammar is taught for its own sake in Sudanese secondary schools. With reference to figures (7-13-19), it is obvious that most teachers at secondary schools do teach grammar for its own sake and neglect other aspects of language.

Thus, according to the given results, about teaching grammar, these result reflects agreement of the hypothesis that most teachers beliefs in teaching grammar for its own sake.

4.3 Presenting and Discussing Hypothesis Three:

Hypothesis three states that teachers of English language follow a tightly prescribed curriculum adopting different grammar teaching practice approaches. From the responses of the teachers, it is obviously shown that:

1. Most teachers agree that the major part of language course should focus on teaching and practicing grammar (50.6%). This agreement indicates that teachers of English prefer to teach a curriculum that contains different grammar practice and approaches.

2. Nearly more than half of the teachers agree that it is best to teach grammar extensively (ie. over the whole school year). This reveals that much time of school year is devoted to teaching grammar only. Again, this view is considered a neglected one that affects communication.

According to the third hypothesis, which claims that teachers of English follow tightly prescribed curriculum adopting different grammar teaching practices approaches. With reference to figure (8) it is obviously clear that teachers prefer to follow a prescribed curriculum that adopts different grammar teaching practice approaches.

Thus, according to the given results about following a prescribed curriculum adapting different grammar practices approaches, these results shows a strong agreement towards teaching grammar extensively.

Chapter Five

Conclusion

Main Findings- Recommendations- Suggestions

Chapter Five

Conclusion

5.0 Introduction

This chapter deals with the most important finding that the researcher comes up with. In addition to that, the chapter also handles the recommendations and suggestions.

5.1 Summary

The study consists of five chapters. Chapter one deals with the statement of the problem, aims, significance, questions, hypotheses, methodology and limits of the study. Chapter two handles the literature review explaining the origin of beliefs and beliefs of learning, teaching and subject matter. Chapter three shows the research methodology, tool reliability and validity. Chapter four is about data analysis and findings in the light of the hypotheses. Chapter five reviews the findings, results, and recommendations.

5.2 Main findings

1. Most of the secondary school teachers (M&F) in Atbara Locality believed that paying more attention to grammar ensures students` awareness of how language works.
2. It is found clearly that secondary schools teachers give students explicit knowledge of grammatical rules with activities that foster their mastering of these rules.
3. Teachers have strong belief that grammar is the backbone of the language and they work hard to stick grammar rules in their students` minds, to enable students to get nearly the highest marks in grammar.
4. Most of the English language teachers at secondary schools teach grammar

for its own sake and neglect other aspects of language.

5. Most of the teachers of English prefer to follow a prescribed curriculum that adopts different grammar teaching practice approaches, which contradicts teaching grammar in a communicative way.

5.3 Recommendations

Briefly, if the differences in the result of this study can be judged an accurate reflection of the differences in attitudes towards English of both Teachers` of English and L2 learners.

1. Teachers need to create interesting lessons in which students` positive attitudes are gained.
2. Encouraging students to become more active participants in the lesson or can sometimes assist them to see a purpose for improving their communication skill in the foreign language.
3. Teachers` beliefs must not be reflected in their practices.
4. In order to make students have more positive attitudes towards English language learning instructions need to put a great deal of thought into developing programmes, which maintain students` interest and have obtainable short term results.
5. Teachers of English must change the way they used to teach isolated grammar for improving communication.
6. No need to follow a tightly prescribed curriculum that adopts different grammar teaching practice approach. Instead, grammar can be taught in situations.
7. Teachers have to teach how learners can use the language not the rules of the language.

5.4 Suggestions For Further Research

1. Any course material must be contextualized in situations that are familiar to the learners.
2. A meaningful and purposeful activity should be provided so that learners use the language in a way that makes sense to them and is relevant to their daily lives. Individual presentations and group discussions can contribute towards oral fluency.
3. Attempts should be made to deliver a course that is attractive and appealing and that is skill based.
4. The training of teachers to meet the demands of the classroom is vital. This training while incorporating theoretical knowledge should be weighted heavily towards classroom practice.
5. Curriculum planners and developers whose professional personae depend on producing material that meets the needs of both students and teachers. Any curriculum development should be done keeping the needs of students, contextual constraints and teacher ability in mind.

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Appendixes

Appendix (1)

Appendix (1) shows the questions of the study after they are justified by the referees

***Please answer the questions in this questionnaire. Please tick one option.**

	N	DISAGREE	NUTRAL	AGREE
1	A learner can acquire a second or foreign language without grammar instruction (i.e. similar to how children learn their mother tongue).			
2	Attention to grammar ensures that students become aware of how the language works.			
3	Explicit knowledge of grammatical rules is essential for the mastery of language.			
4	Grammar is best acquired unconsciously through meaningful communication.			
5	Grammar is best learned naturally through trying to communicate.			
6	Grammar should be taught to all learners (i.e. beginner, intermediate and advanced).			
7	If learners receive grammar instruction, they are more likely to be able to correct their errors.			
8	It is best to teach grammar intensively (i.e. concentrate on teaching grammar into a few weeks of a term) rather than extensively (i.e. over the whole school year).			
9	It is important to correct all grammatical errors in students' oral work.			
10	It is important to focus on grammar in all English lessons.			
11	It is important to identify all grammatical errors in students' written work.			

12	Students learn grammar at different rates.			
13	Students should be given the opportunity to work out grammar rules from examples.			
14	Students will learn a grammar point only if they are developmentally ready for it.			
15	Students learn grammar better if they understand grammatical terminology.			
16	Teachers should begin a grammar lesson by explaining how a particular structure works.			
17	The effects of grammar instruction do not last for long.			
18	The major part of a language course should focus on teaching and practising grammar.			
19	Teaching grammar enables students to produce more complex sentences.			
20	You do not need to speak grammatically in order to communicate well.			

Thank you very much for taking the time to complete this questionnaire

Appendix (2)

The following tables shows the referees who justify the questionnaire

Name	Position	University
Dr. Mustafa Shazaly	Associated professor Head of the English Department in the Faculty of Islamic and Arabic Studies	Nile valley University
Dr. Mohammed Bakri Hadeedy	Associated professor in Faculty of Education	Nile valley University
Dr. Elbushra Abdel Lateef	Assistant professor in Faculty of Education	Nile valley University