The Practices and Problems of Teaching English Grammar to the Young EFL Learners

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Abstract

English is the most widely used language (lingua franca) which is taught from primary to tertiary levels of education in Bangladesh education system. The secondary level is very much important for the young EFL learners to learn English language, especially grammar, as it prepares them and builds their foundation for the next levels of education. However, this study attempts to assess the practices and problems of teaching English grammar in our country, especially the teaching approaches and techniques, the roles of teacher and learners, the perception of needs of English grammar, the learners' preferences about the learning strategies etc. The data, which was collected through the teacher and student questionnaire, interviews of the teachers and classroom observations, has unveiled the problems in teaching English grammar to the students of class IX-X. The findings of the study suggest that the teachers prefer applying the memorization techniques rather than the communicative approach. It suggests specific measures to solve the problems of teaching grammar at the end of the paper.

1. INTRODUCTION

Teaching grammar in the right approach has been an important area of focus of English Language Teaching (ELT) that is related to diverse factors including the teachers' teaching abilities, the language curriculum, the textbook, the needs analysis, individual learner differences, sociolinguistic and psycholinguistic factors, lesson plan, etc. All these factors have made effective teaching grammar a challenging job for the English as a Second Language (ESL)/ English as a Foreign Language (EFL) teachers, especially in communicative or inductive approaches (Al-khresheh, & Orak, 2021; Alnoori, 2019; Benitez-Correa, Gonzalez-Torres, & Vargas-Saritama, 2019; Sato, & Oyanedel, 2019). Again, the continuous professional development process of pedagogical improvement requires the identification of the real problems faced by the teachers and learners that hinders the learning process or deteriorates the learning outcome. In Bangladesh, it is more challenging due to several complex factors including the absence of an inappropriate national language policy (Ahmad, 2017; Biplab, 2018; Nuby, Rashid, & Hasan, 2019; Rahman, Pandian, & Kaur, 2018). Hence, the current study deals with different aspects of the common practices and problems of teaching grammar to young English as Foreign Language (EFL) learners at the secondary school level in Bangladesh.

There has been an ongoing debate about grammar in EFL teaching and studies of L2 acquisition. The inconclusive debate about the best way to teach grammar has an immense influence on the development of language teaching practice. Consequently, different views, approaches, and methods of teaching have emerged for EFL teachers to choose to suit their learners and classroom environment. Teachers' personal theories are formulated and reformulated as they go through the stages of teacher development. Their personal theories become the basis for their personal knowledge about teaching and therefore, as posited by many researchers, they have strong influence on teachers' planning, instructional decisions and classroom practices. Since beliefs shaped teachers' personal knowledge and beliefs consist of some opinions, judgment and many past episodes, it explains how and why different teachers have different reasons for selecting a particular content, different emphasis on the same content, and different styles of teaching and different modes of learning.

Different methods and approaches have been followed by English teachers to teach grammar in Bangladesh during the last five decades. The teachers are bound to follow the suggestions given by the concerned government authority, the National Curriculum & Textbook Board (NCTB). The NCTB started the implementation of Communicative Language Teaching (CLT) approach at the schools and colleges in 2012 (Ahmad, 2017). Before that time, the Grammar Translation (GT) method had been widely used in the country. In addition, the school English textbooks also have been explored for this purpose. But the success of the implementation has been frequently questioned by the researchers (Ahmed, 2011; Rahman & Pandian, 2018). Though grammar is taken as an integral part of teaching-learning, there are not enough studies on it in the country to locate relevant problems.

1.1. The Purpose of the study

The purpose of this study was to investigate the common ELT practices and problems of teaching English grammar at the secondary school level (Class IX-X), after which the national Secondary School Certificate (SSC) examination is held in Bangladesh. It explored whether the common practices of teaching methods and techniques of ELT matches the

Communicative Language Teaching (CLT) approach, as the concerned government authority suggests that English teachers follow the CLT in Bangladesh. The research was expected to present suggestions about suitable teaching techniques to solve the problems.

2. LITERATURE REVIEW

Different research works have discussed varied aspects of teaching English grammar around the globe. For example, in the theoretical part of the research, Mella (1998) wrote briefly about mental, descriptive, and pedagogical grammar; he emphasizes behaviorist and cognitive theories, acquisition (implicit) versus learning (explicit), and consciousness-raising. The communicative competence and various types of syllabuses were discussed also. Mella focused purely on quantitative research, based on questionnaires distributed to 16 different schools in two different periods (resulting in 58 forms in 1993 and 28 forms in 1998), and compared the results. The procedure of teaching grammar and their attitudes towards grammar teaching are main considering facts.

Thompson (1996) investigated the importance of teaching grammar in second language learning. In the fifteenth century, there were many contradictions about the solutions to the problems of teaching grammar effectively for a long time. The language was synonymous with language teaching then the role of grammar declined with the introduction of communicative language teaching. The 'real language' teaching emerged and more interest was taken in social and cultural teaching of language from 1970. Consequently, it showed the transformation from audio-lingual and grammar-translation methods to the exploration of communicative teaching of language. Moreover, integrative tasks were focused instead of discrete structures.

In second language acquisition (SLA), teaching grammar is always a matter of controversy according to Thornbury (1999). He focused on the fact that no other issue has preoccupied theorists and practitioners as the grammar debate did, and the history of language teaching is essentially the history of claims and counterclaims for and against the teaching of grammar. Thornbury suggests that learning L2 without learning grammar is at the risk of fossilizing sooner than those who receive.

Communication is not possible without structure or grammar. Ellis (1997) tried to show his opinion in the research starting from 1970 and said that communicative teaching of English was thought to be ignoring grammar for the sake of focusing on meaning only structure. The study showed the comparison between communicative (as referred to as meaning-based) to form-based (as referred to as structure-based) approaches in English language teaching that communicative teaching helps students to communicate properly.

The objective of communicative competence, grammar and communication should have to be integrated. Soars (1996) integrated model is an approach in which some teaching strategies are used in the stylistic analysis that not only expresses texts, literary and nonliterary from the perspective of style and its relationship to content and form. Soars shows approach involves the systematic and detailed analysis of the stylistic features of a text- vocabulary, structure, register, etc. in1996, to find out not just what a text means but also how it comes to mean what it does.

The differences between inductive approaches and deductive approaches were considered by Rutherford (1987). He said that in deductive approaches teachers explicitly state grammar rules but the inductive approach doesn't deal with the explicit presentation of rules. The students are asked to find the structures and to use them accordingly. Deductive grammar teaching is all about rules-driven instruction but in inductive grammar teaching, all rules are related to discovering through consciousness-raising.

The main concept of grammar, according to Richards, Platt, and Weber (1992), is the way of description of a language that deals with words and phrases combined to produce sentences in the language. It seems that grammar plays an important role in combining units of language to form sentences. The rules of grammar should be maintained in acceptable sentences. The communicative purpose and function of language are reflected in grammar, it is a must the language students to acquire good grammar. The appropriate use of grammar helps people to express information, feelings, and ideas.

2.1. Grammar

In linguistics, grammar is "The rules by which words change their forms and are combined into sentences, or the study or use of these rules." (Longman Dictionary of Contemporary English, 2001, p. 619). Depending on one's theoretical orientation, different people define grammar differently. 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. As Cobbett (1984) states, grammar constitutes rules and principles that help a person to make use of words or manipulate and combine words to give meaning properly. It concerns the 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.

Five different types of grammar are found in similar discussions: traditional grammar, prescriptive and descriptive grammar, phrase structure grammar, transformational- generative grammar, and functional-systemic grammar.

However, there are different approaches reflected in each type of grammar influencing its teaching. Prescriptive grammar refers to the correct use of language as they are prescribed by grammar rules. But descriptive grammar recognizes that language is constantly changing (Quirk et. al. 1985). On the other hand, in traditional grammar, traditional grammarians teach eight parts of speech. The teachers of the traditional and phrase-structure grammar and transformational-generative grammar also emphasize syntax. Transformational generative grammarians are interested to explain syntactic combinations that are generated by employing a system of formal rules (Radford & Anderson, 1988). But the functional-systemic grammar links syntax, semantics, and pragmatics and focuses on the functional aspect, that is, how the language is used.

2.2. Major methods of teaching and learning grammar

Teaching and learning are inextricably bound together, and the other is automatically involved when one of them is concerned. The teaching and learning methods have variously conflicted between acquisition and learning and between behaviorism and cognition, and the

methods of communicative teaching, task-based language teaching, etc. are being developed more and more scientifically.

2.2.1. Grammar translation method (GTM)

Richard and Rodgers (2001) described that GTM dominated European and foreign language teaching for almost one hundred years from the 1840s to the 1940s, and its modified form remains widely used in the ESL classrooms of the world even today. This method has two main goals- one is to enable students‟ to read and translate literature written in the target language and the second one is to develop students' general mental discipline. The translation is the key to this methodology.

GTM is the combination of grammar and translation. Translation reproduces similar structures. Njogu (n.d) mentioned that in the GTM class, all the students‟ use their mother tongue and there is limited use of target language. In this class, the role of student and teacher is very traditional. Reading and writing are the basic skill of this method. Vocabulary and grammar are emphasized here and no attention is given to the pronunciation sector. Recently, a lot of methods and approaches have been invented for grammar teaching.

2.2.2. Direct method (DM)

Larsen-Freeman (2013) describes, "it was revived as a method when the goal of instruction becomes learning how to use a foreign language to communicate" (p.23). In this teacher-centered method, only the target is used in the classroom. Here, in this method vocabulary is emphasized rather than grammar. Students learn vocabulary through context and meaning. In terms of vocabulary and listening practice, Richard and Rogers (2001) explain the Direct method as the formulation for teaching oral language and it shows the direction of practicing the oral language.

2.2.3. Communicative Language Teaching (CLT)

CLT has dominated ELT since the 1980s. The significant impact on the development of CLT is Wilkins' Notional Syllabus (1976), which distinguishes between two strategies for syllabus organization, namely the synthetic and the analytic. Burner (2005) implies that the cardinal values of CLT are meaning, authenticity, context, communication, fluency, etc. CLT as a teaching method focuses on communication in the oral skills, consequently, some people worry that grammar teaching has become less important than before in this teaching method. Dirven (1990, p.7) states that "the communicative approaches as a whole has, by and large, arrived at the same dead-end as the naturalistic approach, viz. the rejection of formal grammar in the foreign language syllabus".

3. RESEARCH METHODOLOGY

A questionnaire based on quantitative closed-ended questions as well as qualitative open-ended questions was distributed among secondary school English teachers to explore teaching English grammar and their own language learning experiences.

3.1. Participants and sampling
3.1.1. Teacher participants

The teacher participants who were recruited for this study were secondary school teachers of different schools in urban and rural areas. Thirty teachers were approached to

participate in the close-ended teachers' questionnaire. Among all these teachers, five teachers were observed in the classroom. Almost all the teachers, except a few, had experience in teaching English grammar at the secondary level for more than three years.

3.1.2. Student participants

The present study was carried out among two hundred students studying in classes nine and ten in Bangladesh. The students were selected from eight different institutions (four rural and four urban). The respondents are the students of classes nine and ten who were studying English grammar as a part of their subject/course to learn or to use it to conduct effective outcomes in English.

3.2. Data collection

The selected eight schools were visited to collect primary data through questionnaires, and formal and informal interviews of the students and teachers. Before distributing the questionnaire, the aims of the study were discussed with the research participants.

Moreover, we observed the classroom environment while the teacher was conducting the class. In the classroom observation, we intended to find out the grammar teaching techniques applied by the teachers, classroom settings as well as learners learning activities and strategies.

3.3. Research Instruments

In the present study questionnaires, interviews, and classroom observation have been used to elicit relevant data from both the teachers and the students. For this study, two sets of questionnaires were used: one for the teachers and the other for the learners. The teachers participated in the semi-formal interviews in this research. Moreover, to facilitate the investigation, some English classes were observed to figure out the grammar teaching environment, grammar teaching techniques of the teachers, learning strategies of the learners, classroom activities, teacher-student relationship, and materials used in the classroom.

3.4. Data analysis

The quantitative portion of the questionnaire was analyzed statistically; percentages and graphs were made to compare various answers to each question. Whereas the qualitative research data obtained from the questionnaires, classroom observations, and interviews were analyzed descriptively by compiling similar views. The findings were presented focusing on the research questions.

5. FINDINGS AND ANALYSIS

According to Taylor & Bogdan (1998), "data analysis in qualitative research is a difficult part as it requires thinking and reasoning, rather than a mechanical and technical process. It is an inductive process" (p. 140). Bogdan and Biklen (2007) comment further by stating that "data analysis involves working with data, organizing them, breaking them into manageable units, coding them, synthesizing them, and searching for patterns" (p. 159).

The results of the study are gained by data collection process through a questionnaire where the respondents are the teachers and the students. During the question organizing process, the targeted respondents were always kept in mind. Thirty teachers of the concerned institutions filled out the questionnaires that were provided to them. The collected data is given

below and shown in percentage within. The questionnaire includes fifteen questions each of which is shown in a separate table and a graphic representation of the table. Moreover, two hundred students of the concerned institutions filled the questions that were provided to them. The collected data is given below and shown in percentage within. The questionnaire includes twenty questions each of which is shown in a separate chart and its graphic representation.

5.1. Analysis of Teachers' Questionnaires

5.1.1. How important is grammar in language teaching and learning in your opinion?

Table 1

Options	Urban(20)	Rural(10)	Total(30)	%
a)Highly	17	7	24	80%
b)Fairly	3	3	6	20%
c)A little	0	0	0	0
d)Not at all	0	0	0	0

It is found that most teachers think that grammar is highly important in language teaching and learning. Besides, only 20% of teachers agreed that grammar is highly important in language teaching and learning. It is evidenced that no language can be learned without learning the grammar of that particular language. It means they give no importance to English grammar and the English language can be acquired without knowing its particular grammatical concepts.
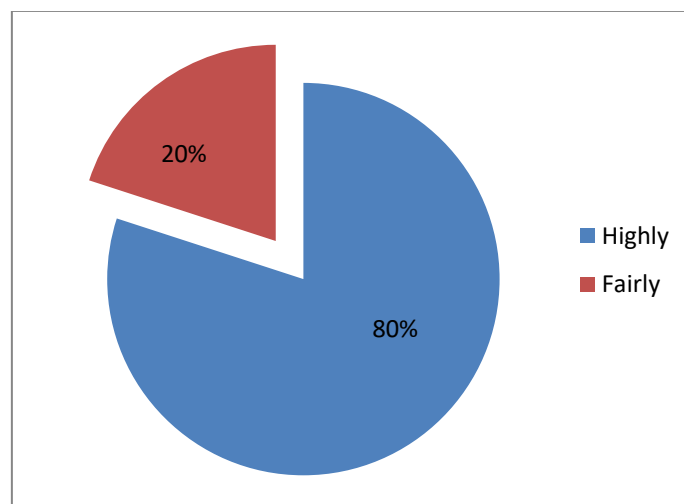
Figure1. *The importance is grammar in language teaching and learning*

5.1.2. Do you face or experience any difficulties in teaching English grammar?
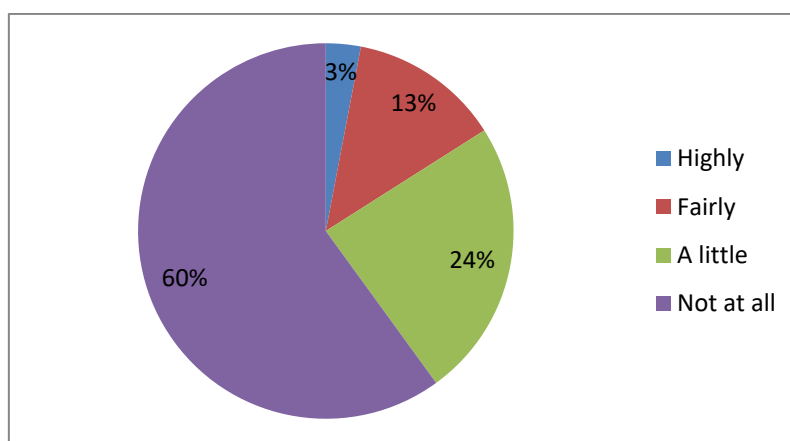
Table 2

Options	Urban(20)	Rural(10)	Total(30)	%

a)Highly	0	1	1	3%
b)Fairly	2	2	4	13%
c)A little	4	3	7	24%
d)Not at all	14	4	18	60%

Very few teachers of rural area face highly difficulties in teaching English grammar. Whereas, 13% teachers face fairly difficulties in teaching English grammar While 24% teachers face a little difficulties and 60% teachers do not face or experience any difficulties in teaching English grammar.

Figure 2. *Difficulties in teaching English grammar*

5.1.3. Have you attended any training on teaching English grammar?
Table 3

Options	Urban(20)	Rural(10)	total(30)	%
a)Yes	14	4	18	60%
b)No	6	6	12	40%
c)Presently taking training	0	0	0	0%

Many teachers have received training in teaching English grammar. But 40% of teachers have not received such training. A handful number of teachers are not trained subsequently they are competent enough to teach their students effectively. Although there is a good number of trained teachers they do not show any interest to apply everything they know. As a result, learners do not get proper guidance to learn grammar from their teachers.
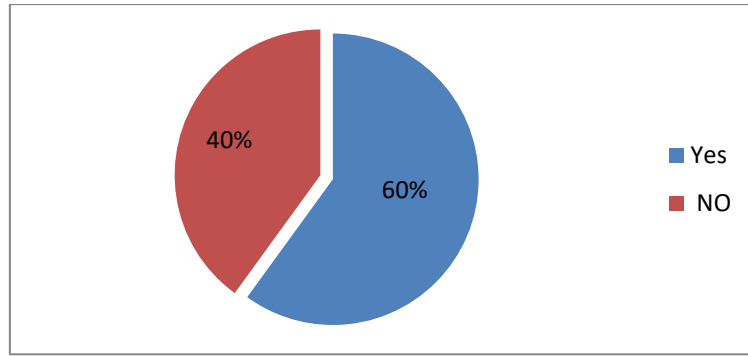
Figure 3. *Attending training on teaching English grammar*

5.1.4. Is it essential that students become familiar with the grammatical terminology?
Table 4

Options	Urban(20)	Rural(10)	Total(30)	%
a)Yes	8	3	11	37%
b)No	3	2	5	17%
c)Not that much	7	2	9	29%
d)A little bit	2	3	5	17%

Some teachers agreed that students become familiar with the grammatical terminology but 17% of teachers disagreed. 29% said that it is not much essential and 17% of teachers said it is a little bit essential for the students. According to the Experts, the students of class nine and ten need to become familiar with grammatical terminologies. According to them, it is least important that students should be aware of the correct grammatical terminology or knowing correct grammatical terminology doesn't play any role in correct language learning.
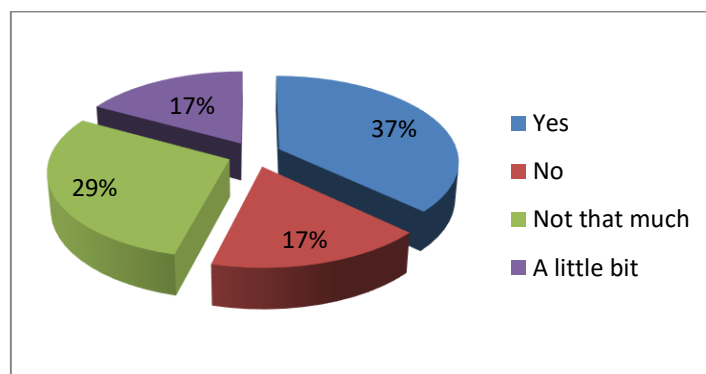

Figure 4. *Students' familiarity with the grammatical terminology*

5.1.5. Do you begin a grammar lesson by explaining how a particular structure works?

Table 5

Options	Urban(20)	Rural(10)	Total(30)	%
a)Yes	11	4	15	50%
b)Apparently yes	6	3	9	30%
c)No	1	2	3	10%
d)Sometimes	2	1	3	10%

Almost half of the teachers opined that they begin a grammar lesson by explaining how a particular structure works. 30% of teachers apparently agreed with it. Only 10% said that they do not follow this way. The other 10% said that they sometimes do this.
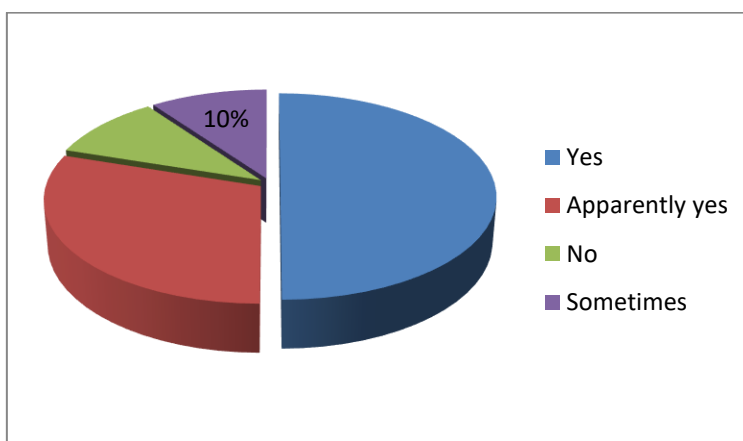

Figure 5. *Explaining how particular structures work*

5.1.6.   5.1.6 Do you identify all grammatical errors in your students' written work?

Table 6

Options	Urban(20)	Rural(10)	Total(30)	%
a)Yes	12	6	18	60%
b)Apparently yes	2	4	6	20%
c)No	0	0	0	0%
d)Sometimes	6	0	6	20%

Most teachers identify all grammatical errors in their students' written work.20% of teachers agreed and the same amount of teachers sometimes do so. It is necessary to find out the errors in students' written work.
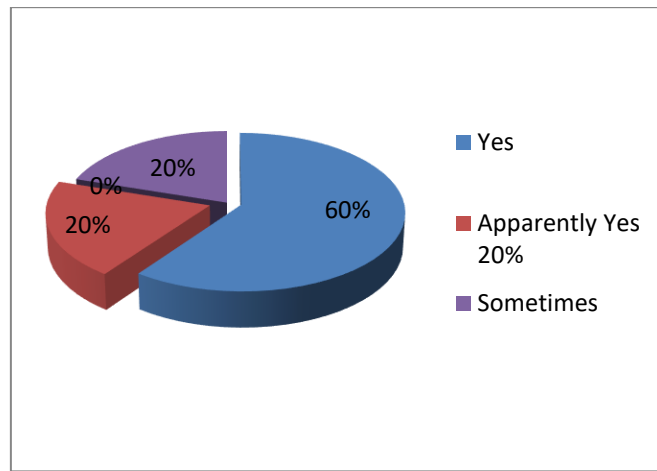
Figure 6: *Identifying all grammatical errors*

5.1.7. Do you interrupt your students to correct their grammatical mistakes during their conversations?

Table 7

Options	Urban(20)	Rural(10)	Total(30)	%
a)Yes	0	2	2	7%
b)No	13	7	20	67%
c)Not that much	3	1	4	13%
d)A little bit	4	0	4	13%

Mainly, teachers have opined that they do not interrupt their students while talking but 7% said that they correct their students' mistakes immediately. Some teachers said they do not do it that much and the others said they do it a little bit. The English teachers, with a negligible number of differences, teach English in an old and obsolete method, devoid of charm and interest.

5.1.8. Please note down any type of grammar activities that you use with your students, indicating how often you use them? (you can tick more than one option)
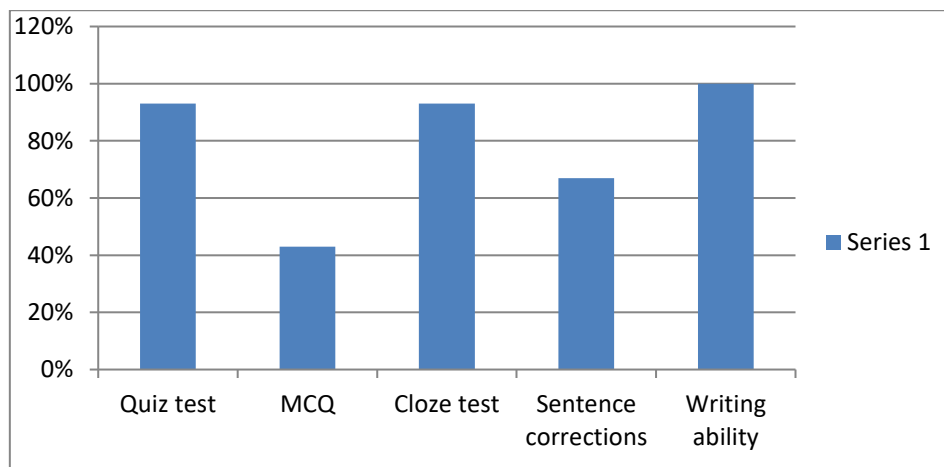
Table 8

Options	Urban(20)	Rural(10)	Total(30)	%
a)Quiz test	18	10	28	93%
b)MCQ	8	5	13	43%
c)Cloze test	20	8	28	93%

d)Sentence corrections	15	5	20	67%
e)Writing ability	20	10	30	100%
f)Grammar games	0	0	0	0%

It is stated that all the teachers take writing ability tests in their classrooms. While 93% of teachers use both the Quiz test and Cloze test. Besides 43% of teachers use the MCQ test and 67% also use sentence correction activities.

Figure 8. *Grammatical activities*

5.1.9. Do you think, your classroom size and environment are congenial for teaching English grammar?

Table 9

Options	Urban(20)	Rural(10)	total(30)	%
a)Agreed	5	3	8	27%
b)Disagreed	15	7	22	73%
c)Neutral	0	0	0	0%

Few teachers feel that the classroom size and environment are congenial for teaching English grammar. While most of the teachers disagreed with them. There is an acute scarcity of favorable environments to teach and learn grammar in almost all institutions in Bangladesh. Most institutions fail to provide large classrooms and necessary equipment for language learning. As a result, learners do not get a congenial learning environment.
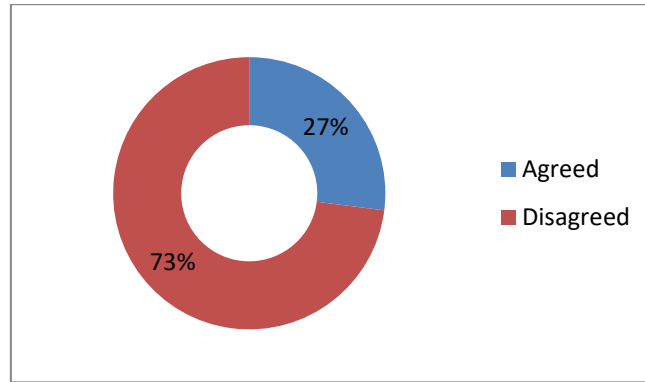
Figure 9. *Importance of classroom size and environment*

5.1.10. Which language do you mostly use in your grammar teaching class?
Table 10

Options	Urban(20)	Rural(10)	total(30)	%
a)English	7	2	9	30%
b)Bengali	1	2	3	10%
c)Both	12	6	18	60%

Many teachers use both English and Bengali language in their classroom but 30% teachers use only English language. It is a matter of sorrow that we found a few teachers use only Bengali language. According to them, the learners fail to understand if they speak in English. Mainly, the students of rural area cannot cope up with the teachers who prefer to use English language in their class.
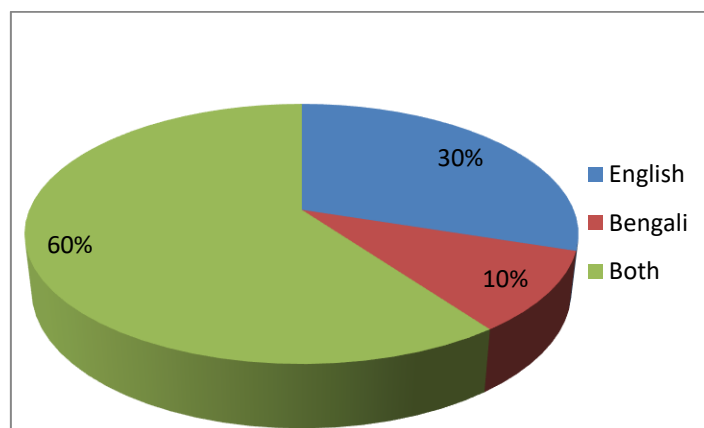

**Figure 10.** *Mostly used languages in grammar teaching*

5.2. Analysis of Students' Questionnaires
5.2.1. How many classes for English grammar do you have in a week?

Table 11

Options	Urban(120)	Rural(80)	Total (200)	%
a)Two	60	60	120	60%
b)Three	40	10	50	25%
c)Four	10	5	15	7.5%
d)Five	0	0	0	0
e)More than five	0	0	0	0
f)Less than two	5	10	15	7.5%

Most of the students opined that they have two grammar classes in a week. While 25% said that they have got three classes in a week. Only 7.5% got 4 classes and some other students said that they got only one grammar class in a week.
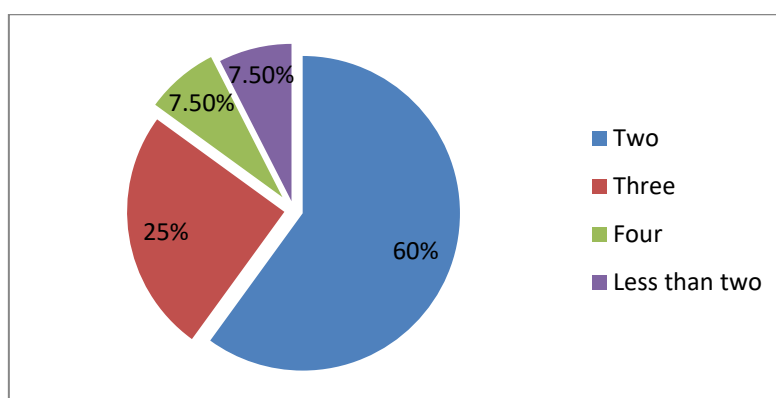
Figure 11. *Number of English grammar classes*

5.2.2. **Do your teachers interrupt you to correct your mistakes during your conversation?**

Table 12

Options	Urban(120)	Rural(80)	Total(200)	%
a)Always	50	40	90	45%
b)Sometimes		20	20	10%
c)Never	30		30	15%
d)When necessary	40	20	60	30%

Most of the students think that their teachers always interrupt them to correct their mistakes during their conversation, very few of the total students opined that they are interrupted by their teachers sometimes, 15% of total students think that their teachers do not

interrupt during their conversation. Rather their teachers correct them after finishing their speech and according to them, it is more effective than interrupting in the middle. The other 30% of total students said that their teachers correct them when it is necessary for their conversation.
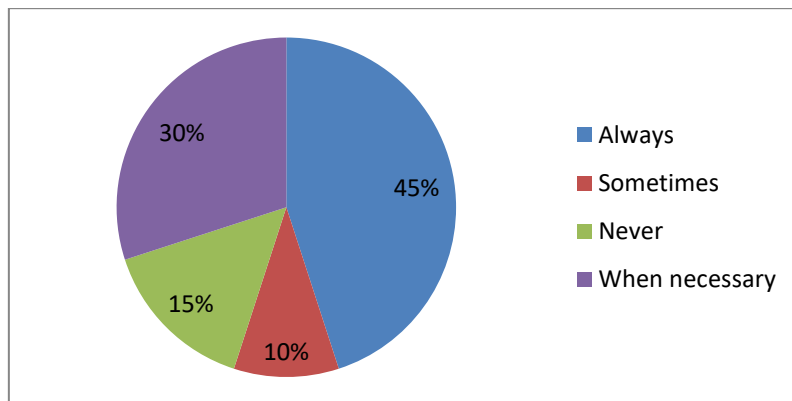

Figure 12. *Interruption during conversation*

5.2.3. Do you follow grammatical structures?
Table 13

Options	Urban(120)	Rural(80)	Total(200)	%
a)Always	60	60	120	60%
b)Sometimes	20	20	40	20%
c)Never	0	0	0	0%
d)When necessary	40	0	40	20%

Maximum students think they always follow grammatical structures, some students said that they sometimes follow grammatical structures and the other students opined that they follow the structure when it is necessary.
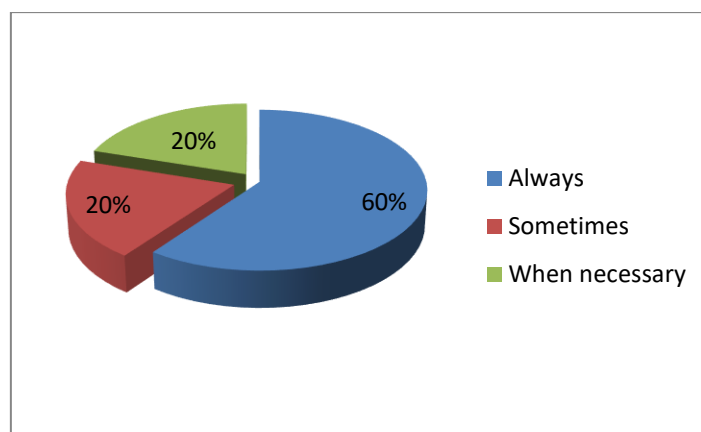

Figure 13. *Following grammatical structures*

5.2.4. Do you feel comfortable learning grammar in your classroom?

Table 14

Options	Urban(120)	Rural(80)	Total(200)	%
a) Strongly agree	50	30	80	40%
b) Agree	30	30	60	30%
c) Neutral	10	20	30	15%
d) Disagree	10	0	10	5%
e) Strongly disagree	20	0	20	10%

This table shows how much learners feel comfort to learn grammar Maximum students strongly agreed with it, a few of them agreed, some are neutral, 5% disagree, and 10% strongly disagreed out of 200 students in a rural and urban school. From the survey, it is seen that 70% of the total student feel comfortable in their classroom. 15% students of in urban area are not satisfied with their classroom for learning grammar. There is a scarcity of favorable environment to teach and learn English grammar. In most of the institutions, use of tools and other materials for learning grammar like PHP, slide-show, language lab, posters etc. are nearly absent. As a result, students get bored and disinterested in English class.
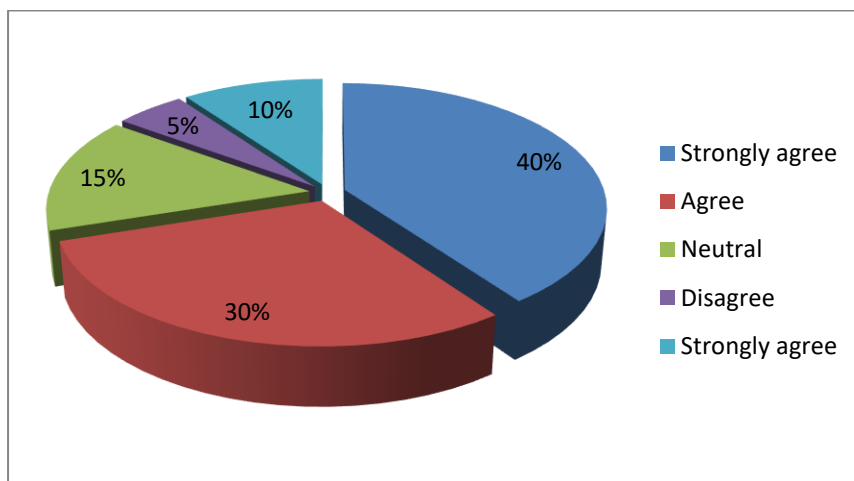
Figure 14. *Feeling comfortable to learn grammar*

5.2.5. Why do you need to learn English grammar?

Table 15

Options	Urbans(120)	Rurals(80)	Total(200)	%
a)For writing English properly	40	20	60	30%
b) For making a good result	30	25	55	27.5%
c)For getting a better job	30	30	60	30%

d) To use in daily life	20	5	25	12.5%

Some students feel that they need to learn English grammar for writing English properly. While 27.5% believe that they need to learn it to make a good result. And the other 30% said that they need to learn it for getting a better job. And 12.5% learn it in their daily life.
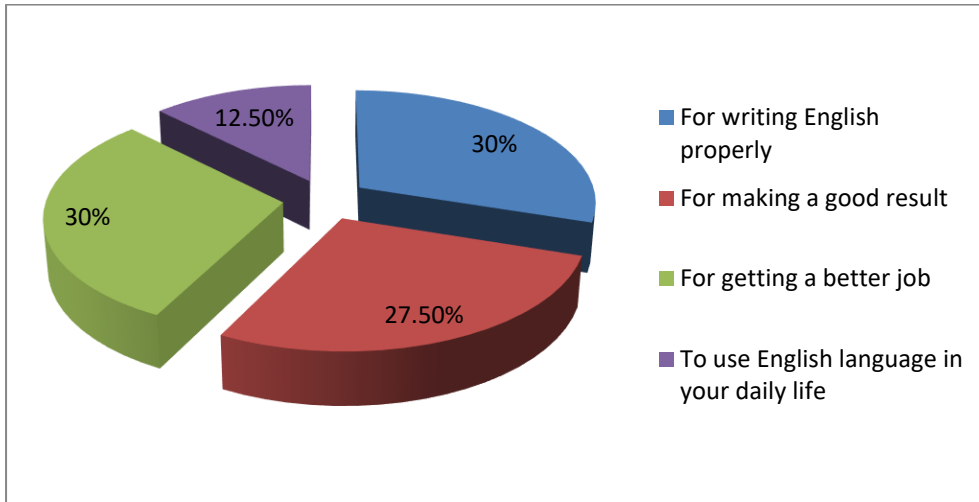

Figure 15. *Importance of learning English grammar*

5.2.6. What language does your teacher mostly use in teaching English grammar?
Table 16

Option	Urban(120)	Rural(80)	Total(200)	%
a)English	30	15	45	22.5%
b) Bengali	30	20	50	25%
c)Both	60	45	105	52.5%

Approximately, 22.5% of students opined that their teacher uses the English language while teaching grammar. 25% said about Bengali and the other 52.5% of students stated that their teacher uses both languages while teaching English grammar. Learners feel comfortable using both languages. Though it hinders their language learning progress, they use it to learn grammar properly.
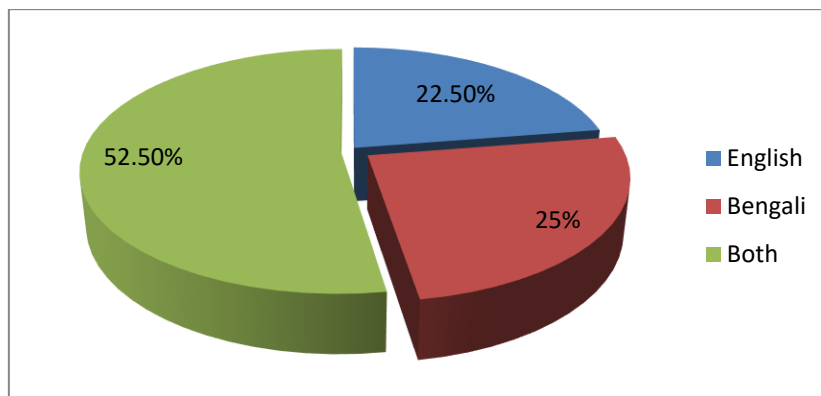
Figure 16. *Mostly used languages in grammar teaching*

5.2.7. "English grammar is important in your practical life", do you agree?

Table 17

Options	Urban(120)	Rural(80)	Total(200)	%
a) Strongly agree	30	30	60	30%
b) Agree	60	40	100	50%
c) Neutral	0	0	0	0%
d) Disagree	30	10	40	20%
e) Strongly disagree	0	0	0	0%

A large number of learners think that English grammar is important in their practical life. Very few of them do not think so.
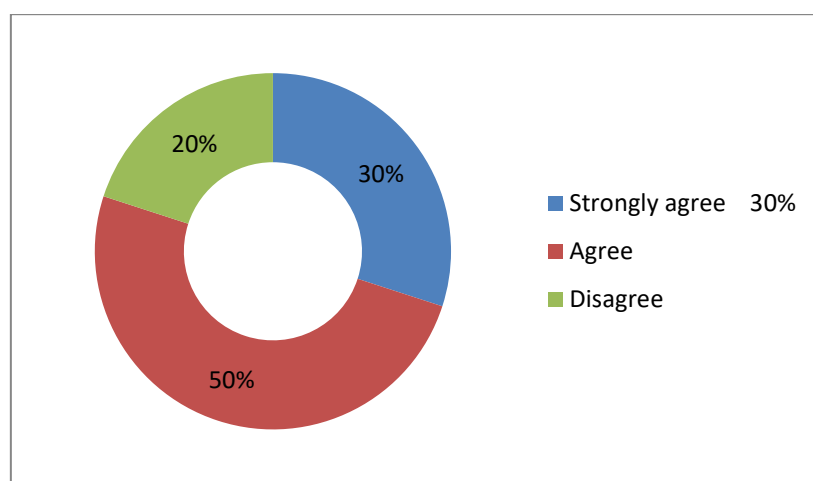
Figure 17. *Importance of learning English grammar*

5.3. Teachers' interview and opinion

Apart from filling up the questionnaire, teachers expressed their views in interviews. The teachers said that the current syllabus did not equally emphasize all the grammar items and for this reason, it should be modified. Regarding their training session, another teacher expressed that the training they are provided on ELT is not sufficient to teach grammar effectively. But the personnel of the training body claimed that the training is enough for the teachers to teach English grammar effectively. Another teacher (who always interrupts his students to correct mistakes when they practice grammar in the classroom) was asked what if he had never interrupted his students while they are practicing. The teacher replied that students can remind for a long time if they are corrected a mistake immediately after it occurs.

While talking about classroom size, settings, environment, and time most of the teachers replied that the classroom size is too large and that they cannot afford to check all the scripts of all the students. They also added that the classroom environment should be changed and class time should be extended for 15 minutes so that they can check students' scripts regularly. Almost all the teachers express themselves with grief and grievances they were requested to say something regarding the opportunities they are provided by the government. Especially, those teachers who teach in the village, sighed that they are paid nothing in contrast to their daily expenses. A handful number of teachers claimed that some students do not pay attention in class even if they do not respect their teachers properly. Moreover, every teacher admits that there exists English phobia among the students. Especially, they have a lack of interest in grammar which is the main reason for their weak foundation in English grammar.

5.4. Classroom observation

Through classroom observation, the faulty grammar teaching techniques became evident to the researchers. In one class, the teacher explained the rules of grammar. However, the class was finished without giving any home task on these particular grammar items. Even he did not give them any exercise for classroom practice. Without practice, grammar cannot be acquired properly. Besides, the teacher came into the class and checked the scripts submitted by the students. But he did not discuss the committed errors.

Most importantly, the GT method was followed in the observed classes. It was noticed that the students did not ask questions to their teacher. They were reluctant to their study. The teacher was teaching through lecturing only.

5.5. Summary of the Analysis

From the beginning of the Bangladeshi education system, there had been no static education policy. It has been changing frequently according to the will of authority. As a result, the learner lost interest in learning English grammar. The curriculum itself has not provided a proper scope for learning grammar and the examination and evaluation system is not up to the standard. So, the objectives of teaching English grammar is not becoming fruitful and effective following the demand of the day. Besides, our teacher-student ratio is too much imbalanced. The number of teachers is very low concerning the number of students. As a result, it becomes difficult for a teacher to take care of so many students. So, most of the students, except some meritorious ones, cannot acquire a good command of English grammar. Moreover, In most of the secondary and higher secondary institutions in our country, the duration of English class is

only 45 minutes which is not sufficient for a teacher to cover all the grammar items. The result is that the teacher has to take the class cursorily. By talking with the teachers, it was a found that proficient teachers do not want to reside in villages because of poor income and fewer infrastructural facilities, electricity, housing, recreation, etc. This is an important cause of our village students' poor performance in English grammar.

Though English is now widely used in official and semi-official sectors still it is a foreign language in Bangladesh as it was in the 18th century. Bangladesh's government has not recognized it as a second language or official language after Bengali. As a result of a lack of empathy, the students take English just to pass the examinations. Sometimes even some teachers want their students (comparatively weaker students) just to pass the examination. Thus, passing the examination is preferred instead uiring the language effectively. So, the learners do not learn grammar for their interests. So, the teaching techniques applied by the teachers should be charming as well as interesting to the students. According to some experts, co-curricular activities should be included in teaching grammar, for example, grammar games, role play, listening, and speaking English correctly, watching English movies, simulations, etc. Unfortunately, most institutions do not arrange these co-curricular activities. Furthermore, to remove tedious grammar classes the teachers can introduce interesting content and extract the text.

6. CONCLUSION

From the above studies and discussion, it is found that English grammar is not taught effectively in Bangladesh following the communicative method. Regarding the main reasons for lack of awareness and interest in teaching and learning English grammar among teachers and students, the use of traditional methods of teaching, and lack of teachers' training is mentionable. Effective grammar teaching in a communicative way can be ensured through the right kind of attitude towards teaching and learning it. Introduction of new teaching methods can be introduced. Interesting communicative practices should be applied. Moreover, awareness should be created regarding teaching and learning English grammar with an effective communicative approach.

In conclusion, it can be said that grammar is a matter of teaching but this teaching has to follow the right way. In our country, most secondary school teachers follow the deductive approach. However, in the world especially in Europe and United States, there is no evidence that teacher uses the deductive approach in their teaching. Grammar is a huge concept, no teacher can teach this in one day, and for this reason, they have to follow a route map for their teaching progress. Consequently, it can be said that the English teachers have to be trained perfectly and they must follow the methods of the teaching process in their class. The Educational Ministry must focus on the teaching practice of the class. According to surveys and observation, it is seen that using technology in class is a very big problem. Institutions cannot give this facility. According to the result, some urban school teachers manage but rural school teachers cannot. The authority must take some necessary steps for keeping the technology in the class. Rural school teachers must use English in teaching grammar in their class and they cannot avoid it. Students cannot understand English-it is cannot be an issue. They must focus on their language.

In this study, based on results obtained from the questionnaires, interviews, and observations of teachers and students, it was expected that the role and the effectiveness of the methods used in grammar teaching in Bangladesh. To investigate the role of grammar teaching, four areas are juxtaposed: the necessity, the beginning, the frequency, and the importance of grammar teaching. Based on this study, it was found that both teachers and students have positive attitudes towards grammar teaching and learning. Most of the teachers who answered my questionnaire agreed that grammar should be taught at the secondary level especially class IX-X level students. More than half of the teachers indicated that grammar is as important as listening, speaking, reading, and writing, and they believed that secondary schools are the appropriate level to teach grammar. Most teachers also reported that they taught grammar every time. In addition, based on my interviews with the students, most of the students stated that they believed grammar is a necessary and important part of their English language learning.

According to the teachers' comments from the questionnaire and interviews, it was found that the use of grammar techniques are influenced by the teachers' linguistic abilities and educational level, as well as the availability of textbooks and teaching resources. Even though there are many different opinions about how to teach grammar in class IX-X students., in my investigation, most of the teachers used both the inductive and deductive approaches to teach grammar. Some teachers claimed that the inductive approach was appropriate to introduce new grammar topics; they reasoned that it was useful for making students discover the grammar rules and meanings by themselves and that it is useful for them to improve their listening, speaking, reading, and writing competency. Some claimed that it was necessary to use the deductive approach to teaching new grammar topics, which could give students a clear and systemic understanding of grammar rules. Moreover, it will also give students motivation to do further learning.

6.1.Recommendations

By keeping in mind all the factors that underpin teachers' structure-based grammar teaching approach, their casual behavior towards professional development, their negligence towards positive change, and the distinction between teachers' reported beliefs and their actual instructional practices following recommendations are made for further improvement in the system of English grammar teaching.

• The biggest problem was the approach to teaching grammar in schools. The teachers were following a deductive approach. They were following the grammatical chapters in a particular guidebook and the personal hand notes to make the students memorize grammar. Too much focus was on the memorization technique which was the wrong way of teaching grammar. The Communicative classroom activities, such as, group activities and stories can be helpful ways to practice grammar. The teachers should be very friendly and interactive in the class and should make the class student-centered.

• Teachers should be trained to apply appropriate teaching techniques for teaching grammar. They should have the competence to design and modify proper course planning according to the needs of the learners. Needs analysis and one-by-one corrective feedback should be more effective to teach grammar.

• They must be given proper professional training opportunities for opening the doors of self-development. Teachers must be provided with proper language-related guidance to develop their language teaching skills.

• The inductive approaches or indirect teaching techniques are more suitable to teach grammar to young EFL learners.

The young learners will benefit more from the grammatical practices in the classes than mere memorization habits.

• Proper classroom observation systems should be arranged in schools to guide the teachers at the right time. The teachers should not follow the guidebooks; rather they should follow the teachers' instruction book that is published by the NCTB.

• Skill-based teaching and assessment system must be promoted so that the teachers and students don't have to face the dilemma of a structure-based examination system. In the same line, communicative competence should be the focus of the assessment system (Larsen-Freeman, 2013).

• Classes shouldn't be large enough as they hinder activity-based teaching. Moreover, classroom settings should be congenial for learning. The teacher should create a congenial atmosphere of education in the classroom.

• Teachers should get the privilege from the school authority to get extra facilities apart from the exam-oriented classes so that they can design games, fun and other communicative activities to give more opportunities to the students to practice grammar.

• Guardians of learners are to be more conscious about the necessity of learning grammar in English. Proper language development programs for parents should also be arranged so that the students can get better language exposure from their parents.

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