



ISSN: 1817-6798 (Print)

Journal of Tikrit University for Humanities

available online at: www.jtuh.org/
JTUH
 مجلة جامعة تكريت للعلوم الانسانية
 Journal of Tikrit University for Humanities

Asst. Luct. Kawakib Ghazi Fahad

Luct. Khalid Nayef Salem

Saladin Education Directorate

* Corresponding author: E-mail :

kawakibghazi@gmail.com

07704080512

Keywords:
 grammar,
 teaching,
 competence,
 communicative
ARTICLE INFO**Article history:**

Received 10 July 2023

Received in revised form 22 July 2023

Accepted 7 Aug 2023

Final Proofreading 17 Oct 2023

Available online 22 Oct 2023

E-mail t-jtuh@tu.edu.iq
 ©THIS IS AN OPEN ACCESS ARTICLE UNDER
 THE CC BY LICENSE

<http://creativecommons.org/licenses/by/4.0/>


Journal of Tikrit University for Humanities

Teaching Grammar and the Communicative Method in Salahaldin Secondary Schools

ABSTRACT

This study aims at investigating the difficulties encountered by teachers in teaching grammar while using the communicative method in Saladin secondary schools.

It is hypothesized that most of English teachers use the traditional method of teaching and they don't use communicative method in teaching grammar, and the second hypothesis is that 'teachers who teach males students encounter more difficulties in teaching grammar than those who teach female students'.

The sample of this study is secondary school students and teachers that teach English as a foreign language. A questionnaire is designed to achieve the aims of the study. Data is collected analyzed statistically. Finally, the findings of the study revealed that teachers of English who teach 'English for Iraq' series encounter various difficulties in teaching grammar, and English teachers use the traditional way of teaching grammar (the structural method), and they don't know how to teach grammar contextual lying. According to the findings it has been found out that the students has a significant relationship with the teaching method and this will be reflected on the performance of the students of secondary school students.

DOI: <http://doi.org/10.25130/jtuh.30.10.1.2023.24>

تدريس النحو والأسلوب التواصل في مدارس صلاح الدين الثانوية

م.م. كواكب غازي فهد / مديرية تربية صلاح الدين

م. خالد نايف سالم / مديرية تربية صلاح الدين

الخلاصة:

تهدف هذه الدراسة إلى التعرف على الصعوبات التي يواجهها المعلمون في تدريس النحو أثناء

استخدام الأسلوب التواصل في مدارس صلاح الدين الثانوية. تفترض الدراسة الحالية أن معظم معلمي اللغة الإنجليزية يستخدمون الطريقة التقليدية في التدريس ولا يستخدمون طريقة التواصل في تدريس القواعد، والفرضية الثانية هي أن المعلمين الذين يعلمون الطلاب يواجهون صعوبات في تدريس القواعد أكثر من أولئك الذين يقومون بتدريس الطالبات. تم تصميم استبيان لتحقيق أهداف الدراسة. يتم جمع البيانات وتحليلها إحصائياً. أخيراً، كشفت نتائج الدراسة أن معلمي اللغة الإنجليزية الذين يقومون بتدريس سلسلة 'English for Iraq' يواجهون صعوبات مختلفة في تدريس القواعد، ويستخدم مدرسو اللغة الإنجليزية الطريقة التقليدية لتدريس القواعد (الطريقة الهيكلية)، ولا يعرفون كيف لتدريس قواعد السياق.

الكلمات التعريفية : نحو , تدريس , مكافئه , تواصل

1. Introduction

Grammar is rules of a language and grammar is a coordination of meaningful components and patterns that are governed by specific logical constraints (Larsen-Freeman, 2001). In another definition grammar is “a description of the rules for forming sentences, including an account of the meanings that these forms convey” (Thornbury,1999).

In learning any foreign language precise comprehension of the language structures is viewed as the key part so training sentence structure is a fundamental part of language teaching. There has dependably been a discussion about the best method for instructing sentence structure in schools and universities. Teaching grammar contextually facilitates and affects to improves using syntactic structures precisely in while practicing language. Training syntactic structures will be helpful in acquiring the nature of the language which will encourage their comprehension of the target language (Takala , 2016).

Grammar is probably the term in the English language textbooks and lessons that induces the most undesirable connection. Today, English has many purposes in all over the world, and many reasons enforce people to learn and practice it. Nowadays, learning English grammar, in spite of its position in language learning, looks to be taught by boring ways (Askeland,2013).

Theoretical Background

2.1 What is Grammar?

Grammar is “the entire system of a language, including its syntax, morphology, semantics and phonology”. Different definitions, frequently prominently utilized, incorporate the basic tenets of a language, however bar vocabulary, semantics and phonology (Askeland, 2013). Regardless of whether a meaning of sentence structure contains auxiliary angles just, or whether it additionally covers semantics and capacities, depends emphatically on the current view on language and learning. This will be exemplified later in this part by taking a gander at a portion of the different ways to deal with grammar educating over the previous century. The term language structure is additionally used in the feeling of a book containing standards of grammar, or it tends to be practiced as a person's utilization of the tenets (Chalker, S., & Weiner, 1994).

What does it actually mean to teach grammar? There is no one and only way to define grammar because it might mean very different things to different people. There are different kinds of grammars out there but in this paper the focus is on how one would define it and its function and importance in language learning and teaching. However, I want to highlight the importance of *pedagogical grammar* here because it focuses on the ways of grammar teaching, and that is exactly what this study focuses on as well (Takala , 2016).

Pedagogical grammar is “a research domain that is concerned with how grammar can most effectively be taught and learned in the second language L2 classroom”. They highlight the importance of the three big areas: L2 grammar acquisition (learning), L2 grammar instruction (teaching), as well as grammar description, proposing that all these aspects should be taken into account when examining pedagogical grammar. Grammar is “*a description of the rules* for forming sentences, including an account of the meanings that these forms convey”. This type on definition that sees rules and grammar synonymous is perhaps the most common one[(Thornbury, 1999). Here is a different kind of description: “I have also tended to favor *a dynamic view* of grammar. Grammar is much more about our humanness than some static list of rules and exceptions suggests. Grammar allows us to choose how we present ourselves to the world, all the while establishing our individual identities” (Larsen-Freeman, 2003).

Grammar is connected to student’s identity just as it is connected to any other aspects of language. Grammar is not seen as a set of rules but as an important tool for effective communication (Levine , 2014).

Grammar is a verb rather than a noun; it is not a thing, it is something people do. It is called as grammaring . The active nature of language represents grammar and language change constantly and grammar currently is very different from the view of many periods ago. In addition It is important to teach students the appropriate and accurate (Thornbury, 2004). Therefore, *form*, *meaning* and *use* are the three significant columns of language and all of them are element of grammaring .Moreover ,non-native teachers do not have much knowledge on these important elements and they might not have been trained in the pragmatics of grammar area (Larsen-Freeman, 2003).

2.2 Teaching Grammar

Teaching and learning are bound together, and the other is spontaneously indicated to what one of them is meant. The educational thoughts together with the methods of language teaching and learning have been changing meaningfully. The teaching and learning approaches have been varying and conflicts between acquisition and learning and among all the methods of teaching are being developed more and more systematically (Ju ,2010).

Grammar has always held a central role in EFL classrooms but the ways of teaching it have varied significantly. The changing teaching methods reflect the spirit of the times and contemporary ideas, such as social values and interests in linguistics, hence they are context-dependent. Not only has the grammar teaching gone through the changes but language teaching in general; ways of teaching refers to everything that teachers do in order to get their students to learn. To be precise, these methods have changed according to what the current view of language and its role has been like, as well as whether the goal of teaching has been, for instance, being grammatically correct or being able to communicate fluently. In addition to the above-mentioned factors, the role of the learner in the language learning process has also had an effect on the changes(Hall, 2011).

Many studies referred to changes happened to grammar as swings due to the various developments in the field of grammar teaching. These changes can be divided into three periods; the first one having the main focus on grammar, the second one focusing more on communication and meaning, and the latest combining the two(Nassaji, and Fotos, 2011).

2.2.1 Traditional Teaching of Grammar

A conventional way to deal with language educating and learning, grammar is characterized basically as an arrangement of structures. The sentence is the chief unit of any text and grammar is decontextualised. Accuracy is serious in traditional ways of teaching grammar and practicing language in general. A PPP which is preparing presentation and production technique is regularly practiced. Regular assignments are tasks like gapped-sentences, pattern drills and sentences for transformation. The instructor, who assumes an exceptionally obvious job in the EFL classroom controls language practice and plays effective role (Askeland, 2013) .

As a foundation for the sentence structure interpretation technique, the legacy from the educating of the Latin dialect ought to be made reference to, as this unequivocally impacted the strategy. Latin is initially educated as a living dialect, and is utilized as a vehicle for training other school subjects and as methods for correspondence in exchange, religion, and government. In any case, it lost its capacity. Before the finish of the eighteenth century, the investigation of Latin sentence structure had turned out to be imperative in its very own right. Its main basis is the scholarly incitement and mental exercise it apparently gave (Simensen, 1998).

Teaching grammar is under the approach which is classified into eight language parts, i.e. nouns, verbs, participles, articles, pronouns, prepositions, adverbs and conjunctions. This division is formed as a pattern and system for the studying of the English language . Even though it became clear that this template “could not be used as effectively to analyse a language in which word order and syntax produced grammatical function and where rules often had multiple exceptions” ,also it is mentioned that “this traditional method remained as a basis for language teaching until recently” (Hinkel, & Fotos, 2002).

2.2.2 The Direct Method

In the previous period of the 19th century studying sounds is regarded as a separate science, so the importance of speech development has been emphasized. Teachers nowadays had an instrument for teaching and learning English sounds .

An important principle within the direct method is that language mainly is speech . The native language is not to be used in the lessons, and this is unlike the principle of the grammar-translation method where the language used is mostly the first language (e.g. Norwegian), and the teachers in the direct method demonstrates the meaning of words, rather than saying the meaning, for example by using real materials or objects[Askeland, Eilen (2013).

While using the direct method the most grounded spotlight is on correspondence , communication , and discussion. Sentence structure is, dissimilar from the syntax interpretation strategy, instructed inductively, i.e. the students examined a linguistic wonder in content, and detailed a standard from what they found in the models given. Transcription is additionally a typical classroom movement, i.e. the teacher read a sentence or a section and the student composed what the instructor perused, giving a concentration to pronunciation and spelling (Larsen-Freeman, 1990).

2.2.3 The Audio-Lingual Method

Audio-lingual method got progress in the United States in the period of the World War II, as a result of the fact that army who needed to acquire this English quickly for military objectives. Then in the 1960s the term audio-lingual method is used widely. This method of teaching is affected by American approach of structuralism (Askeland,2013). Where a chief emphasis is given on word structure and sentence structure . The American linguists follow Bloomfield who focuses on formal rather than semantic forms of the language (Chalker, & Weiner,1994).Structuralism is also based on behavioural psychology, thus habit formation is the main concern in learning (Larsen-Freeman, 1990). Communication while learning is the main aim, and thus the verbal skills are the most devotion in the audio-lingual way of teaching.

While teaching by this method conversation is educated as habit formation, and even though the aim is communication, the techniques used made the learning of language somewhat mechanical. Even though the focus is on conversation, the method is concerned with activities like filling gaps and memorization as important instrument for learning. Learning a language consisted of starting groups of habits. From the 1960s , this thought is extensively confronted, especially by Chomsky who discussed that even young learners can produce utterances that they had never said before. Knowledge of a language includes “the implicit ability to understand

indefinitely many sentences” and “generate an indefinite large number of structures” . Grammar is not taught explicitly in the audio-lingual method, but grammatical forms are rather induced from the examples given (Gay, 1996). It is found “in the audio-lingually inspired approaches, grammar teaching consisted normally of pattern practice drills only, and had no explicit explanation of grammar. At the time this is usually called an implicit approach to the teaching of grammar” (Simensen, 1998).

2.2.4 Communicative Teaching of Grammar

The goal of this approach is to prepare students for various types of communicative situations in given social context. It is the reaction against the grammar-translation and the audio-lingual methods. It emphasizes the learner's ability to use language appropriately. The emphasis is put on the using of authentic language, it is language used in a real context. Teacher is not an authority but a facilitator creating a relaxed class atmosphere and adviser during the activities. Typical activities are games, role-plays, and problem solving tasks (Kruticova, 2013).

Teachers use inductive explanation of teaching grammar. Knowledge of grammar rules is not the goal of this approach; therefore teachers do not correct every mistake. All the grammar and vocabulary that pupils learn follow from the function and the situational context.

Four important features of communicative language teaching are illustrated as follows:

1. The essential objective of language teaching is empowering learners to utilize the language to impart. Correspondence includes utilizing language works and also grammar structures.
2. language is practiced in a social setting and ought to be proper to setting, point, and members.
3. students ought to be given a chance to arrange meaning, i.e., to allow themselves comprehended.
4. students ought to have the capacity to express their suppositions and offer their thought and emotions; i.e., figure out how to impart by communicating (Larsen-Freeman (1990).

It has been shown that originators of the techniques showed on these tapes take as their essential objective, learners imparting in the meant language. Huge numbers of these equivalent methodologists accentuate the securing of etymological structures or vocabulary. In the last strategy we will watch, the Communicative Approach, it is recognized that structures and vocabulary are vital. In any case, followers of the Communicative Approach feel that learners must improve the capacities or purposes to which it is put before they will have the capacity to genuinely use language (Larsen-Freeman, 1990).

2.3 Difficulties in Teaching Grammar

Grammar is a part of language that many may find difficult to master. Many books on different languages help both teachers and learners to recognize grammar errors, to understand linguistic factors that cause difficulties and to find relevant strategies for working with grammar. These books are based on previous studies, observations, interviews with teachers of English or authors' own experiences, table -1- shows the grammatical and functional topics found in the textbooks of the secondary schools.

Another problem is English nouns . One group of nouns does not change their forms when they are plural: furniture. Other types change just a sound inside: teeth, women(Tuomas, 2015). The fact that speakers of other languages tend to compare the grammar of their mother tongue with English grammar. As a result the similarities in grammar make learning process easier and the differences lead to a variety of problem areas. This fact is well known among teachers who find it demanding to prepare plans for English classes for multilingual groups of students (Harmer, 1991).

Any specific area of grammar that can be perceived as difficult. He believes that these areas can be defined by teachers who are aware of learners' weaknesses. Teachers themselves must base the selection of grammar areas to teach "on the well-known errors produced by learners" Teaching content can be varied Because it depends on learners' language backgrounds. This statement is important because learners in Swedish upper secondary schools can have another mother tongue than Swedish. Moreover, some of them can be bilingual. Bering in mind the variety of the linguistic backgrounds , teaching forms that differ from the learners' first language and teaching marked rather than unmarked forms are beneficial (Ellis, 2006).

There are two different ways of teaching new grammatical structure. The grammar can be covert or overt. There is a fundamental difference between teaching grammar through these two ways.

- 1) inductive grammar – indirect grammar teaching, teacher does not provide grammar rules. There is a text where new grammatical structure is introduced. Pupils read the text and find out the new structure.
- 2) deductive grammar – explanation of the new grammatical rules and structures to pupils (Povjakalova, 2012).

Table (1)

Grammatical and Functional Aspects of Language found in ‘English for Iraq’

Sq	Aspect	Subject	Class
1	Grammatical	Tenses	4 th , 5 th ,and 6 th
2	Grammatical	If clause	4 th , 5 th , and 6 th
3	Grammatical	Passive forms	4 th , 5 th , and 6 th
4	Grammatical	Reported speech and question	4 th , 5 th and 6 th
5	Grammatical	ed/ing added to derive adjectives	4 th , and 6 th
6	Functional	Offer	4 th and 6 th
7	Functional	Invitation	5 th and 4 th
8	Functional	Promises	4 th
9	Functional	Suggestion	6 th and 5 th
10	Functional	Polite request	6 th and 4 th
11	Functional	Advice	6 th and 4 th
12	Functional	Regret	5 th and 6 th
13	Grammatical	May/might	4 th , 5 th
14	Grammatical	Get/ have	4 th , 6 th
15	Grammatical	Articles	4 th
16	Grammatical	Comparative adjectives	4 th and 6 th
17	Grammatical	Many/much /few /little	6 th
18	Functional	Contrasting	4 th
19	Grammatical	Parts of the speech	4 th , 5 th , 6 th
20	Grammatical	Prepositions	4 th , 5 th , 6 th

3-Procedures

3.1 Population

Population refers to “any set of items, individuals, etc., which share common and observable characteristic and from which a sample can be taken” . The population of this study involves teachers of English in Tikrit secondary schools (Richards,1992). Sample refers to "any group of individuals which is selected to represent a population" . Forty teachers of English have been selected to represent the main study sample , ten teachers are subjected to the pilot study (Richards, 1992), as shown in Table -1- .

Table -1-

Sampling and Population of the Study

Teacher of English	No. of teachers	Pilot
Male	16	6
Female	14	4
Total	30	10

3.2 The study Instrument

To fulfill the aim of the study which is ‘investigating the difficulties encountered by teachers in teaching grammar while using the communicative method in Saladin secondary school’. A questionnaire is used to find out these difficulties that face teachers through teaching grammar in ‘English for Iraq’ syllabus .

A questionnaire is a research tool consists of other prompts for gathering information from respondents and it involves both skills and time , also it is much more efficient and requires less time. The questionnaire of the teaching grammar consists of 20 items involving two parts A and B . In Part (A) ten items can be responded with multiple choice questions(always , sometimes , and never) .While there are six questions with (yes / no) answers, and the other four items are with different multiple choices. The second part of the questionnaire is part (B) which requires the teachers to mention some difficulties that teachers encounter when the teach grammar , and they can write points or paragraphs that express on some hinders or problem with time , students , the textbook ...etc.

3.3 Validity of the Questionnaire

Validity refers to the degree to which survey instrument actually measures the concept it is supposed to measure (Slavin, 1992).Face validity is “the simplest

form of validity where it means that the test looks as though it measures what it supposed to measure” (Coombe,2007) The questionnaire is given to a jury members who are requested to indicate their remarks and suggestions about the appropriateness of the items of the questionnaires, and later the items are modified according to their suggestions.

A pilot study for the questionnaire has been administrated since it is necessary to identify whether a questionnaire is well constructed or not and to check the time estimated for the teachers to fulfill the required task. The questionnaire has been piloted in April, 2018 to ten teachers of English who are randomly chosen to represent the sample used in the pilot study. The findings of the pilot study found out that the allotted time required to accomplish the questionnaire is (15-30) minutes.

3.4 Reliability of the Questionnaire

Reliability is "the actual level of agreement between the results of one test with itself" (Davis, 1999).To find out the reliability coefficient, test-retest method is used .Twenty teachers of the pilot sample have been administered to the questionnaire. Then after a month , the same procedure has been repeated. Pearson correlation coefficient formula has been adopted to estimate the reliability of the questionnaire. The reliability coefficient has been found out to be 0.85.

4. Data Analysis and Discussion of Results

After calculating the percentages of the items of the questionnaire which is stated in Appendix (A) , the following statistical values have been found out , as shown in table (2).

Table (2)
Percentages of Teachers' Responses in the Questionnaire

Sq	Item	Responses of part A		
		Always	Sometimes	Never
1	Do you face difficulty in teaching grammar by using 'English for Iraq' series ?	17.5%	75%	7.5%
2	Do you think that your students feel boring while learning grammatical structures?	17.5%	82.5%	0.0%
3	Do you teach grammar contextually ?	25%	62.5%	12.5%
4	Do you use grammatical exercises from your imagination ?	12.5%	77.5%	10%

5	Do most of your students dislike English and believe it is hard to study ?	22.5%	75%	2.55	
6	I punish my students if they commit grammatical mistakes in speaking and writing.	0.0%	12.5%	87.5%	
7	To teach grammar more than teaching other language elements or skills.	17.5%	75%	7.5%	
8	using real-life activities with language is the best way for students to improve their grammatical understanding.	82.5%	17.5%	0.0%	
9	Large class is a big difficulty in lecturing grammatical structures .	90%	10%	0.0%	
10	Students will not do their best unless teachers appreciate their efforts in the form of marks, praises, encouragement etc.	50%	47.5%	2.5%	
Part B					
11	I depend on students’ former knowledge in teaching some grammatical subjects.	Yes		No	
		25%		75%	
12	your students always need to write notes during each grammar lesson?	Yes		No	
		82.5%		17.5%	
13	Do you think that most of teachers of English don’t know what is communicative language teaching method?	Yes		No	
		75%		25%	
14	Do you think that grammatical activities in “English for Iraq “ syllabus is efficient ?	Yes		No	
		62.5%		37.5%	
15	Grammar can be learned by chance or within long time ?	Yes		No	
		67.5%		32.5%	
16	Do you think time is not sufficient for teaching grammar ?	Yes		No	
		55%		45%	
17	Do you think that gender factor can affect learning grammar ?and who do you think better in grammar male students or female? Choose	Yes	No	Male	Female
		55%	45%	47.5%	52.5%
18	Do you make quizzes in grammar ?	Everyday	Once a week	Never	
		12.5%	75%	12.5%	
19	Which language skill can serve teaching	Speaking	Writing	Reading	Listening

	grammar ?			g	
		2.5%	25%	75%	0%
20	I think Practicing grammatical structures can lead to accuracy .	Yes	Sometimes	No	
		85%	15%	0%	

After analyzing the multiple choice items of the questionnaire statistically by using the percentage formula, it has been revealed to the following results :-

- 1-English teachers sometimes face difficulty in teaching grammar by using 'English for Iraq' series and 75% of them agreed to this point .
- 2-82.5 % of the teachers respond that sometimes students feel boring while learning grammatical structures.
- 3-Only 62.5 % of the English teachers sometimes teach grammar contextually which is one of the techniques of communicative language teaching.
- 4- Sometimes English teachers give their students grammatical exercises from their imagination and 77.5% of them agreed to this point .
- 5- 75% of the English teachers agree that students sometimes dislike English and believe it is hard to study.
- 6-It has been found that most of the teachers don't punish their students if they commit grammatical mistakes in speaking and writing. The percentage is 87.5% .
- 7-Sometimes teach grammar is really more important than teaching other language elements or skills , 75% of the respondents agreed to this idea.
- 8- 82.5% answered that always using real-life activities with language is the best way for students to improve their grammatical understanding.
- 9- It is found that most of the teachers agree that large class is a big difficulty in lecturing grammatical structures 90% of them encounter this problem.
- 10-Students will not do their best unless teachers appreciate their efforts in the form of marks, praises, encouragement etc. Half of the teachers believe in this item .

- 11-75% of the sample don't depend on students' former knowledge in teaching some grammatical subjects.
- 12-It has been found that students always need to write notes during each grammar lesson, and 82.5 % of the teachers agreed to this item.
- 13-75% of the sample think that most of teachers of English don't know what is communicative language teaching method.
- 14-Teachers of English think that grammatical activities in "English for Iraq" syllabus are efficient , where 62.5 % of the believe so .
- 15-I become clear that 67.5 % of the teachers think grammar can be learned by chance or within long time .
- 16-55% replied that time is not sufficient for teaching grammar .
- 17-More than half 55% of the teachers think that gender factor can affect learning grammar , and it was for the behalf of the female students with 52.5% .
- 18-75% of English teachers prefer to practice quizzes in grammar ,since they do them regularly once a week .
- 19- Reading is regarded as the most important language skill and can serve teaching grammar ,since 75% of the teachers choose it .
- 20- Accuracy can be achieved by practicing grammatical structures , therefore , teachers of English think so and the percentage of the respondents is 85 % .

Concerning the free answer item which is "Mention some more difficulties or points that face teaching grammar", English teachers have given the following difficulties :

- a- Difficulty of learning Parts of speech, homework achievement, Spelling mistakes with suffixes and prefixes, Long structures are regarded as difficult structures, Less motivation in teaching grammar and little interesting situations, lack of using visual-aids while teaching grammar, learners need to know why do they learn each grammatical structure .

4.2 Discussion of Results

The investigation of teaching of grammar in Saladin province shows that teachers of English sometimes face difficulties in teaching grammatical structures found in 'English for Iraq series'. As well as , both textbooks Student Book and Activity Book contain complications in grammar rules and grammar exercises.

Most of the English teachers don't know what is exactly the meaning of communicative language teaching method. Moreover , they don't teach grammar to their students in the secondary school contextually .Thus , the teachers keep using the traditional way of teaching which depends on the principles of structuralism .

The environment in English classrooms should be comfortable to secondary school students .While , high percentage of students feel that learning language is something boring because the role of the students is not vital and passive .As well as , the teachers is the only person who give instructions and carry them out .Besides , Some students feel that they need encouragement and to be rewarded . It has been found out that teachers encounter obstacles when they teach male students .While female students are more careful in learning English grammar .So the second hypothesis is acceptable .

Another difficulty is that teachers of English don't give real life situations or examples when they teach grammar . So , they just follow the instructions of the rules , while few of them prefer to use examples that are near to the nature of the students and regarded as a practical method .

The frequency of using grammatical structures can lead to the accuracy, and teachers prefer to give the same way of teaching grammar and they don't have creativity in practicing grammar .For instance they don't make competitions or games among the students or practicing grammatical activities by using various styles . Time factor and class size are regarded real problems in teaching English grammatical activities.

As far as the free question in the questionnaire is concerned , it has been found out that teachers suffer from teaching parts of speech , students' homework achievement ,spelling mistakes with suffixes and prefixes, long structures are regarded as difficult structures, less motivation in teaching grammar and few interesting situations in the textbook , lack of using visual-aids while teaching

grammar , and learners need to know why do they learn each grammatical structure .In this case , teachers can't control all these difficulties to reach high and efficient learning level .

5. Conclusions

After analyzing the results , the following conclusions are summed up as follows :

- 1- Teachers of English who teach 'English for Iraq' series encounter various difficulties in teaching grammar .
- 2- Time and large classes are regarded as real obstacles in teaching all the grammatical activities , so teachers prefer to give them as homework.
- 3- English teachers use the traditional way of teaching grammar (the structural method) ,and they don't know how to teach grammar contextually .
- 4- Multiple intelligences is also one of the big problems face teachers of secondary schools because here teachers need to be highly skillful to deal with students .
- 5- Students of secondary schools feel boring while learning grammar and they need various ways and styles to feel the importance of this area of language .
- 6- Teachers of English encounter too many errors and mistakes while testing their students and during practicing grammatical activities .

References

- Askeland, Eilen (2013) Grammar Teaching in the EFL Classroom: An Analysis of Grammar Tasks in Three Textbooks.(unpublished thesis) University of Bergen.
- Chalker, S., & Weiner, E. (1994). Oxford Dictionary of English Grammar. New York: Oxford University Press.
- Coombe, C, Folse, K.,and Hubley, N.(2007). A Practical Guide To Assessing English Language Students. Michigan : University Michigan Press.
- Davies, A., Brown, A., Elder, C., Hill, K., Lumley, T., & McNamara, T. (1999). Dictionary of language testing. Cambridge: Cambridge University Press.
- Ellis, R. (1994). The Study of Second Language Acquisition. Oxford: Oxford University Press.
- Ellis, Rod. (2006). Current Issues in the Teaching of Grammar: An SLA Perspective. TESOL Quarterly. 40(1): 83-107.
- Gay, L.R.(1996). Educational Research Competencies for Analysis and Application (5th ed). New Jersey: Englewood Cliffs.
- Hall, G. (2011). Exploring English language teaching: language in action. Abingdon and New York: Routledge.
- Harmer, Jeremy. (1991). The Practice of English Language Teaching. London: Longman.
- Hinkel, E., & Fotos, S. (Eds.). (2002). New Perspectives on Grammar Teaching in Second. Language Classrooms. New York: Routledge.
- Ju , Yao (2010) A Study of the Teaching and Learning of English Grammar in the Chinese Junior Secondary School (Unpublished M.A. Thesis). The University of Oslo.
- [12]Keck, C. and Kim, Y. (2014). Pedagogical grammar. Amsterdam and Philadelphia: John Benjamins Publishing Company.
- Krusicova , Michala. Different Approaches to Teaching Grammar at Lower-Secondary School Level. Hradec Kralove: Faculty of Education, University of Hradec Kralove, 2015. 78 p. Diploma Thesis.
- Larsen-Freeman, Diane (1990) . Language Teaching Methods Teacher's Handbook for the Video Series . Washington, D.C.: USIA WORLDNET .
- Larsen-Freeman, D. (2003). Teaching language: from grammar to grammaring. Boston: Heinle.
- Levine , G. S.(2014) . Principles for Code Choice in the Foreign Language Classroom : A Focus on Grammaring Language Teaching , 47 (3) , 332-348.
- Nassaji, H. and Fotos, S. (2011). Teaching grammar in second language classrooms: integrating form-focused instruction in communicative context. New York: Routledge.
- Povjakalova , Alexandra (2012) .Teaching Grammar to Young Learner Using Interactive Whiteboard .(Unpublished M.A. thesis)University of Masaryk University Brno.
- Richards ,J.C.; Platt ,John and Platt ,Heidi.(1992).Dictionary of Language Teaching &Applied Linguistics . Essex: Longman Group UK limited.
- Slavin, R. (1992). Research on Cooperative learning.The National Center on Postsecondary Teaching, Learning, and Assessment (NCLT).
- Simensen, A.M. 1998. Teaching a Foreign Language: Principles and Procedures.Bergen: Fagbokforlaget.
- Takala , Anni (2016) Grammar Teaching Methods in EFL Lessons :Factors to consider when making instructional decisions . (Unpublished M.A. Thesis). University of Jyvaskyla.
- Thornbury, Scott . (1999) . *How to teach grammar*. Edinburg: Pearson Education.Ltd,. ISBN 0582 339324

Thornbury, S. (2004). *How to teach grammar*. Harlow: Pearson Education Limited.

Tuomas , Petra (2015) Teaching grammar: A study of the common English grammar errors and grammar teaching methods.(Unpublished MA Thesis) Dalarna University .