Investigating the Difficulties Faced by EFL Teachers in Teaching Grammar in Salahaldin Secondary Schools

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A B S T R A C T

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

The current study hypothesizes 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 teachers who teach males students encounter more difficulties in teaching grammar than those who teach female students.

A questionnaire is designed to achieve the aims of the study . Data is collected and 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 contextually.

تقصي الصعوبات التي يواجهها مدرسو اللغة الانكليزية في تدريس النحو في مدارس صلاح الدين الثانوية

كواكب غازي فهد/ مديرية تربية صلاح الدين

الخلاصة

تهدف هذه الدراسة إلى التحقق من الصعوبات التي تواجه المعلمين في تدريس النحو في مدارس صلاح الدين الثانوية.

تفترض الدراسة الحالية أن معظم معلمي اللغة الإنجليزية يستخدمون طريقة التدريس التقليدية وأنهم لا يستخدمون الأسلوب التواصلي في تدريس النحو ، والفرضية الثانية هي أن المدرسين الذين يقومون بتدريس الطلاب الذكور يواجهون صعوبات في تدريس القواعد أكثر من أولئك الذين يقومون بتدريس الطالبات.

تم تصميم استبيان لتحقيق أهداف الدراسة. يتم جمع البيانات وتحليلها إحصائيا. وأخيرا بينت نتائج الدراسة أن مدرسي اللغة الانكليزية يواجهون صعوبات حقيقية في تدريس النحو وكذلك انهم لا يعرفون كيفية تدريس النحو بطريقة ضمنية .

١. 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, ٢٠٠١:٤٦). In another definition grammar is "a description of the rules for forming sentences, including an account of the meanings that these forms convey" (Thornbury, ١٩٩٩ : ١٣).

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.

Askeland (٢٠١٣ :٧) states that 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 practise it. Nowadays , learning English grammar, in spite of its position in language learning, looks to be taught by boring ways .

The current study aims to investigate the difficulties encountered by teachers in teaching grammar in secondary schools .
The current study hypothesizes 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 teachers who teach males students encounter more difficulties in teaching grammar than those who teach female students.
A questionnaire is designed to achieve the aim of the study . Data is collected and analyzed statistically .

١. Theoretical Background
٢،١ What is Grammar?

Askeland (٢٠١٣ :١٣) shows that 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. 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 and Weiner, ١٩٩٤ :١٧٧).

Takala (٢٠١٦ : ٩-١٠) explains that 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.

Keck and Kim (٢٠١٤:١) define pedagogical grammar as: "a research domain that is concerned with how grammar can most effectively be taught and learned in the second language (L٢) classroom". They highlight the importance of the three big areas: L٢ grammar acquisition (learning), L٢ grammar instruction (teaching), as well as grammar description, proposing that all these aspects should be taken into account when examining pedagogical grammar. Thornbury (٢٠٠٤:١٣) describes grammar as "*a description of the rules* for forming sentences, including an account of the meanings that these forms convey". This type of definition that sees rules and grammar synonymous is perhaps the most common one. 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 ,٢٠٠٣:١٤٢).

Levine (٢٠١٤: ٥٤) mentions that 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.

Whereas, Thornbury's (٢٠٠٤:١٣) describes these rules differently . 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   grammatical structures. 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 this important elements and they might not have been trained in the pragmatics of grammar area (Larsen-Freeman ,ibid:٣٤-٣٥).

٢,٢ Teaching Grammar

Ju (٢٠١٠:١٠) states that teaching and learning are bound together, and the other is spontaneously indicated to when 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.

Grammar has always held a central role in EFL classrooms but the ways of teaching it have varied significantly. Hall (٢٠١١:٧٩) suggests that 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.

Nassaji and Fotos (٢٠١١: ٨٣) refer 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.

٢،٢،١ Traditional Teaching of Grammar

Askeland (٢٠١٣: ٥٨) states in 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 Preparation Presenting Production (PPP) 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 .

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 a method 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, ١٩٩٨: ٢٤).

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 and Fotos, ٢٠٠٢: ٢).

٢٫٢٫٢ The Direct Method

Askeland(٢٠١٣:٦٨) states that in the previous period of the ١٩th century studying sounds is regarded as a separate science, so the importance of speech development has been emphasized. Teachers nowadays have 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 demonstrate the meaning of words, rather than saying the meaning, for example by using real materials or objects .

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 a content, and detailed a standard from what they found in the models given. Transcription is additionally a typical classroom movement, i.e. the teacher reads a sentence or a section and the students composed what the instructor perused, giving a concentration to pronunciation and spelling (Larsen-Freeman, ١٩٨٦:٧٦).

٢٫٢٫٣ The Audio-Lingual Method

states that 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 ١٩٦٠s the term audio-lingual method is used widely. This method of teaching is affected by the American approach of structuralism. 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 and Weiner, ١٩٩٤: ١١٢). Structuralism is also based on behavioural psychology, thus habit formation is the main concern in learning (Larsen-Freeman, ١٩٨٦:٣٤). Communication while learning is the main aim, and thus the verbal skills are the most devotion in the audio-lingual way of teaching (Askeland , ٢٠١٣: ٦٣).

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 ١٩٦٠s , 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" (Chomsky, ١٩٦٥: ١٥). Grammar is not taught explicitly in the audio-lingual method, but grammatical forms are rather induced from the examples given .

Simensen (١٩٩٨: ٥٠) says: "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".

٢,٢,٤ Communicative Teaching of Grammar

Kruticova (٢٠١٥ : ٣٤)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.

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.

Larsen-Freeman (١٩٩٠:٥٩) shows four important features of communicative language teaching.
١. The essential objective of language teaching is empowering learners to utilize the language to impart. Correspondence includes utilizing language works and also grammar structures.
٢. Language is practised in a social setting and ought to be proper to setting, point, and members.
٣. Students ought to be given a chance to arrange meaning, i.e., to allow themselves comprehended.
٤. 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.

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 (ibid.).

٢,٣ 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 -١- shows the grammatical and functional topics found in the textbooks of the secondary schools.

Tuomas(٢٠١٥ : ٦) argues that another problem is English nouns . One group of nouns do not change their forms when they are plural such as, furniture. Other types change just a sound inside such as , teeth, women. Harmer (١٩٩٥: ٨٨) points to 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   . Any specific area of grammar that can be perceived as difficult structure . 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" (Ellis ,٢٠٠٦:٨٩).

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. Bearing in mind the variety of the linguistic backgrounds , teaching forms that differ from the learners' first language and teaching marked rather that unmarked forms are beneficial (ibid).

Povjakalova (٢٠١٢: ٢٤) shows that 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.

١)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.

٢)deductive grammar – explanation of the new grammatical rules and structures to pupils.

Table (١)
Grammatical and Functional Aspects of Language found in 'English for Iraq'

Sq	Aspect	Subject	Class
١	Grammatical	Tenses	4th , 5th ,and 6th
٢	Grammatical	If clause	4th , 5th , and 6th
٣	Grammatical	Passive forms	4th , 5th , and 6th
٤	Grammatical	Reported speech and question	4th , 5th and 6th
٥	Grammatical	ed/ing added to derive adjectives	4th , and 6th
٦	Functional	Offer	4th and 6th

٧	Functional	Invitation	5th and 4th
٨	Functional	Promises	4th
٩	Functional	Suggestion	6th and 5th
١٠	Functional	Polite request	6th and 4th
١١	Functional	Advice	6th and 4th
١٢	Functional	Regret	5th and 6th
١٣	Grammatical	May/might	4th , 5th
١٤	Grammatical	Get/ have	4th , 6th
١٥	Grammatical	Articles	4th
١٦	Grammatical	Comparative adjectives	4th and 6th
١٧	Grammatical	Many/much /few /little	6th
١٨	Functional	Contrasting	4th
١٩	Grammatical	Parts of the speech	4th , 5th , 6th
٢٠	Grammatical	prepositions	4th , 5th , 6th

٣-Procedures

٣.١ Population and Sampling

Population refers to "any set of items, individuals, etc., which share common and observable characteristic and from which a sample can be taken" (Richards et al , ١٩٩٢:٢٨٢). The population of this study involves teachers of English in Tikrit secondary schools .

Sample refers to "any group of individuals which is selected to represent a population" (ibid:٣٢١). Forty teachers of English have been selected to represent the main study sample , ten teachers are subjected to the pilot study , as shown in Table -١- .

Table -١-

Sampling and Population of the Study

Teachers of English	No. of sample	Pilot
male	١٦	٦
female	١٤	٤
Total	٣٠	١٠

٣.٢ The Study Instrument

To fulfill the aim of this study, an instrument has been constructed and applied. A questionnaire is used to find out the difficulties that teachers face through teaching grammar according to the communicative method of teaching and by using '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(Gay, ١٩٩٦:٢٥٥).The questionnaire of teaching grammar consists of ٢٠ 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 , i.e. part (B) requires the teachers to mention some difficulties that teachers encounter when teach grammar , and they can write points or paragraphs that express on some hinders or problem with time , students , the textbook …etc. , as shown in the Appendix of the study .

٣,٣ Validity of the Questionnaire

Validity refers to the degree to which survey instrument actually measures the concept it is supposed to measure (Slavin, ١٩٩٢:٢).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 et al ,٢٠٠٧:xxii). The questionnaire is given to a jury 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.

٣,٤ Piloting the Questionnaire

Administering a pilot study 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, ٢٠١٨ 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 (١٥-٣٠) minutes.

٣,٥,٣ Reliability of the Questionnaire

Reliability is "the actual level of agreement between the results of one test with itself" (Davies et al., ١٩٩٩: ١٦٨).To find out the reliability coefficient, test-retest method is used .Ten 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 ٠,٨٥.

٤. Data Analysis
٤,١ Data Analysis Related to the Questionnaire

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 (٢).

Table (٢)
Percentages of Teachers' Responses about the Items of the Questionnaire

Sq	Item	Responses		
		Always	Sometimes	Never

١	Do you face difficulty in teaching grammar by using 'English for Iraq' series ?	١٧,٥٪	٧٥٪	٧,٥٪	
٢	Do you think that your students feel boring while learning grammatical structures?	١٧,٥٪	٨٢,٥٪	٠,٠٪	
٣	Do you teach grammar contextually ?	٢٥٪	٦٢,٥٪	١٢,٥٪	
٤	Do you use grammatical exercises from your imagination ?	١٢,٥٪	٧٧,٥٪	١٠٪	
٥	Do most of your students dislike English and believe it is hard to study ?	٢٢,٥٪	٧٥٪	٢,٥٥	
٦	I punish my students if they commit grammatical mistakes in speaking and writing.	٠,٠٪	١٢,٥٪	٨٧,٥٪	
٧	To teach grammar more than teaching other language elements or skills.	١٧,٥٪	٧٥٪	٧,٥٪	
٨	using real-life activities during the lessons is the best way for students to improve their grammatical understanding.	٨٢,٥٪	١٧,٥٪	٠,٠٪	
٩	Large class is a big difficulty in lecturing grammatical structures .	٩٠٪	١٠٪	٠,٠٪	
١٠	Students will not do their best unless teachers appreciate their efforts in the form of marks, praises, encouragement etc.	٥٠٪	٤٧,٥٪	٢,٥٪	

١١	I depend on students' former knowledge in teaching some grammatical subjects.	Yes		No	
		٢٥٪		٧٥٪	
١٢	your students always need to write notes during each grammar lesson?	Yes		No	
		٨٢,٥٪		١٧,٥٪	
١٣	Do you think that most of teachers of English don't know anything about communicative language teaching method?	Yes		No	
		٧٥٪		٢٥٪	
١٤	Do you think that grammatical activities in "English for Iraq " syllabus is efficient ?	Yes		No	
		٦٢,٥٪		٣٧,٥٪	
١٥	Can grammar be learned by chance or within long time ?	Yes		No	
		٦٧,٥٪		٣٢,٥٪	
١٦	Do you think that lessons periods time is not sufficient for teaching grammar ?	Yes		No	
		٥٥٪		٤٥٪	
١٧	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
		٥٥٪	٤٥٪	٤٧,٥٪	٥٢,٥٪
١٨	Do you make quizzes in grammar ?	Everyday	Once a week	Never	
		١٢,٥٪	٧٥٪	١٢,٥٪	
١٩	Which language skill can serve teaching grammar ?	Speaking	Writing	Reading	Listening
		٢,٥٪	٢٥٪	٧٥٪	٠٪

٢٠	I think Practicing grammatical structures can lead to accuracy .	Yes	Sometimes	No
		٨٥٪	١٥٪	٠٪

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

١-٧٥ % of English teachers sometimes face difficulty in teaching grammar by using 'English for Iraq' series .

٢-٨٢,٥ % of the teachers respond that sometimes students feel bored while learning grammatical structures.

٣-Only ٦٢,٥ % of the English teachers sometimes teach grammar contextually which is one of fundamental the techniques of communicative language teaching.

٤- Sometimes English teachers give their students grammatical exercises from their imagination and ٧٧,٥٪ of them agreed to this point .

٥-Students sometimes dislike English lessons and believe it is hard to study , because ٧٥٪ of the English teachers agreed to this item .

٦-It has been found that most of the teachers do not punish their students if they commit grammatical mistakes in speaking and writing. The percentage is ٨٧,٥٪ .

٧-Sometimes teaching grammar is really more important than teaching other language elements or skills , ٧٥٪ of the respondents agreed to this item.

٨- ٨٢,٥٪ answered that always using real-life activities during the lessons is the best way for students to improve their grammatical understanding.

٩- It is found that most of the teachers agree that large class is a big difficulty in teaching grammatical structures ٩٠٪ of them encounter this problem.

١٠-Students will not do their best unless teachers appreciate their efforts in the form of marks, praises, encouragement etc. Half of the teachers agree about this item .

١١-٧٥٪ of the sample do not depend on students' former knowledge in teaching some grammatical subjects.

١٢-It has been found that students always need to write notes during each grammar lesson, and ٨٢,٥ % of the teachers agreed to this item.

١٣- ٧٥٪ of the sample think that most of teachers of English do not know what is communicative language teaching method.

١٤- ٦٢٬٥ % of the teachers of English think that grammatical activities in "English for Iraq" syllabus are efficient .

١٥-It become clear that ٦٧٬٥ % of the teachers think grammar can be learned by chance or within long time .

١٦-٥٥٪ replied that time is not sufficient for teaching grammar .

١٧-More than half ٥٥٪ of the teachers think that gender factor can affect learning grammar , and it was for the behalf of the female students with ٥٢٬٥٪ .

١٨-٧٥٪ of English teachers prefer making quizzes in grammar ,since they do them regularly once a week .

١٩- Reading is regarded as the most important language skill and can serve teaching grammar ,since ٧٥٪ of the teachers choose it .

٢٠- Accuracy can be achieved by practicing grammatical structures , therefore , teachers of English think so and the percentage of the respondents is ٨٥ % .

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

a- Difficulty of learning parts of speech .
b- Homework assignments .
c- Spelling mistakes with suffixes and prefixes.
d- Compound Long sentences are regarded as difficult structures .
e- Less motivation in teaching grammar and little interesting situations .
f- Lack of using visual-aids while teaching grammar .
g- Learners need to know why do they learn each grammatical structure .

٤٬٢ Discussion of Results

Investigating of difficulties faced by EFL teachers 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 do not know anything about the principles an techniques 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 the 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 not control all these difficulties to reach high and efficient learning level .

٥. Conclusions

Out of the obtained results , the following conclusions are summed up as follows :

١- Teachers of English who teach 'English for Iraq' series encounter various difficulties in teaching grammar .
٢- Time and large classes are regarded as real obstacles in teaching all the grammatical activities , so teachers prefer to give them as homework.
٣- English teachers use the traditional way of teaching grammar (the structural method) ,and they do not know how to teach grammar contextually .
٤- Multiple intelligences is also one of the big problems that teachers of secondary schools face because those teachers need to be highly skillful to deal with students .
٥- Students of secondary schools feel bored while learning grammar and they need various ways and techniques to realize the importance of this area of language .

٦- Teachers of English find too many errors and mistakes while testing their students and during practising grammatical activities .

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The Appendix of the Study

The Questionnaire of the Study
Mark the following items

Sq	Item	Responses		
١	Do you face difficulty in teaching grammar by using 'English for Iraq' series ?	Always	Sometimes	Never
٢	Do you think that your students feel boring while learning grammatical structures?	Always	Sometimes	Never
٣	Do you teach grammar contextually ?	Always	Sometimes	Never
٤	Do you use grammatical exercises from your imagination ?	Always	Sometimes	Never
٥	Are most of your students dislike English and believe it is hard to study ?	Always	Sometimes	Never
٦	I punish my students if they commit grammatical mistakes in speaking and writing.	Always	Sometimes	Never
٧	I need to teach grammar more than teaching other language elements or skills.	Always	Sometimes	Never
٨	using real-life activities during the lessons is the best way for students to improve their grammatical understanding.	Always	Sometimes	Never
٩	Large class is a big difficulty in lecturing grammatical structures .	Always	Sometimes	Never
١٠	Students will not do their best unless teachers appreciate their efforts in the form of marks, praises, encouragement etc.	Always	Sometimes	Never
١١	I depend on students' former knowledge in teaching some grammatical subjects.	Yes		No
١٢	your students always need to write notes during each grammar lesson?	Yes		No

١٣	Do you think that most of teachers of English do not know anything about communicative language teaching ?	Yes		No	
١٤	Do you think that grammatical activities in "English for Iraq " syllabus is efficient ?	Yes		No	
١٥	Grammar can be learned by chance or within long time ?	Yes		No	
١٦	Do you think time is not sufficient for teaching grammar ?	Yes		No	
١٧	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
١٨	Do you make daily quizzes in grammar ?	Everyday	Once a week	Never	
١٩	Which language skill can serve teaching grammar ?	Speaking	Writing	Reading	Listening
٢٠	I think Practising grammatical structures can lead to accuracy .	Yes	sometimes	No	

C- Mention some more difficulties or points that you face while teaching grammar ?

_____
_____
_____
_____
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