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- المجلة ترحب بما يرد عليها من أبحاث وعلى استعداد لنشرها بعد التحكيم .
 - المجلة تحترم كل الاحترام آراء المحكمين وتعمل بمقتضاها .
 - كافة الآراء والأفكار المنشورة تعبر عن آراء أصحابها ولا تتحمل المجلة تبعاتها .
 - يتحمل الباحث مسؤولية الأمانة العلمية وهو المسؤول عما ينشر له .
 - البحوث المقدمة للنشر لا ترد لأصحابها نشرت أو لم تنشر .
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- يشترط في البحوث العلمية المقدمة للنشر أن يراعى فيها ما يأتي :
- أصول البحث العلمي وقواعده .
- ألا تكون المادة العلمية قد سبق نشرها أو كانت جزءا من رسالة علمية .
- يرفق بالبحث تزكية لغوية وفق أنموذج معد .
- تعدل البحوث المقبولة وتصحح وفق ما يراه المحكمون .
- التزام الباحث بالضوابط التي وضعتها المجلة من عدد الصفحات ، ونوع الخط ورقمه ، والفترات الزمنية الممنوحة للتعديل ، وما يستجد من ضوابط تضعها المجلة مستقبلا .

تنبيهات :

- للمجلة الحق في تعديل البحث أو طلب تعديله أو رفضه .
- يخضع البحث في النشر لأولويات المجلة وسياستها .
- البحوث المنشورة تعبر عن وجهة نظر أصحابها ، ولا تعبر عن وجهة نظر المجلة .

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ESL teachers' perceptions about grammar in ELT

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Abstract

There is an obvious interest in the field of grammar teaching, and also in ESL teacher's perceptions about grammar in ELT, and ESL teacher beliefs about grammar teaching, and how all these elements influence how one teaches in ESL classroom. The current research attempts to fill the gap by taking a close look at the major issue in relation to these points. This research investigates ESL teachers' perception about grammar teaching. The method was used in the study, namely questionnaire with experienced English teachers. The questionnaire covered the items that sent to ESL teachers at AL Zawia University. The findings of the study demonstrate the participant of general believe that knowledge of grammar is very important if the learners are going to use English effectively and they believe that the study of grammar will help in acquiring the foreign language.

Additionally, the majority of teachers prefer to teach grammar implicitly. This study also found that teachers prefer self correction the students' grammatical mistakes directly, also the teachers believe knowledge of grammar terminology is very important in order to learner to learn effectively. Moreover, teachers seem to believe it is crucial that they use grammatical terms during such lessons.

Finally, the majority of teachers believe that their previous training as teachers developed their abilities to teach grammar in ESL classroom. An ESL teacher should have good knowledge of grammar starting to teach it. The final part addresses the importance of choosing the most appropriate method for teaching grammar>

Keywords :

Grammar teaching – ESL teachers – teachers' perceptions – grammar instruction – implicit teaching – grammatical correction – teacher training



Introduction

There is an obvious attention in the field of grammar teaching and also in ESL teachers' perceptions about grammar in ELT, and ESL teachers' belief about grammar teaching, and how all these features influence how one teaches in the ESL classroom. Grammar seems to be a subject of little interest for most ESL students, who prefer to focus on other skill such speaking and writing. The teacher should recognize this fact and look to find the right method to teach grammar in used an interesting way and to get attention focused toward grammar. This is because, if the teacher chooses the wrong method for teaching grammar, the student will lose interest in learning. This the main reason why most teachers like to try to prepare themselves, during training courses on how to teach grammar before starting the actual teaching, so that can teach grammar both interestingly and effectively

Grammar in ESL Teaching –Theoretical Background

An important question needs to be asked at the outset, namely whether grammar teaching is truly necessary and how different approaches and methods are used in grammar teaching. The writer's intention is to present a general idea about the important issues relating to grammar teaching.

Definition of the term “grammar”

There are several different definitions which related to grammar, according to different view expressed in the literature. According to Pollock and Waller (1999:2) ‘‘ grammar is the structure of the language which we need to understand in order to be able to use that language effectively’’.

Furthermore, this definition emphasizes that the rules of grammar that illustrate important role in teaching and learning. Grammar may be roughly defined as the study of word order (syntax) and the rule that related to the word (morphology) (Thornburg)



According to Collin and Carmella (2000) there are two categories of grammar, namely perspective grammar which emphasis on how words should be used and the other called descriptive grammar that concentration on how language should be employed.

The role of grammar in ELT

I will view the argument for or against the role of grammar in English Language teaching. Furthermore, there has been much discussion and debate for and against the role of grammar teaching within the study part of applied linguistics. According to Ur (2006:4)

“There is no doubt that knowledge –implicit or explicit –of grammar rules is essential for the mastery of a language: you cannot use words unless you know how they should be put together”.

Ellis (2006) argued in favor of Krashen’s theory about grammar role in ESL acquisition by claiming that the effectiveness of grammar –led approaches can be connected to the second language teaching programmed for acquiring language instruction .So study grammar will help in acquire the second or foreign language

According to Burgers (1998) the main purpose of teaching grammar is to expand the learns written communication style, and this what most linguistics researchers have concluded about the goal of grammar use. However, there are some other comments stating that grammar could be a strong tool for advancing the reading comprehension of students and also their critical thinking (Zheng,2009). For example, if the teacher asks the class to discuss grammar in a narrative text, he will encourage his student to understand the rules in terms of communication style.

Furthermore, notable statement made by Prince Charles that he deplored that the fact that English was being taught in a bad way and the time had come to reintroduce the teaching grammar, as this could be the best remedy for the efficacy (Cameron, 2007) . Therefore, there is over evidence that confirms that the role of grammar is important in ESL with Cameron stating that traditional grammar teaching is not sufficient for understanding the function of the English language. In



other words, this approach would be a misleading guide to the English Language for ESL, learners. Grammar.

Statement of the problem

The main issue which has been revealed that there is more one way to teach grammar for ESL, which related to different views on teaching grammar. New method of teaching grammar appears to remedy the short combings of previous methods of teaching grammar. Many teachers use new methods such as Communicative Language Teaching instead of grammar translation Method because they recognize how important it is to improve the learner's intellectual ability and make the learner involved and willing to internet more in the class.

As a result of these difficulties teachers are divided in to different groups in term of their approach to ESL teaching. The group focus on teaching grammar and developing the grammatical proficiency of learners by teaching them the grammar implicitly or deductively, thus revealing the learner to an extensive grammar environment. The arguments for and against the best approach to teaching grammar should be taught deductively or inductively, explicitly or implicitly.

Objectives of study

The objectives that lead this study are:

1. To identify different ESL teacher's beliefs about grammar teaching
2. To identify the main sources behind their belief
3. To investigate the best of grammar teaching selected by teachers according to their knowledge
4. To examine teacher's beliefs and knowledge toward grammar teaching



Is it worth doing?

This Dissertation topic is very important to shed the light on best methods of teaching grammar which can reveal the real level of the student in classroom as a teacher, we learnt to adapt some methods such as CLT and TBL (Task based learning) to teach grammar in advanced level, because these approaches reflect real requirements for the language and give meaningful practice in using the grammar. These approaches can be more simply adapting to the interesting of the learners and are therefore more motivating than more traditional methods.

Learning will provide the teacher with the real rules and self-expression to make English teacher process more interesting.

The Libyan institution attempts to improve the English education as a result of the difficulties by providing the teachers with training courses to enhance their approach in real life teaching. Moreover, many students have difficulties to understand Grammar in ELT classroom with serious problem of how to communicate and express their options efficiently (Mohammed, 2010)

Literature Review

Most of the Libyan learners have problem in grammar and this happen because of the use of the Grammar translation method. They are just acquiring the rule of Grammar as essential in English teaching in ELT classroom (Manasreh, 2010)

As a result of using the wrong approach of teaching, as a teacher, we ignore how much grammar important to improve other skills such writing and reading. According to Burgers (1998) the main purpose of teaching grammar is to expand the learners written communication style, and this most linguistics researchers have concluded about the goal of grammar use. Richard, Gallo and Renand said that “Many of respondent still hold firmly to belief that grammar is central to language learning and direct grammar teaching is needed by their ESL student ”(2001:54). Some teacher think that grammar has direct influence on the teacher ‘s behavior and hoe she or he choose the approach grammar teaching.



Farrel and Ng (2003) suggested that some teachers prefer to correct the student's mistake or any error in a direct way instead of elite the answer form the learner. There some methods that favors the explicit teaching of grammar while other preferred and support implicit teaching instead. Some approaches such grammar translation, encourage the explicit approach (provide learners with the rules. However, (Decoo,1996) believed that this approach has a weak side. For example, if the teacher started the lesson by drawing the grammar rules then some students could feel frustrated, because some of them have no enough grammar terminology.

The main focus of the inductive approach is to focus on grammar rule implicitly. (Thornbury, 2008). On other hand, as mention some teacher believe that the best approach to teach grammar effectively and in a time correct is to start by introducing the grammatical rules then finish by asking the learner to answer the questions on language material and use the rule which she or he has been already learnt in the class rather than discover the rules for themselves (Dought and William 1998).

Methodology

In this research, I will explore teacher's knowledge and believe towards grammar in the ELT contexts. Spotlight will also be shown on the use of grammar in team of grammar terminology and met language, both in ELT classrooms and teacher training programme that offer the preparation on how to teach grammar.

Research question

1. What do ESL teacher think about the role of grammar in ELT? Do ESL teachers think that grammar skill to rank alongside the four other skills?
2. Which approach do ESL teachers prefer to use to teach grammar?

What is the best approach or method on teaching grammar?

3. When do ESL teacher point out the grammatical errors of students and how manage to correct them.



4. Do ESL teacher believe that teacher training programmer have main role in training them.

5. How do teachers regard practicing grammar?

Instrumentation

The instrument which was used in this study to gather data from the participants was questionnaire.

Questionnaire

The Questionnaire for my research was designed in order to aid teacher to definite what they believe about grammar teaching which was partially reformed from one by Hoang (2009).

The participants

The participant in this research are 15 teachers who had quite knowledge about how to teach grammar, because it is very important to me to know that kinds of difficulty they face when teaching grammar to their students. The participants have provided me with a variety of information about grammar teaching and their beliefs in grammar and how they prefer to teach grammar. Disagreements in teacher's opinion were clear in their answer to questionnaire although there was some agreement on several points.

Finding from the Questionnaire

Research question number 1

1. What do ESL teacher think about the role of grammar in ELT? Do ESL teachers think that grammar skill to rank alongside the four other skills?

Basically, the majority of teachers agree that knowledge of grammar is essential if learners are going to use English effectively and also to develop the learner's written communication style. Additionally, the teachers believe that studying grammar will help to acquire a second language



knowledge of grammar is essential if learners are going to use English effectively	Agree	Disagree
	95%	5%
To develop the learner's written communication style	35%	65%
studying grammar will help to acquire a second language	95%	5%

Research question number 2

2. Which approach ESL do teachers prefer to use to teach grammar?

What is the best approach or method on teaching grammar?

The findings show that a few teachers prefer to teach grammar explicitly. Teachers choose to teach grammar implicitly so students have to discover the rule by themselves. Also, many teachers think that grammar could best be taught inductively.

	Strongly agree	agree	Disagree	Strongly disagree
Grammar is best taught explicitly (rule should be introduced first to student)	10%	20%	70%	
Grammar is best taught implicitly (rule should be discovered first by student themselves)	45%	30%	25%	
Grammar could best be taught inductively. (starting lesson with examples)		95%	5%	



Research question number 3

3. When do ESL teacher point out the grammatical errors of students and how manage to correct them.

Most of the teachers prefer to elicit the right answer from the students instead of telling them directly

	Strongly agree	agree	disagree
When the student make any kind of grammatical mistake , teacher correct directly	10%	10%	80%
When the student make any kind of grammatical mistake , teachers try to elicit the right answer	20%	65%	5%

Research question number 4

4. Do ESL teacher believe that teacher training programmer have main role in training them.

The findings in the next table show that ESL teachers have got a good level of training to teach grammar and they consider that their training programme as a teacher has improved and developed their approaches and abilities in this field.



As an ESL teachers have got a good level of training to teach grammar	Strongly agree	agree 100%	disagree
The teacher should have a good knowledge about grammar before starting to teach it		100%	
Some teacher still feel confidence about teaching grammar	10%	80%	10%

Research question number 5

5. How do teachers regard practicing grammar?

	Strongly agree	agree	disagree	
Grammar should be practiced in written tasks	10%	90%		
Grammar should be practiced in written and oral forms	5%	95%		
Grammar teaching should focus on the form of language rather than the meaning	15%	55%	30%	



Conclusion

In the current study, we have attempted to explain and investigate teacher's perception about grammar in ESL classroom. The result in this study has shown a particular area of grammar knowledge and teacher beliefs of grammar teaching. Furthermore, this research aimed to illustrate what English teacher think about grammar teaching and teaching training although this study was limited in some prospects. This study has also attempt to highlight on the role of grammar structures in term of acquire second language and developed learner's English level in general.

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