

UNIVERSITY OF EDUCATION, WINNEBA

**TEACHING ENGLISH GRAMMAR IN THE ESL CLASSROOM: THE CASE
OF THE SENIOR HIGH SCHOOLS IN THE SISAALA EAST
MUNICIPALITY**



MOHAMMED BASUO

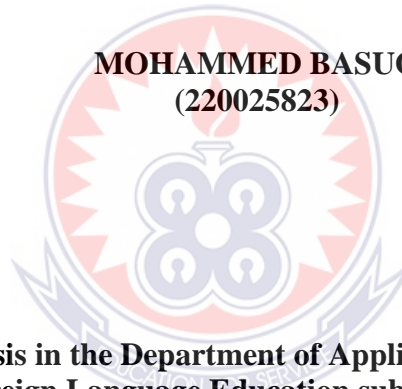
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**A thesis in the Department of Applied Linguistics
Faculty of Foreign Language Education submitted to the school of
Graduate Studies in partial fulfilment
of the requirements for the award of the degree of
Master of Philosophy
(Teaching English as a Second Language)
in the University of Education, Winneba**

SEPTEMBER, 2023

DECLARATION

Candidate's Declaration

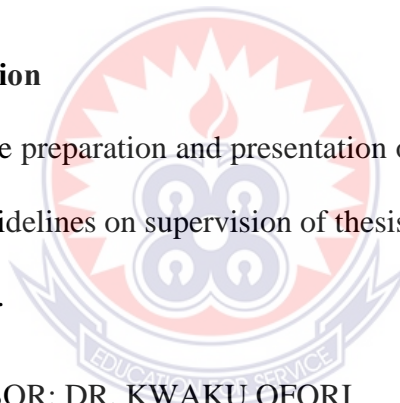
I, Mohammed Basuo, declare that this thesis, except for quotations and references contained in published works which have been identified and duly acknowledged, is entirely my original work, and it has not been submitted, either in part or whole for the award of another degree elsewhere.

Candidate's Signature

Date:

Supervisor's Declaration

I hereby declare that the preparation and presentation of this thesis were supervised in accordance with the guidelines on supervision of thesis as laid down by the University of Education, Winneba.



NAME OF SUPERVISOR: DR. KWAKU OFORI

Supervisor's Signature

Date:

DEDICATION

Dedicated to the Almighty Allah, the ever gracious and ever merciful for bringing me this far in the educational ladder, my late beloved mother, Mrs Abdullah Deibrimiah (Madam Hawa Bayong) without whom formal education would have eluded me. I give you a posthumous salute, mum, for your clear vision and support that has pushed me to this pedestal in education. My dear wives and children as well as my friends and co-workers are not left out for their contributions in diverse ways. My brothers (Yusif Deibrimiah and Yahaya Deibrimiah) and my darling sister, Ajara Deibrimiah are inclusive.



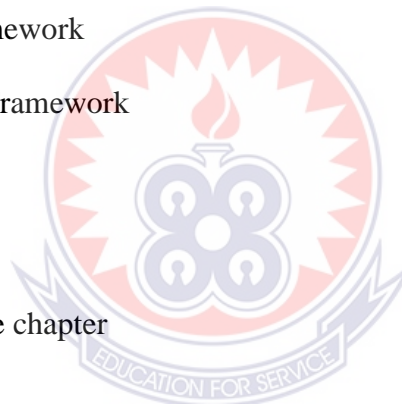
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ABSTRACT

The study examined teaching grammar in the ESL classroom in the senior high schools in the Sisaala East Municipality. The rationale for this study considered the vital role grammar plays in language instruction and communication. In the view of Dadzie and Bosiwah (2015), no language makes sense without the use of grammar. They add that grammar is the bedrock of effective communication. As a result, grammar is taught in all schools throughout the country. Since grammar enhances effective communication among students, Akurugu (2010) stressed that teachers should adopt modern methods of grammar teaching in schools to encourage active students' participation in grammar lessons. The qualitative research approach was adopted for the study because according to Creswell (2018), this approach is mostly used by researchers to obtain in-depth comprehension of the problem under investigation. Interviews, observations and document analysis were used to collect data from a sample size of 24 ESL teachers using the census sampling technique. The data was analysed thematically and discussed in line with the research objectives. A number of findings were established. It was revealed that the traditional grammar methods are mostly used which largely emphasize accuracy of grammar structures as stressed by (Richards & Rodgers, 2001) with little emphasis on fluency. One other finding is on assessment of grammar lessons, the study highlighted that the paper-and pencil test have long been used and are still been used which is a traditional way of assessment that does not enhance communication. In connection with this finding is that teachers are to utilize a combination of traditional and communicative approaches to assess the students. Teachers employ a range of formative and summative assessments aligning them with instructional objectives and providing timely feedback to students. The study concludes that in teaching English grammar teachers employ communicative and task-based grammar methods. That there is the need for reconceptualization of grammar teaching by shifting from the traditional methods to the modern ones especially Communicative Language Teaching (CLT) (Larsen-Freeman, 2015). Despite the criticism faced by the traditional approaches for potential mechanical learning, they are still in use. Recommendations include on-going professional development for teachers, emphasizing student involvement, encouraging diverse assessment methods, and leveraging digital tools.

CHAPTER 1

1.0 Introduction

Effective teaching is primarily based on the teacher's pedagogical approach or methodology at all levels of education. This has to do with how the teacher conducts lessons in the classroom, how students learn, what instructions will help students learn and improve comprehension, and what actions can be taken to guarantee that the instructions are followed to the latter in the classroom. Richards (1996) wrote the book "Work on Teachers' Maxims". In this book, he developed some principles for teachers known as "behaviour rules." These rules include; the teacher's planning, motivating and encouraging students to learn, maintaining discipline and order in the classroom, and ensuring efficiency and accuracy. All these activities are part of the teacher's pedagogy in the classroom.

English grammar instruction depends heavily on the teacher's varied and integrated teaching technique. According to Pajares (1992), cited in Mohamad (2006), a teacher's methodology has the power to redefine, screen, distort, and reshape the knowledge and thinking of both the teacher and the students. In the light of this, it is crucial that the researcher investigates the methods used by various teachers of English in the Senior High Schools with specific reference to the Sisaala East Municipality. Prabhu (1990, referenced in Mohammad 2006) asserts that in order to raise educational standards and ensure effective learning among students, the teaching style of the instructor should be given top priority. According to William and Burden (1994), pedagogy of the teacher plays a significant part in the process of teaching grammar; hence it is important for teachers to be conscious of their own pedagogy. Similarly, Fisher (2007) also emphasized the need for teachers to understand their

methodology in order to advance and become more effective in the classroom. Grammar is stressed as being an essential part of language (Dadzie & Bosiwah, 2015). They added that when people use proper grammar, they communicate more effectively and avoid misunderstandings. Grammar instruction, on the other hand, has been a source of contention for a long time regarding its role in language (Ellis, 2006; Rama & Agulló, 2012; Corzo, 2013; Braine, 2014). The majority of the discussion has been on how grammar is taught in English language classes regarding the many methods used. In this regard, renowned scholars like Larsen-Freeman (2015) and Dos Santos (2020) advocate for a shift from the traditional methods of grammar teaching to the use of CLT which is a modern approach of grammar instruction.

When new methods and approaches in the field of English language teaching emerge, the methodology for grammar teaching changes (Borg, 2003). When this happens, teachers base their decisions about how and when to teach grammar on their cognition (Borg, 2003). According to Borg (2003), teacher cognition is a new phenomenon being studied in Ghana specifically teachers' grammar and instruction methodology. As a result, in order to better understand the decisions that teachers make in English as a Second Language (ESL) grammar instruction classroom emphasis is placed on teachers' methodology in the classroom and the factors that shape these methods (Borg, 2003).

Many previous studies conducted have looked into the impact of teachers' methodologies on communication of students (Burgess & Etherington, 2002; Moini, 2008; Thu, 2009; Farahian, 2011; Rama & Agulló, 2012; Azad, 2013; Nagaratnam & Al-Mekhlafi, 2013; Hos & Kekec, 2014; Uysal & Bardakci, 2014). However, when it comes to teaching grammar, teachers' methodology may not always reflect in their instructional decisions. As a result, special consideration is given to the relationship

between teachers' grammar instruction methodology and their actual classroom practices, as well as what influences any mismatch between the two (Azad, 2013). Other renowned scholars conducted studies that highlighted the relationship between teacher methodology and classroom practices (Farrell & Lim, 2005; Lee, 2008; Phipps & Borg, 2009; Le, 2011; Shatat, 2011; Hassan, 2013; Ferreira, 2014; Hos & Kekec, 2014).

1.1 Background of the study

All levels of our educational system's language curriculum place a high priority on grammar (Dadzie & Bosiwah, 2015). No language makes sense in the opinion of Dadzie & Bosiwah (2015), without the use of grammar. Due to the vital role that English grammar plays in language instruction, it is taught in all public and private schools in Ghana. This is necessary because without it, students' spoken and written English would be rife with inconsistencies, contradictions, and ambiguities (Harmer, 2001). For instance, improper use of tenses, subject-verb agreement, and punctuation can all work together to obstruct communication (Harmer, 2001).

Additionally, it should be emphasized that English is used in different sectors of the economy including the fields of law, medicine, commerce, journalism, tourism, and aviation (Belcher, 2009). Actually, it serves as the language of instruction in education and so one needs to be able to speak and write very effectively in English in order to get a decent job or a high-paying employment. Therefore, Quagie (2013) argued that, it is imperative that grammar instruction be increased in all schools across the nation to address the teething grammatical challenges that students face when expressing themselves and taking English language exams, including correct use of tenses, appropriate use of concord, accurate punctuation, misrelated participles,

differentiating clauses and phrases, stating the grammatical functions of phrases and clauses ensuring communicative competence.(Harmer,2001).

Similarly, Akurugu (2010) stressed that teachers should adopt new methods and strategies of grammar teaching to whip up students' interest in learning grammar. Through interaction with some of the students, the researcher found out that they could not freely express themselves in the target language. Some were either afraid or feel shy to talk, an indication that they are not exposed to current trends of grammar instruction especially Communicative Language Teaching (CLT), which stresses fluency. This raises the question of what grammar instruction strategies and methods are employed in the senior high schools to teach grammar in the municipality. In connection with the above, Richards (2006) asserts that teachers provide their grammar lessons in a variety of ways using a variety of methods. The Grammar-Translation Method (GTM), the Direct Method, the Audio-Lingual Method, and the Communicative Language Teaching approaches are examples of these methods. The Grammar-Translation Method (GTM) involves a deductive examination of grammar rules and these guidelines must be committed to memory and constantly remembered by students in order for them to translate them correctly into their native tongue while grammar is taught inductively with the direct method (Richards,2006). Unlike the Direct Method, the audio-lingual method focuses on using the target language (L2) in a communicative sense (Richards, 2006). Most grammar drill exercises are done in school settings (Larsen-Freeman & Anderson 2011).

According to Henrici and Riemer (1994), there are three (3) separate ways teachers can present their grammar lessons in the ESL classroom apart from GMT, the direct method and the audio-lingual method. These include; the use of the inductive approach, the deductive approach and analytic deductive approach. Teachers who use

the inductive approach to present their grammar lessons must first of all give an example for the students to think through and come up with the rules of grammar embedded in the example. Once students are active, it becomes a motivation in learning grammar this way. Some teachers in teaching grammar also prefer the deductive approach to the others. The deductive approach unlike the inductive approach is faster because the teacher states a rule for the students to practice and then work on examples (Richards & Rodgers, 2001). Teachers using this approach easily implement it in the classroom because of its systematic nature (Harmer, 2001).

With the analytic-deductive approach, teachers who prefer it in teaching their lessons in grammar, first give sample sentences for students to work on them and then come out with their identified grammatical rules and discuss them together with their teacher. Students then practice these grammatical rules in different contexts to enhance familiarity. The approach is not only interesting when using it, but also effective and creative in all standards (Harmer, 2001). Some teachers also use the eclectic approach. This approach permits teachers teaching grammar to make use of the best strategies and methods of teaching language in their classrooms (Richards, 2006).

In contrast to the traditional methods of grammar teaching discussed above, CLT, which is one of the latest approaches to grammar teaching in the ESL classroom, places more emphasis on fluidity than precision (Richards & Rodgers, 2001). The objective of teachers using this method is that it stresses communicative competence (fluency) but not grammatical competence (accuracy) and hence do not correct all the mistakes made by learners (Larsen-Freeman & Anderson, 2011). Here, the teacher assigns students to activities like storytelling, role plays, games, and debates among others to enhance communication in the classroom (Richards & Rogers 2001).

Despite the fact that there are new approaches to grammar teaching in the ESL classroom like CLT and others, an observation made by the researcher through interaction with some teachers of English in the municipality indicated that many of them still use the traditional methods to teach grammar. If many of the teachers were using CLT, at least students would not have been that timid to freely express themselves during their interaction with the researcher, even though some students are naturally shy and timid (Mooney, 2024). A grammar teacher is sometimes forced to blend different methods in the classroom depending on the situation and the type of learners in the grammar class (Wright, 1987). Wright (1987) differentiates learners according to their learning objectives in the classroom and grouped them into four (4) which include; the enthusiasts, the oracular, the participators and the rebels. According to Wright, the enthusiasts concentrate on what the teacher is doing in the classroom and are always prepared to work in groups. The oracular regard the teacher as the person at the centre of affairs in the classroom, but always strive to achieve their personal objectives and not that of a group. While the participators give full attention on group interests and objectives in the class, the rebels anticipate satisfying their own objectives no matter what the teacher and the rest of the students think. The researcher is of the view that in a grammar class of this calibre, there is practically no way a professional grammar teacher can adopt one method or approach throughout the lesson, considering the principle of individual differences in teaching and learning.

1.2 Statement of the problem

According to Larsen-Freeman (2015) various methods are used to teach grammar in the ESL classroom which includes the direct method, inductive, deductive and the Grammar-Translation Method. These methods are rule-based methods that emphasize

accuracy and not fluency. It has been observed that in the municipality these are still some of the traditional methods some teachers use to teach grammar in the ESL classroom. The continuous use of these traditional methods and not shifting to modern or current approaches of grammar teaching by many teachers of English in the municipality is a problem that needs to be investigated, hence the focus of this study. The traditional paradigm only encourages accuracy, substitution drills, conversion drills, multiple-choice and fill-in the blanks assessments, guided writing, and a variety of activities to the detriment of fluency which is the basis of CLT, a 21st century grammar teaching method (Dos Santos, 2020).

The CLT approach and other modern approaches and strategies are what grammar teachers can use to teach grammar more effectively instead of the traditional methods in terms of ensuring communicative competence. Richards and Rodgers (2001) described Communicative Language Teaching (CLT) as a better and convenient method of teaching grammar because a lot of activities like games, role plays, dramatizations, debates, group presentations and many more are used to enhance communication in the classroom.

Various researchers have studied in the area of grammar teaching at various levels of education in this country and beyond. Quagie (2013) researched the area of Teaching English in Ghanaian Schools *Where is the Grammar?* In this article, Quagie emphasized the need for grammar to be taught in all Ghanaian schools because of its relevance to address some complex grammatical issues such as students' poor knowledge of word classes, concord, mechanics of writing, confusion with the use of the relative clause, challenges of identifying modifiers and many more which persistently occur in students' essays. Among the findings is that students indeed face

grammar challenges in both the spoken and written aspects of the target language and teachers need to help them out using modern methods of grammar teaching.

Again, Akurugu (2010) concentrated on *Attitudes and Perceptions of students about the study of English Grammar*. The research was conducted at KNUST in Kumasi. In his publication, he stated that the poor performance of candidates in WAEC in the English Language paper is attributable to students' poor knowledge in grammar. He traced this to the methods teachers use in teaching grammar in our schools and the lackadaisical attitude and perception of students towards grammar learning. His findings point to the fact that students need to show a positive attitude towards learning English grammar to enhance their performance. Also, Anani (2015) wrote on: *The impact of inductive teaching and learning of grammar*. Her work investigated literature on the approaches to teaching grammar in some basic schools in Accra. She concluded that unlike the deductive approach of grammar teaching, the inductive approach is preferred. Further, in a Journal of Languages and Linguistic Studies, Akay and Toraman (2015) investigated the topic *Students' Attitudes towards learning English Grammar: A study of scale development*. They stated that students do not show any positive attitude towards grammar learning as a major finding.

Last but not least, Bakuuro (2017) wrote on: *The Difficulties Ghanaian Senior High School (SHS) Students Encounter in studying English grammatical concord*. His concern in the article was to investigate the difficulties (SHS) two students of Islamic and Wa Senior High schools encounter in the use of English grammatical concord. Finding concord learning challenges was the purpose of his study. From the in-text citations above, it is clear that many researchers did studies in the area of grammar teaching. However, their studies are based on traditional grammar approaches but this

study is focused on Communicative Language Teaching (CLT), a modern approach to grammar teaching.

1.3 Purpose of the study

The study investigated the methods used by teachers of English of the senior high schools of the Sisaala East Municipality to teach grammar in their respective classrooms. The study also investigated the impact of the teachers' methods on students' communication as well as the assessment procedures teachers used.

1.4 Research Objectives

Below are the research objectives for the study:

1. To investigate the methodologies teachers of English in the senior high schools in the Sisaala East Municipality use to teach grammar.
2. To investigate the impact of the teachers' methodologies on students' communication in the senior high schools in the Sisaala East Municipality.
3. To investigate the assessment procedures teachers use to assess the grammar lessons of students in the senior high schools in the Sisaala East Municipality.

1.5 Research Questions

1. What methods do teachers of English use in the senior high schools in the Sisaala East Municipality to teach English grammar in the classroom?
2. What is the impact of the teachers' methods on students' communication in the senior high schools in the Sisaala East Municipality?
3. What assessment procedures do ESL teachers in the senior high schools in the Sisaala East Municipality use to assess the grammar lessons of students?

1.6 Significance of the study

The study will help some teachers of English Language to improve on the way they teach grammar by adopting the modern methods or approaches to grammar teaching. This will tremendously improve students 'communication both in spoken and written. It will also be of great help to stakeholders in education in terms of improvement in grammar teaching methods. It is the hope of the researcher to also contribute to knowledge in the field of academia.

1.7 Organization of the study

The research is organized into five chapters. Introduction, background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations, delimitations, summary of the chapter are all covered in Chapter One. The second chapter includes a review of related literature, the theoretical framework, the related works, and then summary of the chapter. The third chapter discussed the methodology of the research, research design used, research instruments, population, data collection procedure, sample and sampling techniques, data analysis procedure, research site, ethical considerations and then summary of the chapter. The fourth chapter focused on data analysis, interpretation and summary of the chapter. Chapter Five summarized the main findings, drew conclusions, and concluded with recommendations and then summary.

1.8 Limitations

In carrying out the research, some limitations were encountered. Issues of funds which led to transportation problems were key. However, with the number of days the researcher visited the field, enough time was spent to be able to gather enough data for the study. Teachers who had their own reservation about the interview session were convinced to take part in the session by clearly explaining the purpose of the study to them and also assured them of its confidentiality.

1.9 Delimitations

This thesis is concentrated in only one of the municipalities in the region and that is the Sisaala East Municipality due to limited time for the study to be conducted.

1.10 Summary of the chapter

The chapter covered a number of thematic areas. The introduction which gives a hint on the topic of the study was covered, followed by the background of the study which gave the rationale of the research. Other areas covered were; the statement of the problem, purpose of the study, research objectives, research questions, the significance of the study, how the research is organized, its limitations and delimitations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

2.0 Introduction

According to Creswell (2018), a literature review aids the researcher in understanding the difficulties of the study and what needs to be done to avoid typical mistakes. Consequently, in order to improve the work and direct the researcher towards effectively completing the study, a significant number of papers, books, journals, and other relevant publications on the subject were read. The chapter focuses on a review of related literature, the theoretical underpinnings of the study, and related studies conducted on the topic by other researchers. The literature reviewed covered a brief explanation of grammar, background of grammar teaching, stages of grammar teaching and some theories of grammar teaching. The objectives of the study were also reviewed which include methods of grammar teaching, the impact of teachers' methods on students' communication and the assessment or evaluation procedures teachers use. These helped in the data analysis.

2.1 Definition of grammar

English language experts frequently have a very narrow definition of grammar. They frequently consider grammar to be "a set of complex facts regulated by rules that are full of exceptions" (Ellis & Sinclair 2011, p. 82). Continuing, Ellis and Sinclair (2011) state that grammar is;

“Like the universe which is infinite and has no beginning, end, or shape. It simply exists. Further, teachers do not sufficiently explain the concept of grammar in the grammar manuals” (Ellis & Sinclair, p. 82).

In a different version, Lewis (2009) talked about the three components of grammar—facts, patterns, and choices as stated by Ellis and Sinclair (2011). Facts are exceptions in a language such as the fact that women are pluralized as “women” and not as “womens” which learners should accept and learn without giving too much thought to them. Language learners create new language using patterns, which are linguistic units (Ellis & Sinclair, 2011). Therefore, teachers should properly teach grammar to help students recognize these patterns and employ them in sentences. Patterns are utterances that have been partially learned and have a gap for a noun or a noun phrase. The use of particular grammatical structures is a matter of personal preference (Ellis & Sinclair, 2011). For instance, a teacher once asked the class during a grammar session, "What do you want to have for lunch today? " With TZ, fufu, rice, kenkey, and banku, the learner can fill in the blanks. The student is employing a pattern to communicate in this instance (Krashen & Terrell, 1999, pp. 42-43). However, memorizing patterns does not necessitate learning or acquiring rules which is why learners during the first stages of language learning employ patterns quite frequently (Krashen & Terrell 1999, pp. 82-83). An essential part of a language that helps learners comprehend its structure is its grammar (Crystal, 2004).

2.2 Background of grammar teaching

It is common knowledge that grammar teaching is essential for learning a second language. There has been much discussion on the challenges of effectively teaching grammar ever since the fifteenth century (Thompson, 1996). For many years, teaching grammar was identical with teaching language in general but the rise of communicative language teaching reduced the importance of intensive rule-based grammar teaching (Thompson, 1996).

No other topic has, in fact, preoccupied the minds of theorists and practitioners as much as the grammar controversy and the history of language instruction. It was essentially the history of arguments in favour of and against the teaching of grammar (Thornbury, 1999). Like Crystal (2000), Dadzie and Bosiwah (2015) argued that, the way a communication system works is known as its grammar, and both senders and recipients must use grammar if they are to understand each other. There cannot be communication if there is no grammar.

2.3 Stages of teaching grammar in the ESL classroom

Grammar can be taught deductively or inductively in the classroom (Larsen-Freeman, 2003). In teaching a grammatical structure, according to Larsen-Freeman (2003), the teacher should teach the form of the structure first and then followed by meaning and use. This way, the students understand the structure better and can use it effectively in communication. Don (1976) suggests that in grammar teaching, the grammatical structure is first presented to the students; they practice the structure and then produce it communicatively. For example, in teaching phrasal verbs as suggested by Larsen-Freeman (2001), the teacher is supposed to present the form of phrasal verbs to the students (examples; look up, wake up, talk over, fall out, fall through, sit besides, run through, get across etc). With this, the students will be exposed to the fact that a phrasal verb in terms of form is made up of a verb and a particle. After this, the practice stage follows for students to get the meaning of the structure clearly before use. Graddol (2006) argued that effective grammar teaching involves the use of activities such as games, dramatizations, role plays, debates and so on. These activities make grammar teaching easier, interesting and motivating (Graddol, 2006). This view of Graddol is supported by Larsen-Freeman and Anderson, (2011) who further suggested some other strategies that the grammar teacher can use in the

classroom to teach grammar efficiently. They mentioned the input processing strategy, the strategy of the garden path or the wrong path strategy, the strategy of noticing the form of a structure in a text by highlighting it, the strategy of raising the consciousness of students on a grammatical structure and so on. According to them, these strategies are very effective if properly conducted in the grammar classroom.

The final stage of the grammar lesson is testing the students to ascertain their level of understanding of the new structure taught (Larsen-Freeman, 2003). The feedback will indicate whether the lesson was efficiently taught or not, since effective grammar lesson delivery influences performance (Hammer 2007, Larsen-Freeman, 2003). Here, the teacher and students create oral or written writings using the newly learned linguistic structure. Dialogues, oral presentations, and the creation of phrases, paragraphs, or lengthier texts are examples of typical production activities as well as assessment strategies (Don, 1976).

The view of Richards and Rodgers (2003) is that, grammar should be taught communicatively to ensure fluency among the students. But with the three-dimensional approach of Larsen Freeman (2001) students will only acquire grammatical competence instead of communicative competence.

2.4 Theories of Teaching Grammar

There are various grammar theories propounded by various scholars and researchers to aid grammar instruction the world over. Below are a number of them discussed.

2.4.1 Traditional Grammar

According to Lyons (1968), the requirement to teach Latin to non-native speakers led to the earliest development of traditional (or Classical) grammar. It alludes to the traditional approaches to language study that came before structural grammar which uses science to analyse linguistic issues. Beginning in the fifth century B.C., traditional grammar (T.G) is as follows: What Lyons (1968, p. 4) calls Greeks' "general inquiry into the nature of the world around them and of their own social systems" is where it originates.

The desire of Greek grammarians working in Alexandrian libraries to preserve the priceless works of Homer and other classical authors is what initially gave rise to the teaching of grammar (Odo 2011, p. 4). Their primary goal was to "promote Hellenism and Homeric scholarship, that is, by establishing and explaining the language medium of the classical authors and preserving 'pure' Greek from the corrupt dialect variety called "KROIN" spoken at that time by illiterate Greek folk." In the context of TG, clause analysis and parsing made up the majority of sentence analysis (Rulka, 1962, p. 42), which was insufficient to describe the relationships that held between sentence parts. According to Lamidi (2000), classical grammar can only distinguish between two different types of structural links, that is, subject verb and verb-object connections.

According to TG, there are two reasons why a word is the smallest unit of any language, one of which being that classical grammarians were not overly concerned with breaking down words into their component parts. Second, the morpheme was only regarded as serving as a factorial function and not as a word segment at all (Lamidi,2000). Because of this, traditional grammar defined words in a way that made them appear to be the smallest grammatical units in a language and the

indivisible. TG interpreted a word as a phrase, clause, or sentence (Odo, 2011). Some academics (such as Lamidi 2000 & Enang 2017) praise TG for being the most popular and simplest method of teaching and learning English grammar, particularly in Africa. The labels for the various parts of speech, such as noun, verb, adverb, adjective, preposition, pronoun, conjunction, as well as predicate, object, case, subject, mood, etc., which developed from the framework, were also mentioned by these scholars as concepts that are still used in modern syntactic theories (Lamidi,2000, Enang,2017). The division of words into eight parts of speech, each of which takes up a certain position in a sentence, was a key effect of traditionalists' emphasis on correctness and rigid rule-adherence (Lamidi, 2000, Enang, 2017).

Once more, it may be argued that TG is universal because the majority of the language characteristics it finds are shared by most languages (Odo, 2011). This study, which examines the ways English instructors in the Senior High Schools of the Sisaala East Municipality use to teach grammar and how they are able to engage the students actively throughout the class, makes use of the traditional grammar model with its prescriptive tendencies. This is due to the fact that one of its established rules, do not use the accusative form of the pronoun after the verb "to be" (e.g., It is I), has been variously described by scholars as "marking the root from which complementation system in English originated" by Mensa (2008), Ndimele (1997), and Lamidi (2008). The rule in its correct perspective is (It is I); among other sorts that are found in both English and other languages, it is a complement of the sentence's subject.

Despite the arguments made in favour of TG's validity, it has some flaws (Ndimele, 1997). The most significant drawbacks of TG are its prescriptive nature, such as: Do not break infinitives such as; Benson does not want to even think about

the embarrassment. When conveying the future (e.g., I/We will fly to Lagos next week), avoid adding "will" after the person. Avoid using prepositions to terminate sentences, such as "who were you conversing with?"

Never use the accusative form of the pronoun after the verb "to be" (e.g., It is me), and that grammar teachers as well as other speakers of English should never use the accusative form of the pronoun after the word "than" or "as" when making a comparison. For example; My brother speaks faster than me. Never use double negatives in a sentence. For instance; She didn't say nothing (Ndimele 1997, p. 7080).

The definition of parts of speech in TG is another flaw (Ndimele, 1999). The definitions of nouns as names of people, places, or things and verbs as action or doing words, for example, are incongruous with the meanings of comparable terms in English. What category would words like "happiness," "beauty," "wickedness," "annoyance," "virtue," and "ability" fall under if a noun names people, places, and things? Furthermore, it would be challenging to determine whether the English terms "dare," "need," and "fire" are nouns or verbs because they can be used in either of these contexts (Ndimele, 1999). From the explanation of traditional grammar above, it is very clear that it has number of shortfalls. It is highly prescriptive in nature; do not split infinitives, do not end a sentence with a preposition and many others are examples (Ndimele, 1997). Though TG is still in use, it was because of these drawbacks that structural grammar was propounded to augment (Ndimele, 1997).

2.4.2 Structural Grammar

When the shortcomings of conventional grammar became apparent, structural grammar (SG) theory had to be developed as a result (Onuigbo & Eyisi (2009). It was not developed until the late 1960s and was the idea of Saussure (1916) who pioneered

the application of contemporary scientific methodology to linguistic problems. SG, like TG, was performance-based, according to Okoh (2010) and its data came from living languages and real speech utterances (Odo, 2011). Yule (1985, p. 92) summarized the justification for SG as follows: "Throughout the twentieth century, a somewhat different strategy has been employed in order to describe a language as it is used, not how they believe it should be used, and analysts gather samples of the language they are interested in. The majority of contemporary attempts to describe the structure of various languages use this method, which is known as the "descriptive approach," as their foundation.

In contrast to traditional grammar, which regarded the word as the smallest grammatical unit, structural grammarians claimed that the morpheme should be the smallest grammatical unit. According to Lyon (1968), who was cited by Odo (2011, p. 27), "morphemes are the minimal units of grammatical analysis, the units of lowest rank out." The phoneme is viewed by structural grammarians as a morpheme, word, phrase, clause, and sentence (Odo, 2011). Significant accomplishments were made by SG, including its attention to specificity, accuracy, and universality (Odo, 2011).

Because it serves as the foundation for the phrasal categories and phrase markers that generative syntax builds on, the SG model is extremely beneficial and pertinent. Since "Noun Phrase and Verb Phrase are the two fundamental syntactic categories which appear to be universally present in all languages," (Ndimele, 1999) this model is relevant (Ndimele, 1999, p.33). Both English and other natural languages have these two phrasal categories.

2.4.3 Transformational Generative Grammar (TGG)

The shortcomings of the structural grammar theory that led to the development of Transformational Generative Grammar (TGG) (Chomsky, 1955) are that the phrasal categories and phrasal markers proposed by SG could not be looked at into detail. These grammatical categories were built on by TGG. SG did little on the fundamental structures of the noun phrase and the verb phrase until TGG was developed (Odo, 2011). Chomsky (1957) is the leading proponent of this hypothesis. In 1957, he released a book titled *Syntactic Structures*, which helped his Transformational Generative Grammar gain popularity in America. This publication elicited many responses and rejections of the approaches and conceptions he formulated for the new grammar of every natural language, even though the goals of the new grammar were strongly stated and should not be ignored.

The principles of an earlier iteration of structural grammar known as the Immediate Constituent Analysis served as the foundation for this grammar model (Egbe, 2005, Udosen, 2004). In other words, Chomsky (1957) created this approach to teaching grammar in his early book “*The Logical Structure of Linguistic Theory*”. Chomsky’s works came to the public's attention when his book *Syntactic Structures* was published in 1955 (Trask 1993). In a subsequent book, *Aspects of the Theory of Syntax*, Chomsky (1965, Lyons 1968, referenced in Udosen, 2004), Chomsky updated his initial concepts from *Syntactic Structures*. In the view point of Udosen (2004, p.22), TGG is viewed as "any grammar that assigns to each phrase that it generates both a deep structure and a surface structure and relates the two analyses in a systematic way" (Udosen, 2004, p.22). The recognition of a level of deep structures and a level of the physical manifestation of utterances known as the surface structure relates to speaker's competence in the language, according to Udosen, (2004).

Another is the theory of transformations, which connects the two levels of grammar by positing sets of operations (deep and surface).

Transformational Generative Grammar (TGG) is theoretically based on two ideas. These are proficiency and effectiveness (Udosen, 2004). Competence is the natural linguistic information that a native speaker or listener possesses; performance is the actual use of that linguistic knowledge. Performance is pragmatics-based in contrast to competence which is mentalist-based (Udosen, 2004). Language studies have undergone a huge and revolutionary change as a result of the TGG's incorporation of psychology into grammar teaching (Orji, 1997). According to Orji (1997, p. 25), TGG is an excellent psychological grammar teaching theory that "teaches in a unique way since it ensures the interaction between the mind and the language learning process."

Similar to this, the TGG is the first language model to distinguish between "Deep" and "Surface" structures in grammar instruction which is an excellent strategy for understanding the connection between syntax and semantics (Orji, 1997). The other claim made by Chomsky (1957) is that meaning is unrelated to grammar instruction (semantics). His hypothesis was very useful because it requires very detailed knowledge of both to be able to distinguish between them. The Standard Theory, for example, maintains that "meaning is complete before transformation ever starts," which is another extension of Chomsky's TGG (Odo, 2011, p.16). The implication is that grammaticality belongs to the Surface Structure while meaning (semantics) belongs to the Deep Structure. Chomsky's TGG was the first grammar model to project "Competence and Performance," in addition. Both of these ideas are reminiscent of Saussure's "Langue" and "Parole." Competence as a concept in contrast to "langue" assumes individuality, although "performance" is synonymous with

"parole" which perpetuates the ways that various people understand and are capable of handling language (Odo, 2011).

The introduction of the "Selection Restriction Rule" into language by clarifying the relationship between various words and various parts of speech, which only chooses a small number of words from the linguistic repertoire to constitute its constituents, is another crucial contribution of TGG to modern linguistics or grammar (Odo, 2011). "It is the Selection Rules that explain the properties of a linguistic item that makes it feasible for things to co-occur or not and its aspects of co-occurrence that are specified in Selection Rules," says Tomori (1977, p. 78). This finding by Chomsky (1957) implies that prior to the TGG, understanding of grammatical agreement was limited to subject-verb concord. Before Chomsky introduced the idea of selection rules into linguistics, all other rules either did not exist or did so by chance and went unreported (Tomori, 1977).

Having exhaustively discussed the strengths of transformational generative grammar, it is imperative to look at the significant drawbacks of the theory, according to Odo (2011). The argument that grammar is an independent system and should be taught separately from semantics is one of the criticisms levelled against this traditional grammar teaching methodology (Eyisi & Onuigbo 2009). Grammar (syntax), according to Chomsky (1957), ought to be independent of the human mind, the social structure or culture, etc. Modern grammarians have criticized this Chomsky idea as unrealistic and it has caused numerous disagreements and debates (Eyisi & Onuigbo, 2009).

Furthermore, due to its level of prescriptivism and unsuitability for English language learners who are users of second languages, authors like Okoh (2010, p. 8)

and Enang (2017) agree that "TGG is a competence-based grammar teaching theory." Because TGG places more emphasis on a speaker's or user's natural ability to utilize the language than on visible and explicable data like Systemic Functional Grammar (SFG), this is the case. This aspect greatly makes it prescriptive in nature just like the traditional grammar theory. In other words, it is agreed that the morpheme is the smallest meaning bearing unit in language and since meaning is resident in individual morphemes constituting a word, any analysis that ignores this idea, is crude and unscientific, hence, not powerful enough to handle linguistic issues (Okoh, 2010, & Enang, 2017). They continued by saying that because of this characteristic, it is far more prescriptive than the traditional grammar theory. Another drawback is that, according to the rank system, the sentence is at the highest and most fundamental grammatical level. But because this idea is based on psychology-driven language, the TGG rejects it (Okoh, 2010, & Enang, 2017).

2.4.4 Functional Grammar

A grammar teaching theory called functional grammar examines grammar in terms of how it is used (Halliday, 1994). This theory was also propounded as a result of the limitations of the TGG outlined above. It is applied to functional language descriptions. It concentrates on the growth of grammatical systems as a way for people to communicate with one another. Functionalism encompasses CLT as a theory and method (Halliday, 1994). According to Halliday (1994), the name "functional grammar" refers to the theory's conceptual foundation which is functional rather than formal. Language is viewed as a set of meanings with accompanying forms that allow the meaning to be realized in a functional grammar classroom. Functional grammar is based on systemic theory which is a theory of meaning as a decision (Halliday, 1994). It functions in three distinct but connected ways: by

interpreting texts, by the system, and by the language structure's constituent parts (Halliday, 1994).

Halliday (1994) asserts that all texts, everything said or written, take place in a certain context of use. According to Eggin (2004), pupils are continually expected to respond to and develop coherent language in modern society. Since everything in a functional grammar can be described in terms of how language is used, it can be said that it is a "natural" grammar. However, the connection between the meaning and the phrasing (grammar) is not random: the structure of the language naturally corresponds to the meanings that are being stored (Eggins, 2004).

Furthermore, ideational or reflecting, interpersonal or active, and textual components are the basic building blocks of meaning in language, also known as meta functional components. The first two are the foundation of all language use. The textual gives the other two meanings because it is the first to comprehend the environment (ideational) and acts on the other people in it (interpersonal). In the third sense, each linguistic component is defined in relation to how it fits into the larger linguistic system. All of a language's constituent parts such as its sentences and phrases are combined in a functional grammar.

The major goals of Halliday's functional grammar, according to Halliday (1994), are to contribute to the knowledge of the text by demonstrating how and why the text means what it does through linguistic analysis and to contribute to the evaluation of the text. The linguistic theories of Saussure (1916) and Chomsky (1955) are regarded as having had a significant impact on language teaching theory, particularly the grammar-translation method and the audio-lingual method, which produced a

structural syllabus that gave the teaching of grammar or language structure top priority.

2.5. Methods of Teaching Grammar

The methods of grammar teaching have been reviewed under two thematic areas; the teacher-centred methods and the learner-centred methods to make for easy analysis.

2.5.1 Teacher-centred Methods

Richards et. al (2005) see the traditional approaches of grammar teaching as teacher-centred methods because in most cases the teacher takes the centre stage in the classroom interaction process and gives out knowledge of grammar rules to students instead of being a facilitator. These traditional methods have been reviewed below.

The grammar-translation method, according to Richards and Stephen (2001), was the first grammar method employed to teach European and foreign languages from the 1840s through the 1940s and is being used today in various regions of the world. The Prussian Method was how grammar translation method was initially referred to in the US (Richards & Stephen, 2000). A typical Grammar Translation text will provide and illustrate the grammar principles, provide a list of vocabulary words and their translation counterparts, and provide translation activities (Hinkel, 2005). In contrast to the conventional approach, which was abandoned due to the intricacy of grammar, the Grammar Translation Method uses sentences as the fundamental teaching and language practice unit (Hinkel, 2005). The majority of the course is devoted to translating sentences between the target language and another. The Grammar Translation Method (GTM) places a strong emphasis on correctness rather than

fluency, and students are expected to meet rigorous translation standards (Richards & Rodgers, 2001).

Basically, the approach uses practice translation tasks as well as presentations of grammar rules to teach grammar deductively. Though the method is seen to be very simple among teachers because less number of teaching learning materials (TLMs) are used, the approach is often frustrating for students in the classroom since they find it extremely tiresome to study lengthy lists of grammar rules and vocabulary and then attempt to translate literary text using that memorized knowledge (Richards & Stephen, 2001). Other methods like the direct method, the inductive method, the deductive method, and the audio-lingual method were introduced to teach grammar as a result of the inadequacies of GTM. Though these methods also concentrate on eliciting grammar rules in the classroom just like GTM, their approaches or how they tackle grammar items differ in the classroom. According to Richards and Rodgers (2001), these methods are referred to as traditional methods because of their rule-driven nature. The deductive approach in teaching grammar begins with the introduction of rules by the teacher and then learners are given examples to follow suit (Richards & Rodgers, 2001).

With the deductive method, students are taken through clear grammar rules and then given the opportunity to do practice in the classroom. Deductive grammar teaching is done through memorization of dialogues, question-and-answer practice, substitution drills, and various forms of guided speaking and writing practice (Hammer, 2007). According to Brown (2001), one's ability to display concrete knowledge of grammar structures is a sign of language learning under the deductive method.

Both receptive and the productive skills of speaking, listening, reading, and writing are introduced after a basic understanding of language is constructed through controlled practice, oral drills and memorization. As usual of all the traditional methods, the deductive approach emphasizes grammar accuracy to the detriment of fluency. Memorization of dialogues, question-and-answer practice, replacement drills, and various forms of guided speaking and writing practice are all frequently used techniques by ESL teachers (Larsen-Freeman, 2000). Errors are considered as inadequate learning and students are discouraged from making errors since it is thought that errors could become a permanent part of their speech (Richards, 2005).

The Audio-lingual method in North America and Situational Language Teaching in the United Kingdom were carved out of the Grammar-Translation Method. With these methods, the syllabi were made up of graded words and grammatical lists (Richards & Rodgers, 2001). The situational approach of grammar teaching was seen as a collection of products that could be acquired sequentially. This approach views grammar teaching and acquisition as a process that may be taught as a succession of products. Chomsky, in the language theory criticized the restricted view of language teaching and learning propounded by Skinner and argued that structural linguistic theory was insufficient in explaining the principal characteristic of language, that is, the creativity and uniqueness of individual sentences (Savignon, 2012).

Chomsky's perception of language and language teaching and learning shifted the focus of American linguistic studies from surface structural features towards deep semantic structures. Thus, this paradigm shift led the way for the development of more communicative approaches in grammar teaching (Richards & Rodgers, 2001).

As a result of the views of the traditional methods to grammar teaching, Hymes (1971) proposed the term communicative competence to refer to the use of language in a social context in response to this shift in language technique. With this, communication involves the negotiation of meaning between speaker and listener depending on the purpose.

According to Larsen-Freeman (2003) the learners were usually taught how to apply grammatical phrase patterns using the audio-lingual approach. Brown (2001) said that with the audio-lingual method of grammar teaching, students are exposed to a range of grammar structures and dialogues that they must listen to, repeat, and recall in addition to drilling patterns. Dialogues give learners a structure and an understanding of how to apply patterns in various situations. Generally, dialogues are used in our social setting for interactive purposes. Here, the grammar teacher encourages the students to repeat and memorize either the whole dialogue or some specific parts of it (Richards & Rodgers, 2002).

The audio-lingual approach in the view of Larsen-Freeman (2000) is a linguistic and psychological theory which she explained and illustrated some of the common techniques associated with the audio lingual method as dialogue memorization, expansion drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill; question and answer drill, minimal pairs analysis, complete the dialogue and grammar games.

With the inductive method of grammar teaching, the teacher instructs students to find the grammar rules on their own by looking at examples, and he connects the technique to the conventional grammar theory that places a rigorous emphasis on grammatical rules (Nunan, 1999). This process of the inductive method is the direct

opposite of the deductive method where students are first given rules of the structure before application (Richards & Rodgers, 2003). It is also feasible to employ a context for grammatical rules when using an inductive approach. In other words, rather than studying isolated phrases, students examine grammatical principles in a text or an audio file (Nunan, 1999). According to Thornbury (1999), learners are given instances of the target grammar they will learn when using an inductive technique. The pupils then use the examples to try and infer the rules on their own. After learning the grammatical rules and using them, students can construct their own examples using the rules (Richards & Rodgers, 2001).

The teaching of the grammar of English or any other language involves two main approaches, that is, analysing the grammar of the language and using the grammar to communicate (Thornbury, 1999). This means that students should acquire the basic components of the language especially grammar to trigger communication. Studies have demonstrated that teachers who emphasize linguistic forms in communicative exchanges are more effective than those who do so solely in decontextualized grammar sessions or never at all (Larsen-Freeman, 2003). Therefore, most educators agree that grammatical form instruction is necessary and so in teaching grammar attention should be focused on form of the structure within a meaning-based or communicative approach (Larsen-Freeman, 2003).

The inductive grammar teaching approach just like the other traditional methods is recognized as having several strengths and weaknesses by (Richards et al, 2005). This method of teaching grammar has the advantage of encouraging critical thought and making students to develop rules based on the knowledge they have by not being given the solutions up front. This is a cognitive and metacognitive skill that serves them well in adult decision- and problem-solving situations (Richards et.al,

2005). Again, it encourages student involvement during grammar lessons (Richards et al, 2005). This is one of the objectives the researcher wants to address in this study. Again, inductive method examples frequently promote collaborative effort, and students are required to present their research and conclusions. From the assessment of the researcher, this method is closer to CLT since it fosters collaborative learning. Additionally, Richards et al, (2005) argued that the inductive approach makes students think independently. This approach of teaching with examples can aid pupils in learning by stimulating the brain more (Richards et.al, 2005).

According to Richards et al. (2005), the inductive classroom is a dynamic setting where issues are resolved, questions are raised, mistakes are made, and ultimately, knowledge is gained as a result of all these activities. This should be encouraged by ESL grammar teachers in the classroom and not be bent on error corrections anytime. This in the view of the researcher discourages students from speaking in the classroom since they are afraid to make mistakes. Richards et al. (2005) noted a few other drawbacks of the inductive approach. Despite the fact that inductive teaching is becoming common, there are still some instances where a deductive method is appropriate (Richards & Rodgers, 2007). The inductive method of teaching grammar might lead to inequity in the classroom. If you look at an inductive teaching example, you might notice that not all students will respond equally well, which might lead to an unbalanced classroom. To have a positive impact on everyone, it needs an open environment where mistakes are accepted and even encouraged (Richards&Rodgers,- 2007).

2.5.2 Learner-centred Methods

The CLT approach is mostly considered a learner-centred approach due to the fact that the activities that are provided for grammar teaching in the classroom create

the opportunity for students to interact and communicate among themselves (Celce-Murcia, 2014). With activities like story-telling, debates, role-plays and presentations, the student is pivotal in the classroom while the teacher plays the role of a facilitator (Celce-Murcia, 2014).

Since traditional approaches do not emphasize communicative competency, they are insufficient for teaching grammar, according to Richards and Rodgers (2001). As a result, communicative language teaching (CLT) was developed as a method or an approach that emphasizes learner interaction to develop communicative rather than linguistic competence (Larsen-Freeman, 2003). This 1980s-era approach to teaching grammar is founded on the idea that learning a language requires practice, communicating with others in that language (Richards & Rodgers, 2001).

English language learners are encouraged to utilize English instead of just learning rules by teachers who employ the CLT approach in grammar classes. ESL teachers might use activities that encourage pupils to communicate while carrying out important tasks to encourage meaningful language use. The technique and aim of ESL instruction is interaction or student participation in the grammar lectures (Richards & Rodgers, 2001). Richards and Rodgers (2003) also emphasized that in contrast to conventional techniques or theories students speak the majority of the time in an ESL grammar class that employs the CLT method. Instead of listening to an instructor's lecture, CLT enables students to practice speaking English by constantly conversing with one another. With little direct correction, ESL instructors can promote student interaction. The communicative method to speaking aims to allow pupils to speak English without feeling self-conscious or worried about making mistakes when learning a new language (Richards & Rodgers, 2001).

Instructors that employ the CLT technique may use indirect feedback or non-interruptive conversational redirections in place of interrupting or correcting students when they make mistakes. To provide students with hints for future discourse, the grammar teacher may correct improper language (for example, "His shoes is old" can be answered with, indeed, "His shoes ARE old") (Ellis, 2008). However, the effectiveness of indirect and direct feedback in CLT-based classrooms might vary depending on factors including age and proficiency. Ellis (2008) claimed that ESL teachers can use a wide range of personalized exercises and meaningful objectives to promote meaningful interactions in the grammar classroom (Ellis, 2008). Students might role-play situations based on everyday life, such as talking about interests and popular culture, haggling over prices at the store, or retelling the story of a book or movie they recently enjoyed. Instead of learning about grammar rules and structure, the emphasis is on using real-world events to give students practice using language for context and content (Larsen-Freeman, 2003). To aid students in developing their communication skills, teaching strategies like modelling, repetition, pair work, and group work are used (Larsen-Freeman, 2001).

When CLT exercises allow students to collaborate in pairs or groups, they are most effective (Larsen-Freeman, 2003). This simulates genuine dialogue and promotes fluency over grammatical proficiency. Study after study has shown that ESL students typically feel more assured and at ease using their language abilities and concepts when collaborating with other students (Richards & Rodgers, 2001). Due to this, students who are in the same class frequently feel more comfortable conversing without worrying about making mistakes. Pairing and grouping pupils also promotes participation in in-class activities. Students might participate in a game where they must communicate in English with each other about an object in order for their

classmates to guess what it is, for instance. Working in groups not only motivates students to use the language effectively, but it also has the ability to gamify the ESL classroom and reward active involvement (Richards & Rodgers, 2003).

However, research has also shown that these conversational strategies of matching and grouping alone are insufficient to encourage active engagement in ESL classes (Biber & Conrad, 2019). The integrated-skills approach to CLT combines these key language abilities in speaking, reading, and writing exercises. CLT method has some strengths and weaknesses or drawbacks (Richards and Rodgers, 2003).

Due to its focus on the needs and interests of the students, the communicative approach is significantly more student-oriented (Larsen-Freeman, 2001). The goal of the communicative method is to localize and personalize language while also adjusting it to students' interests. Meaningful language is often easier for students to remember (Ellis, 2008). According to Richards and Rodgers (2007), CLT aims to employ real materials since students find those more engaging and inspiring. Additionally, students learn grammar norms because they need them to talk more proficiently and effectively.

Despite these benefits, Richards and Rodgers (2003) emphasized that the CLT approach places more of an emphasis on fluidity than accuracy. Instead of emphasizing error reduction, the methodology places students in a position where they must rely solely on themselves to address their communication issues (Larsen-Freeman, 2003). As a result, individuals could come up with illogical or grammatically wrong statements.

2.6 Impact of Teachers Methods on Students Communication

The methods ESL grammar teachers use in the grammar classroom should be able to impact positively on students' communication. In line with this, Heng (2014) stressed that the main goal of grammar teaching is to achieve communicative competence. Similarly, Dadzie and Bosiwah (2015) added that effective ways of grammar teaching leads to efficient communication to be able to succeed in education. Any flaws in the way grammar is taught will obstruct communication (Dadzie & Bosiwah, 2015).

Some of the grammar methods support communication in the classroom while others do not. While the activities of the CLT approach emphasize communication among students in the classroom, the activities of the traditional methods which are mostly drills emphasize rules and accuracy to the neglect of communication (Richards & Rodgers, 2005). According to Larsen-Freeman (2003), students should be given activities that will encourage group work or pair work to enable them share ideas, negotiate meanings, understand others and also be understood in a variety of classroom interactions to foster fluent communication. Most of the activities used in the traditional classroom stress grammatical competence and not communicative competence (Richards et.al, 2005).

Larsen-Freeman (2003) mentioned some of the common techniques or activities associated with the audio-lingual method which is a traditional method as; dialogue memorization, expansion drill, repetition drill, chain drill, single-slot substitution drill, multiple-slot substitution drill, transformation drill; question and answer drill, minimal pairs analysis; complete the dialogue and grammar games. Also, in the September (2010) English Language syllabus for senior high schools (1-3), some of these drills have been used often to teach and assess grammar lessons. In (p. 50) of the

syllabus, conversion drill has been used to teach “Types of sentences” where students are expected to change statements (declarative sentence) to questions (interrogative sentence). Also, in (p. 51), the completion drill has been used to teach “Subject-Verb Agreement”. Here, students are to answer the questions (1) The boy’s parents (is, are) here. (2) The man with his wife (has, have) flown to Landon. The conversation drill is also used to teach “Active and Passive Voice” for students to practice their use (p. 59). Since these drills only emphasize grammar rules and accuracy, communication and interaction among students is limited. According to Heng (2014) the syllabus has tilted towards the traditional approaches of grammar teaching because of the traditional form-oriented examinations which has become a hindrance to the adoption of CLT in the ESL classroom. All examinations measure knowledge of grammar, vocabulary, reading comprehension and translation.

The traditional methods are mostly teacher-centred and for that matter students usually do not get the opportunity to express themselves that much (Richards, 2005). On the contrary, the teacher using CLT which is learner-centred engages students in communication and assists them to achieve the specific communicative goal set forth in the lesson objective. These activities should be centred on sharing of information, meaning negotiation and interaction (Richards, 2005). CLT teachers mostly use activities like role plays, dramatizations, simulations, debates, group work, and presentations. These activities in the words of Heng (2014) encourage interaction among students and for that matter ensure communication among them. And as they communicate, students develop communicative competence and become fluent. Teachers can also use the information gap activity, jigsaw activities and communication activities to ensure fluent communication in class. Celce-Murcia (2014) did an investigation on CLT and suggested the following activities that are

very useful in the CLT classroom to teach grammar. These include activities with linguistic structure, performance activities, observation activities and participatory activities.

The adoption of the CLT as an alternative to the traditional approaches of grammar teaching and learning has yielded some good results. This is because studies have shown improvement in learners' communicative skills with the advent of the CLT. For instance, (Chang, 2014) discovered that engaging learners in CLT instructions and activities has a positive effect on students' learning motivation. This is because when students engage in self-directed activities in the classroom, they become more motivated to use the target language without fear of making mistakes and thereby increase their fluency level in communication.

2.7 Assessment Procedures

The final stage of the grammar lesson is testing the students to ascertain their level of understanding of the new structure taught (Larsen-Freeman, 2003). The feedback will indicate whether the lesson was efficiently taught or not, since effective grammar lesson delivery influences performance (Hammer 2007, Larsen-Freeman, 2003).

The teacher can use many assessment procedures to assess the students including creating oral or written writings using the newly learned linguistic structure. Dialogues, oral presentations, and the creation of phrases, paragraphs, or lengthier texts are examples of typical production activities as well as assessment strategies (Don, 1976). However, the educational system being practiced in the country is not comfortable with this way of assessing the students since examinations are targeted at eliciting grammar rules and not fluency (Heng, 2014). Several kinds of test for

assessment of students or examinations, for instance, the senior high schools' exams including the university entrance exams tests one's knowledge of grammar, reading comprehension, vocabulary and grammar translation. And since teachers want their students to pass these exams, they resort to emphasize grammar rules and accuracy in the grammar classroom (Heng, 2014). Students on their part are mostly not willing to be assessed communicatively since the communicative form of assessment will not form part of their test or exam (Chang & Goswami, 2011). As a result of the foregoing, assessment procedures commonly used are; essay writing, completion drills, identifying grammatical names and functions, substitution drills, conversion drills, debate writing, parsing sentences, formation of sentences, fill-in the blanks, and multiple-choice questions. These traditional assessment procedures are in line with the assessment procedures in the September (2010) English Language syllabus for senior high schools (1-3).

2.8 Theoretical Framework

One of the most up-to-date humanistic strategies for teaching grammar in ESL classrooms is called Communicative Language Teaching (Richards & Rodgers, 2001). Despite its limitations, it emphasizes language use and gives learners more opportunities to practice the target language. The fundamental concern of most students in the ESL classroom is whether they will be able to utilize the language fluently and freely in a range of authentic communicative scenarios (Richards & Rodgers, 2001).

Accordingly, the theoretical foundation of this study is based on the Communicative Language Teaching theory which strengthens communicative competence rather than grammatical competence, in contrast to the earliest methods (Grammar Translation, Audio-Lingual Method, and the Direct Method), which tend to

emphasize more on the structure of the language with the practice of drilling the students and having them practice speech acts (Horwitz, 2008). Although still in use, these traditional techniques have previously been declared unsuitable for efficient and participatory grammar teaching because they do not foster fluidity and spontaneity in everyday interactions (Richards & Rodgers, 2001). They prioritize grammatical competence as the foundation of language competency because their theory is that language may be taught by habit development (Horwitz, 2008).

To adapt language instruction to students' communicative and functional needs, Communicative Language Teaching (CLT) was developed in Europe in the 1970s. Its origin can be traced back to the adoption of the Situational Language Method in the British language teaching tradition (Richards & Rodgers, 2000). This approach attempted to teach fundamental grammar in context. However, it became clear that this approach did not support social interaction that was creative (Ellis, 2008). This was in part a response to Chomsky's (1955) argument that the conventional approaches to grammatical instruction could not account for the originality and inventiveness of spoken sentences (Chomsky, 1955). Similarly, British Applied linguists recognized the need to place more emphasis on communicative proficiency than on structures (Richards & Rogers, 2001).

The changing educational realities in Europe, according to Richards and Rodgers (2001) was another factor that led to the search for alternative methods of teaching grammar. A good understanding of the principal languages spoken on the continent was necessary given the growing interdependence of European nations. Therefore, one of the main tasks was to find and create new methods of teaching grammar (Chomsky, 1955).

When it comes to the theoretical underpinnings of CLT, Chomsky (1957, 1965) was the first theorist to criticize the behaviourists and structuralism approaches to grammar instruction. He asserts that each statement generates new language, refuting the notion that language is only comprised of structures (Grenfell & Harris, 1999). This indicates that there existed an underlying syntactic framework that enables individuals to communicate using a common grammar. Chomsky (1957, 1965) created the concept of competence, which he defined as the creation of all conceivable generating structures in the mind from which any particular structural element (utterance) emerges as a product. The latter is frequently referred to as "performance" (Chomsky, 1957).

According to Richards (2006), communication competence refers to the ability to articulate, interpret, and negotiate meaning. It entails understanding how to use a language for a variety of reasons, how to adapt the language to the context, how to create and comprehend many types of texts, and how to communicate effectively even when one's language skills are limited (Richards, 2006). Grammatical competence, discourse competence, sociocultural competence, and strategic competence are the four elements of communicative competence that they each correspond to (Savignon, 2002).

In contrast to conventional techniques, which are teacher-centred, the Communicative Approach is learner-centred (Savignon, 2002). There are certain principles connected to the teaching of communicative languages. According to Savignon (2002), Berns summarized the eight CLT principles or tenets as follows: the first is that grammar instruction is predicated on a conception of language as communication. Whether speaking or writing, it is how speakers create meaning and communicate for a particular purpose. Once more, competence is a relative, not an

absolute, principle (Savignon, 2002). He went on to say that different languages can serve as models for grammar instruction and that culture can influence how well speakers can communicate in their first and subsequent languages. Another principle or tenet is that different methods and tactics are permitted in the CLT classroom for grammar instruction (Savignon, 2002). In contrast to conventional methods, there are no rigid methodologies or techniques that the teacher must employ in the grammar classroom. The use of language in CLT is related to the development of competence in each and serves as a means of expressing ideas, interacting with others, understanding, and producing texts, according to Savignon (2002). The final tenet is that during the learning process, students should utilize the language to execute tasks for a variety of objectives (Savignon, 2002).

The conventional or traditional lesson formats for grammar instruction in grammatical curricula were more concerned with the mastery of various grammar rules and controlled practice through drills and memorization than they were with the utilization of pair work activities, role plays, group work, and project work (Savignon, 2002).

Instead of emphasizing grammar improvement, CLT's curricula instead included language functions in context, breaking with tradition. The goal of CLT is to improve communication skills and fluency by integrating grammar into context (Richards, 2006). Savignon (2002) adds that as a principle, CLT is about learning in the language and learning to use the language, but not merely learning the knowledge of the language. This view of Savignon goes contrary to the stance of the traditional methods of grammar teaching which stress so much on the knowledge or rules of the language. In the CLT classroom, real materials are used, and students are encouraged to participate as much as possible (Richards, 2001). As a result, engaging small-group

work becomes crucial for improving fluency (Larsen-Freeman, 2003) in the classroom. Students are expected to take a more active role in their own education and listen to their peers more than just the teacher. The teacher only serves as a facilitator and a guide (Parrish, 2006).

Scaffolding, which involves teachers and others encouraging learners' growth and giving support structures to advance to the next step or level, is another strategy used by CLT in grammar instruction (Van der Stuyf, 2002).

CLT practice in the classroom includes activities that let students take on very active roles as they participate in role-plays, discussions, or debates (Horwitz, 2008). Here, the teacher exposes the class to real language by having them read, listen to, or watch news reports, articles, or recorded interviews.

Students are expected to interact in ways that reflect real-world circumstances (Horwitz, 2008). Grammar is less important than acceptable communication behaviour in specific settings. Since students are expected to talk in the target language, teachers often employ scaffolding to assist them in areas where they may still be struggling. The grammar instructor provides engaging and understandable input like stories and jokes (Horwitz, 2008). There are two broad fundamental guiding principles of CLT according to (Rodgers, 2006) apart from the eight (8) principles or tenets outlined by Savignon (2002) above. First, that language involves more than just grammar rules with vocabulary words tacked on. Students should learn how to perform language functions like inviting, agreeing and disagreeing, suggesting, etc. using a variety of language exponents (for example, the teacher can invite the students by asking, "Would you like to go to the movie? Would you like to see the theatre? , Are you on for a movie?, How about the movie?, What about going to the theatre?

etc.) (Rodgers, 2008). Second, if pupils are motivated, given enough opportunities to use the language, and exposed to it, language learning will naturally occur (Rodgers, 2006). In the field of teaching foreign / second languages, the communicative approach to language learning is a relatively new adaptation (Wright (2000). It is possible to understand how CLT emerged from a multidisciplinary viewpoint that at the very least draws from linguistics, psychology, philosophy, sociology, and educational research (Savignon, 1991). It is well acknowledged that CLT supporters consider it an approach rather than a strategy (Richards and Rodgers 1986; Savignon 1991; Brown 1994). For example, "Communicative Language Teaching is a unified but widely based theoretical viewpoint about the nature of language and language learning and teaching," according to Brown (1994, p. 244, 245).

The adoption of CLT has many benefits for teaching English as a second or foreign language (Rodgers, 2006). Contrary to audio lingual and grammar translation approaches, communicative teaching places an emphasis on "task-oriented, student-centred" grammar teaching practice and it gives students a thorough understanding of the English language in order to communicate opportunities (Richards, 2006). Some of the key benefits of CLT in the classroom, according to other researchers like Brown (2001), include the way that it inspires students to become more fluent in the language of instruction by placing a strong emphasis on it (Brown, 2001). In other words, it gives students activities that enable them to develop their own ideas about what they will discuss and how they will present themselves. As a result, the students are able to communicate with others with greater confidence and enjoy communicating more (Brown, 2001).

The grammar instructor who employs CLT, according to Brown (2001), also pushes students to concentrate on and pursue communicative ability. Therefore, it is crucial in a CLT grammar classroom to give students the opportunity to utilize the language in a communicative environment to meet their needs in everyday conversation (Richards, 2006). In other words, it incorporates the native English speaker's actual circumstances into role-playing and simulation exercises in the classroom (Harmer, 2007).

Additionally, CLT classes have shifted from the orthodox teacher-centred classes of the conventional or traditional methods of grammar teaching to learner-centred because the majority of the learning process is not dependent on the teacher (Harmer, 2007). In other words, the student spends a lot more time learning than the teacher does, who only facilitates the process. Therefore, the student should engage in adequate communication and exercises in the CLT class to develop communication skills (Brown, 2001). Despite the vast majority of advantages of CLT listed above, some academics have also criticized CLT (Richards & Rodgers, 2001). The method, according to Richards and Rodgers (2001), prioritizes meanings and usage of rules over grammar and structural principles. In other words, it is believed that not enough focus is placed on correcting spelling and grammar mistakes. This is a result of an excessive emphasis on meaning at the expense of form. According to Keithley and Kumm (2013), CLT puts an undue emphasis on oral skills at the expense of reading and writing abilities. Another criticism levelled against CLT approach is that it focuses on fluency but not accuracy in grammar and pronunciation. According to Hughes (1983) communicative language teaching leads to the production of "fluent but inaccurate" learners. Another critique of the CLT method is that it emphasizes

fluidity rather than precision in grammar and pronunciation. What is predicted to happen here is the danger of giving priority to fluency over accuracy in CLT classes.

Hughes (1983) added that although the CLT approach is excellent for intermediate and advanced students, controlled practice is necessary for novices (Hughes, 1983). Low-level language learners could find it challenging to engage in oral communicative activities, and if an institution uses grammar based tests, communicative fluency may not be acceptable (Hughes, 1989). The monitoring ability of the teacher must be very good. Despite teachers' best efforts, classroom activities are not actually real life, and it can be difficult to reproduce truly authentic language use and to facilitate genuine interaction (Rodgers, 2006). Moreover, a major principle underlying this approach is its emphasis on learners' needs and interests. This implies that much more effort is expected that every teacher should modify the syllabus to correspond with the needs of the learners (Brown, 2000).

According to Burnaby and Sun (1989), CLT is sometimes difficult to be implemented in an ESL/EFL classroom due to the lack of resources and equipment like authentic materials and native speaker teachers as well as large size of the classes. In addition, suitable classrooms are not available that can allow for group work activities and for teaching aids and materials (Burnaby & Sun, 1989).

All students participate in the lesson using the CLT teacher's tenets. Activities that include everyone participating in the lesson and expressing themselves freely, such as role plays, dramatizations, storytelling, and games, are given to the students (Rodgers, 2006). It puts the learner first. Students use a large portion of the instructional time in the classroom, and the teacher is reduced to a facilitator (Harmer, 2007).

2.8.1 Tenets of the Framework

One tenet is that different methods and tactics are permitted in the CLT classroom for grammar instruction (Savignon, 2002). Communicative Language Teaching (CLT) itself is a method and an approach of grammar teaching (Richards & Rodgers, 2003).

The second one is that grammar instruction is predicated on a conception of language as communication. Whether speaking or writing, it is how speakers create meaning and communicate for a particular purpose and not to obey strict grammatical rules and accuracy (Savignon, 2002). The use of language in CLT is related to the development of competence in each and serves as a means of expressing ideas, interacting with others, understanding, and producing texts, according to (Richards et al, 2005).

The third tenet is that it is easy to assess students through the use of CLT approach. The assessment procedures include using dialogues, classroom presentations, debates, and dramatizations (Larsen-Freeman, 2003). With CLT, learners are always active participants in the classroom and not passive participants. During the learning process, students should utilize the language to execute tasks for a variety of objectives (Savignon, 2002).

2.8.2 Justification

The choice of this framework is necessary and appropriate to this study because it responds to the researcher's study questions. The first research question (1) discusses the methodologies employed by English teachers in the senior high schools in the Sisaala East Municipality to teach grammar in the ESL classroom. The fact here is that, CLT is both an approach and a method for teaching grammar (Richards &

Rodgers, 2001). As a method of grammar teaching, CLT has been exhaustively discussed above and compared with other earlier approaches or methods such as; the Grammar Translation, the Direct Approach, and the Audio-Lingual Approach. The weaknesses of these earlier methods gave rise to CLT as a method and an approach of teaching grammar. It is the latest or modern method of grammar teaching and therefore widely recommended for teachers of English (Richards & Rodgers, 2001).

The framework also provides an answer to research question two (2), which addresses the impact of teachers' methods on students' communication. Unlike the traditional methods, the CLT teacher gets every student to communicate using activities such as; games, role plays, discussions, story-telling, debates and other activities that the CLT grammar teacher assigns. Also, pairing and grouping students promotes communication among them (Richards & Rodgers, 2003). Students connect and express themselves in context through CLT to improve communication skills (Rodgers, 2006).

The framework has also addressed research question three (3), which deals with the assessment procedures teachers use at the end of the grammar lesson. Here, the CLT instructor gives tasks that let students develop their own concepts about what they are going to talk about and how they are going to express themselves in context (Harmer, 2007). Some of these task-based and student-centred assessment activities include dramatizations, role-plays, story-telling, presentations, dialogues and many more (Larsen-Freeman, 2003). These integrated skills approaches to CLT combines the key language abilities of speaking, reading, and writing exercises during grammar teaching, thereby having a great impact on student's performance. Since the goal of CLT is to improve fluency rather than accuracy, pupils are evaluated during and after the lesson using presentations, dialogues, debates, essays, texts, story-telling etc

(Rodgers, 2006). However, if an institution uses grammar-based tests, communicative fluency may not be acceptable since students with low levels of language proficiency may find it challenging to engage in oral communicative activities (Hughes, 1989).

2.9 Related Works

A study on the teaching of communicative languages in Taiwan was conducted by Chang (2011). The study's primary goal was to analyse Taiwanese college instructors' stance on CLT and the justifications for their actions. In the study, an explanatory mixed approach was employed. The researcher created a two-phase study, beginning with the collection and analysis of quantitative data and moving on to the collection and analysis of qualitative data. The outcomes of the quantitative phase were explained using the qualitative phase. The study's objectives included identifying the questions that three pre-service secondary English teachers asked, as well as examining how those questions affected the discourse patterns of the pupils. Fifty-five randomly chosen English professors from a few Taiwanese colleges took part in the study's initial phase. In this stage, a five-point Likert scale was employed. Eight teachers were interviewed as part of the second phase to gain a deeper understanding of their opinions and experiences about CLT.

The study's conclusions demonstrate that teachers support CLT because they believe it helps students gain both linguistic and communication skills. Additionally, it is discovered that teachers support CLT because it emphasizes the improvement of students' proficiency in the target language. According to the study, teachers favoured CLT over traditional teaching techniques because it fosters a safe and active learning environment that supports group collaboration and risk-taking.

The study of Chan (2011) and this current study are both CLT with different standpoints in terms of what both researchers want to achieve creating some gap. While Chang (2011) investigated Taiwanese college tutors' stance on CLT and justification for their actions, the current study focused on teaching grammar with CLT as the theoretical framework.

Anani (2015) studied the effects of inductive grammar instruction and learning in a few Accra elementary schools. The goal of the study was to assist instructors and teacher candidates in adopting a more effective technique of teaching grammar in elementary schools, particularly at the JHS level. She collected her data using interviews, questionnaire and tests. The mixed methodology approach was used to better understand the research problem. Because quantitative data was gathered and analysed before qualitative data, the study used an explanatory sequential design for the quantitative data. First, La-Nkwantanang municipality teachers of JHS 2 were asked to respond to closed-ended questions on quantitative data. Some of the pupils in the Nkwantanang cluster of schools took pre- and post-tests. Four (4) weeks were used observing every JHS school in the Nkwantanang cluster of schools in order to gather qualitative data. For the qualitative data, the study designed a quasi-experimental methodology. The study chose pre-post testing with experimental and control groups despite the fact that there are numerous types of quasi-experiments. The experimental group in the study was subjected to the interventions/treatment activity. The control group received no care at all. To conduct a better comparative analysis of the control and experimental groups, the study adopted the pre-test and post-test with the control and experimental groups.

Out of the ninety-four (94) schools in the La-Nkwantanang municipality in the Greater Accra Region, the study sampled seventeen (17). The study made a number of conclusions, one of which is that before beginning to teach grammar in a classroom, teachers should have lesson plans and teaching materials ready. The survey also showed that some teachers simply copy "grandfather- lesson- notes" for their head teachers and circuit supervisors but do not utilize them in class. The qualifications of teachers who instruct English grammar were also clearly revealed by the findings. The results showed that twenty (20) out of the twenty-seven (27) teachers, or 74.1 per cent, had bachelor's degrees, while five (5) out of the twenty-seven (27) teachers, or 18.5 per cent, had master's degrees. Additionally, there were two (2) teachers, one with an "A" certificate and one with a diploma.

The study's findings regarding teachers' professional experience were also noteworthy. According to an examination of teachers' experience, the average was 11.1. Ten years were spent teaching on average (10). The minimum and maximum number of years of teaching was two (2) and thirty-six (36) respectively. The standard deviation was 7.6. According to the statistics, the instructors had plenty of expertise, and the pupils they were teaching were expected to meet their standards. When all other conditions are held constant, a teacher's students' improvement shows the more experienced they are. The results suggested that although the teachers had experience, it was not reflected in their grammar lessons.

The study also showed how difficult it was for teachers to teach grammar using their present methods. According to the investigation, four teachers out of every ten (10) accepted that they should give pupils a lot of examples so that they can recognize and apply rules on their own. Additionally, three (3) out of every ten (10) teachers, or 37.0 per cent, agreed that they explained grammar rules, provided

examples, and allowed students to apply them, while the remaining 14.8 per cent agreed that they explained rules, forced students to memorize them, and allowed students to construct sufficient sentences using those rules. The inductive approach to teaching grammar was favoured by many educators over the deductive approach.

The study's conclusion about in-service training was the last but not least. The requirement for repeated in-service trainings for teachers to give them the skills they need to teach grammar effectively arises from the dynamic nature of grammar instruction. The findings on the in-service training revealed that few had participated in some in-service training workshop.

Going through Anani (2015) one of the investigations she made revealed that some of the teachers agreed that it was difficult for them to use the existing methods to teach grammar. According to her, the investigation showed that out of every ten (10) teachers, four (4) accepted that they give a lot of rules so that they can recognize and apply the rules on their own. Again she mentioned that in the second investigation, three (3) out of every ten (10) agreed that they explained grammar rules, provided examples and allowed students to apply them. The remaining group explained that they explained the rules, forced students to memorize them, and allowed students to construct sufficient sentences using those rules. However, this study is not about drilling grammar structures; it is focused on Communicative Language Teaching (CLT) which is not rule-based. It is the latest method of grammar teaching (Richards & Rodgers, 2003).

Further, Filiz Yalcin (2005) in a *Journal of Language and Linguistic Studies* Vol. 1, No. 2 Published an article on: An analysis of the relationship between the use of grammar learning strategies and student achievement at English Preparatory classes

in the University of Gaziantep. The study investigated the various means students use to study grammar more efficiently with specific focus on strategies of grammar learning that are considered appropriate as well as the relationship that exists among these strategies. The focus of the study was to find out the close relationship between learning strategies of students and achievements (Oxford, 1990). The study revealed that the grammar learning strategies in some cases offer very vital information to teachers about their students especially in the classroom. The study put emphasis on students and how they learn grammar using their choice of grammar learning strategies rather than teachers and their grammar teaching strategies. It is vital for the teacher to know how his/her students process new information and what kinds of strategies they use to understand, learn or remember the new information. Even within the same environment, some students learn faster than others and so there is no method of effective teaching for all students in the classroom [Oxford, 1990]. As a result, many teachers are on the search for new methods of grammar teaching so as to be successful in the classroom or help their students to be more proficient in learning EFL/ESL [Oxford 1990].

According to Oxford (1994), good language learners have some particular characteristics which include the fact that learners are willing and accurate guessers, they have a strong drive to communicate and often uninhabited; they are prepared to make mistakes, they concentrate on form, they take advantage of all practice opportunities, monitor their speech as well as others and pay attention to meaning. Strategies of grammar learning adopted by students which are directly involved in learning the language are known as direct strategies. According to O'Malley and Chamot (1990), there are three (3) groups of direct strategies namely; strategies of the memory, cognitive strategies and strategies of compensation. Memory strategies

assists students store and retrieve new information while cognitive strategies help students understand and produce new language by many different means. On the other hand, compensation strategies allow students to use the language in spite of gaps in knowledge (Oxford, 1990).

Oxford, (1990) also stressed the importance of grammar. According to Oxford, grammar is essential because it is the language that makes it possible for humans to talk about language. Grammar names the types of words and word groupings that form sentences not only in English but in any other language. Knowing about grammar is the ability to put sentences together, talk about how sentences are formed and about the types of words and word groups that make up sentences.

The study was conducted for all of the preparatory school students at the University of Gaziantep in 2004-2005 academic years in order to find out to what extent grammar learning strategies influence students' achievements. A forty-three (43) item grammar learning questionnaire was administered to all the preparatory school students. Most of the items in the questionnaire consisted of grammar learning strategies, but there may be some other grammatical issues not mentioned. Data was collected using two testing instruments namely achievement grades of the students and grammar learning strategies questionnaire. Students who score sixty and above are seen to be successful while those who score below sixty (60) are seen to be unsuccessful.

The 43-item questionnaire was made up of three (3) parts of grammar learning strategies namely; cognitive strategies, metacognitive strategies and social/affective strategies. A five (5) choice Likert type of questionnaire was developed in order to assess the subject levels of agreement or disagreement in a quantifiable manner.

Students responded to forty-three (43) statements using 15 minutes. The 43 items on the questionnaire which were written in Turkish depended on Oxford's (1990) taxonomy of learning strategies and grammar teaching/learning methods. The 43 items were piloted to forty-nine (49) students from different levels of students to ascertain the reliability of the questionnaire as the preliminary study. The questionnaire was divided into three (3) sections. Items 1-17 which is under cognitive strategies (using mental processes) formed the first part. The second part, metacognitive (organizing and evaluating leaning) ranges from items 18-36. Social/affective (leaning with others/managing emotions) forms the third section and ranges from item 37-43.

The population of the study was five hundred and seventy-eight (578) out of which four hundred and twenty-five (425) participated. One hundred and fifty-three (153) students were absent. The 425 participants in the study covered all levels; level A comprises 3 groups, in level B, 3 groups and in level C, 17 groups in the English Preparatory School of the University of Gaziantep in the 2001/2002 academic year. There was no sampling in this study because the distribution of the questionnaire was to all the students of the preparatory school.

The students' achievement grades were calculated from four (4) mid-term exams, twenty (22) quizzes and one final exam. Averages of 75% for mid-terms and 25% of the quizzes were recorded as well as 60% of these exams and 40% of the final exam. These were summed up for achievement grades of the students. Students with 60 and above 60 averages were considered successful and those with below 60 averages were seen to be unsuccessful.

Findings of the research revealed that there is a close relationship between grammar learning strategies of students and their achievements grades after the results analysis. There is also some degree of differences between the two variables. Also, in assessing the degree of disparity between the use of grammar learning strategies and gender, the t-test method was used which confirmed that, gender has an effect on the use of metacognitive and social/affective strategies and does not have any significant effect on cognitive strategies of learning grammar. According to Oxford (1990) good language learners as well as poor language learners use grammar learning strategies in equal sense.

Felix Yalcin (2005) conducted his study to analyze the relationship between the use of grammar learning strategies and student achievement at English Preparatory classes in the University of Gaziantep. The study focused strategies students employ to better learn English. Findings confirmed that there is a close relationship between grammar learning strategies and achievement. On the contrary, this study investigated teaching grammar in the ESL classroom in the senior high schools in the Sisaala East Municipality. The specific areas of grammar teaching that the study focused on included; the methods of grammar teaching in the ESL classroom in the Sisaala East Municipality, the impact of teachers' methods on students' communication and the assessment procedures teachers use to assess the senior high school students in the Sisaala East Municipality. Apart from the differences in the research problems of the two studies and the different locations they were conducted, the researchers also used different methodologies, thereby creating gaps.

Similarly, Eickhoff (2016) conducted a study on attitudes about prescriptive grammar in ESL teachers and students which revealed that there is difference between

what is considered in standard English grammar or grammar among the native speakers as prescriptively right among different varieties or not. This reflects in the option for grammar teaching in the classroom for ESL/EFL students. The grammar teacher is confused as to what should be taught in the classrooms. Should they use prescriptive norms or descriptive norms (Carter and McCarthy, 2006). According to Carter and McCarthy (2006), some educational institutions have policies pertaining to whether standard American English or standard British English should be taught by the grammar teacher in the classroom or not, thereby giving the teacher the choice to choose between delivering lessons using prescriptive rules in the textbook or teaching students to use grammar the way the native speakers use it (Carter and McCarthy, 2006). Again, attitudes of students towards the type of grammar that the grammar teacher should teach the ESL students in the classroom was investigated considering the philosophies of their teachers in circumstances of this nature (Carter and McCarthy, 2006). In line with this, Loewen et al. (2009) investigated preference in the ESL classroom and contexts worldwide to be able to do some analyses on the differences in the values of the two groups in grammar teaching.

Loewen et al.'s study revealed the difference between how grammar teaching and corrective feedback and different views between ESL and foreign language learners are seen. The ESL learners probably due to the fact that they were within the environment of the second language liked communication skill practice as against grammar teaching and correction of errors.

On the other hand, the learners of the foreign language because they had little exposure to their foreign language preferred grammar teaching and not communication practice (Loewen et al. 2009). In connection with this, Bardovi-Harlig and Dornyei (1998) came out that ESL teachers gave preference to language errors

which they considered pragmatic issues and should be seen as concerned areas and not grammatical errors, whereas their grammar teaching counterparts of ELF see it differently. A similar study was conducted by Schulz (2002) on perceptions of learners on instructed grammar and corrective feedback but only considered foreign language learners by comparing learners of Colombia and the US and also involved the foreign language teachers in grammar in both situations to reveal contrasts. In total the foreign language students in both countries preferred explicit grammar teaching and corrective feedback. However, the view of some teachers varied a little (Schulz, 2002). The teachers admitted again that grammar teaching is essential to language learning. Eickhoff's (2016) prescriptive study conducted is Traditional Grammar (TG) while the current study concentrates on Communicative Language Teaching (CLT) creating a gap.

In addition to the above, the study of Hos and Kekec (2014) with English language teachers in Turkey revealed that a great number of teachers like the communicative teaching approach but in the classroom their practices mostly do not reflect this approach or method, but rather geared towards grammar translation approach (Hos and KeKec, 2014). Five sets of one hundred and eight (108) participants were used for the study. This was made up of EFL students studying English in one of the biggest universities in Wuhan, China (25), thirteen (13) students in Midwestern University in United States as ESL students were also chosen. For reasons of getting the perception and attitudes of teachers in grammar instruction, a group of teachers (25) were also chosen in the Wuhan University and some native English speakers. Twenty-three (23) ESL teachers were also recruited in Midwestern University. Finally, twenty-three (23) English speaking students in Midwestern University were added to find out their perspective as compared to the ESL and EFL

students since they are of the same age. A questionnaire to find out their backgrounds was used. They were to indicate their background in language learning as well as the way they use English outside the classroom. A likert scale was used for participants to indicate their level of English by rating.

The study was concluded with the following findings. That students' attitude can either match or differ from their teachers. The preference of many teachers for the prescriptive rules for their students is contrary to the native speaker norms that students rather like. Additionally, native speakers often frown or have a negative view of some of the prescriptively correct forms or rules that are used by ESL/EFL speakers. Again, it came out clear that many of the groups prefer prescriptive grammar in writing than in speaking.

Considering the study conducted by Hos & Kekec (2014), it could be probably shallow understanding of the concept of CLT among the Turkish educators or as their findings revealed there could be preference of many teachers for prescriptivism. The students' attitude could also conform to their teachers or differ. In this study, the concept of CLT as a method or approach of grammar teaching is well understood and treated as such unlike the Turkish educators.

2.10 Summary of the chapter

The chapter focused on a review of related literature, the theoretical underpinnings of the study, and related studies conducted on the topic by other researchers. The literature covered, a brief explanation of what grammar is, background to grammar teaching, stages of grammar teaching and some theories of grammar teaching. Specific relevant areas to the topic reviewed included methods of

grammar teaching, the impact of teachers' methods on students' communication and the assessment or evaluation procedures teachers use and the summary of the chapter.



CHAPTER 3

METHODOLOGY

3.0 Introduction

Every research work is hinged on research methodology because of the vital role it plays in the study. It is the roadmap or the framework upon which the process of conducting the study is centred (Brown, 1996). According to Hemandez (2011, p. 47) ‘research methodology is a highly intellectual activity used in the investigation of nature and deals specifically with the manner in which data are collected, analysed and interpreted’. It is very clear from the definition that no study can be conducted successfully without research methodology.

The chapter discusses the research methodology which includes the research approach, research design, data collection site, data collection instruments, data collection procedure, data analysis, validity and reliability and finally the ethical considerations.

3.1 The Research Approach

The approach of this study is basically qualitative. Qualitative research fundamentally deals with verbal descriptions in the forms of interviews, observations and documents as procedures of data collection (Creswell, 2018). The researcher chose the qualitative research approach in the context of this study because he wants to get a detailed understanding of the problem under investigation and be able to interpret situations based on the views of the participants in the field (Creswell, 2018). By its nature, qualitative research is non-numerical and sometimes known as interpretive research (Owu-Ewie, 2012). The choice of this approach is also because it presents the realities of the research participants from their own perspectives thereby

permitting the researcher to obtain some understanding of what the participants face. From the explanations given by the scholars above, they all agreed that the qualitative methodology produces more in-depth comprehensive information since the work is done in the field or the natural setting. The approach seeks to foster a broader understanding of the whole situation by making use of subjective information and participant observation to describe the context or natural setting of the variables under consideration as well as the interactions of the different variables in the context (Henning et al, 2019). This subjective presentation of the issues by the participants is the interest of the researcher because the researcher will gather in-depth comprehensive information on the topic (Henning et al, 2019).

With the qualitative methodology, work is done inductively and deductively (Marshall and Rossman, 2016). The inductive qualitative research ensures patterns building, themes and categories by organizing the data into more abstract information. Deductively, the qualitative researcher looks back at their data from the themes to find out if more evidence can support each theme or whether extra information should be gathered. While the process begins inductively, deductive thinking plays a crucial role as the analysis moves forward (Marshall & Rossman, 2016).

3.2 Research Design

Durrheim (2004, p. 29) defined research design as "a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research questions. The research design for this study is case study. According Yin (2018) case study allows an investigation to retain the meaningful characteristics of real-life events. Since the study seeks to explain a contemporary circumstance, case study design is appropriate. Case study is relevant in the context of this study because the research questions require an extensive and

detailed description of the social phenomenon under study (Yin, 2018). The multiple-case study is used in the study because the researcher covered four (4) senior high schools in the municipality. Yin (2018) states that case study become multiple when dealing with more than one institution or organization. The case study design relates to the social constructivism which believes that subjectivity of reality depends on one's reasoning (Creswell, 2009). Yin (2018) also adds that case study throws light on decisions or sets of decisions on why, how and with what results the decisions are implemented. The choice of case study in this study is also relevant because according to Yin (2018) when the research questions need a detailed description of a social phenomenon and encompasses ways that are crucial to all modes of research in social sciences, the case study design can be used. To ensure close relationship between the researcher and the participants and to promote respondents answering questions subjectively, Creswell (2018) suggests the use of open-ended questions. With these questions, the participants had more freedom to express themselves in the natural setting. This explains why qualitative researchers frequently use open-ended questions to allow participants to express themselves freely (Creswell, 2018).

This viewpoint “recognizes the importance of subjective human creation of meaning, but does not reject some notion of objectivity completely” (Miller & Crabtree, 1999, p. 10). This as a result brings close relationship between the researcher and the participant. This relationship permits participants to narrate their stories about their encounters in relation to the problem being investigated.

3.3 Site of data collection

Data was collected in the senior high schools in the Sisaala East Municipality in the Upper West Region. For reasons of education, work, business and other related issues, the municipality is occupied by people from different walks of life with

diverse cultural, religious, ethnic and linguistic backgrounds. The municipality is predominantly Sisaala even though there are numerous other ethnic groups. We have for example, Kasina, Dagaaba, Gonjas, Frafras, Mossi, Zanbarima, Fulbe, and Asantes. Tumu is the capital town of the municipality. The municipality has four (4) senior high schools of which one is a vocational institute. Due to population increase in the municipality, the enrolment in the senior high schools has shot up tremendously making teaching and learning ineffective especially grammar in the ESL classroom. This is as a result of the large class sizes in the schools. This puts a heavy burden of workload on teachers in terms of feedback to students. Data was collected from teachers of English in all the senior high schools using interviews, observations and document analysis and interpretation made.

3.4 Population

Best and Kahn (2006) explained population as individual groupings that have one or more characteristics in common and of interest to the researcher. Similarly, Kritsonis (2009) defined population as a group of interest to the researcher, the group to whom the researcher would like to generalize the results of the study. This specific group to whom the researcher planned to generalize the findings of the study is known as the target population (Kritsonis, 2009). In the general population, every entity must share at least one interesting characteristic (Creswell & Creswell, 2017). The characteristics will let the entities fit to be added to the population. In other words, the characteristics should make the group distinct from other group of individuals. The population of this study is twenty-four (24) ESL teachers in the Sisaala East Municipality.

3.5 Sample and sampling technique

According to Tuckman (1999) sampling is simply a strategy of choosing an appropriate sample or a representative part of a population for the purpose of determining parameters or characteristics of the whole population. A sample is however described as a small population of the total population of the study that is chosen for observation and analysis.

The census sampling technique or approach was used for the study due to the small size of the population. This falls in line with the view of Singh and Masuku (2013) that census sampling technique is often used when the population is small. The study has a sample size of twenty-four (24) because the total number of ESL teachers in the municipality is twenty-four (24) and since the researcher is using the census sampling technique every teacher was considered.

3.6 Instruments for Data Collection

Instruments or tools for data collection refer to the means or ways information is gathered on a research topic to enable a researcher answer the research questions of a study whether in qualitative, quantitative or mixed method research (Creswell, 2018). Some examples include; interviews, questionnaire, observation, documents, opinionnaire and audio-visual materials. According to Griffie (2012), data makes research empirical and empirical research is valued highly due to the fact that it represents something outside our opinions and us.

Looking at the nature and purpose of this study, qualitative research methodology is more appropriate research methodology to use because the instruments used permit that. For the purpose of this study, the instruments used to collect the data were; interviews, observations and educational documents analysis (syllabus, textbooks and

lesson plans). These instruments are not only necessary in providing information on teaching grammar in the ESL classroom in the senior high schools, but also essential to investigate how ESL grammar teachers' methods impact on students' communication. Equally, these instruments gave the researcher information on how the students are assessed on grammar lessons in the classroom.

3.6.1 Interview

According to Fontana and Frey (2005), interviews are powerful conversations researchers engage in with participants to obtain information to answer research questions of a study. Interviews are purposeful, conversational and answer research questions (Fontana & Frey, 2005). Monette et al (2008) supports Fontana and Frey (2005) and opines that an interview is a social relationship designed to exchange information between the participant and the researcher. Berg (1989) states that there are three types of interviews: the standardized (formal) interview, the unstandardized (informal) interview, and the semi-standardized (semi-structured) interview. Fontana and Frey (2005) classified the three forms of interviews as; structured (standardized), semi-structured (semi-standardized), and unstructured (unstandardized). Each of these interview types has its own guidelines and principles in terms of use (Fontana & Frey, 2005).

The interviews were conducted in the various senior high schools in the municipality under conducive atmospheres where respondents were not obstructed by noise. The researcher used the semi-structured interview which was audio-taped and transcribed. Before the interview session, the researcher planned in advance for the transcription of the tape to make the process smooth. This aligns with one of the principles of Creswell (2018) which states that before an interview can be conducted and data gathered for a study advance preparation should be made to record the

information. Patton (2002) describes the semi-structured interview as an interview type where the researcher specifies issues and topics to be covered in an outline form. Because the interview was semi-structured, the researcher changed the language for participants for questions that were not clear to gather detailed information. A nine (9) item semi-structured interview guide was used to conduct the interview throughout the four senior high schools in the municipality. The recorded data collected was transcribed, coded and analysed. Two other researchers were involved to do their independent transcriptions and coding of the gathered data to ensure consistency in the data analysis and reduction of personal biases in the findings. This aligns with the view of Creswell (2018) on ensuring inter-rater reliability in the findings of a study.

The interview data made the researcher obtain deeper insights regarding teaching grammar in the ESL classroom in the Sisaala East Municipality especially methods of grammar teaching, how ESL grammar teachers' methods impact on students' communication and assessment of students at the end of grammar lessons.

3.6.2 Observation

Observation was another tool used to collect the data since it is more appropriate tool to use in collecting data on non-verbal behaviour (Marshall & Rossman, 2016). It is also a tool used by teacher researchers in their classrooms and by social workers. A frequent source of information in case study research is observation of the research setting by the researcher (Dawson, 2006). The researcher used observation because unlike interviews which mostly depend on the biased perceptions and remembrance of events, observation of a setting by a case study researcher provides more objective information related to the research topic (Dawson, 2006). According to Patton (2002) through observations, the researcher gets to understand issues that participants may find difficult talking about in interviews, if the topics are considered impolite or

sensitive for participants to talk about. The researcher may also identify issues that have possibly eluded or found at the blind side of participants in the setting during the interview session (Patton, 2002). It makes the researcher open and adopts a discovery-oriented approach in the study. To carry out the observation session for this study, the researcher sought permission from the ESL teachers and their students and sat inside their respective classrooms for the observation exercise. Teachers' methodology and the impact of teachers' methods on students' communication as well as grammar assessment procedures which serve as the objectives of the study were the main focus of the researcher during the session. The field notes gathered from the observation through writing were coded and analysed. In addition to this, the researcher strictly adhered to the five principles proposed by Hancock (2006) for a researcher to follow in using observation as an instrument for data collection. Paramount among the principles is the ability of the researcher to identify what is to be observed in order to answer the research questions. There should be an observation guide comprising a list of features that should be looked at in the process of the observation, that is, the time, date, location of the observation, names| positions of persons being observed, specific activities and events related to the research questions, and initial impressions and interpretations of the activities and events under investigation. Again, Hancock (2006) stresses that the researcher must be ready and prepared to explain the reason and purpose of carrying out the research to the participants since there can be room for suspicion on the part of the participants on the research goals. Further, the role of the researcher should be clearly spelt out whether to do complete observation or participant observation. With complete observation, the researcher keeps a distance from the research setting and activities, while in participant observation the researcher plays an active role in the observation process (Hancock, 2006). Finally, the

participants should be informed of all forms of risks or balance them with potential benefits of the research.

In this study, the researcher assumed the role of observer as a participant where the researcher participated in the social setting under study, but was not a group member. Group members were made aware of the purpose of the research and were open to the researcher. The researcher participated in all the activities because according to Marshall and Rossman, (2016) by participating in group activities, the researcher is able to understand what is being observed. This gives the researcher a better experience and first-hand information. The specific areas observed included; methods ESL grammar teachers use in teaching grammar, how ESL grammar teachers' methods of grammar teaching impact on the communication of students and assessment procedures used in grammar lessons. The checklist observational guide was used in the study. This helped the researcher to list probable activities that are observed in a particular setting. The researcher was able to focus on what actually occurred, rather than trying to capture everything that happened much of which might not necessarily be applicable to the study. The field notes of what was observed was recorded through writing and analysed.

3.6.3. Educational documents

Educational documents are written documents which contain information or give an account of educational issues. They describe or explain educational phenomena that have taken place in the field of education (Tuckman, 1999). The use of documents in this current study is necessary because they offer contextual and historical dimensions to interviews and observations and sometimes unravel information that is hidden to both interviews and observations in the research process (Patton, 2002). According to Creswell (2009), the use of documents as a research

instrument is crucial because the researcher can at any time have access to them and that the research is able to obtain the language and words of participants. Additionally, the use of documents saves the researcher's time and also limits transcribing (Creswell, 2009). However, Creswell (2018) explained that with the use of the documents, the researcher may be forced to search for information in places that are difficult to find or the source of the information may not be made available to many researchers. The educational documents used for the study include; the teaching syllabus for English Language (S.H.S 1-3), textbooks and lesson notes of ESL teachers in the senior high schools in the municipality.

Going through these documents, the researcher considered grammar teaching methods spelt out in the syllabus for ESL grammar teachers to use and assessment procedures outlined in the syllabus, the textbooks and the lesson notes of teachers. Notice was also taken on how the methods impact on student communication through the teacher learner activities in the syllabus. The researcher found out that what is contained in the syllabus in terms of methodology and assessment procedures directly reflects what is found in the lesson notes of the teachers and the textbooks for the students.

3.7 Data Collection Procedure

Data was gathered to solve the research questions of the study using data collection instruments like interviews, observations and documents analysis since the research approach is qualitative. For a researcher to follow an effective data collection procedure in a research study, Bala (2005) put forward five (5) principles that should be closely considered by the researcher. The principles include how the data is collected. Here, the one responsible for the data provision is crucial and central. The second principle has to do with time of the data collection with specific interest in the

procedures that show the point each piece of data is to be gathered. The third one boarder on who is responsible for the data collection and recording in the field as well as entering the information in the database. Where the data collected is stored (for example; records of observations and interviews, copies of official documents, emails etc) and how the researcher makes sure the data are correct, constitute the fourth and the fifth questions, according to (Bala, 2005). To ensure fluidity and effectiveness in the procedure of the data collection, the researcher adapted the five (5) principles proposed by (Bala, 2005). The researcher carried out the interviews and observations after seeking permission from the authorities of the various schools. A sample size of twenty-four (24) ESL teachers in the municipality was interviewed on the topic; teaching grammar in the ESL classroom in the senior high schools of the Sisaala East Municipality.

Specific information gathered from participants covered the areas of grammar teaching methods in the ESL classroom, the impact of teachers' methods on students' communication and the assessment procedures teachers use. A nine (9) item interview guide for ESL teachers centred on the specific areas above was constructed to collect the data. The semi-structured interview questions were used. According to Patton (2002), these are interview questions that are prepared for respondents which allow adjustment of language level or clarification of the questions by the researcher during the interview session unlike the structured interview. Respondents provided their answers and the data collected through audio-taping were thereafter transcribed and analysed. In line with the strengths of observation as a tool of data collection, according to Patton (2002), the process made the researcher to clearly understand and capture the setting of the study and so adopted a discovery-oriented approach in the study.

Apart from the interviews and the observations, data was also collected through educational documents. Carefully going through the September (2010) teaching syllabus for English Language (senior high school, 1-3), it was found out that for the sake of effectiveness and ease on the part of the ESL teacher in teaching, the syllabus outlined general aims that should be carefully read before teaching. As a result, the syllabus is broadly divided into sections and units. The work of each year is divided into five (5) sections and every section contains a number of units for discussion. Throughout the three years, section one is on listening and speaking, section two talks of reading comprehension and summary, section three treats grammar, section four, writing and section five is on literature. Since the focus of this study is on grammar teaching, the researcher concentrated on section three (3) of the syllabus to investigate how grammar is taught in the senior high schools of the Sisaala East Municipality. The other four (4) sections mentioned above are not the concern of the current study. To guide the ESL grammar teacher in his/her lesson notes preparation, the syllabus is further divided into five (5) columns of; units, specific objectives, content, teaching and learning activities and evaluation. The researcher observed in the syllabus that the general objectives of teaching grammar lessons in each section of the three (3) years are the same but differ slightly in wording. For instance, in year one (1) the general objectives are that students will be able to; (1) use grammatical forms accurately in speech and writing. (2). Identify and state the functions of the various grammatical forms in given texts (p. 12). In year two (2), the general objectives for teaching grammar are, students will be able to; (1). Identify and use the grammatical forms accurately in writing and in speech. (2). Identify the functions of the various grammatical forms (p. 51). Lastly, general objectives for teaching students grammar in year three (3) are that students will be able to; (1). Identify and use grammatical

forms accurately in writing and in speech. (2) observe the functions of the various grammatical forms in given contexts (p. 81). From the above information gathered, it is clear among other things that the syllabus emphasizes teaching grammar in a way that will enable students identify grammatical forms and use grammatical structures in sentences. This means that the syllabus encourages deductive and inductive grammar teaching instead of CLT. Deductive and inductive grammar methods are considered traditional methods (Richards, 2005). After a careful study of the lesson notes of the ESL teachers, the researcher found out that the general objectives of grammar teaching stated in the syllabus have a direct influence on their lesson notes preparation. Every specific objective contains an action verb which usually determines the type of skill that the learner should acquire or demonstrate at the end of the grammar lesson. At the end of a grammar lesson, if a student is able to describe, identify, remember, list, state a grammatical rule, then the student has acquired “knowledge”. A student’s ability to translate, summarize, paraphrase, generalize, and rewrite a grammatical structure means “understanding” has taken place. Similarly, a student’s ability to develop, construct, plan means the student can “apply”. According to the syllabus (p. xiii) the action verbs or key words mentioned above only help students to acquire the profile dimension of “knowledge and understanding” of grammatical structures and not use of knowledge. In the syllabus “Knowledge and Understanding” as a profile dimension is rated 40% while “Use of Knowledge” is 60%. These profile dimensions according to the syllabus refer to the expected behaviours and abilities that learners are supposed to obtain after going through a period of instruction. They are combined with the four (4) skills of listening (10%), reading (30%), speaking (30%) and writing (30%) in grammar teaching. In the evaluation columns of the teachers’ lesson notes, students were asked structured

questions like; complete the sentences below with the correct verb form, fill in the following blanks using the various ways of expressing future time, identify the conjunctions in the text below, identify the adverbs in the sentences below etc. Basically, the assessment procedures are in the form of essays, class assignments, quizzes, structured questions, project work and oral questions in the syllabus, lesson notes and the textbooks which are reflective of the traditional form of assessment (Graddol, 2006). The researcher also perused the textbooks and gathered that topics or concepts in grammar are only explained, defined, facts and rules stated and examples given. This indicates that grammar is taught through definitions, explanations and statement of facts and grammatical rules and principles just like in the syllabus and the lesson notes. Students only read these definitions and explanations for mastery of grammatical structures as the basis of language proficiency (Richards and Rodgers, 2001).

In column four (4) of the syllabus which explains the teaching and learning activities of grammar lessons, the ESL teacher is encouraged to use activities that will enhance students' participation or involvement in their grammar lessons. The syllabus advised ESL grammar teachers to avoid the use of drill-oriented methods of grammar teaching in the ESL classroom. According to the syllabus, it is significant and essential that both instructions and assessment be based on the specified profile dimensions. In the assessment procedures, first select specific objectives in a way that you will be able to assess a representative sample of the syllabus objectives. Each specific objective is considered a criterion that students should master.

3.8 Data Analysis

According to Bogdan and Biklen (2003) qualitative data analysis refers to “working with the data, organizing them, breaking them into manageable units,

coding them, synthesizing them, and searching for patterns”. Coding is about the organization of words into groups and representing them in categories (Rossman & Rallis, 2012). Burns (2000 p. 430), asserts that data analysis means to “find meanings from the data and a process by which the investigator can interpret the data” (p.430). In a similar vein, Marshall and Rossman (1999), noted that, the aim of the data analysis is to make the data meaningful. In order to interpret the data requires acute awareness of the data, concentration, as well as openness to the situation in the setting.

The data for this study were analysed by careful categorization and organization of data in search of patterns, critical themes and meanings that emerge from the data. In short, the researcher used thematic analysis since the research approach is qualitative (Varpio, 2020). For easy and effective analysis, respondents were given codes after the data was obtained. Data was categorized into three (3) different major themes for the analysis that is, methods of grammar teaching, the impact of teachers’ methods on the communication of students and assessment procedures of students in grammar lessons. Sub- themes identified under these major ones were analysed alongside.

The data was categorized based on the research questions. This implies that content analysis was used through interviews, observations and educational documents analysis to help the researcher solve the amount of data gathered with much ease in a systematic fashion (Merriam, 2001). Themes under the various variables were drawn to make the analysis easy.

3.9 Validity and Reliability

Gibbs (2007) cited in Creswell (2018) remark that qualitative reliability deals with the consistency across various researches and projects of what is being measured. On the other hand, validity which is one of the strengths of qualitative research talks of the accuracy of the objectives and tools of the study. It has to do with determining the accuracy of the findings from the standpoint of the researcher or the participant. Various kinds of checks are conducted by researchers to determine the validity of the research methods used including member checking, rich, thick description, negative or discrepant information and triangulation (Lincoln, Lynham & Guba, 2011). Specifically, triangulation was used to check the validity of the data gathered. By this, evidence from different data sources were examined and used to build a coherent justification for themes (Lincoln, Lynham & Guba, 2011). The themes were established based on several sources of data from participants. This added to the validity of the data. In addition, prolonged time was spent on the field by the researcher to have a deeper comprehension of the phenomenon under study and conveyed details about the site and the people that lend credibility to the narrative in line with the view of Lincoln, Lynham and Guba (2011) that the longer a researcher stays in the field, the more experience he gathers which results in validity of the findings. Participants were also given the opportunity to comment on the findings of the data collected. This brought about trustworthiness, authenticity and credibility (Creswell & Miller, 2000). Although all types of validity can significantly contribute to the success of any research, construct validity is more relevant and important in this study. Construct content validity implies that the instrument used should cover the topic under investigation fairly and comprehensively (Gass & Mackey, 2007). The researcher checked data reliability according to the suggestions put forth by (Gibbs,

2007). The transcripts were checked by the researcher to be sure that no mistakes were made during the transcription. He ensured that there was no drift in the codes definition and that there was no shift in the meaning of the codes during the coding process as suggested by (Gibbs, 2007). This was done by regularly comparing the data with the codes and their definitions. For the purpose of this study, three sources of data were triangulated to ensure maximum validity and reliability, that is, interviews, observation and educational documents analysis.

To ensure inter-rater reliability of the interview data transcription and theme identification according to Yin (2018), the researcher after transcribing and coding the interview data, involved two other researchers to independently transcribe and code the same interview recordings to avoid individual researcher's bias in the results analysis and enhance increase in the reliability and validity of the research findings. The coded transcripts of the researchers were compared in order to find out areas that agree and those that disagree. A discussion on areas of discrepancies was held and a consensus reached on the final codes and themes by the researchers (Yin, 2018). This process brought about trustworthiness and credibility thereby enhancing the inter-rater reliability of the research findings.

3.10 Ethical considerations

The necessary ethical considerations in as far as conducting a study are concerned were considered in this study. Going by what Marshall and Rossman (2016) cited in Creswell (2018) said, the researcher sought permission first from the authorities of the schools where the respondents were found. The researcher explained the research objectives in clear terms to participants including how the data would be collected and used. The data collection devices were also added. Respondents' rights, wishes and interests as well as their anonymity in the process of conducting the study

were assured. No response of any participant would be made known to any third party. Based on these, approval was granted before the data collection started. Participants' permission was sought before the interviews and the observation sessions.

3.11 Summary of Chapter

This chapter discussed the methodology that is used to address the research questions raised in the study. It focused on the research design, the approach to the study, which was qualitative, the site for data collection, instruments for collecting data, data collection procedure, data analysis, validity and reliability and ethical considerations.



CHAPTER 4

PRESENTATION OF RESULTS AND DISCUSSION

4.0 Introduction

This section presents the findings of the study aimed to explore the methods of grammar teaching by ESL teachers in the Sisaala East Municipality, the impact of these methods on students' communication and the assessment procedures ESL teachers use to assess the students during and after grammar lessons. Through in-depth interviews and rigorous analysis, this presentation provided valuable insights and recommendations for effective grammar instruction in the ESL classroom. The results were analysed and the findings were presented thematically according to the research objectives.

4.1 Methods Teachers of English in Senior High Schools use to teach grammar in Sisaala East Municipality

This section presents findings on English teachers' methodologies for teaching grammar in senior high schools in the Sisaala East Municipality. This is the first research question of the study. The study examined diverse teaching methods, including traditional grammar-translation, direct method, deductive and inductive methods, communicative approaches, and task-based learning, identifying their strengths and weaknesses in promoting grammar instruction and acquisition.

The results highlight the potential impact of innovative teaching techniques on students' language proficiency and overall learning experience. The methods were discussed under the major themes of teacher-centred methods, student-centred methods and differentiated language teaching.

4.1.1 Teacher-Centred Methods

This theme revealed the various methodologies that revolve around the ESL teacher employed in the senior high schools to teach grammar in the municipality. It delves into the different instructional strategies, such as direct instruction, grammar translation, deductive approach and the inductive approaches highlighting the strengths and weaknesses of each method. According to Richards and Rodgers (2001) these methods and approaches are traditional ones because they are bent on ensuring grammatical competence or accuracy of grammar structures. Two teachers provided responses that show how the teaching approaches and techniques are applied in the classroom as follows:

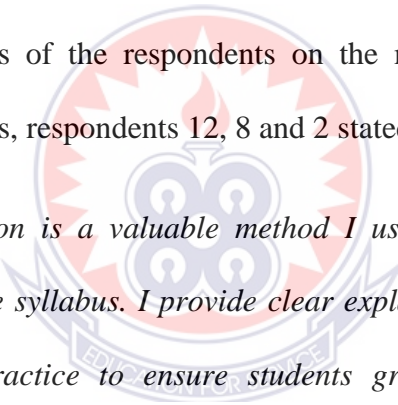
In my classroom, I primarily elicit grammar rules from students and ask them to apply them in sentence construction. This way they will become abreast of the grammar rules and use them correctly in sentences when they are writing or communicating in public. (ESLT10).

I find that giving students the rules and asking them to construct sentences with the rules is the best way out in grammar teaching since that will reduce their errors. (ESLT4).

It is evident from the two responses that the teachers apply the traditional approaches to grammar instruction. This means that they rely on drills to elicit grammar rules and instruct students to apply them in sentence construction. This is contrary to the view of Larsen-Freeman (2015) that there is the need for reconceptualization of grammar teaching instead of the rule-governed and accuracy-driven approaches that teachers adopt in the classroom. By this, she is suggesting that teachers move from the age-long traditional methods of grammar teaching to the latest

ones like CLT. Despite the stance of Larsen-Freeman (2015) calling for a shift from the traditional methods to modern ones, information gathered from the September (2010) syllabus for senior high schools (1-3) and textbooks supports that grammar should be taught deductively or inductively for the sake of examinations. Also, Heng (2014) is of the view that many kinds of examinations or tests, for example high schools and university entrance exams focus exclusively on the knowledge of grammar, vocabulary, reading comprehension and translation. The role of the traditional form-oriented examination is a powerful drawback to CLT implementation in our schools. This probably explains why ESL teachers in the municipality still use the traditional methods in their grammar lessons delivery.

As to the views of the respondents on the methods of grammar teaching proposed by the syllabus, respondents 12, 8 and 2 stated the following;



Direct instruction is a valuable method I use to teach grammar concepts according to the syllabus. I provide clear explanations, model examples, and offer guided practice to ensure students grasp the rules and structures accurately (ESLT12).

With this response, it means that the syllabus does not very much encourage grammar communicative grammar teaching. Students will only be exposed to grammatical forms but cannot communicate fluently among their peers and in public. The latest method of grammar teaching is communicative language teaching according to (Richards & Rodgers, 2001).

Technology plays a significant role in my grammar lessons but I mostly do not integrate interactive grammar software, online quizzes, and grammar-focused apps to engage students and provide immediate feedback on their progress

due to time. Though I know the importance of technology in grammar teaching, I don't mostly use it (ESLT8).

I believe in a blended approach to teaching grammar, combining different methodologies based on students' needs according to the syllabus. This way, I can provide a variety of activities, such as grammar drills, group discussions, and project based tasks, to cater for diverse learning styles (ESLT2).

Based on the responses of the ESL grammar teachers gathered, it is clear that they use the traditional methods to teach grammar which are teacher-centred because students just listen to the teacher and do not interact among themselves in terms of classroom communication (Howatt & Widdowson, 2004) even though some of them know the importance of technology in grammar teaching as stated by some respondents above. They are only taught grammar rules through drills. This way of grammar teaching does not conform to the modern methods of grammar teaching, especially CLT.

On lesson notes preparation, some teachers were randomly selected and asked on preparation of their lesson notes. Respondents 20 and 14 stated the following concerning the preparation for lessons:

During my lesson note preparation, I use the specific objectives in the syllabus so that the students do not fail their exams because there is a relationship between the syllabus and the text books as far as the general objectives of teaching grammar are concerned. For example, I use authentic texts where students can analyse sentence structures, identify grammar rules, and apply them in comprehension questions. This will let them pass their examinations (ESLT20).

This method is the inductive traditional approach of grammar teaching since it is rule and accuracy driven as stated by (Richards & Rodgers 2003). From the response, the syllabus emphasizes grammatical competence to the neglect of communicative competence as stressed by (Richards 2005). Since the specific objective and activities in the lesson notes are directly copied from the syllabus, and then there is no difference between the two in terms of methodology.

During writing activities, I incorporate in my lesson notes activities that encourage students to focus on grammar accuracy while expressing their ideas. I provide grammar mini-lessons on specific topics, such as verb tenses or sentence structure, and guide students to apply these rules in their writing (ESLT14).

The response indicates that the teacher uses guided writing activities to aid students write their compositions which are also a traditional way of assisting students in essay writing since grammar can be taught through writing (Heng, 2014). According to Richards and Rodgers (2001) these methods and approaches are traditional ones because they are bent on accuracy. Teachers present grammar concepts through lectures, textbooks, and worksheets, emphasizing memorization, drilling and application of rules. This approach often involves isolated grammar exercises and decontextualized sentences, aiming to develop students' grammatical accuracy and language production skills (Larsen-Freeman, 2018). While traditional grammar instruction provides a systematic framework, critics argue that it may lead to mechanical learning and limited transferability of grammar knowledge to authentic language use (Ellis, 2008)

4.1.2 Learner-centred Methods

Heng (2014) emphasized the need for teachers to integrate grammar instruction through collaboration within the larger context of language learning. His view examined how grammar is incorporated into reading, writing, listening, and speaking activities, stressing the importance of a holistic approach to language acquisition and teaching. With the learner-centred methods, learners take the centre stage in the teaching and learning process according to (Hamer, 2007). Similarly, Larsen-Freeman (2015) advocates a departure from the rule-governed and accuracy-based methods of grammar teaching where the teacher is a repository and giver of knowledge and places the students at the centre of grammar teaching and learning through activities such as role-plays, group work, presentations, simulations and problem-solving tasks. Other teachers use motivation and engagement with others using speaking activities in the integration of grammar instruction into their teaching (Richards & Rodgers, 2011). On this, respondents 11, 6 and 17 provided their responses as follows;

In my classroom, I encourage student collaboration through pair or group work. Cooperative learning activities allow students to practice grammar together, provide peer support, and reinforce their understanding through interactive discussions. (ESLT11).

With the integration, communication is encouraged in grammar teaching because it is student-centred and should be encouraged. However, the picture painted during the observation was different as teacher's attention was largely on the rules of the grammar structures and not communication.

To enhance students' motivation and engagement, I incorporate authentic materials into my grammar lessons. By using real-life examples, such as

newspaper articles, songs, or videos, students can see the practical applications of grammar in everyday contexts (ESLT17).

The researcher sees this to fall in line with Larsen-Freeman' (2015) view that there is the need for reconceptualization of English Language teaching beyond the mere rule-governed accuracy- driven system of grammar teaching. Dos Santos (2019a) added that the students of today like to use technologically assisted materials and tools for language teaching and learning such as social media platforms, journal of education and e-learning research. This will enhance the communicative ability of the students to be able to communicate fluently in real-life context (Richards, 2015). Similarly, Rao (2002) who examined the perception of Chinese students' communicative and non-communicative activities in the EFL classroom also outlined games, role-plays, simulations and problem-solving activities as being communicative just like Larsen-Freeman (2015). The responses of the very few teachers above really reflect communicative language teaching, however, the observation made by the researcher revealed a different picture as most teachers concentrated on definitions and explanations of the grammar items to the detriment of allowing students to freely share ideas by expressing their views as they claimed in their interview responses. This aligns with the view of Rao (2002) that drilling, dictionary exercises, grammar rules explanation and error correction are non-communicative and for that matter traditional and not CLT.

It is therefore incumbent on ESL grammar teachers to properly and wholeheartedly embrace and use CLT in their grammar classroom to help the students communicate fluently.

In speaking activities, I incorporate grammar through interactive discussions and role -plays. I encourage students to use grammatically correct sentences and provide immediate feedback to help them improve their language accuracy while engaging in meaningful conversations (ESLT6).

This is equally the view of Richards and Rodgers (2011) that there should be fluency before accuracy in using CLT. This interview response indicates that fluency is taught alongside accuracy. In the words of Savignon (2002), in teaching fluency in the classroom, grammar is often embedded. According to him, the teacher may have a particular grammatical structure in mind and assign students to undertake an activity of fluency in the classroom while the teacher takes note of how that particular structure is being used as the students perform the activity. This way the teacher is able to track the students on the use of that structure. CLT does not mean only role-plays, story-telling and simulations, it goes beyond that. There is the need for a shift from the traditional methods to CLT (Larsen-Freeman, 2015). Communicative Language Teaching according to Richards and Rodgers (2001) indicates that despite its limitations, it emphasizes communicative competence and language use and gives learners more opportunities to practice the target language. However, the fundamental concern of most students in the ESL classroom is whether they will be able to utilize the language fluently and freely in a range of authentic communicative scenarios (Richards & Rodgers, 2001). It does not support the methods of teaching grammar in the syllabus since they are basically traditional in nature thus supporting the findings of this study. Three respondents 1, 7 and 13 stated as follows;

For listening activities, I select audio or video materials that contain examples of grammar in natural contexts. Students listen for grammar structures, identify them, and analyse their usage to deepen their understanding of how

grammar functions in real-life situations. That is the approach or method I use (ESLT1).

To promote a holistic approach to grammar teaching, I design integrated tasks that combine reading, writing, listening, and speaking skills. For instance, I assign projects where students read a text, analyse its grammar features, write a response, and present their findings orally to the class (ESLT7).

Throughout the grammar teaching process, I emphasize the interconnectedness of grammar with other language skills. I encourage students to see grammar as a tool that enhances their overall language proficiency, enabling them to communicate effectively and confidently in various contexts (ESLT13).

From the interview conducted, it is clear that the methods they use in grammar teaching are the traditional ones since they believe in eliciting grammar rules from students. They teach grammar deductively which does not encourage communication among the students. Very few of the respondents, that is ESLT6, 1,7 ,13 had their grammar lessons tilted a bit towards ensuring communicative competence. The rest went completely traditional in their approaches or methodologies of grammar teaching which do not help the students to use the language communicatively to interact with friends and the larger community (Richards, 2005). Here, it is abundantly clear that some teachers do not understand CLT as an approach to grammar teaching as they were exposed during the observation in schools A and B in the municipality. The lesson observed was on tenses in school A. The teacher started by brainstorming to get what a tense is. Thereafter he explained and wrote some verbs on the marker board and used them as examples. Students were then given a list of

verbs to practice and use them in sentences. The method used by the teacher was typically traditional and does not support CLT. One teacher used communicative activities like group work and discussions in school B to teach nouns but the application in the classroom was wrongly done because the activities were used at the tail end of the lesson when the explanations and eliciting of the rules were already done. Instead these activities should have been used throughout the lesson to create interaction among students from the inception of the lesson (Rodgers, 2005). Again, individual differences in terms of ability and gender were not considered in the groupings of the students. Larsen-Freeman (2011) states that in a grammar class, students are to be engaged in activities designed to enhance their communicative abilities. Their role as students is to serve as communicators who try to understand others and make themselves understood during interactions with other class members even when their target language skills are limited (Larsen-Freeman, 2011). In the grammar classroom, students are to negotiate meaning, share information and collaborate with their colleagues to accomplish certain tasks using the target language. In the words of Heng (2014) the goal of grammar teaching is to ensure communication among students. The responses of most of the ESL grammar teachers above clearly indicate that their methods do not support communicative competence but rather grammatical competence. Meanwhile grammar should be taught communicatively (Richards & Rodgers, 2001).

4.1.3 Student Engagement and Interaction

The study revealed that the specific objectives in the syllabus were derived from the general objectives in the syllabus and often copied directly, including teaching-learning activities and assessment procedures. Each specific objective includes an action verb that indicates the skill the learner should acquire or demonstrate after the

grammar lesson. If a student can describe, identify, remember, list, and state a grammatical rule at the end of the lesson, they have acquired "knowledge." The researcher wanted to examine the use of interactive activities, group work, games, and real-life examples to foster student engagement and participation through the creation of a supportive learning environment as part of methodology. Respondents 19, 15 and 10 stated the following:

In my grammar lessons, I often incorporate interactive activities such as role plays, grammar games, and hands-on exercises. These techniques actively engage students and make the learning experience enjoyable while reinforcing grammar concepts (ESLT19).

To keep my students actively involved during grammar lessons, I encourage group work and collaborative tasks. This allows them to practice grammar rules through discussions, peer-to-peer interactions, and problem-solving activities (ESLT15).

One technique I use is relating grammar lessons to real-life examples. I bring in authentic materials like, newspaper, articles, advertisements, or dialogues from movies to demonstrate how grammar is used in everyday situations. This helps students connect grammar rules with practical usage (ESLT10).

From the analysis above, whereas some of the teachers' activities like role-play, group work and discussions are geared toward communicative language teaching, the observation session revealed that these communicative activities did not dominate the lessons from the beginning to the end as claimed to ensure complete interaction, expression and ideas sharing among the students as is demanded of CLT (Rodgers, 2005), but rather used almost at the end of the lesson with negligible

impact. These activities were minimally used and do not constitute CLT (Rodgers, 2005). With CLT, the activities of role-play, group work, presentations, discussions, debates usually dominate grammar lessons from the start to the end in the classroom to make sure the lesson completely revolves around the students and the teacher facilitates or guides the process (Dos Santos, 2020). This was not the case during the observation.

The SHS English syllabus September (2010) encompasses both general and specific objectives that guide English teachers in their instructional practices. The specific objectives dictate the action verbs and skills that teachers should address in their grammar lessons, aligning with the action verbs found in the lesson notes that entail activities for student engagement and interaction. The syllabus encourages teachers to use interactive approaches to engage learners actively. It also highlights the integration of technology and real-life materials to make grammar lessons relevant and interesting (Thorne, 2013). This aligns with the use of technology-enhanced grammar instruction observed in the research. Moreover, the syllabus promotes the application of grammar rules in writing and speaking contexts, which resonates with communicative grammar instruction and task-based grammar instruction. These approaches emphasize using grammar in meaningful and authentic communication (Ellis, 2008) thereby aligning with the syllabus' objectives.

4.1.4 Differentiated Instruction

ESL teachers in the senior high schools in the municipality employed differentiated instruction to cater for the diverse learning needs and abilities of their students. The Senior High School (SHS) English syllabus emphasizes the importance of differentiated instruction in grammar lessons to cater for the diverse learning needs of students. ESL teachers in the senior high schools implemented differentiated

instruction by varying teaching methods, materials, and activities to accommodate students' abilities, interests, and learning styles. The study found strategies such as scaffolding, flexible grouping, and varied instructional materials that enable teachers to address individual student's strengths, weaknesses, and learning preferences in grammar lessons. Respondents 11, 5 14 and 1 made their inputs on the use of differentiated instruction for grammar lessons and stated as follows:

In my classroom, I implement differentiated instruction by providing varied instructional materials such as levelled grammar exercises and worksheets. This allows students to work for themselves and engage with grammar concepts that are appropriate for their proficiency level (ESLT11).

I often use scaffolding techniques to support students who may struggle with certain grammar concepts. This involves breaking down complex grammar rules into smaller, more manageable steps and providing additional support, such as sentence frames or visual aids, to help students grasp the concepts (ESLT5).

Flexible grouping is an effective strategy I use to cater for the diverse learning needs of my students. I create small groups based on their language proficiency and assign tasks that target their specific grammar needs. This allows me to provide targeted instruction and individualized support during grammar lessons (ESLT14).

I adjust my instruction and provide additional support or extension activities to ensure that each student's individual needs are met. This on-going assessment allows me to monitor their progress and tailor my teaching accordingly (ESLT1).

Besides the interviews, observations made in the classrooms revealed that teachers used a variety of instructional strategies to engage students in grammar lessons. Very few teachers employed group discussions, and hands-on activities to make the learning process more interactive and meaningful. For instance, teachers used these group discussions to supplement the traditional grammar definitions and explanations of grammar concepts in the classroom. Teachers create flexible grouping arrangements, but do not allow students to work collaboratively or independently based on their learning preferences due to teachers' constant interference in what the students do, thereby defeating the purpose for the groupings. Not allowing students to work collaboratively and share ideas freely among themselves in the classroom is not CLT (Dos Santos, 2020).

Grammar instruction in the senior high schools in the municipality as observed by the researcher is undergoing a transformative shift as some teachers increasingly employ differentiated instruction to address the diverse learning needs and abilities of their students as advocated by the syllabus. The Senior High School (SHS) English syllabus underscores the significance of differentiated instruction in grammar lessons, emphasizing the need to cater for the varying learning needs of students (SHS English Syllabus, Ministry of Education, 2010). Though it is very few teachers who consider differentiated grammar instruction in the classroom, it is a positive sign for modern grammar instruction in the municipality. This approach is particularly crucial in the ESL classrooms, where linguistic diversity and varying levels of proficiency necessitate a tailored instructional approach (Smith, 2018). The study explores how these strategies accommodate students' diverse abilities, interests, and learning styles in the context of grammar instruction. The findings highlight the effectiveness of

methods such as scaffolding, flexible grouping, and the use of varied instructional materials which very few teachers use.

In interviews with ESL teachers, respondents emphasized the importance of providing varied instructional materials to meet the diverse proficiency levels of students. ESLT11 noted, "In my classroom, I implement differentiated instruction by providing varied instructional materials such as levelled grammar exercises and worksheets. This allows students to work for themselves and engage with grammar concepts that are appropriate for their proficiency level." This approach aligns with the principles of differentiated instruction, allowing students to progress through content at a pace that suits their individual learning needs (Tomlinson, 2001).

Scaffolding, as highlighted by ESLT5, emerged as another effective strategy. ESLT5 explained, "I often use scaffolding techniques to support students who may struggle with certain grammar concepts. This involves breaking down complex grammar rules into smaller, more manageable steps and providing additional support, such as sentence frames or visual aids, to help students grasp the concepts." This approach aligns with Vygotsky's Zone of Proximal Development (ZPD), where teachers provide the necessary support to help students master challenging tasks (Vygotsky, 1978).

Flexible grouping, as described by ESLT14, is instrumental in catering for diverse learning needs. ESLT14 stated, "Flexible grouping is an effective strategy I use to cater for the diverse learning needs of my students. I create small groups based on their language proficiency and assign tasks that target their specific grammar needs. This allows me to provide targeted instruction and individualized support during grammar lessons." Flexible grouping acknowledges that students have

different learning preferences and abilities, enabling teachers to tailor instruction to meet specific needs (Tomlinson, 2001).

Moreover, on-going assessment, as mentioned by ESLT1, plays a crucial role in adapting instruction to individual needs. ESLT1 shared, "I adjust my instruction and provide additional support or extension activities to ensure that each student's individual needs are met. This on-going assessment allows me to monitor their progress and tailor my teaching accordingly." This formative assessment approach aligns with the principles of differentiated instruction, ensuring that instructional strategies are continuously adjusted based on students' evolving needs (Tomlinson, 2001).

In conclusion, the findings underscore the positive impact of differentiated instruction on grammar teaching in the senior high schools in the municipality. Strategies such as varied instructional materials, scaffolding, flexible grouping, and on-going assessment contribute to a dynamic and responsive learning environment. These practices not only align with the SHS English syllabus but also reflect the broader pedagogical shift towards personalized and inclusive approaches in ESL classrooms. As educators continue to refine and implement these strategies, the potential for improved grammar instruction and enhanced student outcomes becomes increasingly evident.

4.2 The impact of the teachers' methodologies on students' communication

The findings of the study indicate that methods teachers use have a lot of impact on the communication of students. According to Richards and Rodgers (2001) the traditional methods are focussed on grammatical competence and do not emphasize communication. They stress grammar rules to ensure accuracy to the neglect of

fluency activities that require students to use grammar in real-life contexts, promoting practical application and fluent communication (Dos Santos, 2019a). Based on the analysis, five themes emerged from the impact of teachers' methodologies on students' communication and are defined to include interactive learning approaches, communication styles and diversity, feedback and assessment strategies, integration in teaching real-world and application of communication skills as presented in the following section.

4.2.1 Interactive Learning Approaches

Interactive learning approaches revolutionize education by actively engaging students in the learning process. According to Smith and Johnson (2018), these methods, encompassing activities like group discussions, simulations, and collaborative projects, promote deeper understanding and retention. By emphasizing participation, interactive learning transforms students from passive recipients to active contributors, fostering a dynamic educational experience that enhances comprehension and critical thinking (Brown, 2019). The responses obtained from four respondents are indicated as follows:

Teachers employing group discussions and collaborative activities create an environment where my students actively engage in communication, fostering interpersonal skills and diverse perspectives (ESLT3).

Implementing technology-enhanced interactive platforms encourages my students to communicate digitally, preparing them for modern communication methods in the professional world (ESLT5).

Role-playing exercises enable my students to step into various communication scenarios, enhancing their adaptability and verbal expression skills (ESLT 4).

Sometimes I facilitate peer-to-peer feedback sessions which promote constructive communication, fostering a culture of mutual respect and understanding among my students (ESLT20).

It was observed in the classrooms that very few teachers actually used group discussions and role plays in their lessons delivery, though not throughout the lessons. These activities were employed almost at the end of the lessons and therefore very little time was used when the activities should have been the fulcrum of the lessons to achieve their purpose. Much time is needed for these activities because the teacher's facilitation of group discussions and collaborative projects do not only provide a conducive atmosphere for communication but also encourages students to express and share ideas confidently that are essential for academic success. Students actively participate, share perspectives, and engage in dialogue, contributing to the development of effective communication skills crucial for future endeavours (Smith & Johnson, 2018). As highlighted by Smith and Johnson (2018), these approaches, which include activities like group discussions, simulations, and collaborative projects, contribute to deeper understanding and enhanced retention. Such methods shift students from passive recipients to active contributors, fostering engagement, comprehension, and critical thinking (Brown, 2019).

The insights gained from these ESL teachers further emphasize the positive impact of interactive learning approaches on student communication and overall educational experience. Respondent ESLT3 noted that teachers employing group discussions and collaborative activities create an environment where students actively engage in communication, fostering interpersonal skills and diverse perspectives. This aligns with the idea that interactive learning methods promote not only subject-specific knowledge but also essential interpersonal and communication skills (Brown,

2019). Furthermore, ESLT5 highlighted the role of technology-enhanced interactive platforms in preparing students for modern communication methods in the professional world. This resonates with the evolving landscape of communication, emphasizing the need for digital literacy and effective communication in various online platforms (Johnson et al., 2021). Interactive platforms not only enhance students' communication skills but also align education with the demands of the contemporary workforce. Even though the September (2010) syllabus of the English Language (s.h.s 1-3) greatly support the use of technology enhanced platforms to teach grammar in the ESL classroom as stated by ESLT5 in the interview response above, the researcher's observation revealed that no technologically enhanced platforms that encouraged students to communicate digitally were used in the classroom. This interview response did not reflect in the classroom as observed by the researcher. Students were only asked to describe events they have ever witnessed or watched in social media in their own words or sentences without any digital platform for students to use.

Role-playing exercises, as mentioned by ESLT4, emerged as another valuable interactive learning approach. These exercises allow students to immerse themselves in various communication scenarios, thereby enhancing their adaptability and verbal expression skills. This aligns with the idea that experiential learning, such as role-playing, contributes to a more holistic understanding and application of knowledge (Kolb, 1984). By simulating real-world communication situations, students are better prepared for diverse contexts they may encounter in their personal and professional lives.

Peer-to-peer feedback sessions, as facilitated by ESLT20, were highlighted as a means of promoting constructive communication and fostering a culture of mutual respect and understanding among students. This practice aligns with the principles of collaborative learning, emphasizing the importance of students learning from each other through constructive feedback and shared insights (Johnson et al., 2021). Such sessions not only enhance communication skills but also contribute to the development of a supportive and inclusive learning community.

The insights from ESL teachers and existing research underscore the transformative impact of interactive learning approaches on education. These methods, ranging from group discussions to roleplaying and technology-enhanced platforms, contribute to a more engaging and dynamic educational experience. The cited responses align with established educational theories, emphasizing the importance of active student engagement, experiential learning, and collaborative approaches in fostering not only subject-specific knowledge but also essential communication and interpersonal skill (Johnson et al, 2021). As education continues to evolve, integrating and expanding the use of interactive learning approaches stands as a key strategy for preparing students for the multifaceted challenges of the modern world.

4.2.2 Communication Styles and Diversity

Communication styles and diversity are integral aspects of effective interaction in today's diverse world. Understanding how individuals from different backgrounds communicate is crucial for fostering inclusive environments. As stated by renowned diversity researcher Cox (1994), acknowledging and adapting to diverse communication styles not only promotes better understanding but also contributes to the richness of collaborative efforts in multicultural settings. It was shown from the

responses of four respondents that teachers acknowledge the importance of actively engaging communication styles and diversity during their teaching as follows:

Teachers acknowledging and incorporating diverse communication styles cater for varied learning preferences, ensuring inclusivity in the classroom (ESLT13).

Introducing literature and media from different cultures helps students understand and appreciate diverse communication norms, fostering cross-cultural competence (ESLT15).

Encouraging students to present their ideas in multiple formats (written, spoken, visual) enhances their ability to convey messages effectively across different mediums (ESLT12).

Addressing non-verbal communication cues in lessons cultivates students' awareness of body language and facial expressions, refining their overall communication skills (ESLT8).

It was observed during engagements with teachers in the classrooms that four teachers really embraced the diverse communication styles and diversity of students in the grammar teaching process positively influencing students' ability to navigate varied communication scenarios. Evidence from students' tests items and exercise books further proved that there are conscious efforts by these teachers to use diverse communication styles. By acknowledging and incorporating diverse communication styles, educators create an inclusive environment (Cox, 1994). This exposure allows students to understand and appreciate different communication approaches, preparing them for effective communication in a multicultural society.

In the view of Cox (1994), communication styles and diversity play pivotal roles in promoting effective interaction, particularly in the diverse landscapes of today's world. Cox (1994) emphasizes the significance of acknowledging and adapting to diverse communication styles for fostering better understanding and collaborative efforts in multicultural settings as advocated by the syllabus. The study's findings align with this perspective, as evidenced by the responses of four ESL teachers. Teachers actively recognize the importance of integrating diverse communication styles to cater for varied learning preferences and ensure inclusivity in the classroom (ESLT13). This aligns with the principles of inclusive teaching, acknowledging and accommodating the diverse needs of students to create a supportive learning environment (Thomas, 2013). Introducing literature and media from different cultures is highlighted as a strategy to enhance students' understanding and appreciation of diverse communication norms, fostering cross-cultural competence (ESLT15). This approach aligns with the broader educational goal of promoting cultural awareness and sensitivity (Banks, 2015).

Encouraging students to present ideas in multiple formats, such as written, spoken, and visual, is identified as a practice that enhances their ability to convey messages effectively across different mediums (ESLT12). This aligns with the concept of multimodal learning, recognizing that individuals have diverse preferences for receiving and expressing information (Rose & Meyer, 2002). Addressing non-verbal communication cues in lessons is noted as a means to cultivate students' awareness of body language and facial expressions, refining their overall communication skills (ESLT8). This aligns with the holistic approach to communication skills development, acknowledging the importance of both verbal and non-verbal aspects (Birdwhistell, 1970).

4.2.3 Feedback and Assessment Strategies

Feedback and assessment strategies play pivotal roles in educational settings, shaping the learning journey and promoting continuous improvement. Effective feedback guides students towards academic success, while robust assessment strategies measure comprehension and skill acquisition. As Hattie and Timperley (2007) emphasize, timely and specific feedback is a powerful tool, enhancing student understanding and contributing to a dynamic learning environment. This sets the stage for exploring impactful approaches in education with responses provided by four respondents in the study as follows:

Teachers providing timely and constructive feedback empower students to refine their communication skills, promoting continuous improvement (ESLT2).

Incorporating self-assessment components encourages students to reflect on their communication abilities, fostering a sense of responsibility for their own progress (ESLT8).

Varied assessment methods, such as presentations, written assignments, and debates, cater for different communication strengths, ensuring a comprehensive evaluation (ESLT6).

Creating a supportive environment for peer evaluations allows students to learn from each other's strengths and areas for improvement, promoting collaborative growth (ESLT16).

Based on classroom observations during the study, there is evidence to show that teachers employing constructive feedback and diverse assessment methods

significantly impact students' communication skills. Teachers have provided clear and timely feedback to guide students in refining their communication techniques. Assessments that include oral presentations, debates, and written communication tasks were provided to motivate students to articulate their thoughts effectively, enhancing their overall communication proficiency. This falls in line with the view of Richards and Rodgers (2003) on activities of CLT that promote effective communication.

Feedback and assessment strategies are integral components of effective education, influencing the learning process and fostering continuous improvement. Hattie and Timperley (2007) underscore the transformative power of timely and specific feedback in creating a dynamic learning environment. In the context of communication skills, very few of the study's respondents affirmed the impact of these strategies. ESLT2 notes that timely and constructive feedback empowers students, facilitating the refinement of their communication skills and promoting ongoing improvement. This aligns with Hattie and Timperley's emphasis on the importance of feedback in enhancing student understanding.

The incorporation of self-assessment, as highlighted by ESLT8, emerges as another impactful strategy. Encouraging students to reflect on their communication abilities fosters a sense of responsibility for their own progress. This aligns with contemporary educational theories emphasizing the role of metacognition in promoting student agency and self-directed learning (Brown, 2014).

Varied assessment methods, as suggested by ESLT6, contribute to a comprehensive evaluation of communication skills. Employing presentations, written assignments, and debates accommodates different communication strengths, ensuring

a nuanced understanding of students' proficiency. This aligns with the principles of differentiated assessment, recognizing the diversity in students' abilities and learning styles (Tomlinson & Moon, 2013).

Furthermore, creating a supportive environment for peer evaluations, as advocated by ESLT16, fosters collaborative growth. This approach aligns with the social constructivist perspective, emphasizing the importance of social interactions in the learning process (Vygotsky, 1978). Peer evaluations not only provide students with insights into their own strengths and areas for improvement but also contribute to a collaborative learning community.

Classroom observations during the study support these findings. Teachers implementing constructive feedback and diverse assessment methods (e.g learner-centred methods) significantly impact students' communication skills. The evidence suggests that clear and timely feedback guides students in refining their communication techniques, while diverse assessments motivate effective articulation of thoughts, ultimately enhancing overall communication proficiency. This corroborates contemporary educational research emphasizing the interconnectedness of feedback, assessment, and student learning outcomes (Black & Wiliam, 1998; Shepard, 2000). In conclusion, these findings underscore the critical role of feedback and assessment strategies in shaping communication skills and promoting continuous improvement in educational settings.

4.2.4 Technology Integration in Teaching

Technology integration in teaching revolutionizes educational practices, enhancing engagement and learning outcomes. As technology becomes an integral part of our daily lives, its seamless incorporation into classrooms is imperative.

Technology integration is influenced by the growing body of research emphasizing the transformative impact of technology on education (Smith, 2019; Johnson et al., 2021). Embracing technology in teaching not only prepares students for the digital age but also unlocks innovative avenues for effective and personalized learning experiences. Against this background, four respondents indicated how technology integration impacts students' grammar lessons and communication.

Utilizing communication tools and platforms in teaching exposes students to contemporary methods, preparing them for the digital communication landscape (ESLT10).

Virtual collaborations and online discussions broaden students' communication horizons, enabling them to interact with peers globally (ESLT19).

Integrating multimedia elements into lessons enhances students' visual and auditory communication skills, fostering a multimedia literate generation (ESLT7).

Leveraging social media platforms for educational purposes helps students develop responsible and effective online communication etiquette (ESLT12).

It was observed during lessons that only one teacher deployed video discussion in the mobile phone as a technology tool to teach a lesson on tenses to enhance students' communication skills. However, many students could not see the pictures because of the small surface of the phone and so the lesson was not effective. After many of the lessons, the researcher interrogated some teachers very close to him on why they do not mostly use technology tools in their lesson delivery, and the

responses ranged from lack of sockets in many of the classrooms, lack of projectors, lack of tape recorders, lack of wi-fi in the schools, to large class sizes. This could probably be one of the reasons most of them still use the traditional methods of grammar teaching in the municipality. Despite some of these reasons, the ESL teacher in the municipality needs to shift from the traditional methods to the latest ones like CLT (Larsen-Freeman, 2015). Integrating technology in language teaching is very important as stressed by the September (2010) syllabus of the English Language (s.h.s 1-3).

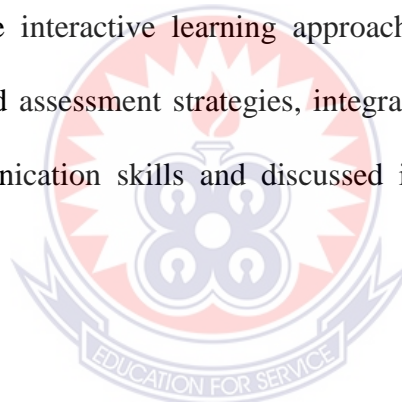
Technology integration in teaching is a transformative force, revolutionizing educational practices and significantly impacting student engagement and learning outcomes. This paradigm shift is underscored by the imperative to seamlessly incorporate technology into classrooms, reflecting its integral role in daily life. A growing body of research supports this notion, emphasizing the transformative impact of technology on education (Smith, 2019; Johnson et al., 2021).

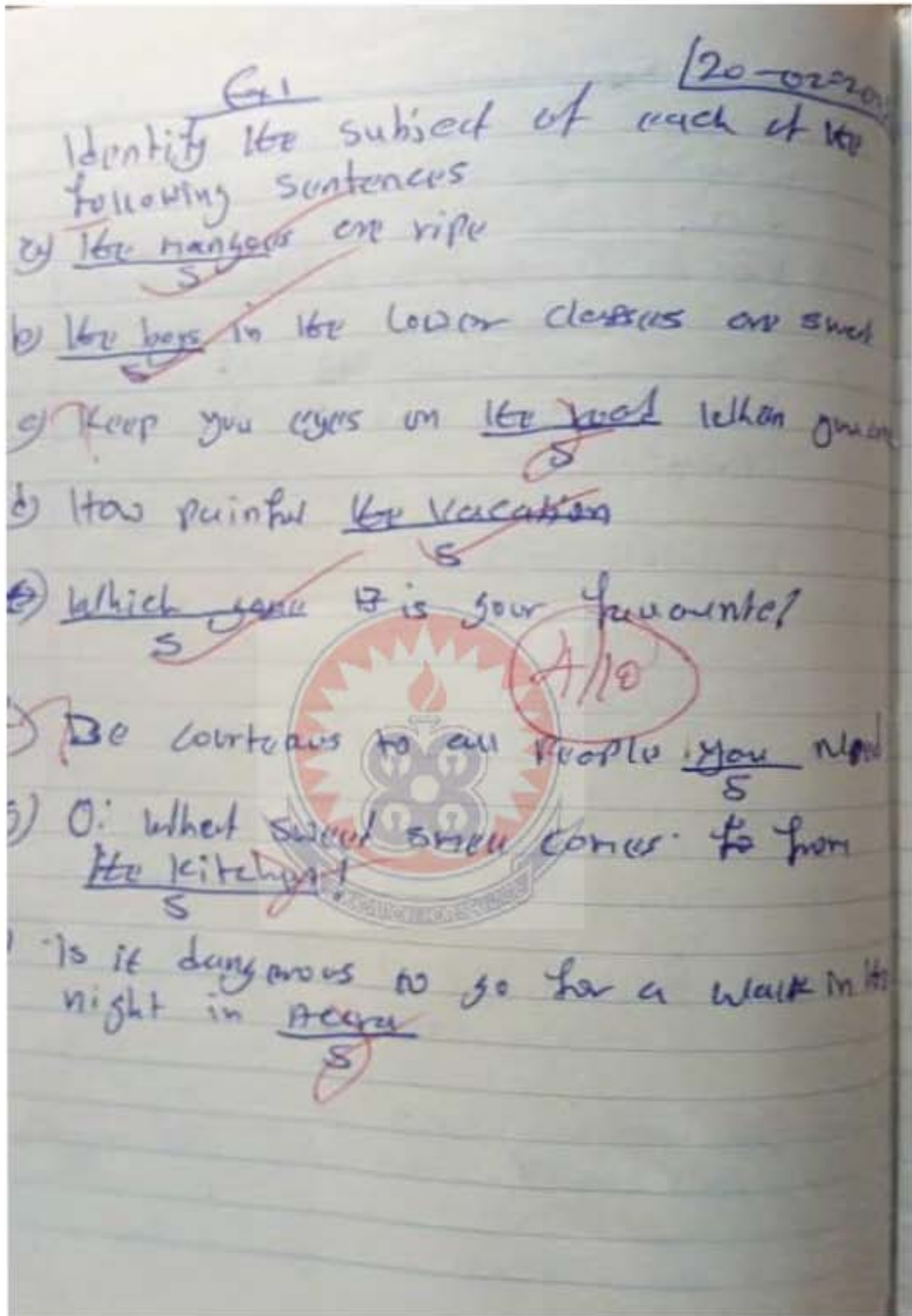
In the context of grammar lessons, four respondents provided insights into how technology integration positively influences students' communication skills, but one out of the respondents demonstrated technology in the classroom as explained above. ESLT10 highlighted the importance of utilizing communication tools and platforms in teaching, exposing students to contemporary methods and preparing them for the digital communication landscape. Virtual collaborations and online discussions, as emphasized by ESLT19, broaden students' communication horizons, facilitating global interactions. Furthermore, ESLT7 emphasized the integration of multimedia elements into lessons, enhancing students' visual and auditory communication skills. This approach contributes to the development of a multimedia-literate generation, aligning with the demands of a technologically driven society.

ESLT12 pointed out the benefits of leveraging social media platforms for educational purposes, helping students cultivate responsible and effective online communication etiquette.

The grammar methods teachers' use in teaching grammar have a great impact or influence on students' communication. Whereas the student-centred methods or approaches influence students communication, the traditional ones do not mostly impact on the communication of the students (Larsen-Freeman, 2015). According to Richards and Rodgers (2001) the traditional methods are focussed on grammatical competence and do not emphasize communication among students in the classroom. They stress grammar rules to ensure accuracy to the neglect of fluency activities that require students to use grammar in real-life contexts, promoting practical application and fluent communication (Dos Santos, 2019a). The deductive method, the inductive method, direct method, audio-lingual and the grammar-translation are some examples of the traditional methods. Eliciting grammar rules is the focus of these methods in the classroom through drills such as substitution drills, conversion drills, completion drills, fill-in-blanks and some others (Rodgers, 2005). With these drills, students are not allowed to freely interact and share ideas in the classroom. Students become passive participants in the classroom as the teacher only gives out knowledge and students listen without actively participating in the process (Smith & Johnson, 2018). On the other hand, the learner-centred methods put the student at the centre of the teaching and learning process (Ellis, 2008). Activities such as role play, group discussions, presentations, simulations, dramatizations, debates, use of technology are mostly used during the lesson delivery (Ellis, 2008). Learners interact and freely share ideas using any of the activities above. CLT, which is the embodiment of these activities is the latest grammar method that should be embraced by ESL teachers to

make grammar instruction more interesting and participatory (Richards & Rodgers, 2003). It is against this background that Larsen-Freeman (2015) advocated for a shift from the traditional methods of teaching grammar to CLT. With CLT, learners are active participants unlike the traditional approaches where the students are passive actors (Rodgers, 2005). The researcher in assessing the impact of the methods of teachers on the communication of students, used some scripts or exercises of students to look at their written communication. This is indicated appendix B in the work. The researcher also interacted with some students in the schools to ascertain information on the impact of their oral communication. Based on the analysis, five themes emerged from the impact of teachers' methodologies on students' communication and are defined to include interactive learning approaches, communication styles and diversity, feedback and assessment strategies, integration in teaching real-world and application of communication skills and discussed in the study. See some of the student scripts below;





Diagnostic Comprehension
Test

10th March, 20

a. According to the passage the classmate
submitted their books, when they decided not to do
the work their teacher has ~~not~~ assigned
them to do, and he was the only one who
did not submit his book.

b. The two forms of punishment are:
i) The class monitor was asked to clear
a large portion of the football field.
ii) He was also to receive a number of floggings
from the father.

c. It was a surrendered translation.

d. The monitor show reverse in the following
ways.

i) The teacher show for us impossible
when teaching us.

ii) "She did not teach us anything substantial
since her arrival in the school," according
to the passage.

e. The monitor was speechless according
to the passage.

- ii) Mandated → ~~Assured~~ ✓
- iii) Assumed → Thought ✓
- iv) Betrayal → Punishment ✓
- v) Sarcastically → Uncontrollable ✓
- vi) Heinous → ~~Dangerous~~ ~~Dangerous~~ ✓
- vii) Tearfully → ~~Sorrowfully~~ ✓

9. F. i) ~~Verb phrase~~ Verb Phrase ✓
ii) It describes the Verb, 'Came' ✓

9. i) Acceleration ✓
ii) ?



From the scripts above, you would realise that, the students performed poorly as a result of the use of the traditional methods of grammar teaching. The students were asked to identify the subject of each of the sentences which many of them could not do. Because of the strict rules of the traditional methods, the students faced problems thereby coming out with the results displayed above. Many of the students could not even copy the sentences rightly and therefore could not even identify the subject.

During the observation of the researcher, one ESL teacher who asked her students to role play the book “The Son of Umbele” came out with following questions after the students had finished the role play. She asked;

1. Who is madam Umbele?

Student A: she is the mother of Joshua. ✓

Student B: she is one of the hard women in town. ✓

Student C: she is a commercial sex worker. ✓

Student D: she is a no nonsense woman. ✓

2. What was the profession of madam Umbele?

Student A: she is a prostitute. ✓

Student B: she was always living in little rooms. ✓

Student C: she is a trader. ✕

Student D: she sells herself in the little rooms. ✓

3. What can you say about Sumako?

Student A: he is a fisherman. ✓

Student B: he has four children. ✓

Student C: he likes smoking pipe. ✓

Student D: he is a very humble man. ✓

After the role play, we can all testify that apart from students constructing very good sentences, they scored higher marks than their counterparts who were taught using the traditional methods. The impact of using the traditional methods and that of CLT vary. It is therefore important that we reconceptualise the teaching of grammar as proposed by Larsen-Freeman (2015). The evidence is very clear from the exercises above that in terms of communication among students the CLT approach should be used and not the traditional approach.

In conclusion, the findings underscore the multifaceted impact of technology integration on students' communication skills in grammar lessons. By leveraging communication tools, virtual collaborations, multimedia elements, and social media platforms, educators enhance the learning experience and prepare students for effective communication in the digital age. As technology continues to evolve, its integration into teaching practices remains a dynamic and essential aspect of fostering 21st-century skills.

4.3 Assessment procedures teachers use to assess the grammar lessons of students

Assessing grammar proficiency in the language classroom is a multifaceted endeavour that involves a careful consideration of various assessment procedures. As educators strive to enhance language learning outcomes, the evaluation of grammar lessons becomes a pivotal aspect of instructional design thus underscoring the importance of employing diverse assessment methods that encompass traditional approaches, technology integration, and authentic performance assessment to gain a

comprehensive understanding of students' language abilities as indicated by Brown, (2004); Hughes, (2003) and Bachman & Palmer (2010). Traditional assessments, such as written tests and quizzes, provide insights into declarative knowledge, while technology-integrated methods leverage digital tools for dynamic and adaptive evaluation (Chapelle & Douglas, 2006; Warschauer, 1996). Authentic performance assessment, focusing on real-world language use, contributes to a holistic understanding of grammar application in practical contexts (Wigglesworth & Storch, 2009). This sets the stage for a balanced exploration of student assessment techniques with classroom observations elucidating the diverse assessment practices employed by teachers in the realm of grammar instruction.

4.3.1 Traditional Assessment Methods

Based on the analysis, the study found that traditional methods of assessment were used by teachers during classroom instruction as indicated by five respondents as follows:

As teachers we often rely on traditional written tests to evaluate students' grasp of grammar rules. These assessments may include multiple-choice questions, fill-in-the blanks, and short answer questions (ESLT5).

In my situation, I use regular quizzes, either announced or unannounced, provide quick snapshots of students' understanding. These may cover specific grammar topics recently taught, allowing teachers to gauge immediate comprehension (ESLT7).

Assigning grammar exercises as homework allows me to assess students' independent application of grammar rules. Reviewing completed assignments helps identify common mistakes and areas needing further attention (ESLT2).

Observing students' participation during my grammar discussions and activities provides valuable insights. Teachers can assess oral application of grammar rules and identify students who may need additional support (ESLT11).

Introducing peer review sessions allows for grammar assignments which I believe encourages collaborative learning. Students can assess each other's work, promoting a deeper understanding of grammar concepts (ESLT12).

Further to that, it was observed during classroom lessons that in a traditional grammar classroom setting that written tests and quizzes to assess students' understanding of grammatical concepts become crucial each time during grammar lessons. The teacher's distribution of comprehensive grammar test that covered topics such as verb tenses, sentence structure, and punctuation are effective. The assessment focused on rote memorization and rule-based knowledge, requiring students to identify and correct errors in isolated sentences are seen to be used. These methods provided a snapshot of the students' declarative knowledge of grammar but lacked insight into their practical application skills.

During another instance of traditional assessment, it is observed that the deployment of a combination of multiple-choice questions, fill-in-the-blanks, and short answer formats become necessary. The test covered various grammar topics, requiring students to recall rules and apply them to discrete exercises. The teacher emphasized the importance of memorization and rule-based knowledge, aiming to assess the students' ability to apply grammatical principles in isolated contexts. While this method provided a structured evaluation, it did not capture the nuances of

students' language proficiency or their ability to use grammar in authentic communication.

In the investigation of assessment methods in grammar instruction, the study revealed that traditional assessment approaches remain prevalent among teachers. One frequently employed traditional assessment method, highlighted by ESLT5, is the use of written tests. Teachers commonly rely on assessments comprising multiple-choice questions, fill-in-the-blanks, and short answer questions to evaluate students' grasp of grammar rules. This aligns with traditional testing practices that measure students' ability to recall and apply learned material (Popham, 2018).

ESLT7 emphasized the use of regular quizzes, whether announced or unannounced, to gauge students' understanding of specific grammar topics recently taught. This approach aligns with the formative assessment principles, providing teachers with immediate feedback on students' comprehension and guiding instructional decisions (Black & Wiliam, 1998).

Assigning grammar exercises as homework, as described by ESLT2, emerged as another common practice. This method allows teachers to assess students' independent application of grammar rules. Reviewing completed assignments not only provides insights into individual performance but also helps identify common mistakes, enabling targeted remediation (Brookhart, 2018). ESLT11 highlighted the significance of observing students' participation during grammar discussions and activities. This approach allows teachers to assess the oral application of grammar rules, providing valuable insights into students' understanding beyond written assessments. Oral assessments offer a more holistic view of language proficiency (O'Malley & Valdez Pierce, 1996).

Finally, ESLT12 introduced peer review sessions as a collaborative assessment method. This innovative approach involves students evaluating each other's grammar assignments, fostering a deeper understanding of concepts through collaborative learning. Peer assessments align with contemporary pedagogical trends emphasizing student engagement and collaboration (Topping, 1998). While traditional assessment methods persist in grammar instruction, the study's findings reveal their adaptability and integration into diverse teaching practices. The combination of written tests, quizzes, homework assignments, oral assessments, and peer reviews provides a comprehensive approach to evaluating students' grammar proficiency, aligning with both traditional and modern assessment paradigms.

4.3.2 Technology-Integrated Assessment

Another assessment method during grammar lesson used by teachers as indicated in the analysis includes technology integration. The respondents provide several responses that depict the use these technological techniques as methods of assessment. The following responses were obtained from five respondents indicating various technology assessment methods in grammar lessons.

Most of the time online platforms are utilized for grammar assessments which allows for the creation of interactive quizzes, track individual progress, and provide instant feedback. These tools enhance engagement and offer a more dynamic assessment experience (ESLT12).

Most of the time, lessons are planned to incorporate grammar-focused mobile apps into their assessments. These apps often provide interactive exercises, allowing students to practice grammar rules in a gamified and engaging manner (ESLT17).

I often assign projects that require the use of digital tools encourages students to apply grammar rules in real-world contexts. With this, I can assess both grammar proficiency and technological literacy (ESLT 9).

Creating virtual scenarios where students apply grammar rules in context allows for immersive assessment. Teachers can observe how well students transfer theoretical knowledge to practical situations (ESLT14).

Lessons are also planned to assessing grammar through multimedia projects, such as creating videos or podcasts, evaluates not only written skills but also oral communication and creativity (ESLT1).

Despite these findings, it was also observed that in a technology-integrated grammar lesson, teachers utilized online platforms and interactive tools for assessment. Students engaged in grammar exercises on digital platforms that provided instant feedback. The teachers monitored students' progress in real-time, allowing for adaptive learning experiences. Therefore, technology facilitated a more dynamic assessment, catering for diverse learning styles and enabling personalized feedback for each student. However, it also raised concerns about potential technical issues and the need for digital literacy skills.

The study reveals that teachers in ESL classrooms are increasingly leveraging technology-integrated assessment methods to enhance grammar instruction. Findings from the analysis highlight diverse approaches employed by teachers, demonstrating a shift towards dynamic and interactive assessment practices. Online platforms emerge as a predominant tool for grammar assessment, providing features such as interactive quizzes, progress tracking, and immediate feedback (ESLT12). This aligns with current educational trends, emphasizing the role of technology in promoting active

learning and instant evaluation (Johnson et al., 2021). The use of online platforms not only enhances engagement but also transforms assessment into a more dynamic and personalized experience.

Furthermore, the integration of grammar-focused mobile apps stands out as a prevalent method in lessons (ESLT17). These apps, designed with interactive exercises, gamify the learning experience, making grammar practice both enjoyable and engaging. Such an approach resonates with Mayer's multimedia learning theory, emphasizing the positive impact of interactive and visually appealing content on cognitive processes (Mayer, 2005).

Teachers also employ project-based assessments with digital tools, encouraging students to apply grammar rules in real-world contexts (ESLT9). This not only assesses grammar proficiency but also evaluates technological literacy. This aligns with the modern view of literacy, emphasizing the importance of digital skills alongside traditional academic competencies (Leu et al., 2018).

Virtual scenarios are created to immerse students in practical applications of grammar rules, allowing teachers to observe knowledge transfer to real-world situations (ESLT14). This aligns with the principles of authentic assessment, emphasizing the evaluation of skills in meaningful contexts (Wiggins, 1993). The use of virtual scenarios enhances the depth of assessment by providing insights into students' ability to apply theoretical knowledge to practical situations.

Lastly, multimedia projects, such as video or podcast creation, are utilized for grammar assessment, evaluating both written skills and oral communication (ESLT1). This aligns with the multimodal nature of communication in the digital age,

recognizing the importance of assessing various communication dimensions (New London Group, 1996).

In conclusion, the integration of technology into grammar assessment reflects a progressive approach in ESL classrooms. These findings underscore the adaptability of teachers in leveraging technology to create diverse and immersive assessment experiences. As technology continues to evolve, the potential for further innovation in grammar assessment remains high, contributing to a more comprehensive understanding of students' language proficiency and communication skills.

4.3.3 Authentic Performance Assessment

Authentic Performance Assessment (APA) is a dynamic evaluation method focusing on real-world application of skills, providing a holistic view of an individual's abilities. Unlike traditional assessments, APAs measure practical competence through tasks mirroring authentic scenarios. As Jon Mueller contends, APAs foster deeper understanding as they mirror genuine challenges, bridging the gap between theory and practical proficiency (Mueller, 2018). Five responses were provided in this instance based on the respondents' experience as follows:

I create scenarios where students use grammar in real-life situations, such as job interviews or travel planning, and assesses student ability to apply grammar rules authentically (ESLT 2).

I realized during my lessons that assessing grammar through creative writing projects challenges students to apply rules in a more expressive and nuanced manner, thus promoting a deeper understanding (ESLT 19).

I have found that evaluating grammar skills in debates and discussions assesses both written and spoken proficiency so that I can observe how well my students express themselves using correct grammar (ESLT 10).

Integrating real-world applications of grammar, such as editing newspaper articles or writing business emails, provides my students with a context for assessment beyond the classroom (ESLT 7).

Building a portfolio of students' written work over time allows me to track progress, identify patterns of improvement, and assess overall grammar proficiency (ESLT 18).

In an authentic performance assessment, it is observed during the study that a teacher can focus on real-world applications of grammar with his or her students. In most lessons, students participated in a group project where they had to create a persuasive presentation, emphasizing correct grammar usage. The assessment criteria included not only grammatical accuracy but also effective communication and collaboration skills. This approach encouraged my students to integrate grammar seamlessly into practical tasks, promoting a deeper understanding of language use in authentic contexts. However, I observed that assessing multiple criteria in a holistic manner posed challenges in terms of objectivity and standardization.

These observations highlight the varied assessment methods employed by teachers in grammar lessons, showcasing the strengths and limitations of traditional, technology-integrated, and authentic performance assessments. Each approach contributes to a comprehensive understanding of students' grammar proficiency, emphasizing the need for a balanced and diversified assessment strategy. Authentic Performance Assessment (APA) emerges as a dynamic evaluation method in language

education, providing a holistic view of individuals' language abilities through real-world applications. This approach aligns with Jon Mueller's assertion that APAs deepen understanding by mirroring genuine challenges, bridging the gap between theory and practical proficiency (Mueller, 2018). In the context of grammar instruction, ESL teachers implement diverse strategies, as highlighted by respondents.

One teacher emphasizes the creation of real-life scenarios, such as job interviews or travel planning, to assess students' authentic application of grammar rules (ESLT2). This resonates with the idea that authentic assessments mirror the complexity of real-world language use (Gibbons, 2003). Creative writing projects, as noted by ESLT19, serve as a vehicle for assessing grammar skills in a more expressive and nuanced manner, promoting a deeper understanding of language rules. This aligns with current pedagogical trends that emphasize the integration of creative and authentic tasks in language assessments (Douglas, 2021).

The incorporation of debates and discussions, as highlighted by ESLT10, not only evaluates grammar proficiency but also addresses both written and spoken language skills. This multifaceted approach aligns with the evolving view that language proficiency encompasses various modalities (Council of Europe, 2018). Real-world applications of grammar, such as editing newspaper articles or writing business emails, provide context for assessment beyond the classroom, as mentioned by ESLT7. This approach aligns with the idea that authentic assessments should reflect the diverse contexts in which language is used (Wiggins, 1993).

Lastly, ESLT18 underscores the significance of building a portfolio of students' written work over time to assess overall grammar proficiency and track

progress. This longitudinal approach aligns with the notion that language development is a continuous and evolving process (Cumming, 2013).

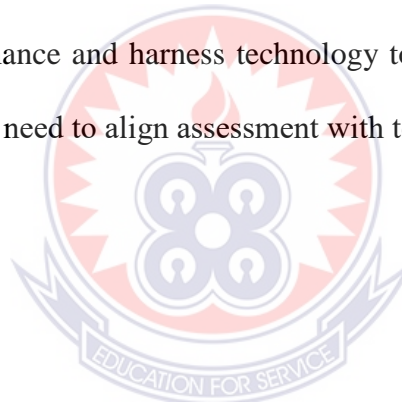
In conclusion, the integration of Authentic Performance Assessment in grammar instruction, as evidenced by the diverse strategies employed by ESL teachers, reflects a contemporary and comprehensive approach to language assessment. These findings underscore the relevance of real world applications in assessing language proficiency and highlight the need for a multifaceted evaluation that goes beyond traditional testing methods. As language educators continue to explore innovative assessment practices, the integration of authentic performance assessments holds promise for fostering deeper understanding and practical language competence.

4.4 Summary

From the discussion, the study sought to investigate the grammar teaching methods used in the Sisaala East Municipality, the impact of these methods on students' communication and the assessment procedures teachers use. The discussion revealed that teachers use a range of methods to teach grammar both traditional and interactive approaches. However, many of the teachers use the traditional methods and not CLT. These traditional methods do not encourage communication among students instead they stress grammar accuracy while CLT ensures that students interact, negotiate meaning and share ideas thereby ensuring communication. On the basis of this, teachers should embrace CLT as the latest method of grammar teaching since the rule- governed accuracy-based approaches do not help the situation of the students when it comes to self-expression with the target language (Larsen-Freeman, 2015). Teachers are supposed to incorporate authentic materials like advertisements and dialogues to illustrate grammar structures in meaningful ways, fostering student interest and understanding through interactive and collaborative activities, such as

pair work, group discussions, and role-plays, story-telling and collaborative projects, to deepen their comprehension and retention of grammatical structures and their ability to communicate. These activities provide opportunities for students to apply grammar rules, exchange ideas, and receive feedback from peers.

On assessment procedures, the research highlights the need for ESL grammar educators to implement authentic assessment methods in grammar instruction. They should design assessments that mirror real-life language use and assess students' ability to apply grammar rules in meaningful contexts. The importance of continuous formative assessment and feedback in grammar instruction was stressed. ESL grammar teachers should provide timely and constructive feedback to students on their grammar performance and harness technology to enhance grammar assessment and instruction and the need to align assessment with teachers' methods.



CHAPTER 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

Chapter five presents a summary of the research findings, offering valuable insights into the teaching of English grammar in the ESL classroom. It highlights the conclusions drawn from the study, explores the implications for practice, provides recommendations for educators, and suggests potential avenues for future research.

5.1 Summary of Findings

Based on the data collected through interviews, observations, and document analysis, the findings of the study are summarized as follows:

5.1.1 Research Objective One

The study found that traditional grammar instruction, communicative grammar instruction, and task-based grammar instruction are crucial methodologies used by teachers of English in the senior high schools in the study area. Traditional grammar instruction was found to entail explicit teaching through lectures, textbooks, and worksheets for memorization and rule application, but it is criticized for potentially leading to mechanical learning and limited real-world language use. Communicative grammar instruction, on the other hand, integrates grammar into meaningful communication through role-plays, discussions, and language games, aiming to develop students' communicative competence and fluency.

5.1.2 Research Objective Two

The study found an immense impact of teacher methodologies in shaping students' communication skills. Interactive learning approaches, including group discussions and collaborative activities, transform education by actively engaging students. Such approaches foster a dynamic educational experience, enhancing students' interpersonal skills and diverse perspectives. Teachers, as indicated by responses, actively engage diverse communication styles, ensuring inclusivity. This aligns with contemporary educational theories emphasizing the importance of inclusive teaching. Timely and constructive feedback empowers students to refine communication skills. The findings highlight its positive impact on communication skills through exposure to contemporary methods, global interactions, multimedia elements, and responsible online communication etiquette. Observations further revealed that these methodologies enhance students' communication skills, emphasizing the transformative impact of interactive learning, acknowledgment of diverse communication styles, effective feedback, and technology integration. As education evolves, these findings underscore the importance of adapting methodologies to foster essential communication and interpersonal skills.

5.1.3 Research Objective Three

In terms of the assessment procedures commonly employed by (ESL) teachers, the study found that the traditional paper-and-pencil tests have long been used, but their limitations in measuring authentic language skills have been highlighted. Oral proficiency interviews have been recognized as a more robust method for assessing speaking skills, though they may be resource-intensive. Performance-based assessments, such as presentations and role-plays, promote deeper learning and student ownership of language development. Authentic assessments mirror real-life language use, engaging students in meaningful tasks, but they can be challenging to score due to subjectivity. With technology advancements, ESL teachers have incorporated digital tools for interactive and adaptive assessments, but concerns about test security and validation persist. Teachers also use formative assessments as on going and interactive processes to monitor student progress and provide timely feedback. Theoretical frameworks of grammar influence assessment approaches, with generative grammar focusing on underlying rules and functional grammar emphasizing language use in meaningful contexts. A balanced approach that combines traditional and alternative assessment methods, aligned with instructional goals and diverse student needs, is recommended. By critically evaluating research findings, ESL teachers can effectively support their students' language development and meaningful learning experiences.

5.2 Conclusions

The study concludes that in teaching English Grammar in senior high schools in the Sisaala East Municipality, teachers employ traditional, communicative, and task-based grammar methods. Despite the criticism faced by the traditional approaches for potential mechanical learning, while interactive and student-centered techniques enhance application of grammar rules. Also, teacher methodologies significantly impact students' communication skills since interactive learning, diverse communication styles, effective feedback, and technology integration shape communication positively.

Finally, the traditional tests are noted for limitations hence oral interviews and performance assessments are required as robust alternatives. Authentic assessments engage students in real-life language tasks, though scoring can be challenging hence the need to integrate digital tools and formative assessments for a balanced approach, aligning with instructional goals and diverse student needs.

5.3 Implications for Practice

1. ESL teachers and practitioners are required to balance traditional, communicative, and task-based grammar instruction methods, acknowledging potential drawbacks of explicit teaching and emphasizing real-world language applications while embracing interactive and student-centered approaches, integrate technology, and encourage grammar application in diverse contexts for enhanced language learning.
2. ESL teachers and practitioners require interactive learning approaches, like group discussions and collaborative activities, for a dynamic educational experience while prioritizing diverse communication styles, timely feedback,

and varied assessment methods to shape comprehensive evaluations and enhance students' communication skills.

3. ESL teachers and practitioners must rethink the over-reliance on traditional paper-and-pencil tests, favouring oral proficiency interviews and performance-based assessments for more robust evaluations of language skills. Technology must be cautiously integrated into assessments, balancing innovation with concerns about security and validation, while emphasizing ongoing formative assessments aligned with instructional goals and student needs.

5.4 Recommendations

Based on the findings and conclusions, the following recommendations are made.

1. The Ghana Education Service should encourage ESL teachers to diversify grammar instruction by combining traditional, communicative, and task-based methods with emphasis on practical applications and real-world language use to enhance students' learning experiences.
2. Teachers should promote interactive learning approaches, diverse communication styles, and effective feedback strategies and actively engage students in discussions, collaborative activities, and utilize technology to foster dynamic educational experiences, inclusivity, and comprehensive assessment aligned with evolving educational theories.
3. Educational stakeholders should advocate for a shift from traditional paper-and-pencil tests to more robust assessment methods like oral proficiency interviews and performance-based assessments and integrate digital tools cautiously, considering security concerns with emphasis on ongoing formative assessments that align with instructional goals that cater for diverse student needs.

5.5 Suggestions for Future Research

Since the study was unable to deal with all aspects of teaching English grammar in the ESL classroom due to the study limitations, the following suggestions are made for future research.

1. Future research should focus on a comparative analysis of the methodologies, impact of teachers' methods on students' communication, and assessment procedures used in ESL grammar teaching across different regions or educational contexts to allow for a broader understanding of the variations in approaches and their effectiveness which can contribute to the development of best practices in ESL grammar instruction and provide insights into effective strategies for diverse student populations.
2. Emerging research should consider longitudinal studies that track the progress and outcomes of ESL grammar instruction over an extended period would provide valuable insights into the long-term impact of different methodologies and teaching practices to contribute to evidence-based decision making and inform the design of comprehensive and coherent grammar curricula.
3. Future research should also focus on investigating the effectiveness of teacher training and professional development programs in enhancing ESL grammar instruction because understanding the specific needs and challenges faced by grammar teachers and evaluating the impact of targeted professional development initiatives, can inform the design of more effective training programs.
4. Future research should include more empirical studies to validate their findings.

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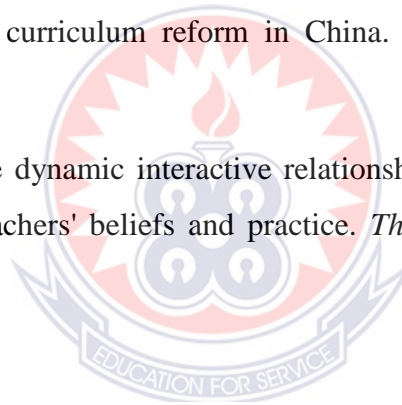
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APPENDIX A

INTERVIEW GUIDE

Dear Respondent,

I am a Graduate student at the Department of Applied Linguistics, University of Education, Winneba and writing to request your participation in a research study focused on the topic of "Teaching English Grammar in the ESL Classroom: The Case of the Senior High Schools in the Sisaala East Municipality." The purpose of this study is to explore the current practices and challenges in teaching English grammar to ESL learners in senior high schools within the Sisaala East Municipality.

Please note that your participation in this study is voluntary, and all data collected will be used solely for research purposes. To ensure confidentiality and ethical considerations, any information you provide will be treated as anonymous, and your identity will remain confidential throughout the study. Your responses will be aggregated and reported in a way that protects your privacy.

Your valuable insights will contribute to the understanding of effective teaching strategies in ESL grammar classrooms. Your participation is highly appreciated, and it will greatly benefit the field of English language teaching.

Thank you in advance for considering this request. Should you have any questions or concerns, please do not hesitate to contact me on TEL: (0557778633)

Sincerely, [Mohammed Basuo]

INTERVIEW ITEMS

Answer these questions based on your experience in teaching ESL.

1. Can you describe the methods you typically use to teach English grammar in your classroom?

.....
.....

Please provide examples of specific strategies or activities you employ during grammar lessons.

.....
.....

2. How do your methods impact on students' communication?

.....
.....

Kindly share some techniques or approaches you use to involve students in the learning process.

.....
.....

3. What specific activities or exercises do you incorporate to promote student participation and interaction during grammar instruction?

.....
.....

Kindly show examples of how you encourage students to actively engage with grammar concepts.

.....
.....

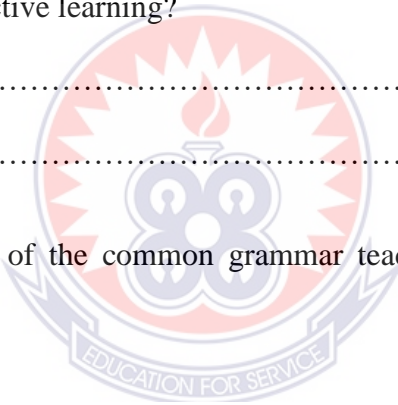
4. How do you address the diverse needs and learning styles of your students when teaching grammar?

.....
.....

Are there any specific instructional strategies or adaptations you employ to ensure inclusivity and effective learning?

.....
.....

5. What are some of the common grammar teaching methods you have been using?



.....
.....

Kindly give examples of how you connect grammar instruction to practical and relevant applications.

.....
.....

6. How do you provide feedback to students on their grammar skills?

.....
.....

Kindly describe your approach to assessing and evaluating students' understanding and application of grammar rules.

.....
.....

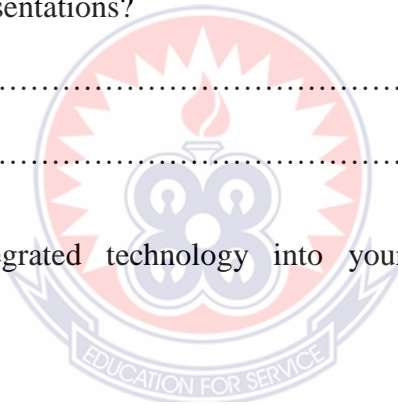
7. What assessment procedures do you employ to gauge students' progress in grammar?

.....
.....

Are there any specific assessment tools or methods you use, such as quizzes, tests, projects, or oral presentations?

.....
.....

8. Have you integrated technology into your assessment procedures for grammar?



.....
.....

If so, what types of technology tools or platforms do you use, and how do they enhance the assessment process?

.....
.....
.....

9. In your opinion, what are some of the challenges and opportunities associated with teaching and assessing English grammar in the senior high schools in the Sisaala East Municipality?

.....
.....

Are there any specific recommendations or improvements you would suggest?

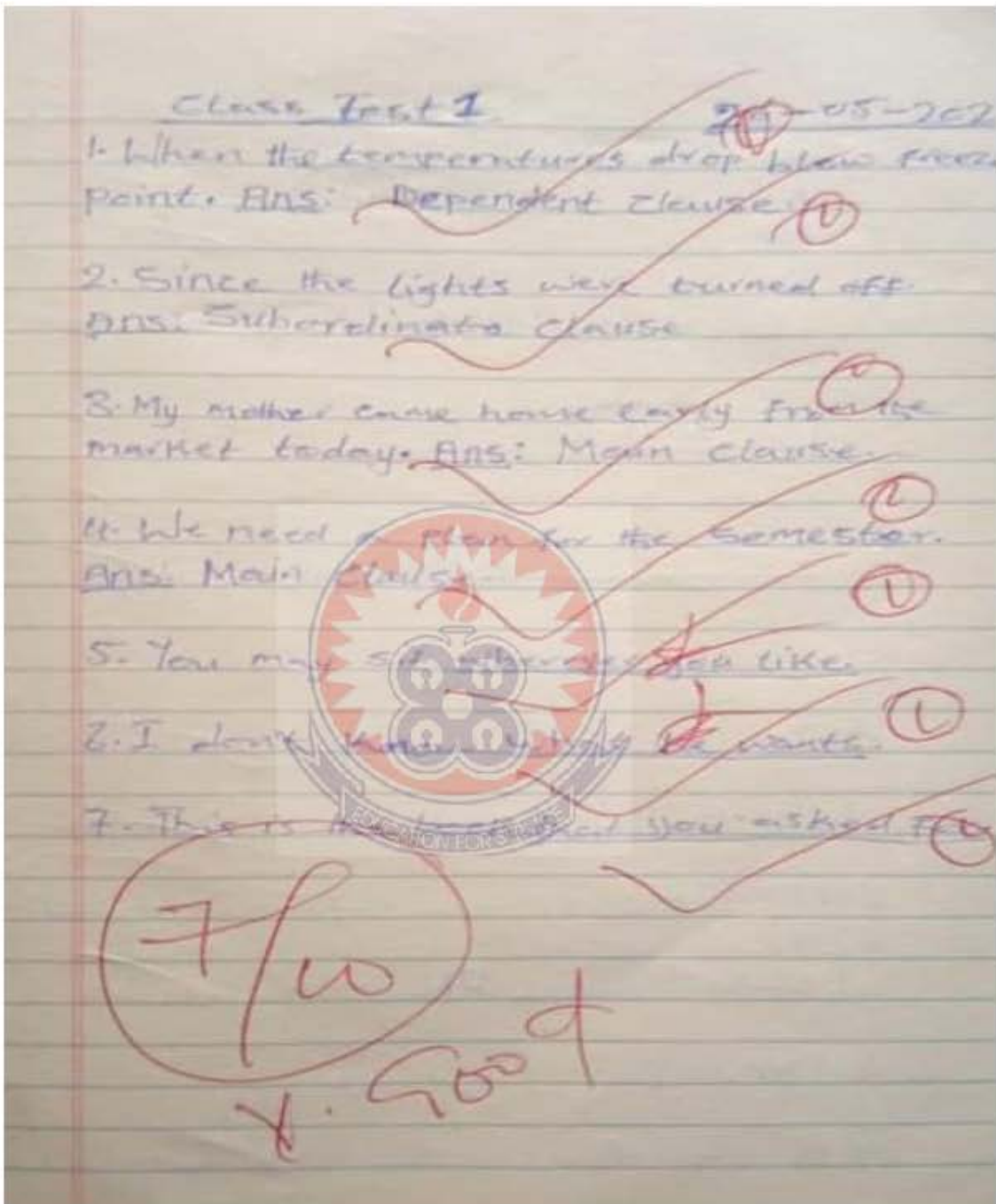
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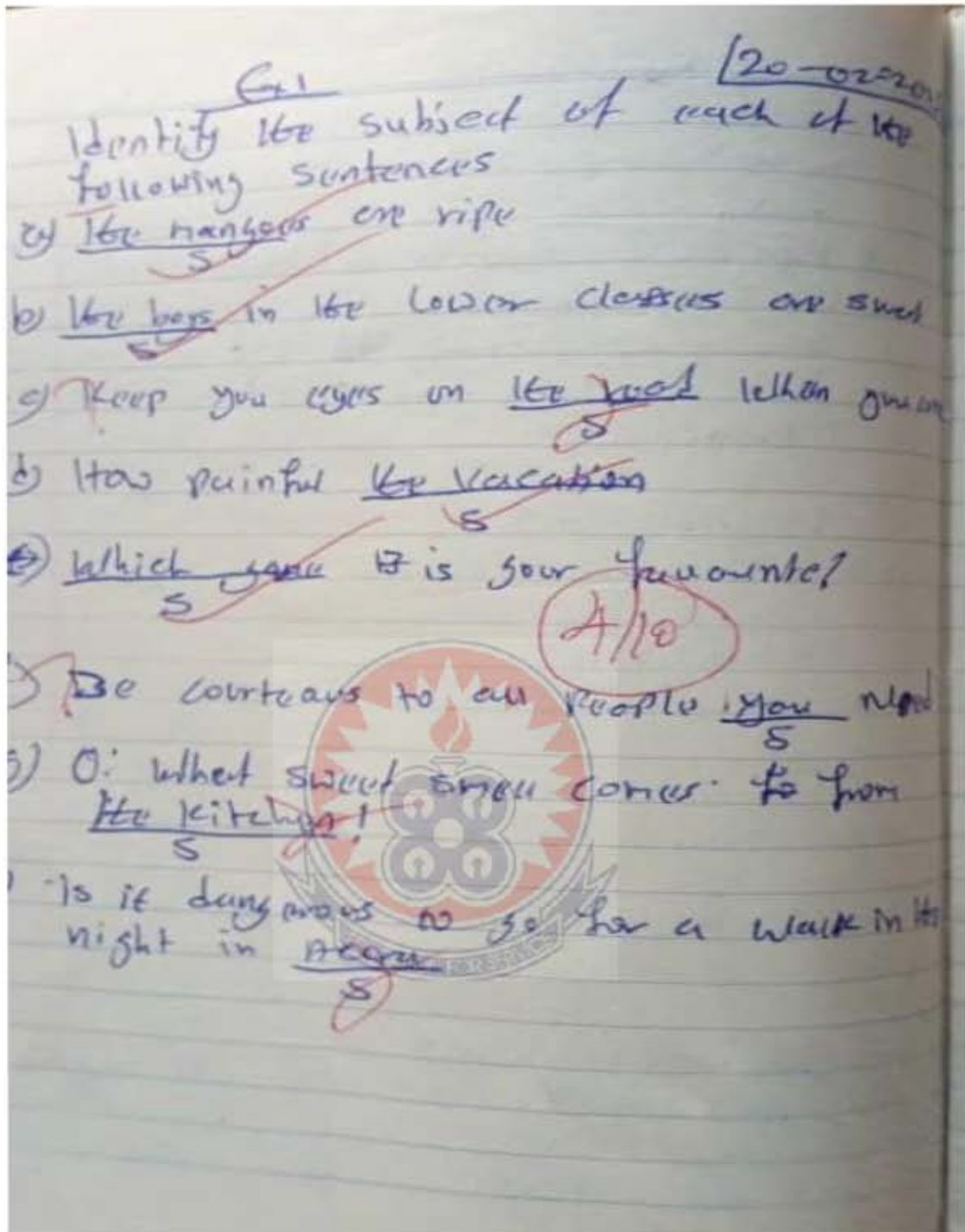
Thanks for participating in the study.



APPENDIX B

STUDENTS' SCRIPTS





Ex 2

For each of the following ^{sentences} sentences indicate the types here is

EXAMPLE:

a) The lady bought a dress (SVO)
 S V O

b) Kwame became the top scorer (SVC)
 S V O

c) Essuman is a lecturer (SVC)
 S V O

d) The pastor prayed forverly (SVI)
 S V A

e) Selina gave the beggar some money (SVOA)
 S V O A

Identify the grammatical names of the underlined words and indicate their functions

1) I know the back streets

2) She was the devil in disguise

3) His man has a nice smile but
 was set in teeth

Diagnostic Comprehension
test

10th March, 20

a. According to the passage the class mate
submitted their books, when they decided not to do
the work their teacher has ~~not~~ assigned
them to do, and he was the only one who
did not submit his book.

b. The two forms of punishment are:
i) The class monitor was asked to clear
a large portion of the football field.
ii) He was also receive a number of f
from the teacher.

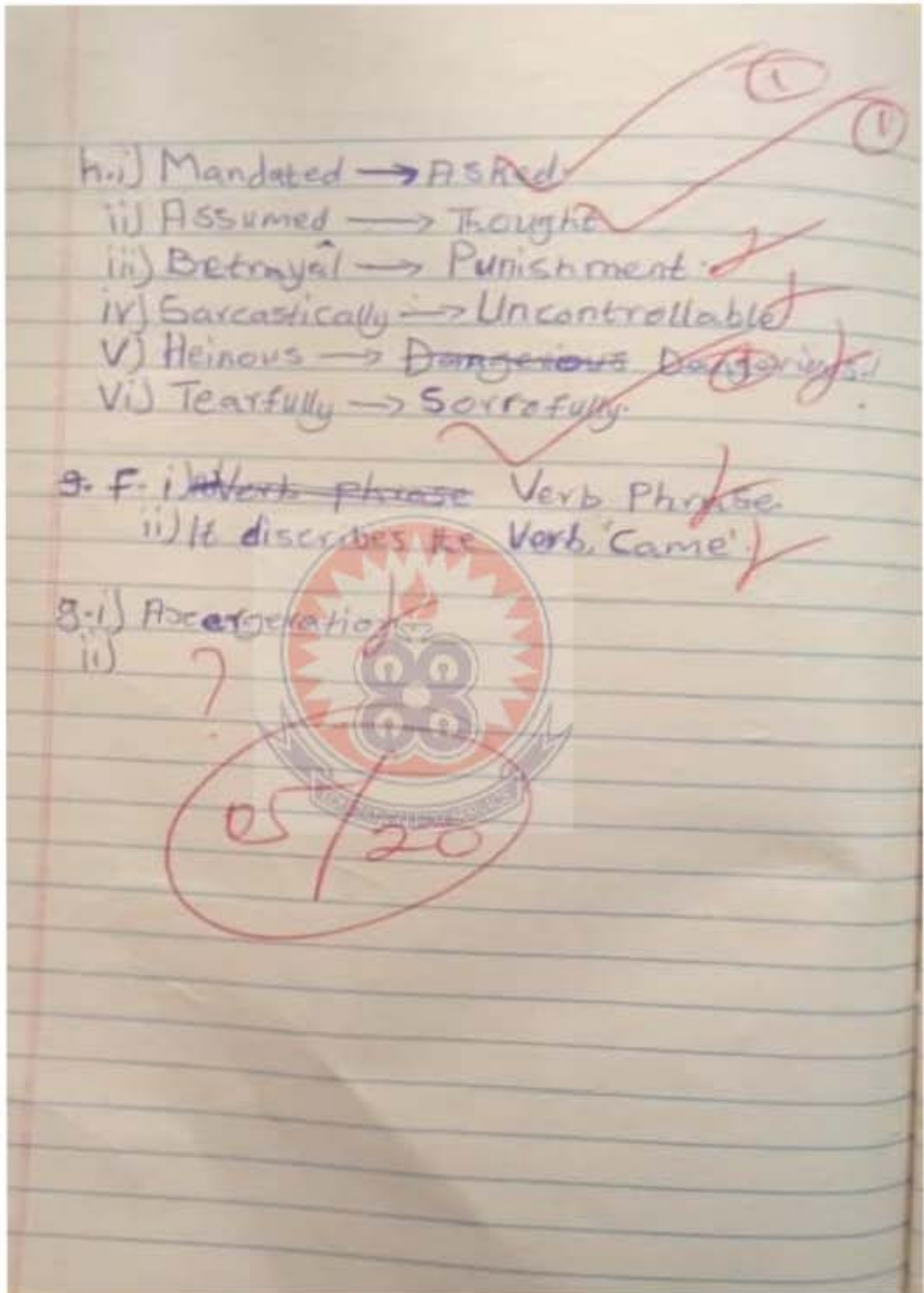
c. It was a successful negotiation.

d. The monitor's response is the follow
ways:

i) The teacher "seemed for ^{us} ~~them~~ impatient
when teaching ~~to~~ us."

ii) "She did not teach us anything substantial
since her arrival in the school," according
to the passage.

e. The monitor was speechless according
the passage.



APPENEDIX C

Classroom Observation Checklist

The following items were observed in the ESL classroom involving the respondents.

	Yes	No	Comments
1. Provides learners with activities that have to be carried out in pairs or groups.			
2. Use drills to elicit grammar rules			
3. Corrects selected errors.			
4. Tolerates learners' errors.			
5. Encourages learners to correct each other's errors.			
6. Use of technology in teaching and assessment			
7. Dominates classroom situations			
8. Engage learners in group works			
9. Allow learners to use language items on their own			

