UNIVERSITY OF EDUCATION, WINNEBA

A STUDY OF STUDENTS' AND TEACHERS' PERCEPTION TOWARDS ENGLISH GRAMMAR TEACHING AND LEARNING: THE CASE OF THREE JUNIOR HIGH SCHOOLS IN WALEWALE MUNICIPALITY

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DECLARATION

STUDENT'S DECLARATION

I, Inusah Mubarik, declare that except for references and quotations made to other people's works, which have been duly cited and acknowledged, this research work is the result of my own work and that it has not been submitted either in part or whole for any other degree.

Signature…………………………………………………..

Date……………………………………………………….

SUPERVISOR'S DECLARATION

I hereby declare that the presentation of this research work was supervised in accordance with the guidelines for supervision of research work as laid down by the University of Education, Winneba.
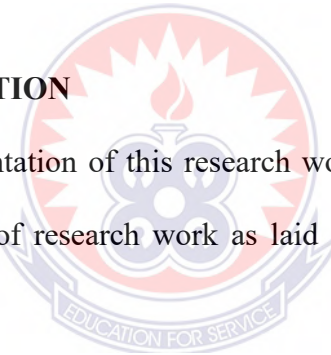
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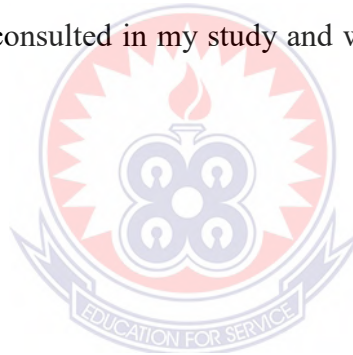
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DEDICATION

I dedicate this work to my lovely mother, Abass Martha for her tremendous love, unremitting support and inspiration for me to excel and further my studies. Her goodwill and prayers gave me encouragement to accomplish this research work.

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ABSTRACT

This study examined both teachers" and students" perceptions, and beliefs, as well as their attitude and motivation towards the teaching and learning of English grammar in Junior High Schools in the Walewale Municipality. To achieve the objectives, the mixed method approach and the convergent parallel design was applied. Questionnaire, interview, observation and focus group discussions were employed to collect data from the participants. Gardner"s socio-educational model was used as the theoretical framework and data analyzed using descriptive statistics (SPSS) and thematic analysis. The results revealed that the students value the study of English grammar and also hold the belief that it is important for them to study and master grammar in order to use English language to communicate effectively. However, the students were also seen to perceive grammar to have many rules, full of exceptions, making the learning of grammar cumbersome. This has made the students to develop a negative perception towards the study of grammar in particular and English language in general. And this has in no small means contributed to the poor performance of students in the English language. It was observed that the negative perception of the students towards English grammar is also closely attributed to the fact that majority of the English language teachers rely heavily on the traditional approach to teaching grammar. Based on the results, it is suggested that English language teachers should try as much as possible to adopt appropriate strategies to teach English grammar and also motivate their students in the language classroom.

CHAPTER ONE

INTRODUCTION

1.1   Background to the study

Most people often call English the international language of business, science, journalism, aviation, law and many more. English language enables people from diverse backgrounds and ethnicities to communicate on a more or less equitable basis. English has therefore become a "global lingua franca" (Graddol, 1997, p. 10). Alkptekin (2002) succinctly states that given the lingua franca nature of English, it is clear that much of the world needs and uses English for instrumental reasons such as professional contact, academic studies and commercial pursuits. English language is an important medium of interaction used among people in various fields, such as in career, academic, and business throughout the world. Therefore, the language was declared as the international language for various purposes which connected people all over the world. Hence, proficiency in English language is very important, especially among second language learners, in order to survive in the environment where the language is used.

In Africa, most countries have adopted English language as their official language. In Ghana, English language started being used in the Gold Coast in the 16th century. It was used by the British mainly for trade and also to teach children of the white colonial masters born by African women. When the Wesleyan missionaries arrived in the Gold Coast in 1835, they taught their converts and their pupils mainly in English through the Bible. Sey (1973) opines that the study of the Bible was actively encouraged, and church attendance was obligatory for all school children. Since then, English has been used as the language of education, administration, law and governance. Consequently, English language is now studied by everyone in the

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country. In order to enjoy the privileges of the knowledge of English language in this global world, it is highly imperative to master the grammar of the language.

Grammar is often considered as the backbone of a language and it provides us with structure of the language in order to organize our messages and ideas well. One cannot convey his or her message effectively without the right structure of the language. There is clear evidence that grammar cannot be ruled out in our English lessons, hence, the need to teach it well to enable students grasp all the grammatical skills. Although the role of teachers in the grammar classroom is very crucial, some teachers at the Basic level in the Walewale Municipality take grammar teaching for granted. Most of the teachers see grammar as the most difficult aspect of English to teach with the mindset that it has many rules and thus students will not understand. It is therefore important to ensure that the best practices are adopted in the teaching of grammar to enable students understand and apply the basic grammatical items effectively in their day-to-day communication. As a teacher of English language at the Basic level in the Walewale Municipality, I had the chance to interact with English teachers and teacher-trainees", observe their lessons in their various classrooms, and saw that most grammar structures are not handled with the needed expertise. In fact, they are always based on the traditional approach (emphasis on rules of the language). It is expected that English language teachers would be able to adopt appropriate and effective strategies to teach grammar in their language classroom.

The role of grammar instruction in an English classroom has been an issue in recent times. Grammar has a big role for students in learning English as a second language. The rules of grammar are not only about the theory, but also practice to help learners master the skills in English such as speaking, listening, reading and

writing. Learners have different points of views and also different perceptions about the learning of grammar. If students are serious about learning a second language, grammar can help them to learn the language more quickly and more efficiently. Majority of scholars note that it is important to think of grammar as something that can help students, like a friend. When students understand the grammar (or system) of a language, they can understand many things by themselves, without looking into a book, or asking a teacher or a parent.

The ineffective handling of grammar instruction is associated with the history of language teaching. The traditional methods of language teaching based on formal grammar instruction have often been unsuccessful in providing L2 learners with the skills they need to communicate efficiently. Consequently, some researchers declared grammar teaching irrelevant. They opt for a zero grammar approach in second language classrooms and an exclusive focus on communication in the target language. They maintain that the teaching of grammar has only a minimal effect on the acquisition of linguistic competence in a second language. Krashen (2003), for instance, argues that acquisition only takes place when learners are exposed to as much input as possible which they are able to comprehend. On the other hand, there are those who argue for grammar teaching. For example, White (1991) postulates that some grammatical forms cannot be acquired solely on the basis of comprehensible input and that formal instruction may be necessary to ensure that learners obtain the data they need to acquire these forms.

Many empirical studies have revealed that focus on communication alone does not guarantee high levels of accuracy. Grammar is being rehabilitated (Doughty & Williams, 1998) and recognized for what it has always been: an essential, inescapable component of language use and language learning (Thornbury, 2001). Grammar

instruction is necessary to achieve optimal second language learning. This revival does not mean a return to the traditional ways of teaching grammar. Instead, the incorporation of grammar instruction in the second language classroom is seen through different perspectives, and the way structures are introduced is also being reconsidered. Larsen-Freeman (2001) opines that grammar should constitute a fifth skill that goes along with the four skills: listening, speaking, reading, and writing. For her, there is no doubt that grammar teaching is important for L2 learners "to use grammatical structures accurately, meaningfully and appropriately" (p. 255).

There has been a growing consensus among researchers and teachers on the positive role of grammar instruction in second language learning. It is recognized that form, meaning, and use are intertwined and that grammar is one of the resources, along with adequate vocabulary and knowledge of cultural and discourse conventions that our learners need in order to communicate effectively. In addition, it is important to know the perceptions of students and teachers on the role that grammar instruction plays in the teaching and learning of English. Language learners are not always conscious of their own learning style; however, older learners have been found to hold strong beliefs about how they should learn a language (Kern, 1995). These beliefs are usually based on the way they are taught and the assumption that a particular type of instruction works best for them. Majority of studies have indicated that students" perceptions are very important in order to have successful language learning.

Most scholars advocate that the role of students" perceptions is very important in the teaching and learning of the language. The more teachers understand the perceptions of their students, the better they are in a position to prepare and implement appropriate teaching approaches which are learner-based. Teachers" beliefs and perceptions about grammar instruction and how languages are taught and

learned are crucial to understanding why they teach the way they do. Teachers implement their practices based on their beliefs. Although many teachers wonder how formal grammar instruction can benefit L2 learners, their beliefs usually come from their years of teaching experience. Clandinin and Connelly (1994) opine that teachers" beliefs and perceptions are very much shaped by their personal experiences. Therefore, understanding what teachers" practices in the classroom mean helps to understand their perceptions of teaching and learning of English as well as the sources of influence that shape such perceptions. It is against this background that this study investigates teachers" and students" perceptions towards the teaching and learning of English grammar in the Walewale Municipality.

1.2   Statement of the problem

Greenwood (2002) observes that more and more people need to use English for social, educational, and professional reasons in all kinds of contexts, locally and internationally. English language is not solely used for social and professional purposes, but also in knowledge sharing and transferring. Hence, communication suffers a considerable breakdown in the absence of correct use of grammar. English language teachers at the Junior High level in the Walewale Municipality are fully aware that although students are exposed to grammar at the primary level, they constantly face serious problems in using grammar correctly for conducting different academic tasks when they join the Junior High level.

Majority of English language teachers in Junior High Schools in the Municipality rely solely on the traditional methods of teaching grammar which does not provide the students with the needed skills to master grammar and use English language effectively. This makes the students to feel that grammar learning is difficult thereby developing negative perception towards the learning of grammar, and thus,

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perform poorly in English language. This resonates with the argument of Jean and Simard (2011) that grammar teaching often remains traditional, with a strong focus on form, accuracy, rule learning, and mechanical exercise. Similarly, Akurugu (2010) contends that the standard of English language among Senior High School students in Ghana is falling and this could be traced to the traditional methods of teaching grammar. In this regard, the correct use of appropriate strategies in the teaching of grammar at the Junior High level in Walewale Municipality will lead to a significant improvement in the teachers" competence, make the students develop positive perceptions towards the study of grammar and increase the performance of the students in the English language. Therefore, one of the possible answers being considered is the abandonment of the traditional mode of teaching grammar and an adoption of a more communicative-oriented approach, as suggested by Larsen-Freeman (2015). She is of the view that there is the need for the reconceptualization of grammar teaching beyond viewing it as a mere rule-governed accuracy-driven system. It is therefore, essential to investigate the perceptions of the students towards the study of grammar and see how teachers can handle grammar in the classroom so as to enable the students develop positive perceptions towards grammar and acquire the needed grammatical skills so as to produce appropriate texts which are academically acceptable in their specific disciplines and improve in their general performance in the English language. Trying a model of grammar instruction and investigating its impact on students" views would assist in understanding the situation better and offer the necessary help for students to acquire the ability to produce grammatically correct language.

1.3   Research objectives

The objectives for this study are:

1. To examine students" and teachers" perception about English grammar teaching and learning in the Walewale Municipality.

2. To investigate the challenges faced by teachers and students in the teaching and learning of English grammar.

3. To determine the ways in which English grammar teaching and learning can be made more interesting and motivating.

1.4   Research questions

The research questions for the study are as follows:

1. What are the students" and teachers" perception about English grammar teaching and learning in the Walewale Municipality?

2. What are the challenges faced by teachers and students in the teaching and learning of English grammar?

3. What are the ways in which grammar teaching and learning can be made more interesting and motivating?

1.5   Significance of the study

The results of this study will be useful for English teachers and students, because suck knowledge will help teachers to find out their students" perceptions towards the roles of grammar learning in the classroom. It is hoped that this study will also be useful for teachers who want to consider their teaching techniques in grammar in relation to students" perceptions towards the role of grammar. This is supported by Morelli (2003, p. 33) who states that "educators should be willing to consider the attitudes and perceptions of students when making decisions and about how to teach grammar". Besides these, it is hoped that this study will be helpful for new English

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teachers to give them references about students" perceptions towards grammar in particular and English in general so that they can prepare appropriate lessons for their learners. It is also hoped that the results of the research will serve as an important resource material for English language teachers, curriculum planners, textbook designers, students and future researchers.

1.6   Limitations

According to Best and Kahn (2006), limitations are conditions beyond the control of the researcher that will place restrictions on the conclusion of the study. In carrying out the research, some limitations were considered. First, the study is limited to only three schools in the Walewale Municipality due to transport difficulties and inadequate funds. Therefore, the sample size was too small to represent such a large area. Also, the researcher encountered problems in the course of administering of the questionnaire. That is, some students were reluctant to respond to the questions on time. Also, students were not willing to give adequate information for the fear that the researcher will use the information for something else other than the study. Again, perceptions and beliefs can be influenced on a daily basis and a bad experience on the day of the survey could skew the pupils" response to the survey. However, the problems encountered by the researcher did not affect the outcome of the study.

1.7   Delimitations

This study is delimited to only three schools in Walewale Municipality in the North East region. It would have been appropriate to cover all Junior High Schools in Ghana but due to limited time and financial resource, the study is limited to only Walewale Presbyterian Junior High, Nayoku Junior High and Walewale Roman Catholic Junior High School.

1.8   Organization of the study

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This rest of the thesis is organized as follows: Chapter 2 is the literature review and consists of what has already been written on the topic. It presents the views of other writers on what grammar is, type of grammar, perception, types of perceptions, and the concept of motivation and attitude in second language acquisition. Chapter 3 presents the methodology: it describes the research design, population, data collection procedures and research instruments. Chapter 4 discusses the results of the study: it presents students" and teachers" views about grammar teaching and learning, the importance of learning grammar and English in general, the challenges students and teachers face in the teaching and learning of grammar, as well as the ways of making grammar teaching and learning more interesting and motivating. Chapter 5 summarizes the main findings, outlines the pedagogical implications of the results, draws conclusions, and suggestions for future research.
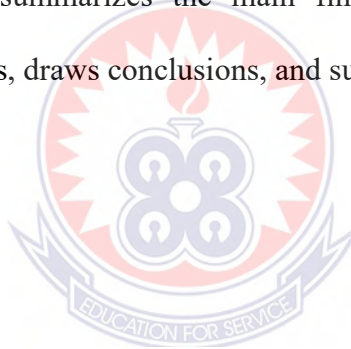
CHAPTER TWO

LITERATURE REVIEW

2.0   Introduction

Creswell (2008) opines that literature review helps the researcher to be informed on what has already been done related to a research problem and what should one do to avoid other researchers" mistakes. Thus in this study, many articles, books, journals, webpages as well as other relevant documents have been consulted in other to enrich the work and also put the researcher on the right truck to conduct the study effectively. This chapter focuses on three main areas. These are perception, grammar and attitude, and motivation in grammar learning. The three main areas are discussed in detail in sub-sections which include grammar, associations and overview of grammar teaching, methods and approaches used in teaching grammar, perception, challenging areas of grammar in the ESL classroom, attitude and motivation in grammar learning, as well as perception of students towards grammar learning.

2.1   Definition of grammar

English language learners often have a very restricted understanding of what grammar is. They often see grammar as a "set of complicated facts governed by rules which are full of exceptions" (Ellis & Sinclair 2011, p. 82). Ellis and Sinclair (2011) continue by indicating that grammar is

> Like the universe: it has no beginning, it has no end, it has no shape, it just exists and there is a lot of it". What is more, teachers and grammar books do not make enough attempts to clarify the concept of grammar.   (p. 82)

In another version, Lewis (2009) separates three aspects of grammar, as defined by Ellis and Sinclair: facts, patterns and choices. *Facts* are, for example, exceptions in a language (the plural of *man* is *men*, not *mans*), which learners should accept and learn

without concerning too much about them. *Patterns* are chunks of language that learners use to produce new language. However, learners need awareness-raising in order to notice and pay attention to patterns. Patterns can be defined as partially memorized utterances that include a gap for a noun or a noun phrase. Using certain grammatical patterns depends on an individual"s personal *choices*. For example, a person asking "*How do I get to…?"* can fill the gap with *the post office, the banks, the hospital*, etc., so the person is using a pattern to communicate (Krashen & Terrell, 1999, pp. 42-43). But, memorizing patterns does not require the acquisition or learning of rules, which is why learners at early stages of language learning use patterns relatively often (Krashen & Terrell 1999, pp. 82-83).

Crystal (2004) observes that grammar is the structural foundation of our ability to express ourselves. Thus, the more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. Grammar is an important component of a language that allows learners to understand its structure. Grammar can help everyone including students, teachers of English and teachers of any subject, after all, teaching is ultimately a matter of getting to grips with meaning. Grammar consists of the rules of a language or the study or use of these rules. To be an effective language user, learners should study grammar because grammar skills will help students to organize words and messages and make them meaningful. Knowing more about grammar will make them build better sentences in speaking and writing.

2.2   Types of grammar

Majority of linguists are quick to remind us that there are different ways of describing and analyzing the structure and functions of language, that is, different varieties of grammar. Some of these varieties of grammar include: traditional

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grammar, comparative grammar, generative grammar, transformational grammar, and functional grammar.

2.2.1 Traditional grammar

Ellis (2006, p. 84) describes traditional grammar as a method that involves "presentation and practice of discrete grammatical structures". The presentation has to do with the explanation of the rules of the language whereas the practice captures the various activities a learner will take in the process of teaching and learning. Williams (2005, p. 50) also defines the term traditional grammar as "the collection of prescription rules and concepts about the structure of the language". We say that traditional grammar is prescriptive because it focuses on the distinction between what some people do with language and what they ought to do with it, according to a pre-established standard. The chief goal of traditional grammar, therefore, is perpetuating a historical model of what supposedly constitutes proper language. In traditional methods, the aim of grammar teaching was to provide learners with knowledge of grammar or grammatical competence which was assumed to be the key to successful language learning and language use. In this sense, traditional approaches to grammar teaching reflected a view of language that considered the sentence and sentence grammar as forming the building blocks of language (McCarthy, 2001).

2.2.2 Comparative grammar

Comparative grammar, now known as comparative linguistics or comparative philology, is the study of the relationships or correspondences between two or more languages and the techniques used to discover whether the languages have a common ancestor. Freidin (1991) notes that the theory of comparative grammar is a theory of human language and hence establishes the relationship among all languages. The analysis and comparison of the grammatical structures of related languages,

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contemporary work in comparative grammar is concerned with a faculty of language that provides an explanatory basis for how a human being can acquire a first language. Comparative grammar was the most important branch of linguistics in the 19th century in Europe (Williams, 2005). An assumption important to the comparative method was the Neogrammarian principle that the laws governing sound change are regular and have no exceptions that cannot be accounted for by other regular phenomenon of language (Grimm, 2001). As an example of the method, English is seen to be related to Italian if a number of words that have the same meaning and that have not been borrowed are compared: for example, piede and "foot", padre and "father", pesce and "fish". The initial sounds although different, correspond regularly according to the pattern discovered by Grimm and named Grimm"s law.

2.2.3   Generative grammar

Generative grammar is a theory of grammar, first developed by Noam Chomsky in the 1950s that is based on the idea that all humans have an innate language capacity. Linguists who study generative grammar are not interested in prescriptive rules, rather they are interested in uncovering the foundational principles that guide all language production. Generative grammar accepts as a basic premise that native speakers of a language will find certain sentences grammatical or ungrammatical, and that these judgments give insight into the rules governing the use of that language. Generative grammar is a theory of competence; a model of the psychological system of unconscious knowledge that underlies a speaker"s ability to produce and interpret utterances in a language (Parker & Riley, 1994). Simply put, generative grammar is the rule determining the structure and interpretation of sentences that speakers accept as belonging to the language.

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2.2.4   Transformational grammar

Transformational grammar, also known as *Transformational Generative Grammar* (TGG), refers to the theory of generative grammar of a natural language, developed by Chomsky in the 1960s. Transformational grammar is basically a theory to understand the processing of grammatical knowledge in the human brain. Noam Chomsky, the U.S. linguist, was the main propagator of transformational grammar in the 1960s. His theory opposed the earlier theories of structuralism by rejecting the idea that each language is different from the other. In fact, transformational grammar analyses language on the basis of certain universal tenets in languages. Bornstein (2006) is of the view that transformational grammar is a theory of grammar that accounts for the constructions of a language by linguistic transformations and phrase structures. In this theory, the term rule is used not for a precept set down by an external authority but for a principle that is unconsciously yet regularly followed in the production and interpretation of sentences. A rule is a direction for forming a sentence or a part of a sentence which has been internalized by a native speaker.

2.2.5   Functional grammar

Functional grammar, based on systemic linguistics, emphasizes the way spoken and written language operates in different social situations. In particular, it is very useful in showing how texts work beyond the level of the sentence, how different texts are structured and how language varies to suit the purpose of the users. It takes on a descriptive approach and focuses on group of words that function to make meaning. Halliday (2007) points out that functional grammar is so-called because its conceptual framework is a functional one rather than a formal one. It is functional in three distinct senses in its interpretation (1) of texts, (2) of the system and (3) of the elements of linguistics. This perspective on grammar addresses the semantic and

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functional aspects of the language system, and emphasizes the close connection between syntax, semantics and pragmatics. Halliday's work has significantly impacted current pedagogy concerning English as a Second Language and English as a Foreign Language.

2.2.6 Summary

This section of the literature review has looked at the definition of grammar, and types of grammar which include traditional grammar, comparative grammar, generative grammar, transformational grammar and functional grammar.

2.3 Associations with grammar

The word *grammar* is usually associated with accuracy. However, grammar should also be related to meaning. Larsen-Freeman (2003, p. 14) uses the sentence *it's a pencil on the table* as an example. She observes that if the person who produces this utterance intends to point the location of the pen, then the form is correct but the meaning is incorrect. *There is a pencil on the table* would have been the correct form and meaning in this context. On the other hand, if the person's intention was to show identity of the object (*It's a pen, not a pencil, on the table*), then the first utterance would have been correct in meaning as well. This example illustrates how grammar is not always about the accurate form, but also about meaning, too. Also, grammar is typically associated with rules. Rules do give learners a sense of security, "something to hold onto" (Larsen-Freeman, 2003, p. 14) and they illustrate the structure of a language. A rule gives an explanation to a linguistic phenomenon, so it answers the question *how*. Reasons behind the rule answer the question *why.* Therefore, knowing the reason can help the learner to use the same logic that native speakers do, and possibly make learning the language less mechanical.

Most importantly, it can make the learner see that grammar is rational, and it gives the learner more self-confidence. However, knowing a rule does not mean that the learner can refer to it when necessary. Moreover, rules do not have a lot to do with meaning, and they are abstract, including many exceptions. In addition, many language learners create a memory of thousands of multi-word sequences and use these formulas to control the language instead of relying on the rules. Grammar rules should not be generalizations about the language, because grammar forms also have meanings and uses, which are important aspects to master (Larsen-Freeman, 2003, pp. 50-51). In addition, rules are never broad enough to include all the exceptions as they describe the grammar (language) as a static, unchanging system, while the truth is the opposite. Grammar is flexible and a language changes constantly. English language teachers within Walewale municipal are to remember that even though rules provide learners with a sense of security, they are abstract and do not have a lot to do with meaning. Therefore, they should not put much emphasis on the rules since grammar is flexible and can change at any time.

2.4   Overview of grammar teaching

In the teaching and learning process, grammar has a very significant role to play in second or foreign language teaching. For centuries, the tradition of language learning was dominated by Latin and Greek. During that time, the primary aspect of language learning was the study of its grammar. This method was known as the grammar-translation method which saw the grammatical knowledge as a focus and translation as a means but not considering communication as a task. On the other hand, recent developments suggest that grammar still has a role to play in language teaching, but not in a direct manner. In other words, grammar should not be a priority when learning a language. With this, Terrel (1997) agrees that grammar has a

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negative impact on the students. This view is defended by Krashen (1982, p. 435), who claims that "explicit knowledge is gained through learning grammar rules whereas implicit knowledge by using different interactive activities during the lesson". In the second half of the 1980s, the teaching of grammar in Britain was partially reinstated, both in native language teaching and in English teaching as a second or foreign language. Many teachers never considered the grammar as gone. To support this view, Nunan (1991, p. 197) claims that the existence of grammar serves to make us "understand". To Sesnan (1997, p. 34),

> If we see language as a building, the words as building blocks or bricks, and grammar as the architect"s plan, then we must admit that without a plan, even a million bricks do not make a building. Similarly, one may know a million English words, but if s/he does not know how to put them together, s/he cannot speak English.

A strictly linear approach to language learning reveals that learners have learned a grammatical form before moving to the other, acquiring one form at a time. As an example, while learning English, a student first learns present simple tense before being presented with present continuous or other tenses. Learning a language in this way seems like building a wall: easy grammatical bricks come before the difficult ones. First, there are laid word bricks and then the sentence bricks and if the bricks" order is not accurate, then "the wall will collapse under its own ungrammaticality" (Nunan, 2000, p. 199).

On the other hand, with this linear approach, the proficiency of a particular language item seems to increase and decrease throughout the learning process. With the adoption of an *organic* approach, "second language acquisition seems more like growing a garden than building a wall" (Nunan, 2000, p. 199) where the learners do

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not learn items one by one, but many things simultaneously. In addition, Farjami (2011) makes a study showing learners" interest in studying grammar as it can help in the progress of language competence and skills. Also, they are more motivated when knowing the importance of grammar. He came to the conclusion that grammar teaching should continue in second or foreign language teaching, only changing the traditional methods into more recent ones. In his classroom, Nunan (2001, pp. 199-200) used an organic approach by allowing learners to choose the forms in communication and using authentic data. He also did so by creating tasks about form/function relationship while teaching language and supporting learners to take responsibility for their own learning and to explore relationships between grammar and discourse.

When teaching grammar, we have to consider grammar as a product, as a process, and as a skill. Product teaching creates an outline for all the language points that need to be learned. A positive aspect of product teaching is flexibility where teachers can decide how particular grammatical forms would be revealed to the pupils (Batstone, 1994). However, no matter how creative the tasks are constructed, the pupils may face difficulties to use the grammar in communication when dealing with uncertain situations. On the other hand, process teaching involves learners in the language use allowing them to make use of procedural knowledge. Through it, teachers construct various tasks from which pupils can express themselves more effectively. The third type is teaching grammar as a skill which guides learners to use grammar for communication. Through this approach, pupils learn grammar by re-noticing and restructuring (Batstone, 1994). Teachers at the junior high school should therefore design their teaching and learning activities to suit the interest of the

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learners. They should start the teaching activities from simple to complex and also from concrete to abstract.

2.5 Inductive and deductive grammar teaching

Teachers tend to present grammar in the classroom using two ways. These are deductive and inductive method.

2.5.1 Inductive approach: Specific … general

An inductive approach involves the learners detecting or noticing patterns and working out a rule for themselves before they practice the language (Richards et al, 2009). Here, the teacher begins the lesson by confronting the students with a stimulating problem, and they are then told to find out how it can be resolved. The confrontation is initiated first verbally, and then the teacher writes a series of words on the board linked to the oral discussion he conducts. As the students react, the teacher draws their attention to the significant points he wants to present through his questioning. When the students become interested in and committed to the lesson and begin to offer reasonable interaction amongst themselves and with the teacher, the teacher is able to lead them towards formulating and structuring the problem for themselves. For grammar to be well taught in our schools, it is good for the inductive method to be used since it is student-centered. Teachers in Walewale Municipality use both the deductive and inductive method to teach grammar and English language in general at the junior high level.

2.5.2 Deductive approach: General … specific

Larsen-Freeman (1991, p. 292) intimates that "in a deductive activity the students are given the rule and they apply it to examples". Thus, in the deductive approach, the rules are explicit and the students must create examples of practical use of the language. In this approach, students are given an explanation by the teacher

regardless of the timing relative to the practice part of the lesson. It works from general to the specific. The lesson begins by a presentation in which the teacher introduces the concept to be taught directly. The students should not have difficulty digesting the concept due to the teacher"s clarification. To reinforce students" understanding and make sure that the students are following, the teacher writes examples and non-examples of the concepts on the board. An explanation is offered as to what the rule entails, and students are given the task of identifying the correct examples. This method of teaching grammar does not make students explore their thinking skills. It also encourages memorization. However memorizing the rules of grammar is not the best for students.

2.5.3 Summary

This sub-section presented the associations with grammar, overview of grammar teaching as well as the deductive and inductive grammar teaching.

2.6 Some common methods, approaches, and techniques used to teach grammar

Brock-Utne (2007, p. 21) intimates that to "give education without considering the medium of instruction is like wanting to give water to a village but not considering the pipes". Similarly, considering the methods, approaches, and techniques while teaching a second language is also important (Freeman, 2004). This is because students are not only motivated by what aspects of English they see as important to them but also by the learning method. The commonly used methods and techniques for English language teaching and learning are discussed as follows:

2.6.1 The Grammar-Translation method

Larsen-Freeman (2000, p. 11) explains that the Grammar-Translation method was first known as the *Prussia method* in the United States and as the name suggests,

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originated from Prussia at the end of the eighteenth century. The Grammar-Translation method dominated European and foreign language teaching from the 1840s to 1940s (Richards & Rogers, 1986). At its conception, it was reformist and was developed as a way of teaching large groups of young students in school. This method involves learning grammatical rules and reading text in the target language and translating them from the second to the native language. Teaching was done in the mother tongue and little attention was given to oral language. The ultimate aim of this method was to appreciate foreign literature and develop the intellectual mind, and grammar was very important in the learning process. Another significant feature of this method was that when the people became familiar with the grammar of the target language, they would also become more familiar with their native language, and the pupils would become better readers and writers (Larsen-Freeman, 1986).

The aim during the era of the Grammar-Translation method was never really to communicate in the foreign language. During this period, grammar was taught deductively and explicitly, and grammatical paradigms were committed to memory through drills (Larsen-Freeman, 1986). Students were very conscious of the grammatical rules of the target language. Grammar played an important role in this method, as did translation. Similarities between the native and foreign language were emphasized and if a pupil could translate into and out of the foreign language, he/she was successful in his/her learning. Typical activities of this approach are translation of passage and memorization of grammar roles and paradigms. This approach was not effective in preparing the students to communicate in the foreign language and thus an increasing need for a somewhat different approach to language teaching emerged. This is one of the most common methods used by most teachers in the selected schools for the present study. They teach grammar in isolation and also place much

emphasis on rules of the language, making students to think that learning English grammar is all about memorizing and mastering the rules of the language.

2.6.2 The Direct method

In the latter part of the 19th century, phonetics was established as a science, and in light of this development, the importance of speech was emphasized. With the development of the International Phonetic Alphabet (IPA), teachers now had a tool for teaching pronunciation (Simensen, 1998). Within the direct method, an important principle was that language primarily is speech (Larsen-Freeman, 1986). The native language was not to be used in the classroom, and the teachers would demonstrate the meaning of a word, rather than explaining, for example by using different objects. It was highlighted that vocabulary was acquired more naturally when it was used in sentence rather than memorized in isolation (Larsen-Freeman, 1986). With the direct method came a stronger focus on communication, mainly pronunciation and conversation. Grammar was divergent from the Grammar-Translation method and taught inductively. That is, the pupils studied a grammatical phenomenon in a text, and formulated a rule from what they found in the examples given. Dictation was also a common classroom activity. That is, the teacher read a sentence or a passage and the pupils wrote what the teacher read, giving a focus to pronunciation and spelling. English language teachers in Walewale Junior High Schools use this method to teach English grammar in the classroom. However, the difficulty is that most students want to use the native language (Mampruli) within and outside the classroom.

2.6.3 The Audio-Lingual method

The Audio-Lingual method, which was proposed by American linguists in 1950s, was developed from the principle that a language is first of all a system of sounds for social communication and writing is a secondary derivative system for the

recording of spoken language (Carroll, 2000). Thus, the purpose of the Audio-Lingual method is to use the target language communicatively. According to this method, speech is given priority in foreign language through dialogues that focus on habit formation of students. Larsen-Freeman (2000) states that students will achieve communicative competence by forming new habits in the target language and overcome the old habits of their native language. This method considered language simply as a form of behaviour to be learned through the formation of correct speech habits (Thornbury, 2000). In other words, the goal of this method is to form native language habits in learners (Dendrinos, 1992). Similarly, Richards and Rodgers (2001) stress that foreign language learning is basically a process of mechanical habit formation and good habits are formed by giving correct responses rather than by making mistakes.

Dialogues and pattern drills that students need to repeat are often used to form habits. Hence, as Larsen-Freeman (2000) notes, the more often something is repeated, the stronger the habit and the greater the learning. In this method, the teacher reads a dialogue by modeling it. It has been always motivating to put the subject matter in context and students stand a better chance of retaining what they have learned. Students learn the target language within a concrete context that will enable them to relate what they learn to real-life learning environment. The teacher as a role model will encourage and inspire the students to strive for learning the target language. Through repetition, students can use the target language automatically and fluently as well.

In this method, it is desirable that students form a habit to use the target language with ease, therefore, the more they repeat, the easier they will speak the target language without thinking. Some words or phrases are changed in the dialogue.

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Drills used in this method will allow the students to have practice. Through drills such as single-slot substitution, multiple slot substitution, and transformation, students are given the opportunity to produce speech in the target language. Furthermore, these patterns will let them see how language functions. Students learn how to respond correctly when they practice the drill. This method focuses on oral skills. It aims to improve students speaking achievement. Nunan (2000) is of the opinion that:

> This method has probably had a greater impact on second and foreign language teaching than any other method. It was in fact, the first approach which could be said to have developed a technology of teaching and based on scientific principles. (p. 229)

Teachers in Walewale junior high schools need this method to teach grammar since it will help them to improve their students" oral skills. However, much effort is also needed to correct the writing errors of students since the method focuses mainly on oral skills development.

2.6.4 The Communicative approaches

The communicative method was introduced in the 1960s as a substitute to the former structural methods. This new approach was inspired by the innatist theory of language acquisition, which was proposed by the linguist Noam Chomsky as a reaction to the behaviourist (Lightbown & Spada, 1999). Chomsky argues that children are biologically programmed for language and that they learn from imitation from the environment. Chomsky (1959, p. 43) sees that "reinforcement, casual observation, and natural inquisitiveness (coupled with a strong tendency to imitate) are important factors as far as acquisition of language is concerned". In addition, Harmer (2001, p. 85) states that the communicative approach is closely associated to the notion that language learning will take care of itself by plentiful practice. The

communicative method emphasizes interaction as both a technique and purpose of learning a language. It is more important to produce language and communicate effectively than to be correct.

One scholar who has criticized this method is Lehmann (1999), who argues that the focus on communication and the pursuit of fluency in recent decades may have led to a neglect of accuracy. In her doctoral study of 182 tertiary Norwegian students, Lehmann found that these students did not have good enough command of the English language needed in higher education and working life, even though they may imagine so themselves. One of the main reasons for this, Lehmann claims, is that English teaching in Norwegian schools has emphasized oral communication, leaving the students with little knowledge about literary devices and not focusing enough on their mistakes. From this, Lehmann suggests that the diversity of the pupils" development should be reflected in the future curriculum. Although Lehmann is not in favour of going back to the old behaviouristic approach, she points at recent research, which has brought conscious learning, based on form and accuracy back on the educational arena (Lehmann, 1999, p. 213). Lehmann believes that this approach used by competent teachers may lead to a development of the learners" own potential. Still, Harmer (2001) states that the communicative approach is impossible to eradicate as communicative activities have taken root in classrooms all over the world. This approach, if used properly by teachers in Walewale Municipal, will help develop students" own potentials and also develop their communicative competence and hence prepare them adequately to enter into the senior high school.

2.6.5 The Eclectic approach

Teachers have adopted so many methods, approaches and techniques but they have succeeded to some extent in training the students to develop their

communication skills in English. In this context, there should be a unique approach that can integrate all the existing methods, approaches and techniques in making English language learning more flexible for students or learners who come from different cultures and backgrounds, hence, the Eclectic Approach has been advocated in the teaching of grammar in the classroom. Eclecticism is defined as "a type of methodology that makes use of the different language learning approaches instead of sticking to one standard approach" (Al Hamash, 2002, p. 22). Weidman (2001, p. 2) also claims that "the Eclectic Approach has been widely accepted in English classrooms that many good teachers today use it proudly as a tag to describe to their teaching, wearing it almost like a badge of honour". The main purpose here is to create a new method made of all the various methods already in existence and incorporated in English language classroom taking the advantages of each method, approach and technique. In fact, the main idea is to use all the available methods, approaches and techniques in varying proportions depending on the classroom circumstances. The Eclectic approach is the one that integrates all the language teaching methods depending on the classroom circumstances and the abilities of the learners.

The Eclectic approach was advocated as almost all the individual methods had their strengths and weaknesses and not even a single method was responsible for the real and dynamic classroom context. Taking the drawbacks of the various methods into consideration, Brown (2002) argues that eclecticism finds the right solution as this approach permits the teacher to select what works well in their classrooms within their own dynamic contexts. Even Gilliland and Bowman (1994) declared that the justification to adopt the Eclectic approach lies in the single method or approach because a single method or approach has a narrow theoretical basis and has a fixed set

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of activities and hence it is inflexible. Eclecticism is a conceptual approach that does not hold rigidity to a single paradigm or a set of assumptions but draws upon multiple theories, styles, or ideas to gain complementary insights into a subject or applies different theories in particular cases.

Kumar (2013, p. 53) supports the Eclectic approach and contends that, "the purpose of advocating eclectic method is to connect life experiences to the ideas presented in learning of the language. The types of learning activities teachers select are often directly related to their experiences in the real world". Brumfit (1994, p. 91) emphasizes that eclecticism was a right approach for language teaching and he further comments on language learning that "language learning program should provide a balance of activities such as accuracy and fluency. Accuracy focuses on form and fluency on exchanging meaning, accomplishing tasks and reaching outcomes". Thus, many teaching experts have supported the Eclectic approach for teaching languages, particularly English grammar. The multiple line of Eclectic approach embodies the principle that gives the opportunity to choose judiciously and helps the teachers in their work. Eclecticists seek the balanced development of all four skills at all stages while emphasizing the early development of aural-oral skills. Thus, an eclectic teacher has to be imaginative, energetic, and willing to experiment for the purpose of keeping lessons varied and interesting. If English language teachers within the Municipality adopt this method and sincerely use a variety of teaching method and techniques in the classroom, the researcher believes that the learning of grammar would be improved drastically and then learners will not have any negative perception about English grammar.

2.6.6   Summary

In this section, the methods and approaches used to teach grammar are discussed. They include the grammar translation method, the direct method, the audio lingual method, the communicative approaches, and the eclectic approach. It has been suggested that for grammar to be well taught, English language teachers should adopt the eclectic approach since it involves the combination of all the methods.

2.7   Perception

The word *perception* comes from the Latin words *perceptio*, *percipio*, which means "receiving, collecting, action of taking possession, and apprehension with the mind or senses" James (2008, p. 279). Perception is the consciousness of particular things presented to the senses. Our senses are described as the gateways of knowledge or windows of the mind or soul. The essential quality of a sense organ is that it must have the property of responding to certain stimuli outside itself. A sensation is a response aroused in us by stimuli, and perception is sensation in addition to meaning. We sense qualities and we perceive objects. Sensation is merely a part of perception. Dash (2000, p. 344) defines perception as "the process of interpretation of stimuli proceeding from the environment and acting upon the individual". It is through this process of perception individuals are able to maintain contact with environment.

Lindsay and Norman (2013) describe perception as one‟s ultimate experience of the world and typically involve further processing of sensory input. Campbell (2002) also states that perception is a process where one will form an impression about someone or something. Perception is therefore a human‟s primary form of cognitive contact with the world around them. It is the way we interpret the information we sense. The way we interpret the world in many ways dictates our sense of reality. Perception leads to decision making and action taking. Our

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perception toward any particular thing is greatly influenced by many factors including our past experiences, feelings, imagination, values, memories, beliefs, and cultural setting. That is why our perception on same thing may vary from each other.

2.8   Perception and reality

People lead their lives in social and natural environments and derive a way of living which is peculiar to them. Everything that surrounds people constitutes the environment and it becomes the reality of people which is sensed, heard, seen or smelled. People perceive reality via senses and they have an image of the environment in their minds. The reflections of the sensory organs in the brain stimulate signals most of which keep their existence. These signals result in a world of imagination and memories. Nevertheless, the faculty of perception is never the same with a camera since people's perceptions exhibit a variety. It cannot be said that everything that is seen is perceived. Two very different responses can be obtained when people are questioned about their perceptions on the same image. In brief, the way a person perceives forms his difference. Perception is something beyond a physical being and many important clues can be obtained through examining what a person perceives and the way he perceives it (Adler, 2002, p. 66).

In other words, people may perceive things in a different way and form a variety of ideas from these perceptions. The underlying reason of difference between perception and meaning difference can be better internalized through the findings of (Zimmermann, 2006) who postulated that the human eye has 26 billion bytes of squares per second and only 10 million of those bytes can reach the brain through neurons. Approximately 1 million bytes are transmitted via ears and several hundred thousand via nose and tongue. In addition to these, 12 million bytes of information is transmitted to the brain through the remaining parts of the body. However, the brain

has the capacity to process 40 bites. The general opinion about the brain is that the more information is received, the more is perceived. What can be drawn from Zimmermann‟s research is that the brain does not process information in this way. On the contrary, less input is of great importance. That is to say, the level of perception is clear and dense when the brain can filter more. It filters many images coming through the eyes and perceives certain stimuli. These so-called stimuli are the ones that attract the attention of the individual or are the ones that the individual believes that he needs and relates with his past experiences. In this respect, it is clear that two people who are exposed to the same environment display a different way of perception and thought and behaviour models as their needs, fields of interests, background, and social and psychological patterns are not the same. The following is a discussion on the types of perception that learners may exhibit in the ESL classroom.

2.8.1   Emotional and selective perception

When we perceive an object, we not only draw a parallel between the image in our minds and itself but also make subjective evaluations such as love or hate and good or bad. This is called *emotional perception*. In this context, perception functions as a cumulative of the past life experiences, informational background and the stimulating faculties of a person. One‟s vision of life is made up of symbols, beliefs, ideologies, faith, and life experiences. On the other hand, *selective perception* is a subjective reflection of life that people lead and directs individuals‟ education, cultural beliefs and traditions. In general, life itself is the core of an individual‟s tendencies and has a great influence on relations. Thus, "every individual perceives things according to his needs, expectations, values, and culture" (Jeannerod, 2001, pp. 44-45).

Everybody has his own realty; in other words, everyone"s mind map is different from one another. We have a variety of mind maps that serves for our education, career planning, political opinions, religious beliefs, work lives, economic backgrounds and our relationships with our families, colleagues and customers. Our mind maps are of vital importance for us. Therefore, we are ready to reflect our inner world by frowning or raising our tone of voice for very minor issues and we can even start battles. To summarize, these mind maps give meaning to our lives and this is the beginning of the problem (Braun, 2004, pp. 33-34). During the period of perception, individuals regard themselves both similar to the physical world around and constitute a form of physical world in which his individual rules play the dominant role.

It can be inferred that we have another concept of world in our minds that is formed through our perception of the world around us. From time to time, these two perceptions may take each other"s place. In fact, this is our own style of perception and may be regarded as a reflection of what we understand from truth. This reflection is smaller and very different from the real one since we consciously ignore most of the reality. This helps us to easily organize ourselves and our world. Communicational problems emerge in the stage of mind mapping. We, in fact, lead our lives, not in the real world but the world we formed. We sometimes act in a way that our world is a mere reflection of the reality. We defend the values of our world and never tend to negotiate when our behaviours are concerned. The most significant reason of having beliefs, being in pursuit of different political ideologies, and serving specific goals is that all of them belong to ourselves. This means more or less the same with what Erdogan claims that "all these rules and regulations are of great importance neither because they bring us joy, justice or virtues nor they are sent by

God, church, a sultan or members of the parliament but they are valuable since they belong to us or our society" **(**Erdogan, 2002, p. 73).

This attitude is the main reason for the lack of communication since what we mean by an object may not be same with another"s. That, "even though we live in the same environment, every one of us lives in a different world" (Paul, 2008, p. 41). Additionally, Braun (2004, p. 34) has another remark on the same subject matter that "I live a different world within me". In this sense, every person perceives the world in a subjective way from others. English language teachers at the Junior High level in Walewale Municipal should therefore be aware that a lot of teaching and learning activities be it formal, informal, or private studies are greatly affected by perception. It can therefore be concluded that learners have different views and opinions as to how and when to learn grammar since they live in different worlds altogether.

2.8.2 Perception process

The perception process consists of three stages: These are selection, organization, and interpretation.

2.8.2.1 Selection

The first stage in the perception process is selection, during which we convert the environment stimuli into meaningful experience. In daily life, we are bombarded constantly by such a large variety of information that at a blink moment we may encounter these stimuli: the words we are hearing, the witness of an accident, the ticking of a clock, to name but a few. Since our world embraces everything, these are countless stimuli arriving at our sensory organs simultaneously and waiting to be processed. However, we perceive only part of the information from the environment through a selective process, just as Singer (1999, p. 9) notes, "we experience everything in the world not as it is but only as the world comes to us through our

sensory receptors". A lot of researchers have paid great attention to this selection stage of perception. Bruner (1995, p. 85), for instance, posits that "in the interest of not overloading ourselves with too much information, we limit our attention to those aspects of strangers or the situations that are essential to what we are doing". Also, Watts (1989) points out that to notice is to select, to regard some bits of perception, or some features of the world, as more noteworthy and more significant than others.

Of these, we attend, and the rest we ignore for which reason, attention is the same time as ignorance despite the fact that it gives us a clear picture of what we choose to notice. Physically, we see, hear, smell, taste, and touch innumerable features that we never notice. Some people make an analogy of this selective process to make a map. According to them, one cannot put everything into it when making a map; instead, they have to make generalizations and deletions, so that the unnecessary or unimportant information will be deleted or generalized, with the important information being marked in the map un-proportionately. Otherwise, it would be impossible to draw a map. Similarly, when being surrounded by many competing stimuli, we only pay attention to those stimuli which we are familiar with or interested in through the selective process of perception. Thus, the existence of the partiality of perception, which will possibly cause misunderstandings in communication, just as Chen and Starosta (2007, p. 34) observe, "the partiality of our perception is the origin of misunderstanding in interactions, especially when people are from different cultural backgrounds with diverse perception systems".

2.8.2.2 Organization

The second stage in perception process is organization. After selecting information from the outside world, we need to organize it in some way by finding certain meaningful patterns. This organization stage is accomplished by putting things

or people into categories, and that is why it is also termed categorization by some researchers. In this stage of perception, the social and physical events or objects we encounter will immediately have shape, colour, texture, and size. For instance, when asked what a human being is, some people may describe it from the perspective of skin colour, others from that of race or nationality. If we close our eyes and think what our university library is, we experience an organized environment with an internal and external structure. Organization "allows us to structure and give coherence to our general knowledge about people and the social world" (Cantor et al, 1982, p. 34). They further suggest that "organization provides typical patterns of behaviour and the range of likely variation between types of people and their characteristic actions and attributes" (p.34). Perception at this stage enjoys two characteristics. First, the organizing process gives human perception structure. Here, we always put raw stimuli from the outside world into structured meaningful experience. Second, the process shows that human perception possesses stability. That is to say, after we select stimuli and put them into categories, the selected stimuli become durable.

2.8.2.3 Interpretation

The third stage in perception is interpretation, which refers to the process of attaching meaning to the selected stimuli. Once the selected stimuli have been categorized into structured and stable patterns, we try to make sense of these patterns by assigning meanings to them. However, different people may give different interpretations of the same stimulus. For instance, a police officer arriving at a crime spot can be interpreted differently; the victim may regard it as soothing and relief-giving, but the criminal will definitely be frightened. Another example is that a kiss or a big hug in public is a common way of greeting in some Western countries, which

has the function of *Hello*, whereas in many other countries they are always considered to be *lovemaking* behaviours. Such interpretation differences arise because "culture provides us with a perceptual lens that greatly influences how we interpret and evaluate what we receive from the outside world" (Samovar et al, 2000, p. 57). When confronting a physical object or event, almost everybody agrees on its objective part of meaning, but what it means to any unique individual varies according to that individual"s past experiences and cultural background.

Different experiences and backgrounds will result in people attributing different meanings to the same stimulus, so perception diversity appears. In the meaning-attribution process, people from different cultures that are close will have similar store of past experiences and knowledge, so they will probably attribute similar meanings to the same stimulus, thus similar perceptions. Then with these similar perceptions, it is easier for communicators to understand the accurate meaning of each other"s verbal and nonverbal behaviours, so communication goes on smoothly. By contrast, if communicators use experiences or knowledge gained from their own culture to explain the unknown behaviours in another culture, they will attribute quite different meanings to the same stimulus, then perceptions differ and communication problems arise. It is no wonder that Varner and Beamer (2006, p. 29) remark that "when we do not share common experiences, there is greater chance we will assign an incorrect meaning to the signal". The above process of perception paves way for the researcher to delve into some factors that result in students in Walewale Junior High Schools having negative perception and towards grammar learning.

2.8.3 Different cultural background

Hofstede (1994, p. 5) sees culture as "the collective programming of the mind which distinguishes the members of one group or category of people from another".

Matsumoto (1996, p. 16) also opines that culture consists of "the set of attitudes, values, beliefs, and behaviours shared by a group of people, but different for each individual, communicated from one generation to the next". The students in Junior High Schools in Walewale Municipality come from diverse cultural backgrounds and as such have different beliefs and opinions about the teaching and learning of English grammar. The selected schools admit students from different villages surrounding Walewale so they do not have a common cultural background. Although majority of the students have negative perception towards the study of grammar, some of them still maintain that grammar learning is simple. In this study, the researcher considers cultural background in relation to students" place of birth, place of upbringing, gender, ethnicity, language, religious beliefs, and choice of lifestyle, which together form one"s culture at a given moment in time. Nisbett (2004) opines that cultural values and modes of thinking are deeply rooted in a person and are therefore difficult to separate from the learning processes. Parrish and Linder-VanBerschot (2010) add that this cultural diversity is appreciated by teachers and should be preserved in the design of grammar teaching.

2.8.4 The home environment

The home stands out as the first educational institution for the child. The child acquires informal education by way of talking to the elders and interacting with others before embarking on formal education. The home has an over-riding role in shaping the personality of the child. Ahhunawallia (2003) states that the main determinants for the educational achievement of children are parents" education, socio-economic status, and size of family. Similarly, Panda (2009) opines that home conditions such as parental support, size of family, income level, and illiteracy of the parents adversely affect the achievement of the students.

Most of the students in Walewale come from poor and illiterate homes. In these homes, students are not provided with opportunities to explore and develop their language abilities. There is also the absence of help and necessary guidance as to how to carry out their school work. There is a serious disconnection between what they do at home and what is expected of them in school. Parents in the municipality have low income levels and education and are not able to provide a stimulating home environment to support the academic performance of their wards. In general, the attitude, interest, or beliefs of parents about their wards education is negative.

2.8.5   The school environment

Byoung-suk (2012) postulates that students need a safe, healthy, and stimulating environment in order to study and learn English language effectively in the school. The school environment is of paramount importance in shaping and reshaping the intellectual ability of learners. Supportive and favourable school environment enriched with enough learning facilities, and favourable climate makes students more comfortable, and more focused on their academic activities, resulting in better performance in English language. A proper and adequate environment is very necessary for fruitful learning of students in grammar. However, most of the schools in the Municipality do not provide the necessary favorable school environment that will stimulate students" learning experiences. Arul (2012) notes that students spend most of their time in school, and this school environment exerts influence on performance through curricular, teaching technique, and relationship. The school learning environment includes the physical, social, and psychological environment.

2.8.5.1 The physical environment

The learning environment is not just the physical space, but also consists of a variety of materials and sources of information, interaction, relationship between and

amongst students and teachers, and expectations and rules for learning and behaviour. There is a relationship between the physical structure of the classroom, such as room organization, size or space, lighting, and table arrangement. The way in which the physical aspect is organized can limit or encourage interaction that takes place in the classroom and display of expected behaviour.

Woolfolk (2007) argues that the classroom is a specific environment which is multi-dimensional, time-sensitive, and filled with a variety of students and tasks. In such environment, there are students with different goals, needs, and abilities but have to share the same resources, complete the same tasks, use the same materials, and move about in the same space. During schooling, most of the students" time is spent in the classroom environment. Therefore, the quality of the classroom environment is very important and needs proper attention. Moreover, the quality of the learning environment depends on various aspects. One of the aspects is the physical learning environment. The physical aspect of the classroom learning environment can affect the teaching and learning process, and is often considered a second teacher due to its ability in influencing student behaviour and thus, affects the rapport between teachers and students, and also rapport among students.

2.8.5.2 The social environment

The school social environment is comprised of students" perceptions about how they are encouraged to interact with and relate to others (e.g., classmates and the teacher). In the classroom, teachers are supposed to encourage their students to share their ideas and to seek clarification until they understand what is taught in class. To achieve this kind of classroom, teachers need to establish an atmosphere of mutual trust and respect. When teachers build such an environment, students understand that it is acceptable to struggle with ideas, to make mistakes, and to be unsure. This

attitude encourages them to participate actively in trying to understand what they are asked to learn because they know that they will not be criticized even if they commit grammatical errors. In order to promote mutual respect in the classroom, the teacher expects all students to value one another and the contributions they make towards the learning of English, and so will not allow students to make fun of others.

Environments that are perceived as respectful are likely to be ones in which students can focus on understanding tasks, without having their attention diverted by concern about what others might think, or say if they commit errors. Ryan and Patrick (2001) state that teachers can promote task-related interaction by varying the extent to which they allow, or even encourage, students to interact with one another during grammar activities. This interaction may encompass students sharing ideas during whole-class lessons, working together in small-group activities, or informal help-seeking and help-giving during individual seatwork. Whatever the form, however, interaction among students is a critical component of student-centered instructional approaches. When students are encouraged to interact and exchange ideas with each other during grammar tasks, they have opportunities to ask or answer questions, make suggestions, give explanations, justify their reasoning, and participate in discussions.

2.8.5.3 The psychological environment

The school psychological environment is what others have also referred to as the "school ethos" (Alderman, 2004, p. 13). We use the term *psychological environment* to emphasize that it is the meaning of the environment to the individual that is being considered here. In this case, it is students" perceptions of the school environment and their reaction to those perceptions that are of importance (Maehr, 1991). In this study, the researcher considers the psychological environment in relation to students" mindset about the study of English grammar. Students" beliefs or

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perceptions about intelligence and ability affect their learning process. Learners who hold a mindset that intelligence is malleable and success is related to efforts level are more likely to remain focused on their goals and persist despite setback. Teachers are therefore encouraged to provide effective feedback to students since it is one of the factors that influence learners" belief about intelligence.

2.8.6 Teaching methods

Yankson (2006) states that the teaching methods used in Ghanaian schools are predominantly the traditional, whole-class, teacher-dominated type. The most common method used by teachers in the Walewale Municipality is the traditional method also known as the systematic approach (emphases on rules of the language). This method of teaching grammar does not help the students in any way to learn grammar and English in general. In a traditional grammar lesson, the teacher introduces a structure by explaining rules and providing examples; students practice the rules through guided exercises; they are then expected to produce the structure in writing and speech. However, many have questioned the efficacy of this approach. In fact, research confirms that this "present, practice, produce" method is not the best way to develop language skills as it promotes explicit over implicit knowledge (Ellis 2003, p. 91).

Offorma (1990, p. 9) postulates that teachers of English language should try as much as possible to use their teaching methods to encourage the learners to develop positive perceptions to English language learning. This is because the matter of perception could enhance or inhibit level of proficiency. According to him, since students" perceptions are responsible for their attitudes, English grammar teaching should be customized to students" needs. Teachers need to accept students" mistakes as a necessary part of language learning. As facilitators, they must motivate students

to speak more in class and to use the English language outside the classroom. To develop positive perceptions in students, language teachers should be good at English, capable of correcting mistakes without hurting their ego, and to create an informal environment in the class where students can learn with fun.

2.8.7 Inadequate teaching and learning materials

The use of teaching and learning materials has a major impact on the activity of language teaching. Abebe and Davidson (2012) state that students are eager to learn vocabulary with the assistance of visual materials, and that the use of visual materials enhances the students" ability and opportunity to use language to express their ideas and feelings. However, they also found that teachers rarely use visual materials such as cards, charts, and real objects in teaching. Majority of the schools in Walewale Municipality do not have adequate teaching and learning material therefore, the teachers rely solely on the textbooks, workbooks, dictionaries, chalkboards, to teach English grammar in the classrooms. It is however noticed that modern media such as audio and video, programmed texts, language laboratories, flashcards, computers, magazines, and newspapers are rarely used.

2.8.8 Summary

Here, the definition of perception, perception and reality, emotional and selective perception as well as the perception process which include selection, organization, and interpretation are discussed. It also includes some factors which are responsible for students having negative perception towards grammar learning which include different cultural background, the home environment, the school environment, teaching methods, and inadequate teaching and learning materials.

2.9   Challenging areas of grammar in the ESL classroom

Dulay & Burt (1994) contend that a new language cannot be learned by anybody without goofing. This assertion lends credence to the fact that second language learners are bound to make errors in their attempt to learn the target language which in this case is English. English, like any other language, is rule-governed and these rules should be learned by anybody who wants to speak the language correctly and effectively. Students are often confronted with challenges in learning grammar in the ESL classroom, and those in the Walewale Municipality are no exception. Some of the areas that students perceive to be very challenging are explained as follows:

2.9.1   Nouns

Most students perceive the study of nouns to be challenging because of the numerous and inconsistent rules that govern the formation of plural nouns. In the study of grammar, we are told that nouns form their plural by adding *(-s)* to the singular noun. For example, *table- tables*, *girl-girls* etc. However, there are several exceptions to this normal rule; for example, for nouns ending in *-s, -z, -sh, -ch,* we are told to add *-es* to make them plural. For example; *class- classes, watch/ watches, wish/ wishes*; there are some nouns which end in *-f* and we are supposed to change the *-f* to *-v* and add *-es* to obtain their plural form. For example, *leaf/ leaves, knife/ knives, wife/wives*. We are to note however that there are several exceptions to this rule, for example, *roof/roofs, chief/ chiefs*. Also, there are some nouns that end with a consonant *+y*. In these nouns, the plural would be formed by changing the *-y* to *-i* and add *-es*. For example, *story/ stories, fry/ fries, spy/ spies*.

Similarly, nouns ending with a vowel *+y*, we add *-s* to make them plural. For example; *day/ days, delay/ delays, toy/ toys*. With some nouns ending in *-o*, we form

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their plural by adding -*es* and others -*o* to make them plural. For example, *tomato/ tomatoes, hero/ heroes, zero/ zeros*. Irregular nouns by nature have irregular plural forms. For example, *child/ children, foot/ feet, louse/ lice*. In the English language, some few nouns are borrowed from Latin and hence have irregular plural forms. For example, *thesis/ theses, datum/ data, index/ indices*. Some nouns also do not change in their plural form. Examples are *deer/ deer, fish/ fish, sheep/ sheep*. From the explanations, it can be seen that the rules governing grammar are generally not consistent and this makes learning English grammar more challenging than students thought it to be.

2.9.2   Auxiliaries

The verb is an important part of English grammar, therefore, for ESL learners to be thorough in the grammar of the language, there is the need for them to have good knowledge of the verb and the auxiliary as well. But the verb and its auxiliary by nature appear to be problematic to students, especially those in the Junior High School in the Walewale Municipality. In view of the circumstance, students usually face the difficulty of differentiating between primary auxiliary verbs and modal auxiliary verbs. Annan (2014) opines that primary auxiliary verbs are *have, do and be*. The auxiliary *do* has the following forms:

do (i.e. base form)

does (i. e. base + -s form)

did (i. e. past form

doing (i. e. –ing or present participle form)

done (i.e. -ed or past participle form)

The auxiliary *Have* has the following forms:

have (i. e. base form)

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has (i.e. base + -s form

having (i. e. –ing or present participle form)

had (i. e. past form)

had (i. e. –ed past participle form)

The auxiliary *be* has eight different forms:

Be (i. e. base form)

am (i. e . 1st person singular)

is (i. e. 3rd person singular)

are (i. e. 2nd , 1st , and 3rd , person plural)

was (i. e. 1st and 3rd person singular

were (i. e. 1st and 3rd person plural)

being (i. e. –ing or present or present participle form)

been (i. e. –ed or past participle form)

The modal auxiliary verbs are:

can ------ could   shall ------- should

will -------- would   may ------ might

must , ought

Each modal verb has a basic meaning of its own. By comparison, as auxiliaries, *be, have*, *do* have only a grammatical function.

Annan (2014) contends that modal auxiliaries have only one form. There is no –s form for the third person singular of the present tense; they do not have *infinitives*, they do not occur in the *imperative*, and they do not have –*ing* or *ed* forms. Let‟s consider the following sentence;

1. *Do* you know where Adam lives? (*primary* auxiliary)

2. I *did* not see him this week. (*primary* auxiliary)

3. *Have* you ever been to Ghana? (*primary* auxiliary)

4. We *must* make the move today. (*modal* auxiliary)

5. I *will* get you the book tomorrow. (*modal* auxiliary)

6. *Can* I come with you? (*modal* auxiliary)

The sentences contain both primary and modal verbs but most students at the Junior High level sometimes have problems in differentiating between primary auxiliary verbs and modal verb. It is therefore important for both teachers and the students to adopt appropriate activities that will help solve this problem and improve on the grammar usage of students.

2.9.3 Concord

The idea of concord which basically deals with subject verb agreement mostly creates confusion among students. These students tend to make errors in their communications because of their limited knowledge in concord. Although the subject-verb agreement structure is introduced early to students, that is, when they were in the primary school, they still face problem in acquiring the correct form of it at the Junior High Level. Celce-Murcia and Freeman (1983) observe that in spite of the early introduction and the superficially simple rules of the subject-verb agreement, they still pose problems for the ESL learners at all levels or proficiency. Some examples of areas where students have concord problems are discussed as follows:

2.9.3.1 Point of time-verb concord

Here, the verbs must agree with one another where they occur in a chain or move with point of -time -past references in one sentences to avoid confusing the reader or listener about time. But we see students write sentences like;

1. *Last month* my brother *takes* me to school.

2. Amina *slept* late but *wakes* up early to read her books.

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The students write these sentences because they have not mastered the rules of concord with regard to time. In the first sentence, the issue of time is not clear as the writer combines both present and past tenses. *Last month* calls for only the past tense form of the verb, hence the verb *-takes* ought to be *-took* to give way for concord and time definition. In the second sentence, either the verb *-slept* should be made present that is *-sleeps* or the verb *-wakes* made past, that is *-woke* for there to be agreement between the two verbs, in which case time will be catered for.

2.9.3.2 Confusion of plural inflection concord

The students also have problems with some words that end with *-s* sound. Though these words are singular nouns but because they end with *-s* students make mistakes and pair them with plural verbs. Examples of these words are: mathematics, ethics, measles, news, politics etc. For example,

1. Measles *are* in most cases a harmless illness.

2. Politics *have* made people popular.

3. The news *are* bad.

From the above sentences, the students have mistaken the *-s* ending of the nouns for the plural inflection and have assigned them plural verbs.

2.9.3.3 Tense and Aspect as a problem to the students

Tense is related to time, and time refers to *when* an action takes place. It "expresses the time that an action occurs in relation to the moment of speaking" (Cowan, 2008, p. 350). Salaberry and Shirai (2002, p. 2) posit that "tense is a deictic category that places a situation in time with respect to some other time, usually moment of speech". Tense has three dimensions: present, past, and future (Cowan, 2008, p. 350). Comrie (1985, p. 13) notes that time itself does not provide any landmarks in terms of which one can locate situations. If time had a beginning, we do not know where that beginning was, so we cannot locate anything else relative to that

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beginning (other than trivially, by saying that situation is posterior to that beginning). If time has an end, again we do not know its location, so again no non-trivial location is possible relative to that end point. Therefore, it is necessary to establish some arbitrary reference point, with which we can then locate situations in time. Out of the three dimensions however, merely present and past are exposed in English by inflections on verb; "present time for third person singular, is indicated by adding *-s* to a regular verb" (Cowan, 2008, p. 350). For example,

1. Adam *loves* Rice.

2. Salam *plays* ball.

3. She *likes* eating.

4. She *sings.*

Past time is expressed with the addition of *-ed* with a regular verb; for example,

1. Adam *loved* Rice.

2. Salam *played* ball.

3. He *slapped* him.

4. They *danced.*
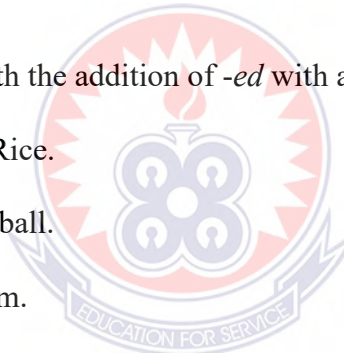
Sometimes, past time is revealed with the change of an irregular verb. For example,

1. Adam *went* to the clinic.

2. Salam *bought* a ball.

3. He *wrote* a new book.

4. They saw Razak at the field.

Larsen-Freeman and Williams (1999) claim that although in a lot of languages, future time is expressed with the change of verb form, in English, future time is indicated with the use of modal auxiliary verb with the main verb. For example,

1. I *will go* back home.

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2. She *will come* later.

3. We *will meet* him today.

4. We *shall visit* the museum tomorrow.

According to Cowan (2008, p. 351), apart from the verb form, time can be also indicated by time adverbs, such as *yesterday*, *today*, *at noon*, *three o'clock*, and *for three years*.

Aspect "concerns the different perspectives which speakers can take and express with regard to the temporal course of some event, action, process, etc"(Klein, 1994, p. 16). In other words, aspect refers to how speakers see the event. Cowan (2008, p. 351) stipulates that aspect expresses how the speaker views the action of the verb; for example, an action that is seen as bounded and complete is perfect in aspect. If the action is seen as incomplete, it is imperfect in aspect, if seen as repeated, it is iterative, if seen as occurring regularly, it is habitual. The following examples distinguish between tense and aspects:

1. She is reading now. Present Progressive.

2. He is eating lunch now. Present Progressive.

3. Adam is singing. Present Progressive.

4. They are dancing. Present Progressive.

5. She has eaten the mango. Present Perfect.

6. She has examined the letters. Present Perfect.

Examples 1 and 2 are in present tense; yet, we understand the difference between them through aspect, not just based on tense as both are in present time. Hence, in order to understand both the form and functions, we must understand the aspects along with tense. Flora and Hasan (2012, p. 89) claimed that tense without the aspectual distinction fails to convey the difference in meaning between two sentences

belonging to same tense, and therefore, aspect is as important as tense in the study of English Grammar.

Students face several difficulties in their attempt to master English tense and aspect properly. To Cowan (2008, p. 350) "use of verb forms is one of the two or three most difficult areas for English language learners to master". As a result, students sometimes make mistakes in the proper use of verb forms as they attempt to express the time of an event in English grammar .The following sentences are produced by some students at the Junior High level.

1. * When I was entered into the exam hall, I was feeling nervous. (When I entered the exam hall, I was feeling nervous.)

2. * I was seen and introduced with many unknown students. (I saw many unknown students, and I was introduced to them.)

3. * Then I was taken lunch. (Then I took lunch.)

4. * Then I was come back home.) (Then I came back home.)

5. * I was done the work. (I did the work.).

From the above sentences, it could be noticed that students seem to make errors in the formation of past expression; indicating that some students form past tense using an auxiliary and the past participle form of the verbs instead of using the past form of the verbs. Therefore, this is an area in which students are observed to face problems in using verbs to indicate past tense.

2.9.4 Summary

Some of the challenging areas of grammar in the ESL classroom are nouns, auxiliaries, tense, and concord which include point of time verb concord and plural inflection concord.

2.10 Attitude and motivation in grammar learning

In learning English as a second language particularly grammar, several factors may affect the learning process which might be attributed to attitude and motivation. Attitude towards a language is a fundamental concept because it plays a major role in language learning, and it is generally accepted that positive attitudes support motivation as it is required to succeed in second language learning (Garcia, 2007). Likert (2013, p. 122) defines *attitude* as "an inference which is made on the basis of a complex of beliefs about the attitude object". Based on this definition, Gardner (2006, p. 74) define attitude as "the sum total of a man's instincts and feelings, prejudice or bias, preconceived notions, fears, threats, and convictions about any specified topic". He believes that attitudes are components of motivation in language learning.

As he indicates, "motivation refers to the combination of effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language" (p. 74). Ahmed (2015) has noted that motivation of learners is one of the key factors influencing their achievement or failure in learning language. Motivation involves the study of many other factors. It is agreed that motivation includes three elements: attitude towards language learning, willingness to learn the language, and level of motivation. Wenden (1999, p. 86) suggests a wider definition of the notion "attitudes". He indicates that *attitudes* consist of three elements namely: cognitive, affective and behavioural attributes. The cognitive attribute includes the beliefs and opinions about the object of the attitude. The affective component contains the emotions and feeling towards an object, „likes" or „dislikes". Finally, the behavioural attribute is composed of actions or behavioural intentions towards the object.

In the classroom situation, motivation is seen as a significant determinant of success in learning a second or foreign language. It is viewed as a driving force that

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pushes learners to carry out their learning activities effectively. The teacher plays an important role in motivating students, especially in English grammar classroom. Teachers can use a variety of strategies to motivate their students to learn English grammar effectively in the classroom. The psycho-socialist believes that to be motivated means to move to do something (Ryan & Deci, 2000). In Gardner's socio-educational model, motivation is viewed as the learner's orientation or as the goal to learn a target language (Gardner, 1999). Nakata (2006) also states that motivation has a link to cognition, feeling and emotion, and the environment. The view that motivation and emotion are strongly bound is endorsed by MacIntyre (2002). The skill of motivating learners to learn second or foreign language is reported by many teachers as the most important but difficult skill in teaching, after managing classrooms (Dornyei, 2001). Studies of motivation in second or foreign language learning reveal that student motivation is influenced by factors such as teachers, classroom climate, and assessment (Kikuchi, 2009). Thus, the role of teachers in motivating Junior High School learners to learn English language is very significant.

Also, teachers can determine students language learning motivation and maybe able to increase or decrease it (Kikuchi, 2009). Meanwhile, in the context of the Walewale Municipality, students at the Junior High level appear to have low motivation. Learners whose needs are not met may be psychologically unstable and consequently will not participate fully in classroom activities. On the other hand, learners whose needs are met may be fully satisfied and actively involved in all classroom activities. Motivation is therefore a key to improving performance in English grammar. Teachers at the Junior High School level therefore need to understand what motivates their learners. Brown (2007, p. 168) claims that motivation is a construct made up of certain attitudes and the most importance of these is group

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specific, the attitude learners have towards the members of the cultural group whose language are learning. Motivation among second language learners are often related with their opinions and beliefs toward a language and also the speaker"s community. Hence, their performance in the second language will be determined by their motivation in learning a language which is result from their perceptions and attitudes toward the language and their native speakers.

2.11   Conceptual framework

In this study, Gardner"s socio-educational model was adopted as the framework that guides the analysis of data as well as the interpretation of results. Gardner started developing his socio-educational model depicting the attitudes and motivation in second language learning in the 1960s and has continued revising it. As a result of many empirical studies, Gardner"s initial finished model was presented in 1979, revised in 1985 and again in 2001. Gardner states that second language acquisition takes place in many different contexts and the first thing that he believes that must be considered is the nature of context itself. It indicates that the learner"s cultural setting has also an influence in acquiring another language and can influence the one"s motivation in learning it. Gardner"s model presented four variables that are interrelated in acquiring the second language: social milieu, which includes the individual"s culture and environment. The individual"s cultural beliefs or environment plays a role as it influences both affective and cognitive individual differences among language learners.

Individual differences, that include four sub-variables (two cognitive and two affective factors) as intelligence (a determiner of how quick and how well the learner will acquire the language), language aptitude (verbal and cognitive abilities), motivation (effort, desire and affect-it determines how active and how hard the learner

will work to acquiring the second language), and anxiety, which could be seen in most of the cases as an inhibited factor in the individual learning. Second language acquisition contexts which include the settings where the language is being learned (formal and informal settings), the formal setting refers to any situation where instruction is realized (the language classroom), and the informal setting is any other situation where the language can be used or experienced (i.e. listening to the radio, watching movies, the street) and outcomes which include linguistic knowledge and language skills and non-linguistics skills. The linguistic skills include vocabulary knowledge, grammar, fluency, pronunciation, etc., the non-linguistics skills are seen as the individual's attitude and values regarding the beliefs or cultural values of the target language community.

Gardner (1985) modified the model by introducing the concept of integrative motive within the individual differences variable. This concept is divided into three components: (a) Integrativeness; attitudes toward the learning situation and motivation. Integrativeness is seen as an interest, identification with the second language community, with their culture and beliefs; (b) attitudes toward the learning situation involve attitudes toward the school, reactions to the textbooks, and (c) motivation; the effort exerted to learn the material, desire plus positive attitudes in learning the material.

The model proposes that there are two primary individual differences variables in language learning: ability and motivation. It is proposed that individuals with higher levels of ability (intelligence and language aptitude) will tend to be more successful at learning the language than the students who are less-endowed. Similarly, students with higher levels of motivation will do better than the students with lower levels, because they will expend more effort, will be more persistent, will be more

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attentive, will enjoy the experience more, will be goal directed, will want more to learn the material. Finally, it is shown that the educational setting and cultural context influences the motivation, but not the ability. As a part of socio-educational model, Gardner developed a measurement system; the Attitude Motivation Test Battery (AMTB), in order to measure the individual"s affective variables and motivation in learning a second language. This theory was selected because it serves as the foundation upon which the research work is been constructed. It also helps the researcher to be well informed about his research questions, methodology as well as provide the basis for the actual justification of the research problem. It was also chosen because when learners are provided with the appropriate teaching methods as well as a reasonable amount of motivation, then their negative perceptions and attitude towards learning English grammar will change.

2.12   The shortcomings of Gardner's model

MacIntyre (2007) states that Gardner"s socio-educational model is one of the most dominant models in the field of second language acquisition (SLA). It is the first and most influential theory of motivation in the area of L2 motivation research (Gu, 2009). Focusing on integrative motivation, it presents a dynamic model in which attitude and motivation affect language achievement, and language achievement itself affects attitude and motivation in an almost cyclical fashion. Though many scholars have dealt with this model, few have scrutinized it in a concise format. Although Dörnyei (2005, p. 249) has referred to Gardner"s model as the dominant motivation model for more than three decades and has considered the Attitude Motivation Test Battery (AMTB) as a scientific assessment tool both in terms of presentation and content, he believes that Gardner"s motivational theory has remained rather unmodified over time. Dörnyei believes that this lack of modification is not in consent

with the dramatic changes that have taken place in motivational research following the "cognitive revolution" in psychology. In this regard, Gardner (2010, p. 203), in an attempt to provide an answer to this criticism, has been reported as saying "revolutions in psychology come and go, and though the socio-educational model is not phrased in "cognitive" terms, this does not mean that the research findings and the model itself are no longer relevant". Yet it seems that Gardner has not been successful in providing an adequate answer to Dörnyei"s criticism.

It also appears that Gardner has over-emphasized the role of integrativeness in predicting achievement and has placed excessive emphasis on the positive attitude and beliefs of the learner. While the facilitative effect of this concept is not at all rejected, it seems that Gardner"s model is not able to account for cases where learners do not have a positive attitude towards the target language and culture but, nevertheless, succeed in learning it. Also, as mentioned by Gu (2009) despite the emphasis on social attitudes, Gardner"s theory has not succeeded in addressing the intricate interrelationship of Anglophone and Francophone communities and or how changing power relations between the two groups affects L2 learning in different ways. And instead, he has considered the individual"s attitudes towards the L2 community as the main social determinants.

Gu believes that while Gardner"s theory has focused on the individual end, it has overlooked the societal end. And as language learning can never happen in a vacuum, a theory which does not consider the impact of the societal factors at large is not comprehensive. In other words, it can be considered that one of the shortcomings of Gardner"s theory is that it has not taken into consideration what Kumaravadivelu (2006, p. 24) has referred to as "language as ideology". Kumaravadivelu has looked at language from the three vantage points of language as system, language as discourse,

and language as ideology. The third vantage point, that is, "language as ideology" "deals mainly with issues of how the social and political forces of power and domination impact on language structures and language use". This is the very point which has been overlooked in the socio-educational model. Though Gardner (2006, p. 237) believes that his model is superior to other models in that "it is concerned with the motivation to learn and become fluent in another language, and not simply with task and/or classroom motivation", there is still a long way ahead of motivation studies.

Dörnyei (2005) has divided the history of motivation into the three phases of (1) the social psychological period (1959-1990) with Gardner playing the key role, (2) the cognitive situated period (during the 1990s) when studies were conducted based on cognitive theories in educational psychology, and (3) the process-oriented period (2000 till present) which is marked by an interest in motivational change. In line with the new era in motivational study some researchers have proposed other motivational model which takes into account other variables. For example, Dörnyei and Ushioda (2011) discussed motivational Self System as a superior L2 motivational theory than Gardner"s construct of integrative motivation in the socio-educational model, believing that their system is a better predictor of a learner"s overall motivational disposition than the concept of integrativeness raised by Gardner. Gu (2009) believes that there is a need for research into more globally oriented models of motivation.

Nonetheless, taking into account all merits and demerits of Gardner"s socio-educational model, the influential role of this model cannot be neglected. This point can be evidenced by the fact that criticisms addressing this model were not successful at marginalizing it. To the extent that Dörnyei (1994) who has been ranked among the critics of this model, has acknowledged the seminal work of Gardner and his

colleagues and admitted that Gardner''s theory has profoundly influenced his thinking on this subject. Indeed, Dörnyei himself has attempted to integrate the social psychological constructs postulated by Gardner, Clement, and their associates into the proposed new framework of L2 motivation.

2.13   The perception of teachers and students towards English grammar learning

Larsen-Freeman (2003, p. 9), states that teachers should change their views of grammar teaching in order to change their students'' dual attitudes towards grammar. When language teachers are asked what they associate the words *grammar* and *communication* with, the results are extremely different. Grammar teachers are mostly associated with words such as *rules, structures, forms, memorizing, drills* and *boring,* whereas with communication the associations are words such as *meaning, the four skills, accomplishing some purpose, interacting, establishing relationships* and *fun.* Because of these views, grammar and communication sections in language textbooks are usually separated from one another. Teachers'' and learners'' perceptions have a vital role in determining the methods and techniques that should be adopted in the English language classroom. If teachers are aware of which activities their learners might possibly enjoy, which are most effective and which would provide learners with skills that they could use for academic and communicative purposes, they can plan and implement appropriate practices in classroom.

However, the more teachers know about what is perceived by the students, the better their chances are in improving the quality of English grammar learning. On the other hand, teacher''s views, perceptions, and beliefs have strong influence on teaching and learning activities of English grammar class. This study revealed that

students at the Junior High level in Walewale claim that grammar is very important in learning English and that to master grammar means earning the basic rules of the language. However, in this case, the rules governing the language are numerous and inconsistent hence they perceive the learning of grammar to be cumbersome. This is in line with the saying of Larsen-Freeman (2003) that students may sometimes feel reluctant when it is time to move from a communicative exercise to a grammar exercise.

On the other hand, students understand the value of studying grammar and they develop the willingness to make the effort. Some students may even demand the teaching of grammar if it is not included in lessons. There are many reasons for this ambivalence. First of all, learning and memorizing grammar rules is a very traditional way to study a language, a way which students usually consider related to language learning. Secondly, learning grammar gives students a sense of accomplishment; they feel that they are making progress. Thirdly, learning parts of language brings a sense of security, because students have something to hold on to when they for example encounter a linguistic problem. Fourth, students rely on the generative capacity of grammar rules, and the fact that knowing grammar rules helps them to produce and comprehend new utterances.

2.14   The importance of considering students' perception on English grammar learning

An important aspect of how we perceive objects or people has to do with what we think they are or should be (Morris, 2008). How English grammar is perceived depends on what students themselves think English grammar is. Because students are limited in what they can perceive, they are highly selective in what they choose to perceive and that which is relevant to them. In this process of filtering, different

people will react differently even when they are from the same physical environment. They would not always have the same experiences, hence the differences in people"s perceptions. Perception is therefore what results in our attitudes, and our actions in turn depend on our attitudes.

Currie and Cray (2009, p. 114) opine that "to deal effectively with individual language classrooms, they should be able to take into account not only the pedagogical but also the social and personal complexities influencing classroom processes". Similarly, Nunan (2012, p. 177) states that "no curriculum can claim to be truly learner centered unless the learner"s subjective needs and perceptions relating to the processes of learning are taken into account". Learners therefore interpret tasks and other classroom events from their own perspectives. L2 teachers should be encouraged to explore and examine the perceptions of the learners in their learning process.

Kumaravadivelu (2006, p. 107) points out that "the more we know about the learner"s personal approaches and personal concepts, the better and more productive our intervention will be". By this, he means that if the teachers are aware of where their learners are coming from (how they approach language learning, what they feel about their language learning experiences, and how they act upon these feelings), they will be able to facilitate desired learning outcomes in the classroom. Once teachers are aware of their students" perceptions, they can plan and implement alternative behaviors and activities which will ensure the effective teaching and learning of grammar in particular and English in general (Barkhuizen, 2013, p 18).

2.15   Related studies

Landolsi (2011) conducted a research on teacher and student views towards the role of grammar instruction in United Arab Emirate (UAE) Universities. The

objective of her study was to explore teacher and student perceptions regarding the role of grammar instruction in learning another language, in this case English. By comparing the perceptions held by the teachers and the students, the study also aimed to look for any similarities and differences in perceptions between these two groups. Questionnaires and teachers" interviews were used for data collection. Findings revealed that teachers appreciated the value of grammar for their students. Similarly, majority of the students believed that the study of formal grammar was essential to the mastery of a second language compared to the teachers.

Akuruku (2010) carried out a study on attitudes and perceptions of students about the study of English grammar in selected Senior High Schools in Northern Region. The main aim of the study was to investigate the influence of perception and attitude of students towards learning English grammar. Both descriptive and non-descriptive methods were used. Questionnaire, interview, observation, and focus group discussion were also used to collect data. The findings of the study revealed that a serious disconnection exists between the needs of students and the solutions that are being used to raise the standard of English language among learners. The study finally suggested ways of developing positive perceptions and attitudes in the study of the language. These include the use of sound approaches to the teaching and learning of the language.

Al-Mamum (2015) carried out a research on teachers" and students" perception, views, motivation, and attitude on learning English as a foreign language at Junior Secondary level in Bangladesh. To achieve the objectives of the study, a mixed method approach was applied where variety of methods and data collection strategies such as FGD, Questionnaire and Interview were used. Data were collected from 359 junior secondary students through an adapted 5-point Likert scale

questionnaire and focus group discussion. An in depth interview was used to collect data from 6 English language teachers of 6 secondary schools. The collected data were analyzed both statistically and narratively. Findings of the study revealed that both traditional and communicative approaches are simultaneously practiced in English language classroom though the curriculum recommends the use of communicative approach only. In most of the cases, the teachers" and students" perceptions toward teaching-learning activities of English language contradict with communicative approach. Finally, the study shed some light on teachers" and students" perception on learning English that are very important to know to get desired outcomes. Findings of the study led to some important implications for different aspects and practice of English language education that will help the educators, concerned authorities to take proper initiatives to develop teaching-learning process in Bangladesh.

Also, Ma (2011) carried out a research on ESL learners" perception about what they learn in an English lesson. The main focus of the study was learners" perceptions of their learning, the purpose of the main task, and their conception of difficulties in the lesson. The study was qualitative in nature and data were captured by a cycle of teacher-researcher pre-lesson interview, lesson observation, and post-lesson stimulated recall interview (SRI) and reflections. The pre-lesson interview was unstructured to give the teacher more space to explain lesson objectives and procedures which was conducted a day before the lesson. The post-lesson SRI was done immediately after the lesson was observed. From the findings, it was revealed that what the teacher perceives as prominent in the lesson may not be best remembered by the learners, and that learners may also perceive purposes in the learning activities different from their teachers and encounter difficulties not

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anticipated by the teacher. It is also found that young learners are quite capable of verbalizing their thoughts about what is learned.

The study suggested that learners" ability to understand their own learning should not be underestimated. As the study was a case study so sample of the study was too small. The researcher took help from the class teacher to select pupil from each of the high, mid and low achieving groups which helped to represent the whole class. Thornton (2009), in his study of the perceptions of college students and their teachers, uncovers the reasons behind teachers and students" beliefs about second language learning and arrives at the conclusion that "all beliefs are inhibitive and facilitative, at the same time, because they are dependent on the individual"s needs" (p. 84).

Chang (2011) also carried out a study on teachers" attitude towards Communicative Language Teaching in Taiwan. The main purpose of the study was to examine Taiwanese college teachers" attitudes toward CLT and the rationales underlying their attitudes toward CLT. An explanatory mixed method was used in the study where the researcher designed a two-phase study, starting with quantitative data collection and analysis, followed by qualitative data collection and analysis. The qualitative phase was used to explain the results of the quantitative phase. The study aimed to identify the types of questions asked by three pre-service secondary English teachers and also to focus on exploring the effects of the types of questions teachers asked on the students" discourse patterns. Participants in the first phase of the study were fifty five English teachers from some Taiwanese colleges who were selected randomly. A five-point Likert scale was used in this phase. In the second phase, eight teachers were interviewed to get in-depth thoughts and experiences of the teacher attitude toward CLT.

Findings of the study show that the teachers support CLT because they have found it helpful to develop the students" communicative competence as well as linguistic knowledge. It is also found that the teachers are in favor of CLT because CLT focuses on the development of the students" abilities to use the target language. The study suggests that the teachers preferred CLT to traditional teaching methods because CLT creates a safe and engaged learning environment which creates an atmosphere that encourages risk-taking and cooperative relationship in groups.

2.16   Conclusion

To conclude, the literature review has looked at the definition of grammar, types of grammar, perception, and attitude and motivation as given by some authorities. This review has identified some areas which seemed to be very challenging to students in the ESL classroom. These include nouns, auxiliaries, concord, and tenses. Other factors such as the cultural background, the home and school environment, teaching methods, and inadequate methods of teaching all contribute to the students having negative perception towards grammar learning. For instance, in the case of nouns there is no way one could convince the students that grammar learning is not rule governed. Therefore, for grammar to be well taught at the Junior High level, the teachers should take into consideration the views and opinions of the learners. In effect, learners should be allowed to fully participate in all practical activities in the language classroom.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

Nunan (2008) postulates that research is carried out in order to get adequate result with scientific method. It is therefore essential that the methodology used in this study is sound and thorough enough to produce accurate data in order that the research objectives will be achieved. Leedy and Ormrod (2010, p. 12) agree with Babbie and Mouton (2008) that research methodology refers to the researcher's general approach in carrying out the research project. Mouton (2001) views research methodology as a focus on the research process and the kind of instruments and procedures to be used. Research methodology is an important component of any study. It therefore provides the framework upon which the process is conducted (Brown, 1996). This chapter presents in detail, the research design, population, the sample and sampling technique, and sample size. It also discusses the research instruments, data collection procedure, data analysis, reliability and validity of the instruments as well as ethical consideration of the study.

3.1 Research approach

The mixed method research has been viewed as a method of research which can be described in a variety of ways which can make it a difficult concept for one to understand (Niglas, 2009), in this direction, Johnson et al (2007) views it as the type of research in which a researcher or team of researchers combine elements of qualitative and quantitative research approaches (e.g., use of qualitative and quantitative viewpoints, data collection, analysis, and inference techniques) for the broad purposes of breadth and depth of understanding and corroboration. Greene (2007, p. 13 endorsed by Johnson & Onwuegbuzie (2004) believe that this approach

"provides researchers with opportunities to compensate for inherent method weaknesses, on inherent method strengths, and offset inevitable method biases".

Creswell and Plano Clark (2011) opine that the mixed method approach enables a greater degree of understanding to be formulated than if a single approach were adopted to specific studies. They also put forward a collection of core characteristics which highlight some key elements within the mixed methods research. They state that researchers collect and analyze both qualitative and quantitative data in a sequential or simultaneous and rigorous manner which integrates the two forms of data. The way in which this data is combined will depend upon the nature of the inquiry and the philosophical outlook of the person conducting the research. In this study, the researcher used the mixed method approach to enable him gather data numerically, ensure a high sense of reliability of the data gathered and also to provide in-depth and broader information about teachers" and students" perceptions towards the teaching and learning of English grammar. Onwuegbuzie (2004) states that the goal of researchers using the mixed methods approach is to draw from the strengths and minimize the weakness of the individual approaches. Williams (2007) also postulates that the mixed methods approach to research provides researchers with the ability to design a single research study that answers questions about both the complex nature of phenomenon from the participants" point of view.

3.2   Research design

Durrheim (2004, p. 29) defines research design as "a strategic framework for action that serves as a bridge between research questions and the execution, or implementation of the research strategy". Speaking on the same issue, Leedy (1997) postulates that research design is a plan for a study, providing the overall framework for collecting data. Also, MacMillan and Schumacher (2001) opine that it is a plan for

selecting subjects, research sites, and data collection procedures to answer the research questions. They further indicate that the goal of a sound research design is to provide results that are judged to be credible. In short, research design articulates what data is required, what methods are going to be used to collect and analyze this data, and how all of this is going to answer your research questions. In order to be able to investigate the perceptions of the teachers and students on learning English grammar in the classroom, the researcher used the convergent parallel mixed method design to collect both quantitative and qualitative data. The study incorporated questionnaires, observations, focus group discussions and interviews to achieve a real picture of perceptions.

3.3   Population

Bless and Higson-Smith (2008) define population as a complete set of events, people or things on which the focus of the research falls and in which the researcher has an interest and about which the researcher wants to determine some characteristics. The population may be all the individuals of a particular type or a more restricted part of that group (Best, 2005). A population therefore is any group of individuals which have one or more characteristics in common that are of interest to the researcher. The population for this research work comprised students of three selected Junior High Schools in the West Mamprusi Municipality in the North East Region. The selected schools are Walewale Presbyterian Junior High School which has a total population of one hundred and sixteen (116) students, Nayoku Junior High School with a total population of ninety six (96) students, and Walewale Roman Catholic Junior High School with a total population of one hundred and six (106) students. These schools were selected from three different circuits within the municipality in order to enable the researcher get a broader view about their

perceptions towards the study of grammar and English in general. The three circuits where the researcher selected the schools are Walewale Central, Walewale East and Tinguri Circuit.

3.4   Sample and sampling technique

In a research work, the primary purpose is to discover principles that have universal application, as study a whole population to arrive at generalizations would be impracticable, if not possible. Some populations are so large that their characteristics cannot be measured; before the measurement could be completed, the population would have changed (Best, 2005). As the population is very wide, the researcher decreased the area of population to conduct the study. Thus a sample of the students was obtained for the purpose of this study. A sample is a set of individuals selected from a population and intended to represent the population under study. Henning (2004) states that sampling is a process of selecting research participants. The second year students in the selected Junior High Schools in the municipality were used as the sample for the study. The researcher used these students because they still have one year to complete their Junior High School education hence the researcher will be able to interact with them adequately to obtain the actual needed data and also, they have been fully exposed to most of the methods and techniques used in the teaching and learning of grammar and English in general.

A simple random sampling technique was employed by the researcher to select a section of the students because it will be difficult for the study to cover the entire students‟ population. Thirty (30) students were selected from each school. Thus, the sample population for the study comprised ninety (90) students. The researcher used this technique because it ensures that the sample is not biased, hence, all the students had an equal chance of being selected. Again, they have been exposed

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to common methods and techniques of studying English grammar, hence, the sample population is taken to represent all of them. The students were selected using **yes** and **no** written on pieces of paper that correspond with the total number of students in Form 2 in each school. The girls simultaneously picked theirs with the boys. The students who picked **yes** were recruited for the study. The sample technique also ensured that there is a fair representation among the students. In all, the total number of persons involved in this study is one hundred and twenty (120); 90 students (boys and girls) and 30 teachers (male and female). The sampling size of one hundred and twenty (120) is considered pertinent in respect of time and money for collecting and organization of data. Table 3.4 presents information about the sample.

Table 3.4. Sample size of participants for the study

Sample area	Sample size			Total
Circuit	School	Students	Teachers	
Walewale Central	1	30	10	40
Tinguri	1	30	10	40
Walewale East	1	30	10	40
Total	**3**	**90**	**30**	**120**

3.5   Data collection instruments

In research work, data points to information that is collected in a systematic way and organized and recorded to enable readers to interpret the information correctly (Antonius, 2003). Data enable us to look over the researcher‟s shoulder and see what he saw. Data makes research empirical, and empirical research is highly valued because it represents something outside of our opinions and ourselves (Griffe, 2012). Examples of data collection instruments include questionnaire, tests,

observation schemes, and transcription protocols. In this study, the researcher utilized questionnaires, interviews, observations, and focus group discussions to collect data for the study.

3.5.1   Interview

Monette et al (2008) succinctly state that an interview is a social relationship designed to exchange information between the participant and the researcher. The quantity and quality of information exchanged would depend on how astute and creative the interviewer is at understanding and managing the relationship. Best (2005) observes that the main purpose of interviewing is to find out what is on someone"s mind. The researcher conducted a semi-structured interview with the English language teachers of the selected schools to gain a deeper and broader understanding of issues that questionnaires may not be able to investigate in detail. The interviews for the teachers were designed to obtain more in-depth information on teachers" views and opinions of their use of English grammar in the classroom, and their perceptions on their students" responses to the methods used to teach English grammar.

The researcher also used the interviews to gather more information from the English language teachers about their students" perceptions toward learning English grammar, existing English language classroom practices, their perception about learning and teaching English grammar, and the ways in which the teaching and learning of English grammar can be made more interesting and motivating. A pilot test was done to check what type of data comes from the respondents. The researcher therefore conducted an interview with one of the English language teachers in Walewale Roman Catholic Junior High School. Bless et al (2006) note that the pilot study is a small study conducted prior to a larger piece of research to determine

whether the methodology, sampling, instruments and analysis are adequate and appropriate. Also, Janesick (1994) concurs that the pilot test in qualitative research allows the researcher to make use of the actual qualitative interviews. After the pilot test, and in line with the data that comes from, some changes were done before the final interview questions. In all, fifteen (15) teachers were interviewed, five from each school, taking into consideration their academic qualification and years of experience in teaching English language. The interview afforded the researcher the opportunity to obtain the perceptions of teachers and students towards the teaching and learning of English grammar in the municipality.

3.5.2 Questionnaire

A questionnaire is "a way of collecting data in a survey research that contains recorded questions that people respond to directly on the questionnaire form itself, without the aid of an interviewer" (Monette et al, 2011, p. 164). Kothari (2005. p. 100) opines that "questionnaire consists of a number of questions printed or typed in a definite order on a form or set of forms". Questionnaire is commonly used to investigate learners" beliefs and motivation in relation to classroom instruction from a large number of participants (Mackey & Gass, 2005). It serves as an important medium of communication between the investigator and the respondents. In this study, the researcher prepared the questions with maximum care and caution. For the purposes of data collection, a two-point Likert scale questionnaire was developed. The questionnaire was thoroughly checked with the help of some English language teachers to make sure that all the unnecessary questions were eliminated. The researcher picked nine (9) students randomly from the selected schools and a pilot test was conducted on the questionnaire.

After the pilot test was conducted on the questionnaires, the final set was then prepared with some changes according to the information received from the pilot test. The questionnaire consisted of 61 items and the respondents were tasked to respond to them appropriately using the two-point Likert scale; *agree* and *disagree*. The rationale for using the two-point-Likert scale is to eliminate unnecessary responses in case of tiredness, laziness and time constraints (Gravetter & Forsano, 2012).

3.5.3 Observation

Observation of participants in the context of a natural scene is a classic form of data generation in naturalistic inquiries (Hoepfl, 1997). Observations help to provide a deeper understanding of the context in which events, such as teaching and learning, occur. Hoepfl (1997) argues that observers should be skilled enough to be able to monitor verbal and nonverbal cues, use of concrete and unambiguous descriptive language in relaying both content, and styles in which knowledge is acquired. There are two types of observations in qualitative research work. These are complete observation and participant observation (Borg & Gall, 1996). Complete observation is where the researcher observes the situation without taking part while participant observation is the situation where the researcher gets actively involved in the whole phenomenon.

In this study, the researcher used the participant observation. For the purposes of legal and ethical responsibilities, the identity of the researcher and purposes of the study was revealed to students in the process of getting their informed consent to be observed. Teachers" consent was also sought to access their classrooms for lesson observation. The researcher therefore undertook a systematic observation on the behaviour of students and teachers in the selected schools. The researcher observed them once a week for a period of three weeks. The researcher observed practical

teaching issues with students and teachers in order to have a thorough understanding of issues pertaining to the teaching and learning of grammar and English in general.

3.5.4 Focus group discussion (FGD)

Wood (2004) intimates that a focus group discussion is a technique where a researcher assembles a group of individuals to discuss a specific topic, aiming to draw from the complex personal experiences, beliefs, perceptions and attitudes of the participants through a moderated interaction. Focus group discussion is frequently used as a qualitative approach to gain an in-depth understanding of individuals" perceptions. In this study, the researcher employed FGD to obtain a broad understanding about students" views and opinions on what is happening in their language classroom and what their perception is in this regard. The main purpose behind these FDG was to obtain a deeper insight into the actual perception of students towards the teaching and learning of English grammar. Glense and Peshkin (1992) opine that topics such as perceptions, beliefs and attitudes are better discussed in small groups of people who know each other.

During the FGD, further on-the-spot questions were asked to elicit in-depth information, clarify points, and to understand what each perception meant to a different individual, and how these perceptions relate to each other. During these discussions, the researcher asked questions, encouraged participation, and took some notes. He also let the discussion continued as long as the respondents had something to say even though the allotted time for each group discussion was thirty (30) minutes. The researcher only interfered when he needed some clarification or further information on the topic and or to encourage group dynamic and to keep the pace when there was a pause. The researcher from time to time also used eye contact to ensure the active participation of all students. The researcher used the FGD with the

students, because FGDs are effective methods to collect qualitative data. In all, three (3) groups were created; one in each school, comprising 15 students in each group. To keep the groups on track and to ensure effective collection of required information, the researcher outlined a set of guidelines to monitor the behaviour of students in the groups.

3.6 Validity and reliability

Delport and Roestenburg (2011) remark that reliability deals with what is being measured. Muijs (2011, p. 61) also states that "whenever researchers want to measure something, there is some element of error what he calls measurement error". Reliability then refers to the extent to which research instruments are free of measurement error. More specifically, Salkind (2012, p. 115) refers to "dependable, consistent, stable, trustworthy, predictable and faithful" as synonyms for reliability. Validity, on the other hand, is the degree to which the interpretations and concepts have mutual meanings between the participants and the researcher (MacMillan & Schumacher 2001).

Although it is rare to have perfect reliability, Neuman and Kreuger (2003, p.179), as well as Salkind (2012, p. 118), suggest procedures to increase the reliability of measures as follows:

- ✓ Increase the number of items or observations, i.e. the use of multiple indicators of a variable;
- ✓ Eliminate items that are unclear;
- ✓ Increase the level of measurement;
- ✓ Standardize the conditions under which the test is taken;
- ✓ Moderate the degree of difficulty of the instrument;
- ✓ Minimize the effects of external events;

- ✓ Standardize instructions;

- ✓ Maintain consistent scoring procedures; and

- ✓ Use pre-tests, pilot studies and replications.

Several procedures exist for establishing the reliability of an instrument, such as the test-retest and alternate-form methods and the split-half technique (Gratton & Jones, 2010, p. 92). The validity of this study was maintained through both quantitative and qualitative data collection and analysis methods, and using the data collected to supplement each other. The interview guide and questionnaire were piloted and all ambiguous questions were eliminated to maintain its validity. The researcher also applied triangulation from different sources while collecting data for this study to enhance the reliability and validity of data. Cohen and Morrison (2000, p. 112) define triangulation as "the use of two or more methods of data collection to study a particular phenomenon". In the same vein, Bailey-Beckett and Turner (2001, p. 2) refer to the work of Jakob (2001, p. 33) who indicates that "... by combining multiple observers, theories, methods, and empirical materials, researchers can hope to overcome the weakness or intrinsic biases and the problems that come from single-method, single-observer, and single-theory studies". For the purpose of this study, three sources of data were triangulated to ensure maximum reliability.

3.7   Ethical considerations

Clough and Nutbrown (2002) comment with regard to ethics in research that:

In order to understand, researchers must be more than technically competent. They must enter into chattered intimacies, open themselves to their subjects" feeling worlds, whether these worlds are congenial to them or repulsive. They must confront the duality of represented and experienced selves simultaneously, both conflicted, both real. (p. 84)

In concert with this view, it follows that in planning this research work, the researcher has to take into consideration, and protect the feelings, welfare, and rights of the participants. Before collecting data, permission was obtained from the head masters, the teachers and the students. Each teacher and student was asked for their consent to be involved in the study. Permission was obtained from the teachers and students to use digital audio recorder to record the interviews and FGDs. All information was held under strict confidentiality within the study and all respondents remain anonymous in the study. Respondents were assured that their names and the names of their schools would be dealt with in the strictest confidence. This aspect took into consideration, the principle of trust in which the researcher assured all the participants that their trust would not be exploited for personal gain or benefit, by deceiving or betraying them in the research route or its published outcomes (Lubbe 2003).

3.8   Data collection procedure

Data collection plan is a crucial key to developing a sound study. It indicates how you will gather and access information from your participants. To obtain the students" views and opinions about the teaching and learning of English grammar, a two-point Likert scale questionnaire was used. Also, to get more qualitative data, three (3) FGDs were conducted with the students in the selected schools. Each group consists of fifteen (15) students. The FGDs were carried out in the classrooms of the selected schools at an appointed time. Semi-structured Interviews were also conducted to collect data from the English language teachers. These interviews were carried out at the various schools in the headmaster"s office at a scheduled time.

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3.9   Data analysis

Allison (2003) states that data analysis is a guide or roadmap on how you are going to organize and analyze your data. Therefore, the data analysis technique is a method the researcher used to analyze the data collected. After the researcher had gathered the data from questionnaire from the students, it was put into a computer and analyzed descriptively using the SPSS software. This enables the researcher to use numerical values to represent scores in the sample. Frequency counts were also used to consider trends of perceptions and beliefs. As every statement of the questionnaire required a response on the Likert scale, the percentage of respondents who gave each response was calculated. Similarly, the data collected from the teachers" interview and FGDs were analyzed thematically.

3.10   Conclusion

In conclusion, this chapter discussed in details the research approach, design and methodology, population and sampling technique, the research instruments, data collection plan, data analysis technique as   well as ethical consideration. The researcher used the convergent parallel design in order to get a vivid picture of the students" and teachers" perception towards the teaching and learning of English grammar in the municipality.

CHAPTER FOUR

DATA ANALYSIS AND RESULTS

4.0   Introduction

This chapter presents the results of data obtained from the students and the teachers through the use of questionnaire, interview, observation and focus group discussion. The data from each data collection instrument are further explained separately in different sections of the chapter to address the research questions. The results are presented in themes where each theme answers a research question. In all, answers to three research questions, which include teachers" and students" perception about English grammar teaching and learning, the challenges students and teachers face in the teaching and learning of English grammar, and the views and opinions of teachers and students on how English grammar teaching and learning can be made more interesting and motivating are discussed.

In learning a language, particularly English as a second language, there are a number of factors that always influence it. Among these factors is the perception of the learner. This factor has been the focal point of sociolinguists as far as the behaviour of the learner is concerned. For the researcher to obtain a deeper insight of the minds of the students, there is no more certain ways than to study their beliefs as well as their opinions. In the learning environment, learners always bring all their personality features including their perceptions into the language classroom.

Majority of scholars are of the view that how successfully students learn a language is exactly and directly influence by the way they think and how they perceived the target language. It is therefore deemed essential to know the students" perception about the learning of English grammar in particular and English language in general. Copies of a questionnaire were distributed to 90 students in the three

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selected schools in the municipality to respond to appropriately. Similarly, 15 English language teachers were also interviewed using an interview guide which consisted of 20 questions. The 90 copies distributed were all retrieved, thus, attaining 100% return rate. Saunders (2009) states that a return rate of 50% is adequate, 60% good, and 70% and above very good. Therefore, the return rate was considered very good to produce the required information for the purposes of analysis. The responses of the questionnaire were analyzed statistically using SPSS and then grouped under tables while the qualitative data were analyzed thematically after transcription.

This chapter is divided into three sections: The first section discusses the results obtained from analysis of Research Question 1 which include the perception of the students on the teaching and learning of grammar and English language in general as well as the views of the students on the importance of learning grammar and English in general. The second section also presents the results obtained from analysis of research question 2 on the views of the students on the challenges they face in learning English grammar, the views of the teachers on the challenges they face in teaching grammar and the views of the teachers on the challenges students face in learning grammar. And the final section discusses the results obtained from analysis of Research Question 3 which include what students like about English grammar learning, the views of the students on how to make grammar learning more interesting and motivating as well as the views of the teachers on how to make grammar learning more interesting and motivating.

4.1   Teachers' and students' perceptions about English grammar teaching and learning

Research Question 1, which sought to find out teachers" and students" perceptions about English grammar teaching and learning in the Walewale

Municipality, consists of three themes. These are students" perception on teaching and learning English grammar, students" opinions on the importance of learning grammar and English language in general, and teachers" views on learning English grammar. The results of the three themes revealed that the students admitted that grammar learning is important for them to be able to use English language effectively. They indicated that the learning of grammar is difficult but there is the need for them to learn it. On the teaching of grammar, the students maintained that their English language teachers give exercise and mark them. The teachers also revealed that their students can learn grammar by doing extensive reading while maintaining that they teach grammar by explaining grammatical rules and also make students memorize the rules of grammar.

4.1.1   Students' perception on teaching and learning English grammar

This is the first theme of Research Question 1. It presents the views of the students on the learning of English grammar where the students maintained that grammar learning is very difficult because it has many rules while maintaining that grammar learning helps them to speak English language fluently and also write sentences devoid of errors. Table 4.1.1 shows a summary of the students" views on the learning of English grammar.

Table 4.1.1.1. Students' perception on learning English grammar

No.	Questionnaire	Agree		Disagree		Mean
		%	F	%	F	
1.	In general, I like learning English	99	89	1	1	1.19
2.	I like learning English grammar	95	86	5	4	1.37
3.	English language is a very difficult subject to learn	43	39	57	51	2.76
4.	English grammar is the most difficult aspect of English	70	63	30	27	1.53
5.	English grammar has many rules to learn	90	81	10	9	1.43
6.	I think it is very important for me, as a student to master grammar to learn English	97	87	3	3	1.23
7.	I think my writing ability will improve well if I study and master grammar	91	82	9	8	1.31
8.	I think my communication ability will improve better if I study and master grammar	95	86	5	4	1.39

The results indicate that an overwhelming majority of the students are fully aware of the importance of learning English grammar. The students, though perceived grammar learning to be very tedious, believed that grammar instructions play a major role in learning English language. The responses of the students revealed that they value the learning of English grammar and outlined a number of reasons for them to study English in general and grammar in particular. They also indicated that English language is a subject that is easy to learn whilst pointing out that grammar is the most difficult aspect of English to learn. A student remarked that:

English grammar is one of the most important elements of English language study but it is difficult and complex. Thus grammar serves as the basis upon which I can speak English well.

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This remark is an indication that the students know how essential grammar is among other aspects such as composition, comprehension and summary. Although they know how important grammar is, they still maintained that it is difficult for them to study and master. According to Larsen-Freeman (2003), students may sometimes feel reluctant when it is time to move from a communicative exercise to a grammar exercise. She goes further to note that in spite of this, they still understand the value of studying grammar and are willing to make the effort.

The responses of the students on questionnaire item 4, with total respondents of 63 representing 70%, indicated that English grammar is one of the most difficult aspects of English language study. This is probably due to the fact that they consider English grammar to have many rules full of exceptions. For example, a student said:

English grammar has many rules. The rules in grammar are too many, inconsistent and very boring to learn.

This is also confirmed in questionnaire item 5 with total respondents of 81 representing 90%. Ellis (2006) postulates that English grammar is a set of complicated facts governed by rules full of exceptions. In as much as the students believed that grammar learning is very important, they also hold strong belief that grammar has many rules and these rules make the learning of grammar very cumbersome and tedious. For instance, in the case of nouns, there are so many exceptions regarding the formation of plural nouns. In this case, there is no way one could convince the students that grammar learning is not governed by rules. Notwithstanding the fact that students consider grammar learning to be difficult because of its many rules, they agreed to item 6 with a mean value of 1.23 that the study of grammar is important for them to master and use English language

effectively and that their communication ability will improve better if they study and master grammar.

In the interview, students were of the view that learning grammar is the key to speaking English fluently and confidently and that adequate knowledge in grammar will enable them produce a combination of sounds and letters that others can easily understand. They also stressed that grammar is the fundamental organizing principles of English language. The students therefore maintained that when they know grammar, they will be able to speak fluently and confidently in school and at home. This is supported by a student who noted that:

When I study grammar, it will help me to speak English well. I will know how to organize the words well so that my friends and teachers can understand me when I speak.

This is an indication that the students felt confident enough that the knowledge of grammar makes their speech easier to understand by their colleagues and their teachers when they speak. Grammar therefore enables the students to organize sentences well for effective communication. The knowledge of grammar will give learners the competence on how to combine words to form sentences, and to create fully developed sentences, to establish an effective communication, learners need grammar skills; therefore, without grammar speech gets meaningless. The major usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about language (Tabbert, 1994).

Another student said that

My grammar ability will make me to speak English fluently and confidently in public. I am a member of the school debating club. When we go for debate

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competitions, I always want to speak fluently so that my audience will
understand me therefore I need to study English grammar well.

It is obvious that these students know the value of English grammar and the fact that its knowledge will help them in debates, quiz competition as well as other school activities. Although speaking English fluently is often cited as an end goal by learners, truly fluent English is broadly speaking, an objective only few learners achieve. While this may be demotivating to both learners and their teachers, promoting oral fluency is essential for the students in order not to only help their speaking ability, but also to further develop their general English ability (Chambers, 1997).

The students also answered that knowledge in English grammar will make them write sentences free from errors and that will lead to a significant improvement in their speaking and writing as well as an overall academic performance. For instance, a student commented that:

If I master grammar I will be able to write correct sentences in class and in
examinations. My teacher will not get the chance to use the red pen to circle
my grammar errors if am able to produce correct sentences in my class
exercises and assignments. It is therefore important for me to study grammar.

This therefore shows that the students see the need for them to produce correct sentences in speech and in writing. Even though few students may argue that as long as they are being understood, it should not matter if they have few grammatical errors. However, the problem with this is that, it fundamentally ignores the benefits enjoyed by the students who use correct grammar. A small grammatical error has the power to distract the correct flow of speech and writing. It is therefore deemed essential for students to study and master grammar. Weaver (1998, p. 63) proposes that grammar

should be taught in the context of writing. She states that "what all students need is guidance in understanding and applying grammatical concepts that enable learners to show improvement in sentence revision, style, and editing. She proposes that to enable teachers to use grammar to improve their students writing ability, they should teach concepts on subject, verb, sentence, clause, phrase, and related concepts for editing and teach style through sentence combining and sentence generating. She again proposes that teachers should teach sentence sense through the manipulation of syntactic elements, teach both the power of dialects and the dialects of power, and teach punctuation and mechanics for convention, clarity, and style. In a nutshell, it is advised that teachers should not strive to teach all grammatical concepts to all students. Rather, they are urged to prioritize and provide instruction on the grammatical elements that most affect their students" ability to write effectively. In addition, they should also be sensitive to individual students" readiness to learn and apply grammatical concepts.

4.1.2 Students' perception on teaching English grammar

This is the second theme of research question 1. Under this theme, two sub-themes are discussed. These are responses of students on teaching English grammar and the responses of the students on the importance of learning grammar and English in general. Table 4.1.2.1 summarizes the views of the students on the teaching of English grammar.

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Table 4.1.2.1. Students' views on teaching English grammar

No.	Questionnaire Item	Agree		Disagree		Mean
		%	F	%	F	
1	14. My English language teacher has adequate knowledge on grammar	96	86	4	4	1.29
2	15. My English language teacher mainly explains and practice grammar	90	81	10	9	1.58
3	16. My English language teacher uses appropriate teaching and learning materials in teaching English	77	69	22	20	1.84
4	17. My English language teacher uses appropriate teaching methods in class	92	83	8	7	1.49
5	18. My English language teacher often asks us to repeat sentences after him	95	86	5	4	1.41
6	21. My English language teacher sometimes gets us to sing and play language games in class	52	47	48	43	2.73
7	22. My English language teacher often correct my grammar in class	98	88	2	1	1.22
8	25. My English language teacher gives exercises after each lesson	96	86	3	3	1.33
9	26. My English language teacher usually marks exercises and gives us feedback.	87	78	11	10	1.38

From Table 4.1.2.1, it could be seen that majority of the respondents agreed to all the questions posed to them on teaching English grammar. The views shared by the students in the table are an indication that all is well in the teaching of grammar and English in general in the classroom. These views show that teachers are using the right teaching methods in the classroom as well as appropriate teaching and learning materials as indicated in item 16 and 17 with a corresponding response of 77% and 92% respectively. These views however, contradict the views of the teachers in the

interview where they admit that they rely heavily on the traditional approaches to teaching grammar. They also indicated that there was inadequate teaching materials for them to effectively deliver their grammar lessons. Since the students are aware that this is a research that was ongoing, they might have felt that if they give any negative information about their teachers and how they teach in the classroom, they may be penalized in one way or the other.

During the observation, it was noticed that the teachers resorted to only traditional tools such as the English language textbook, the English teachers" guide and the English language teaching syllabus for the Junior High level. Other activities such as games, role-play, as well as modern technological devices such as audios and videos were not incorporated into the lesson. Kolawole (1998) observes that the teaching and learning of English language is bedeviled with many problems such as inadequate period of teaching, inappropriate methods of teaching, and lack of adequate and useful resources. Modern media such as audio, video tapes, language laboratories, programmed texts, flash cards, computers, magazines, and newspapers are rarely used. Temple et al (2018) also mention that the use of audio-visual aids in teaching English language helps to ensure relational learning where students are highly motivated to recall facts learnt.

On responses of the students on questionnaire item 25 which is "my English language teacher gives exercise after each lesson," majority of the respondents, 86 representing 96%, responded that their English language teachers give them exercises after each lesson. Similarly, 78 of the respondents representing 87% agreed to questionnaire item 26 that their English language teachers usually mark their exercises and give them feedback. The teachers" fundamental task is to get students to engage in classroom learning activities that are likely to result in achieving the

intended learning outcomes (Schuell, 1996). It is therefore important for English language teachers to give exercises after each lesson, mark the exercises and give them back to the students. It is deemed essential that students in the classroom need to know the correct answers or response to questions after every class activity and the exercises given. Constant feedback therefore enables the students to assess their own learning performance.

Table 4.1.1.2 Responses of students on the importance of learning grammar and English in general

No.	Questionnaire Item	Agree		Disagree		Mean
		%	F	%	F	
1	51. Learning English is very important for me	96	86	2	2	1.13
2	56. Speaking English in class is essential for me to learn English	94	85	6	5	1.31
3	57. It is important for me to use English to communicate with friends in school	96	86	2	2	1.26
4	60. My English improves better if I study and practice grammar	94	85	6	5	1.30
5	61. English will help me get a good job	96	86	2	2	1.15

The results in Table 4.1.1.2 reveal that majority of the students agreed to item 51 with total respondents of 86 representing 96% that learning English language is important for them. They also agreed that there are a lot of benefits that one will derive if they have adequate knowledge in English. The students therefore believe that learning English will enable them to communicate effectively in school and at home. One of the students said that:

I want to learn English so as to speak it well in school and at home, I will speak it to my uneducated parents so that they will know that their daughter is

really in school. I will also teach them how to speak English so that we can be

communicating in English at home.

It is obvious that the students know that the knowledge of grammar and English in general will help *them* to avoid being tied to only the local dialects but also to speak English not only in school but also at home. To them (students), this will show that they are really educated. Kinigi (2002) observes that wealthy but uneducated parents send their children to school to have a good foundation of English language so as to teach them (parents) the basics of the language at home.

Another student in FGD 3 also said that:

I want to learn English to speak to my friends from different tribes. Most of my

friends are from different tribes and I don't understand their languages so our

communication sometimes is a problem. However, English can help solve the

problem. It will enable us to communicate with each other and understand

each other.

This is further confirmed in questionnaire item 57 where majority of the respondents, 86 representing 96%, agreed that it is very important for them to use English to communicate with their friends in school. Students within the municipality come from different tribes; hence, they have different mother tongues and this does not create an avenue for effective communication among them. However, with a good background of the English language, all the students will be able to communicate with each other effectively. Students with high proficiency level in English tend to be more flexible and communicate with each other effectively at all time (Epstein et al. 2002). The students also showed that their knowledge in English will help them pass their exams. To this, one of them stated that:

My knowledge in English means an improvement in my language ability hence I will be able to write essays with a good organizational structure and supporting conclusion. I will also be able to read textbooks and understand the main ideas. So at the end I think I can do well in the exams.

In Ghana, with the exception of French, Ghanaian language and Arabic studies, all other subjects are taught in English and their exams are also conducted in English. Therefore, the students see the need for them to study grammar and master the effective use of English language. Chin (2000) argues that effective grammar instruction begins with what students already know about grammar, and it helps them use this knowledge as they write. Therefore, adequate knowledge in grammar will make the students produce good essays in their exams. Another student remarked that:

My adequate knowledge in English will also improve the way I study. During exams, I have to recall and apply what I have learnt so English is necessary for me to apply appropriate study techniques.

Many students do consider the fact that the study of grammar is boring therefore, students" adequate knowledge in grammar will make them do away with this perception and practice reading every day outside the classroom so as to improve their performance. This is evident in a comment by one of the students. He indicated that:

Learning English will help us get better grades in our exams. This is because if we can read and understand what we read, and also understand what our teachers teach us in English and with little hard work, we will be able to do better in our exams.

The students are sure that good command of the language will enable them score high grades at the Basic Education Certificate Exams (BECE). This is because they will be able to understand what their teachers teach in class, read and understand on their

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own, and also build on their vocabulary to produce reasonable answers in the classroom. Knowledge of vocabulary supports reading development and increases comprehension. In this sense, students with low vocabulary tend to have low comprehension and perform abysmally in exams (Hart & Risley, 1995).

Most of the students have dreams and visions to move to higher educational levels. They therefore believe that reasonable knowledge in English will help them do so. One of them remarked that:

> *If I have adequate knowledge in English I will be able to pass my exams and move to second cycle institutions and also study at the Universities in Ghana and abroad.*

It is clear that most students learn English from the examination point of view. This is because they believe that it will help them pass their exams although that will not completely eliminate their grammar errors. However, students see the need for them to have adequate knowledge of English so as to enable them study in higher educational institutions. They therefore believe that this is a major opportunity in life since it will enable them succeed in life. In Ghana a good knowledge in English is important to the extent that one ought to have a good pass in order to graduate to the next academic pursuit (Ministry of Education (MOE), 2012 p. ii).

From their future aspirations, students felt that it is important for them to read books as this helps to understand lessons in order to pass their examinations. This is seen in their interview responses where a student indicated that:

> *All the books we study in this school are written in English and all the exams we write are also conducted in English, therefore we need to master English to enable us study the books in the universities and also write their exams and pass them.*

In this global world, the importance of English cannot be overestimated and ignored since it is the largest common language spoken in the world today. As such, almost all books in our educational system are written in English. This means that it is important for students to master grammar and English in general. English is not only an official language in Ghana but also a medium of instruction at the upper primary level to the university (Ministry of Education (MOE), 2012 P. ii). Therefore, students must learn English in order to cope well in their classrooms. Apart from these, students also recognized the role of English in enabling them obtain scholarship for further studies. With this, one student said that:

> *To study in any foreign university with scholarship or without scholarship an English proficiency certificate is often needed. Therefore it is necessary for us to study English well.*

This comment suggests that language proficiency plays a significant role in the long term academic achievements of students. And, students who want to study in foreign universities need to have high language proficiency. Therefore, English language teachers should contribute towards the necessary linguistic exposure to ensure that their students are adequately prepared for in-school demand and out-of-school outcomes (Suskind et al, 2016).

Majority of the students were of the view that for them to get good job, it is essential for them to have good command of the English Language. In doing business and also to work in any organization or institution, you need to be good at English to be able to function effectively. This is evident in item 61, where the students unanimously agreed that learning English will help them get a good job. English is the language of science, aviation, computer, diplomacy and tourism, knowing it is therefore essential. This is shown in a student‟s comment that:

Knowing English increases our chance of getting a good job in a multinational company within our own country or finding work abroad.

From the comment, we notice that adequate knowledge in grammar and English opens many career opportunities for students. Meenu and Prabhat (2014) state that enhanced communication skills in English can result to not only an improved social life, but also better job opportunity in the future. These days, the job market is very competitive and many organizations and companies need employees who can communicate with partners and employees all over the world. Therefore, poor knowledge in the language can mean smaller chances of getting a job. On the other hand, being proficient in the language can help students get more opportunities for lucrative jobs. This is seen in a remark from one of them:

In going for a job interview in any part of the country, the employer will be interested in the quality of English you speak. Therefore it is deemed necessary for us to master grammar and English in general.

Another one commented that:

Correct grammar will not just demonstrate your English skills but it will also show that you are diligent and have an eye for details.

One important reason for practicing good grammar and English is that it increases students‟ credibility, especially when looking for a job. If students apply for a job, the chances are high that they will not get the job if they go to the interview and are not able to adequately express themselves in English. However, their credibility and high chances of getting the job will be ensured if they are able to speak good English. Effective speaking skills result in achievement during ceremonial speaking activities, job training, job interview and business purposes (Osborn et al. 2008). Most

of the students therefore perceived that there is a great economic value for the acquisition of English Language.

4.1.3 Teachers' views and opinions about English grammar teaching and learning

This theme focuses on the views and opinions of the teachers about the teaching and learning of English grammar. Without proper grammar, reading, writing and speaking will all lose meaning and value. It is therefore essential for teachers of English language to effectively impart its knowledge to their students. Unfortunately, it is considered one of the most boring aspects in the eyes of many students and typically, most teachers do not enjoy endless grammar drills either. At the interview session, when teachers were asked about how they could help their students to learn grammar, they were quick to point that the correct use of appropriate teaching and learning materials in their language classroom will help their students learn grammar in a better way. One of them said that:

We should use the right teaching methods and materials in our language class. I think this will help us teach grammar to the better understanding of our students.

This comment suggests that the use of real and concrete objects will enable students see grammar in the real world and understand grammar in the outside world, not just within the four corners of the classroom. The use of appropriate methods and materials can therefore support students" learning and significantly increase students" achievements in learning the language. Appropriate methods and materials can give students the opportunity to practice new language skills. The teachers therefore believed that the use of appropriate methods and learning materials in the language classroom will help them carry out some important functions. Regarding this, Tamo

(2009) observes that the use of appropriate techniques and resources in the language classroom has a positive effect on learners" learning. This also helps teachers to attract students" attention as they have visual images and include different activity for each lesson.

The teachers also mentioned that grammar can also be learned by their students if they use language games in the classroom. They postulated that there are a lot of language games such as *flip it* which is mostly used to teach adverbs and *name the noun game* for learning nouns; an indication that the appropriate use of these games will help students learn grammar better. The views of the teachers resonate those of their students that. One of such is, as indicated by a teacher that:

> *Students should do a lot of reading, make good use of the dictionary by checking out the origin and meaning of words to stoke their vocabulary and also listen to news and other educative programs on television and the radio.*

Saragi et al (1998) note that extensive reading results in a substantial increase in the vocabulary of the learner which is acquired by grasping the meaning of words in context. They stress that extensive reading is vital for increasing learners" repertoire of vocabulary in context, which cannot be acquired even by referring to the dictionary. They agreed that classroom activities do not offer a wide scope for the acquisition of vocabulary in context. As such, they feel that unless the learner is immersed in an English speaking environment, he has to read extensively to acquire an appreciable level of vocabulary in context. The English language teachers therefore feel that there is the need for students to read extensively to build on their English language competence.

In short, the teachers were of the view that their students can learn grammar by listening attentively to their teachers and other good speakers of English. They can

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also do that by listening to radio and television programmes that are carried out in English. In addition, they should also diversify their reading list, read wide to cover a wide range of natural science, literature, politics, history, philosophy and more. These and many more will help them learn grammar even as they us it to supplement what is taught in school. Also, asking for help from colleagues and teachers when having difficulty with vocabulary is a necessity for learning grammar. A second set of eyes can offer a great deal of insight and spot problems you may not notice yourself when learning grammar. Thus, it is from other people that you would be able to spot any shortfalls in your learning. Also, frequent use of the dictionary will play a good role in learning English grammar.

On the methods they use to teach English language in the classroom, the teachers admitted that they rely heavily on the traditional method where they mainly explain and make students to memorize grammatical rules without understanding. With this, one of them remarked that:

We mainly explain grammar rules to our students in the classroom. We let them repeat sentences after us and also make them memorize grammar rules.

The traditional method of teaching grammar focuses on repetition, memorization and the teaching of words in isolation. This makes grammar lessons boring and somewhat alien to the students. White (1998) contends that the traditional methods of teaching grammar views language primarily from a rule-governed point of view and concentrates on the knowledge and memorization of grammar and items of vocabulary. Similarly, Richards (2007) postulates that the traditional methods of teaching grammar consists of a battery of grammatical rules and vocabulary book. However, the teachers also postulated that combining different methods will make it better for students to learn grammar.

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4.1.4   Summary

This section presented the results of Research Question 1. In all, the question has three themes where theme 1 is made up of students‟ perception on learning English grammar; theme 2 is discussed under two sub-themes. These are students‟ views on the teaching of English grammar and students‟ views on the importance of learning grammar and English in general. Theme three is the last theme and it discusses the views and opinions of teachers about the teaching and learning of English grammar.

4.2   Challenges students and teachers face on the teaching and learning of   English Grammar

Research Question 2 sought to find out the challenges students and teachers face in the teaching and learning of English grammar. This research question consists of three themes. These are students‟ views on the challenges they face in learning English grammar, teachers‟ views on the challenges they face in teaching English grammar, and teachers‟ views on the difficulties students face in learning English grammar. The results of the analysis indicate that the students admitted that they face a lot of challenges in learning English grammar. They (students) stated that they do not have enough reading books and adequate English language teachers, lack of parental support as well as the negative perception they have towards the learning of grammar. The teachers also stated that they face the problem of inadequate teaching and learning materials, failure of the students to practice reading on their own and the ignorance of the students about the basis rules of grammar.

4.2.1   Students' views on the challenges they face in learning English grammar

This is theme presents in detail, the challenges students face in learning English grammar. Students were of the view that learning grammar has significantly

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been part of language skills since it is a fundamental feature of the language. However, in the course of learning grammar, they face a lot of challenges. Table 4.2.1 presents shows the responses of the students on the challenges they face in learning English grammar.

Table 4.2.1. Responses of students on challenges they face in learning English grammar

No	Item	Agree		Disagree		Mean
		%	F	%	F	
1	24. My educated parents at home correct my grammar when I speak	12	11	88	79	3.75
2	27. My English language teacher speaks Mampruli in class	23	21	77	69	3.30
3	28. In class, I speak English all the time	25	22	75	68	3.73
4	34. I feel shy when communicating with my friends in English	29	26	70	63	2.90
5	35. I feel shy when my teachers correct my Grammar	63	57	36	32	1.75
6	14. My English language teacher has adequate knowledge on grammar	96	86	4	4	1.29
7	16. My English language teacher uses appropriate teaching and learning materials in teaching English	77	69	22	20	1.84
8	41. I can communicate effectively with my friends and teachers in English	86	77	13	12	1.80

From Table 4.2.1, it can be seen that only 11 of the respondents representing 12% agreed to item 24 that their educated parents correct their grammar when they speak at home. The rest were of the view that their parents do not correct their

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grammar when they speak at home. The fact is that most of the students within the Municipality come from poor and uneducated homes. This is properly confirmed at the interview where some of the students blamed their parents and insisted that they are not helping them adequately in their studies. For example, one of them said:

My parents do not buy story books for me. They *engage me in a lot of household chores after school.*

Parental involvement is one of the most significant predictors of students'' achievements in the learning of English language. However, the people residing within the schools'' catchment area are mainly poor and illiterate. Due to this, the importance of English education has been far-fetched and has not been realized or regarded by most of the parents. For this reason, most parents do not find it necessary and expedient to buy reading books for their wards in school. And the few parents who buy these books also for one reason or the other engage their wards in various household chores at the expense of their studies.

The attitude of these parents affects their words'' academic performance, particularly in English language. Since most of the students complained that their uneducated parents do not buy reading books for them, they also stated that they have a limited learning environment. This is seen in one student''s comments:

I do not speak English with my parents at home.

The limited learning environment here is not only referring to the weather, availability of furniture in the classroom, or the location of the school, but what happens outside the classroom also matters most. In most cases, students only make an effort to speak proper English in the classroom when they are under supervision. Moreover, students do not always hear people around them speak proper English. As a result, it becomes more difficult for them to learn correct English. Tinkler (2008) observes that many

parents are faced with numerous challenges in becoming involved in their wards education; thus, one of the major barriers is obviously the struggle with the language. Many parents speak little or no English at all.

The views of the students on questionnaire item 16 with 77% agreeing that their English language teachers use appropriate teaching and learning material in the classroom do not correspond with their views in the interview. This is because they (students) stated that their schools do not have adequate teaching and learning facilities to help them learn the language effectively. For instance, one student said that:

We do not have enough English reading books in our school.

Lack of English textbooks and story books is also a challenge to the students in the process of learning English grammar and English language in general. The availability of reading books would have make students to practice reading on their own. But in of the schools, the number of students often outnumbers the reading books provided.

Students surrounded by a safe, modern, and environmentally controlled environment experience a positive effect on their learning. To this, Kapoli (2001) opines that authentic materials enable students to explore the language used in day-to-day life and is tailored to their needs and interest. The schools" libraries are not well equipped with reading books. Reading a lot of English books will make students understand models of correct grammar that will help them in speaking and writing. Krashen (1989) is of the view that we acquire vocabulary and spelling by reading. Instructional materials and facilities are therefore an important part of the process of learning as they provide practice and feedback in learning.

Also, the views of the students on their teachers" use of Mampruli (mother tongue) in the classroom suggested that their English language teachers do not use Mampruli in the classroom as evident in item 27 with a corresponding mean of 3.30. However, the challenge here is that both teachers and students want to use Mampruli in the classroom to sometimes explain complex grammatical structures for the students to better understand. On the part of the students, they admitted that they use the mother tongue (Mampruli) and English language when they are in school. This means that the students do not take the challenge to speak only English language in the classroom. If the students make the effort to speak the target language (English language) all the time in school, then there is a greater chance for them to become more fluent in its use. Responding to item 28 which is, "In class, I speak English all the time", the students disagreed with 68 respondents representing 75%. This is a clear indication that majority of the students do not make any effort to speak only English language when they are in school.

Majority of the students also admitted that they feel shy and embarrassed when their teachers correct their grammatical errors. This is item 35, with a total of 57 respondents representing 63%. This is further confirmed at the observation session, were it was realized that most students felt shy to ask or answer questions in the English language class. This was borne out of the fear that they may be laughed at or ridiculed at when they speak and make mistakes in the language. This attitude in the classroom leads to a serious retrogression in the learning of the language, particularly their speaking skill. It is therefore up to the students to speak in the language classroom so as to improve their speaking skills. In learning a foreign or second language, learners are bound to make errors. It is therefore deemed necessary for the teachers to let their students know that it is important for them to correct their

grammatical errors so as to enable them master grammar and use it to communicate effectively. Larsen-Freeman (2003) opines that errors are important as they provide us windows on learners" mind. Similarly, Edge (1997) asserts that errors are important in that they show us learners are taking steps for learning. Error correction is therefore necessary since it can improve learner"s language development.

Another problem faced by the students in learning grammar and English in general is the lack of qualified teachers. With this, a students remarked that:

We have only one English teacher for our school. They have transferred our English language teacher, now it is our science teacher who is teaching us English. Inadequate or/and unqualified English language teachers adversely affects the students in their process of learning the language. It is the teacher who sets the tone of learning activities (Allen & Valette, 1997). Since to teach is to communicate, English language teachers must have maximum communicative competence. Also, teachers must be knowledgeable in the language itself so that they can make useful decisions regarding what should be taught to whom and how the teaching should be done. In some of the schools in the Municipality, other subject teachers are forced to teach English language and with this kind of situation, these teachers may never teach the language effectively.

Finally, they stated that they have a negative perception towards grammar learning. In general, they perceive grammar to be difficult and that it has many rules full of exceptions. It is therefore essential for them to do away with this negative perception they have towards grammar learning. Students" perception plays a vital role in the learning process. It is therefore essential that learners develop positive perception towards the language in order to learn it effectively. With regard to this,

Wong and Barrea-Marlys (2012) note that having a negative perception on language learning demotivates not only the students, but also the teacher.

4.2.2 Teachers' views on the challenges they face in teaching grammar

This section deals with the challenges teachers face in teaching grammar. The teachers in the Municipality admitted that they do face a lot of challenges when it comes to effective teaching and learning of grammar and English in general. In the first place, the teachers stated that the resources which are essential for effective lessons delivery in English language to the students are not sufficiently provided. One teacher indicated that:

We do not have adequate teaching and learning materials.

Most of the teachers interviewed opined that they rely heavily on the dictionary, textbook, syllabus, and the teacher's guide for their teaching. Resources such as speakers, microphone, projector, computer system, and other kinds of digital devices are not used. Lyons (2012) states that learning a second language is a complex activity that involves interplay of students' motivation, physical facilities, teaching resources, and skills of teaching. The availability of teaching and learning resources therefore enhances the effectiveness of learners in learning the language.

The teachers also said that the understanding level of the students is a problem to them as majority of the students do not understand common English words. One of them stated that:

One of the challenges we face as teachers of English language is that most of the students are ignorant of the basic rules and structural patterns which they are supposed to have learnt at the primary level.

This is an indication that students at the basic level find it difficult to cope with the numerous grammar rules because they still lack grammatical awareness. In learning

the language, learners with inadequate grammatical awareness tend to have low proficiency levels. Some of the students do not know the correct grammatical features due to lack of knowledge and grammatical competence. Students are fully introduced to grammar items at the early stage of their language learning process. However, they still have problems in acquiring the correct form/structure at all levels (Shuib 1991).

The teachers therefore use much time in explaining simple and common grammatical structures to the students. However, the time allotted for grammar on the time table is not adequate enough for them to best teach it. This is probably not possible for the teachers to complete the topics they plan to teach for the term or year. In this sense, Lynch (2008) observes that insufficient time is one of the major problems in teaching and learning. Time actually plays an important role in learning a language. It is believed that the more time we study, the more knowledge we get. Limited time used in teaching affects the students" comprehension of the lesson. Hence, they may not be able to get the comprehensive and detailed understanding about the lessons.

The teachers also complained of over-dependence of the students on the teachers. The students completely depend on the teachers, they do not try to speak and learn themselves, they just want the teachers to spoon feed them with everything. Excessive dependency of students on the teachers creates problems for the teachers. Students who rely excessively on their teachers for grammar knowledge minimizes their opportunities to develop critical thinking for themselves and limits decisions taking for themselves. They constantly look forward to for answers from their teachers instead of trying on their own. They also pointed out that:

> *The grammar topics in the textbooks do not provide adequate examples and exercises for the students to practice and the few ones there are not clear for the student to read themselves and understand.*

In Ghana, textbook plays a very significant role in the teaching and learning process. They are seen as the heart of the educational enterprise, as they offer students "a rich array of new and potentially interesting facts, and open them to a world of fantastic experience" (Chambliss & Calfee, 1998, p. 7). Unfortunately however, sometimes students and teachers have limited access to these textbooks. They are not adequately provided and the few ones that are there do not provide adequate and clear exercises for the students to practice and understand on their own.

Finally, it was also discovered that some of the students are not able to read simple texts. This was affirmed by a teacher who remarked that:

> *Most of the students have reading problems. Some of them cannot read simple extracts from the textbooks.*

This suggests that students lack basic reading and speaking skills. Some of them cannot speak English properly even though they are at the Junior High School. As a result, effective English communication between them and the teachers is a problem. Teachers face a lot of challenges while handling students with reading problems. The purpose of reading is comprehension and many students with reading challenges lack that aspect, posing a huge problem to teachers trying to teach them. Reading skills are essential to the achievement of primary and junior high students but after six to eight years of elementary education, many students will lack sufficient proficiency as readers, and many continue to perform at unacceptable levels (Holloway, 1999).

4.2.3 Teachers' views on the challenges students face in learning English grammar

This section presents the results on teachers" views on the challenges students face in learning English grammar. In the teaching and learning of English as a second language, grammar is considered as one of the most significant skills to master. However, in the process of learning, students sometime face a lot of challenges. In light of this, at the interview session, teachers were asked to indicate their views on some of the challenges their students face in learning grammar. First of all, the teachers were of the view that the students lack self confidence in learning grammar and English in general. One of them said that:

> *Speaking is one of the most important skills among other skills such as reading, writing and listening. However, some students felt not confident enough to deliver words or sentences in English language.*

Speaking skill is the most important skill to acquire in a second or foreign language. Speaking is the skill that the students will be judged on most in real life situations. Therefore, English language teachers would have to assist their students to overcome deficiency in speaking. The students should also strive to improve their abilities in speaking and perform well in real life situations. Ur (1999) postulates that of all the four skills, speaking is considered to be the most important skill. Therefore, speaking is one of the skills that should be learned by students in learning English.

Teachers also claimed that their students feel shy to speak English in public and to their teachers. They do not want to be nicknamed or mocked at in school and at home for their grammatical errors hence, they tend to be silent in the English language class while being more active and fluent in their Ghanaian language (Mampruli) lessons. Some of the teachers said that:

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> *The students themselves are aware that they do not like speaking only English language in school.* (Teacher 3)
>
> *The most important thing that hinders the students learning of English grammar is lack of self-confidence.* (Teacher 2)
>
> *They feel shy and are afraid of making mistakes.* (Teacher 5)

Lack of self-confidence is a negative state of the mind, creating negative perception in students" mind about the learning of grammar. The lack of self-confidence among students could be due to family and home experience as well as failure or low performance in school. This lack greatly affects the performance of the students in grammar and English in general. Self-confidence students are enthusiastic, study harder, have higher motivations and do not quit when difficulties confront them in learning the language (Bong, 2002).

Another challenge that students face in learning English grammar as postulated by the teachers is that most of the students do not read wide. Reading a lot of books will make students adopt models of correct grammar to be able to use the language effectively. Teacher 9 commented that:

> *The students do not read on their own, they only read when it is time for exams. They want us to feed them everything.*

Majority of the students do not have time for their books after school and during vacation. Although some of them can read accurately with the needed speed, they fail to do reading by themselves after school. This does not speak well of them since they cannot adequately build upon their vocabulary. Also, some of them do not read at home because they have reading difficulties. Those who read only for the reason of avoiding getting into trouble, or only to avoid feeling ashamed for failing, show low achievement in learning the language (Frederick & pelletier, 2005). Students should

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therefore try to develop good reading habits while those who cannot read should seek assistance from their friends and teachers.

The teachers also maintained that most of the students do not have a supportive learning environment at home which affects their process of learning English grammar. This is seen in Teacher 6"s comment:

The home conditions of most of the students are not supportive enough at all.

This means that students do not have a supportive learning environment at home. Most of the time they speak their mother tongue (Mampruli) at home, and they rarely speak English at home. This makes their scope of learning English very limited and as a result, they have less interest in speaking English at school. Family life, as well as home environment, plays an important role in learning English language. Family support and proper guidance keep students on the right track and help facilitate their language learning process. Various home conditions are contributory factors to students" language learning. Delaney et al (2010) for example, stress that students with a low socioeconomic status underestimate themselves because of the low socioeconomic status they inherit from their parents and the same is reflected in their performance at school.

Another challenge faced by the students in learning of grammar is the dominance of the class by the strong students. To this, Teacher 3 stated that:

The bright students tend to dominate in the class.

In the classroom, every student is unique with different IQ levels. Some students have the capability of grasping fast and memorizing for long. Others have a low capacity. In the classroom, the weaker and the strong students study together. English language teachers should therefore adopt strategies to take care of the needs of each of them. It should however be noted that no matter how students are sorted, there will still be

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differences in how much they know and how quickly they can learn. Setting the pace of the class to keep up with the bright students will leave the weaker ones behind. English language teachers should therefore not forget about the weak students in the classroom discussions and activities. The high achieving students want to get the best participating grade. They therefore tend to talk the most during any classroom discussion (Daisy, 2009).

The teachers also commented that some of the students do dodge grammar lessons while some do not like doing exercises and assignments given to them in grammar. Again some of the students sometimes absent themselves from school. This attitude towards grammar and English in general has significantly led to their negative attitude and perception towards grammar. Hubbs-Tait (2002) postulates that there is a link between attendance and students" language acquisition. He argues that better attendance results in improving reading comprehension, grammar, and English oral skills development. It is therefore necessary for students to desist from dodging English lessons, particularly grammar lessons.

4.2.4   Summary

This section of the study presented the results of Research Question 2. Research Question 2 consisted of 3 themes. Theme 1 presented the analysis of the challenges students face in learning English grammar, theme 2 discussed the results of the teachers" views on the challenges they face in teaching grammar and theme 3 presented the analysis of teachers" views on the challenges students face in learning English grammar.

4.3   Making grammar teaching and learning more interesting and motivating

The third research question sought to find out the ways in which grammar teaching and learning can be made more interesting and motivating for students. This consists of themes such as what students like about English language learning, views

of students on activities that can be used to make grammar learning more interesting and motivating, and teachers" views on the ways in which grammar teaching and learning can be made more interesting and motivating. In the teaching and learning of English grammar, students have their preferences in the classroom but teachers would also want to develop and use activities that will make the teaching and learning of grammar more interesting and motivating for them. This therefore calls for teachers to identify what the students like in the classroom so as to enable them develop appropriate motivational activities in the classroom.

4.3.1 What students like about English grammar learning

This is theme 1 of Research Question 3. It discusses what students like about English grammar learning. Table 4.3.1 presents a summary of responses on what students like about English grammar learning.

Table 4.3.1. Responses of students on what they like about English grammar learning

5	Item	Agree		Disagree		Mean
		%	F	%	F	
1	43. I like my English teacher to speak mainly English in class	90	81	9	8	1.55
2	44. I like repeating sentences after my teacher in English class	90	81	9	8	1.53
3	45. I like to sing and play games in my English language class	56	50	43	39	2.26
4	46. I like my English teacher to explain grammar rules to me	96	86	3	3	1.24
5	47. I like memorizing grammar rules	89	80	9	8	1.34
6	48. I like chatting with my friends in English in the classroom	74	67	24	22	1.84
7	49. I like communicating with my teachers in English	93	84	7	6	1.33
8	50. I like my English teacher to correct my grammar when I speak	93	84	5	5	1.26

The responses of the students to item 43 with 90% indicated that they like their English language teachers to speak mainly English in the classroom. This is a good response since it will help students to improve upon their listening skills and to appropriately use the target language. Majority of the respondents also maintained that they like communicating with their teachers and also chat with their friends in English. This is seen in the responses for items 48 and 49 with 74% and 93% respectively. The ability of the students to use the target language to communicate effectively in class is an indication that learning has taken place. In learning a second language, learners need much exposure as much as possible to use the language. This was further supported by responses from the interview where the students suggested that conversations should be frequently used in their language classroom to enable them communicate with each other. For example, a student remarked that:

Our teachers should let us greet each other in English in the classroom and in school.

The use of conversation in the classroom is essential since it draws the student out from the desk, the activity, and themselves. The students get to use things learned in real time, form opinions, and ask questions. Practicing conversation in the classroom is a goal since it invokes actual communication in the classroom. Students use language as a tool for developing reasoning, knowledge, and understanding. Therefore, encouraging students to talk in class as part of their learning process will mean that their language development progress is enhanced. Oksana (2015) opines that teaching conversation is the highest place of the language learning process as it provides students with critical conversational skills and give students the opportunity to practice what they have learned. The students also stated that they like to sing and

play games in the classroom. This is item 45 with a total respondents of 50 representing 56%. One of the students the interview in also had this to say:

I like singing and playing so it would be good if our teachers let us sing and

play games in the class.

English language teachers can use songs to present a grammar topic, new vocabulary or a language point. Songs can also be used as practice of lexis. They can also be used as materials for extensive and intensive listening. Using songs in the language classroom is a good idea since there can be distinguished affective and cognitive reasons. The affective reasons are connected with Krashen"s affective filter hypothesis. In short, it gives an explanation as to why some learners learn and others do not. The crucial thing is that students need to develop a positive perception towards learning (Eken, 1996). Krashen (1982, p. 45) opines that "for effective learning the affective filter must be weak. A weak affective filter means that a positive perception to learning is present". Hence, teachers" task is to provide a positive atmosphere favorable for learning. In this case, songs and games may be one of the methods for obtaining weak affective filter (Eken, 1996).

The respondents also maintained that they like repeating sentences after their English language teachers. Repetition helps to improve speed and increases the learner"s confidence in learning the target language. Heift (2004) states that in learning a second language, repetition has been found to be an effective type of corrective feedback and also provides the learners the practice that they need to master new skills. Similarly, the students also stated that they like memorizing grammar rules. Repetition and memorization of grammar rules are all features of learning grammar in the traditional way. This therefore shows that the students in the Municipality learn grammar using the traditional approach. This is in connection with

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the observation of (Purpura, 2004) that the knowledge of grammatical rules is the focus of language learning in traditional approaches to English language learning such as the grammar-translation methods which are still practiced in many parts of the world today.

The responses from the students to questionnaire item 50 also indicated that the students want their English language teachers to correct their grammar in class when they speak. In responding to *I like my English language teacher to correct my grammar when I speak*, 84 respondents representing 93% agreed that their English language teachers should correct their grammar when they speak. Since students see the need for their grammar errors to be corrected, English language teachers should also let their students know that all learners commit errors. So if errors occur, it is important to pay attention to their types and why they have occurred. It is also important to analyze different ways to prevent errors (Thornbury, 1999). Errors may emerge at the level of single words (orthography where affixes, vowels and consonants clusters and inflected forms play an important role). As to the sentence level, the problems related to the sequence of words and punctuation marks, and linking sentences into compound sentences are the most frequent ones (Thornbury, 1999). The students also indicated that they like to learn vocabulary. For instance, one said that:

I like learning vocabulary because I want to speak good English.

Students need to use words in order to express themselves in any language. During the observation, it was noticed that students find it difficult to speak English fluently. They usually consider speaking and writing activities exhausting because they keep on using the same words and expressions and their conversation is usually interrupted due to the fact that they use wrong words. The fact that students admitted that they

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like the study of vocabulary is good because it will help improve their communication ability. English language teachers have an essential role in helping the students to improve their vocabulary. Alali and Schmitt (2012, pp. 111-112) state that "while without grammar very little can be conveyed, without vocabulary nothing can be conveyed". Lewis (1993) goes further to argue that "lexis is the core or heart of language" (p. 89). As students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge and to develop their own personal vocabulary learning strategies.

4.3.2 Students' views on how grammar learning can be made more interesting and motivating

This part of the study presents the results of students" views on how to make grammar learning more interesting and motivating. In the language classroom, knowing grammar is essential as it can improve students" ability to think analytically and communicate confidently and effectively. Grammar knowledge will also help students understand the language that shape our world and our personal identities. In the light of this, there is the need for grammar lessons to be made more interesting so that learners can enjoy the lessons. During the discussions, the students provided their responses on the ways that grammar teaching and learning can be made more interesting and motivating. In the first place, the students suggested that dialogues should be used in their English language classroom to let them communicate with each other so as to make grammar learning more interesting and motivating. This is seen in two students" responses:

Using dialogues in class will help us develop listening and speaking skills. (Student in FGD 2)

Our teachers should let us practice dialogues taking into consideration quotation marks, commas, full stops etc. (Student in FGD 3)

Teachers should let their students practice dialogues in class, taking into consideration the punctuations and grammatical rules associated with simple and complex sentences. Practicing dialogues and engaging in conversation in English from the textbook and outside the textbook will make students learn the appropriate grammatical structures and develop fluency in the use of the language. Practicing dialogues serves as a springboard for learning new vocabulary and sentence structure. The use of dialogues in the classroom provides learners the opportunity to share their experience and communicate perceptions about grammar learning, while also challenging their colleagues to understand why they hold certain perceptions about grammar learning. The use of dialogues therefore serves as fun for students and represents authentic language from real life (Paul, 2009).

The students also stated that their teachers should let them practice group and pair work. One commented that:

I think our teachers should let us do group and pair work on grammar well.

Grammar, which is considered as complex and difficult can be made more interesting to learn through group and pair work. It will be easier for teachers to manage and monitor their classrooms effectively if their students are put into groups to learn grammar. They will be able to move round with ease and with an opportunity to listen to the language that is produced by their students. Putting students into groups will not only make them learn the language in an interesting way, they will also learn extra skills such as learning how to lead and be led which are vital skills in life. Pair work is interesting as it gives students the chance to think for themselves, work together, and present their ideas. Baleghizadeh (2009) succinctly states that pair work improves

students" overall performance with varying degrees of effectiveness on different grammatical features and may promote accuracy for certain grammatical items. Based on this, a student remarked that:

> *Our teachers should demonstrate grammar rules to us rather than just explaining them.*

The students also suggested that the use of demonstration in the classroom can help make the teaching and learning of grammar more interesting and motivating. Demonstration techniques are very useful in teaching grammar for students especially at the basic level. Demonstration techniques help to change the classroom situation into a positive active and fun learning experience. Krashen (1982, p.143) postulates that three essential effects of demonstration in teaching effectively are (1) an attractive classroom and a pleasant classroom atmosphere, (2) a teacher with a dynamic personality who is able to act out the material and motivate the students to learn; and (3) a state of relaxed alertness in the students. Teachers should therefore demonstrate grammatical structures using real objects and showing pictures. Demonstration by facial expressions and body language will also decrease anxiety in the classroom, creating conducive atmosphere for learning grammar. Coppen (1999) opines that the use of demonstrations will provide stimuli which will elicit good responses from language learners. A student also said that:

> *Our teachers should let us do role play. This will make us learn grammar in an interesting way.*

Role plays are useful for helping students practice realistic survival English skills and are an excellent way to build students" confidence in their ability to function in real situations. English language teachers should allow their students to use role play to practice speaking in a conversional situation, build their confidence and

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fluency, assess their learning progress and put grammar learning into action. Aspects of grammar such as simple past tense, future with „going to," and infinitives can be learned using role play. Students learn a lot while watching their friends engaging in role play (Liu & Ding, 2009). Role play facilitates L2 students" movement from being passive learners to active users of the language. They are seen as not only ways of bridging the gap between the classroom and the real world but they also introduce a variety of ways to make the whole language learning process more pragmatic (Liu & Ding, 2009).

The students finally agreed that their teachers should try as much as possible to use appropriate teaching techniques to teach them grammar and English in general. They stated that teachers should make their lessons learner-centered and allow them to be actively involved in the lessons. This is seen in a student"s remark:

Our teachers should get us actively involved in lessons all the time.

The teacher"s job is "precisely to create conditions in the classroom that will enable students to learn by becoming engaged in activities or working in tasks" (Murdoch, 1990, p. 15). If English language teachers give their students adequate time to be actively involved in their grammar lessons and also do practical examples in the classroom, they will be able to use the learned grammatical items accurately.

4.3.3 Teachers' views on how to make grammar learning more interesting and motivating

This is the last theme of Research Question 3. It discusses the views of teachers on how to make grammar teaching and learning more interesting and motivating. The study of grammar can sometimes be dull and disengaging so teachers of English language have to put in place measures that can be used to make the teaching and learning of grammar more interesting and motivating. Motivating

students is a part of every teacher"s job. But the toughest task teachers can have on their teaching process is to motivate their students from the inside other than from the outside. In responding to this theme, the teachers were asked to give their views on the activities that they think can be used in the language classroom to make grammar teaching and learning more interesting and motivating.

In the first place, the English language teachers stated that they should make their students to practice the habit of communicating with one another in the language classroom. One of the teachers in the interview said that:

One of the joys of learning a language is to use it to communicate effectively.

(Teacher 7)

Language learners get a rush when they can successfully translate their thoughts into words and get their points across. Communication is what almost every student wants to get out of learning the language. It is therefore essential to allow students to practice effective communication in the classroom so as to make use of what they have learnt. As English language is widely used all over the word, there is the need for learners to acquire communication skills to be successful in their respective fields. Thus, the classroom is the ideal platform to acquire good communication skills. Richards (2006) postulates that one of the goals of language learning is to know how to use it to maintain communication despite the limitations occurring in the speaker"s knowledge of the second or foreign language

One of the teachers also had this to say during the interviews:

Students love games. So using games in my grammar lessons will make it more attractive to my students. (Teacher 3)

Games help teachers to create contexts in which the language is useful and meaningful. Language learning is a difficult task which can sometimes be frustrating.

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Constant effort is to understand, produce, and manipulate the target language. Well-chosen games are invaluable as they give students a break and at the same time allow them to practice language skills. Games are very interesting in language learning and at the same time challenging. They employ meaningful and useful language in real context. They also encourage and increase cooperation. Games are highly motivating in second or foreign language teaching because they are amusing and interesting; they can be used to give practice in all language skills and be used to give communication (Ersoz, 2000). The teachers hold the belief that games are highly effective ways to teach vocabulary and use grammatical structures accurately. Grammar games such as the scrabble, scattergories, or charades can be effectively used in the classroom to enhance students" understanding of their grammar lessons. Using games will make the grammar teacher avoid being tied to the use of the old traditional rules of the language.

Another way of making grammar interesting in the classroom as suggested by the teachers is to wake the students up. One teacher remarked that:

> *In my grammar lessons I would always make ungrammatical sentences and asked my students to correct them.* (Teacher 6)

Making ungrammatical sentences in the classroom and giving students time to correct them draws their attention to the lessons. If students are fully aware of this practice and that in each lesson they will be made to correct sentences, then, they will make sure they prepare themselves adequately before coming for the lessons. This exercise is a great way of keeping students on their toes in the grammar lessons.

Another issue suggested by the teachers is to use students" life experiences in their classroom. The life experiences of their students should form part of the grammar examples used in the classroom. When teachers are preparing their lessons,

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they should think about each student in the class and choose at least three students for a day's lesson and let them share their personal experiences in relation to the grammar topic. If this is done, students will feel that they are part of the lesson and will appreciate it a lot. English language teachers should try to dig any information they can from their students in the language classroom, take students' interest inventories, and let them discuss their favourite activities, sports, songs or food, and then integrate these interests into their grammar lessons.

Also, the teachers said that doing peer to peer teaching will make grammar lessons interesting. For example, one teacher said that:

> *If we let our students teach each other on what we have done on grammar at the end of each week, it will help our students a lot.* (Teacher 8)

The teachers can divide the class into groups of four by assigning the stronger and the weaker students together and giving them time to prepare mini-lessons from what have done in class for that week and teach to the class. If this is done at the end of every week, the students will enjoy the responsibility and make it in grammar learning. Peer teaching promotes active learning, reinforce their own learning by instructing others, and enables the students to feel more comfortable and open when interacting with each other. It enables the students to share similar discourse and allow for greater understanding. Searby and Ewers (1997) opine that the use of peer teaching in the language class helps the students to think critically and allows them take control of their own language learning.

Students love movies, music and magazines so we can use them in our grammar lessons for listening activities, reading activities, and to learn new vocabulary. A teacher indicated that:

Grammar can also be made more interesting and motivating if we invite pop culture into our lessons. (Teacher 10)

Teachers should therefore not rely solely on the textbooks but should also read people˙'s magazines and also use movies as basis for sequencing events and listening activities. Teachers should also pay attention to the music their students like, the movies they watch, and what they enjoy on television and then incorporate them into their grammar lessons. The incorporation of pop culture in grammar lessons will make the lessons more relevant, easier to grasp, more engaged, and motivate learners (Risky, 2003).

Another way of making grammar interesting in the classroom is by allowing students to compete with one another. For example, a teacher said that:

We can teach by making it competitive (Teacher 6)

In the classroom, English language teachers can make grammar learning more competitive by organizing dictations, debates, quiz competitions and many more. Students should be in pairs and praises and rewards should be given to the winning teams. This will encourage all the students to put up their best. If English language teachers do this in their class every week, it will motivate the students and build up their interest in learning the language. Quizzes and debates are set to build a strong wall of competition among students. Exciting quizzes and debates make the learning of grammar more competitive for the students, and also inspire their interest in the learning of the language.

During the observation, it was realized that there was the absence of motivational techniques which made students to think that learning English grammar and English in general is difficult and therefore developing a negative perception to its study. Motivation provides learners with an aim and direction to follow (Gardner,

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2000). It therefore has a key role in language learning. Due to lack of enough motivation, some difficulties may occur for learners. Without the desire to learn, it is very difficult for learners to gain effective learning. Huitt (2001) opines that paying attention to the importance of language will help learners improve their motivation to learn even if they do not have enough intrinsic motivation. It can therefore be stated that teachers should be aware of the significance of motivation in learners" language learning and through some changes, they can help them increase their motivation for learning English language. Motivation results from students" perceptions about themselves and their environment, helping them to engage in and finish educational activities. Motivation is the most important factor influencing students" academic achievement. It is the teacher"s role to somehow make the learning process more stimulating and enjoyable (Brophy, 2004). This interesting process of learning would greatly contribute to students" full involvement in lessons.

This research work has significantly shown beyond doubts that majority of the students have negative perception towards English grammar and this has in no small means led to a corresponding negative attitude of the learners towards the study and learning of English in general and grammar in particular. Most scholars in English language teaching have realized that their students" learning potentials decrease when perceptions are negative and increase when perceptions are positive, with motivation running high. Students" ability to learn a second language can be influenced by their perceptions and beliefs towards the target language, the target language speaker, and their culture, the social value of learning the second language, and also the students" perception towards themselves as members of their own culture as indicated in the framework. Teachers of English as a second language should therefore recognize that all students possess positive and negative perceptions in varying degrees and that the

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negative ones can be changed by thoughtful instructional methods, such as using materials and activities that can help students achieve understanding and appreciation of the foreign culture.

4.3.4 Summary

In this section, the results of Research Question 3 have been presented. This consisted of three themes. Theme 1 discussed what students like about English grammar, theme 2 presented the views of students on how to make grammar learning more interesting and motivating, and theme 3 presented the views of teachers on how to make grammar teaching and learning more interesting and motivating. It is well known that negative perceptions towards the second language and group which often comes from stereotypes and superficial contact with the target language culture, can impede the effective learning of that language. Positive perception towards the target language increases language learning success. The perceptions of learners towards the target language can be modified by experience, and effective language teaching strategies can encourage students to be more positive towards the study of English language. However, majority of English language teachers lack the desire and the enthusiasm to effectively undertake the teaching of English in a manner that will lead to positive habit formation regarding the teaching and learning of the English Language.

4.4 Conclusion

Masgoret and Gardner (2003) believe that learners" perceptions and beliefs have significant impact on their learning. It is therefore deemed essential to know learners" perceptions about English grammar. In the context of Ghana, English language is a core subject in our school curriculum. It is therefore learned as a core subject at the basic and second cycle institutions throughout the country. The

responses given by the students established ranging degrees of their views and perceptions towards the study of grammar and English language in general. The results of the questionnaire revealed that even though students perceive English grammar to be difficult, they also feel the need for them to learn it. This affirms the argument by Larsen-Freeman (2003) that learners may sometimes feel reluctant when it is time to move from a communicative exercise to a grammar exercise.

It is clear that students understand the value of studying grammar. From the responses, the students can be seen to be fully aware of the benefits and importance of learning and mastering English language in this modern world. When asked whether grammar was important for communication with friends, majority of the students responded that it was important to learn grammar in order not to be afraid and shy when communicating with friends and their teachers. This opinion is in accordance with that of Pazaver and Wang (2009) who concluded that it is very important for teachers to be aware of their students" perceptions about the role of grammar learning in order to be able to meet their needs. They suggested that the gap between teachers" and students" beliefs might be closed by creating a dialogue between the two parties.

Results from the qualitative analysis provide further explanations of the students" perceptions. Majority of the students provided their beliefs, views, and opinions about the teaching and learning of English grammar, the importance of learning grammar and English in general, the challenges they face in learning English grammar as well as the ways in which grammar teaching and learning can be made more interesting and motivating. Their responses indicated that grammar learning is fundamental in the mastering and effective use of English language. This supports Crystal"s (2004) claim that the study of grammar has a point. In a word, it helps to improve a person"s language ability. There are four core linguistic domains which we

need to attend to if students are to reach their full potential as communicating human beings: listening, speaking, reading, and writing. In each of these, grammar has a fundamental role to play. It was also revealed that the students consider grammar to be the first thing for them to learn in order to master English language usage. Grammar for instance, is essential regarding bringing one"s English usage ability to a higher level (Debata, 2013). This revelation is in no doubt a clear manifestation that the students recognized grammar as the basis for them to be able to use the target language effectively.

Another revelation was that the students saw a connection between their knowledge in grammar and writing. The opinions shared by these students are in line with the findings of a study conducted by Pazaver and Wang (2009) who stated that learners appreciated grammar instruction as a tool for communicating in a correct and acceptable way, and especially for writing. The students were of the view that essay writing was an important element for them to succeed in their educational ladder. They claimed that they need grammar to answer their essay questions as well as the literature questions from the set books. They also said they need grammar particularly vocabulary to answer questions during Basic Education Certificate Exams (BECE). These findings are similar to what was obtained in a study conducted by Zen (2004) on students" perceptions of grammar teaching in the ESL classroom. Some of the students also viewed grammar as a necessary tool for the effective mastering of all the four skills. Azar (2007) also postulates that the role of grammar is to "help students discover the nature of language, that is, the language consists of a predictable patterns that make what we say, read, hear, and write intelligible" (p. 3).

Despite all these positive views of the students about grammar instructions, the students also claimed that grammar has many rules of which their teachers often

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make them to memorize without understanding, making learning difficult and cumbersome. This has in no small way contributed to the negative perception of students towards grammar learning and English in general. Evidently, the observation showed that students have a negative disposition to English grammar learning since majority of them tend to be passive learners in grammar lessons and some even try to dodge grammar lessons. The teachers also complained that most of the students do not like writing exercises and assignments given to them in grammar lessons. On the part of the teachers, they complained about inadequate teaching and learning materials which prevent them from functioning effectively in delivering their lessons with the needed confidence.

They also pointed out that majority of them teach grammatical items in isolation, explain grammatical items without demonstration, and also make the students memorize lists of grammatical items without understanding. These revelations are in line with the findings of Yeh (2004) that there are many educational problems which greatly influence students learning of English grammar. Among them is the traditional method which still dominates in most English language classrooms. Most teachers focus on vocabulary explanation and teach grammar items in isolation. Most of the students see the learning of grammar to be nothing more than paying attention to the memorization of grammar rules. The traditional method does not only cause students to have negative perceptions toward grammar instruction, but also reduces students" opportunities for language learning (Wang, 1999).

It was also revealed that there is a close connection between motivation and perception. Motivation has been identified as the learner"s orientation with regard to the goal of learning a second language (Crookes & Schmidt, 1991). It plays a significant role in the process of learning a language. English language teachers

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cannot therefore teach the language effectively if they do not understand the relationship between motivation and its effect on language acquisition. The core of motivation is what might be called passion, which relates to a person"s intrinsic goals and desires in the process of learning the language (Hamadziripi, 2019). Successful language learning is linked to the learner"s passion. English language teachers should therefore find ways to connect the process of language learning to their students" passion. Learners need quality instruction, input, interaction, and opportunities for meaningful output, not only to make progress, but also to maintain motivation for language learning (Huang, 2007).

English language teachers, must then, tap the sources of intrinsic motivation and find ways to connect them with external motivational factors that can be brought to the classroom setting. Because learners have different perceptions about the study of English language, it is important for teachers to identify students" perceptions and needs and to develop appropriate motivational strategies for them. Motivation fluctuates; it is dynamic and changes over time, especially in the usual long-drown out process of language learning (Xu, 2008). It is therefore challenging to keep language learners" motivation at a high level all the time. When designing a language course, teachers must consider the fact that each learner comes from a different background and also has different interests and expectations in the learning of the language.

In conclusion, this chapter has presented the findings of both the statistical and non-statistical data. It has looked at the views and opinions of teachers and students towards the teaching and learning of English in general and grammar in particular, the challenges students and teachers face in the teaching and learning of grammar as well as the views of teachers and students on how grammar teaching and learning can be made more interesting and motivating. Finally, it was deduced that for students to

develop positive perception towards grammar learning, teachers should try to motivate their students and also adopt appropriate teaching methods in the classroom, other than using the systematic approach, where emphasis is on the rules of the language.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

5.0   Introduction

This chapter summarizes the findings of the study in line with the   main objectives which include students" and teachers" perception about English grammar teaching and learning, challenges faced by teachers and students in the teaching and learning of grammar, and ways in which grammar teaching and learning can be made more interesting and motivating. This is followed by the factors responsible for effective teaching and learning of grammar in the English language classroom which include healthy dialogue between students and teachers in the classroom, the adoption of appropriate strategies to build a positive attitude in students, a good command of the language by English teachers and the need for students" motivation in the language classroom. Finally, pedagogical implications for the teachers, conclusions and suggestions for future research were also outlined.

5.1   Summary of findings

The main purpose of this study was to investigate students" and teachers" perceptions towards English grammar learning at the Junior High level in the Walewale Municipality. The findings provide adequate evidence that English language learning is a cognitive process and to understand how students learn, we need to understand what they believe in, how they think and feel, as well as their overall views and opinions and how this affect their perception. Ellis (1994) opines that language learners bring an array of beliefs to the classroom and these beliefs can be related to their preferred way of learning, feelings that facilitate or inhibit learning, or whether they believe they have the capability for second or foreign language learning. The summary of findings from the analysis is presented as follows:

5.1.1   Students' perception about English grammar teaching and learning

The study revealed that majority of students (97%) value the study of English grammar and that adequate knowledge in grammar will enable them to use English language effectively in their communication (Nunan, 1991). Majority of the students believed that grammar is the key and the first thing for them to learn in order to be able to use English language fluently and confidently. The students however felt that grammar learning is difficult, indicating that it has many rules which are not simple to learn (Larsen-Freeman, 1997). The perception of the students that English grammar has many rules and difficult to learn has led to their corresponding negative disposition towards the study of grammar. It was also revealed that English language teachers in the selected Junior High Schools explain grammatical items to their students in isolation, rather than in context and encourage them to do rote learning (Ellis, 1997). This method of teaching grammar does not include the use of demonstrations, pictures, real and concrete objects. Thus, students in this class learn grammatical items abstractly. Again, the use of inappropriate methods of teaching English grammar has led to the development of the students" negative perception towards the study of grammar and English in general (Akuruku, 2010).

5.1.2   Challenges faced by teachers and students in the teaching and learning of English grammar

The study also brought to the fore, the fact that both the teachers and students do face a lot of challenges in the course of teaching and learning English. On the part of the students, there was lack of supportive learning environment for them, both at home and in school, lack of qualified and inadequate English language teachers, the ignorance of students on the basic rules and structural patterns of the language, the inability of students to diversify their reading list, and lack of confidence on the part

of students to produce words or sentences in English (Ur, 1999, p. 120). The analysis also revealed that there were inadequate teaching and learning materials, inadequate number of contact hours for teaching grammar, and lack of modern instructional media such as audio, video tapes, language laboratories, computers and magazines, in conformity with McNulty and Lazarevic (2012). All these challenges hinder the teachers" effective and efficient delivery of English grammar lessons.

5.1.3 Teachers' and students' views on how grammar teaching and learning can be made more interesting and motivating

The analysis also suggests that students like repetition and memorization of grammatical rules, a practice typical of learning grammar in the traditional way (Purpura, 2004). Consequently, it was suggested by the students that the use of dialogues, pair work, and demonstrations in the classroom can make the teaching and learning of grammar more interesting and motivating. Similarly, the teachers also opined that the use of games, peer teaching, and pop up culture will also make the teaching and learning of grammar more interesting and motivating (Searby & Ewers, 1997). The observation also revealed that there was the absence of motivational techniques in the classroom. Motivation provides learners with an aim and direction to follow (Gardner, 2000). It therefore has a key role in English language learning.

In as much as motivation is an important factor for student"s successful learning of a language, student"s beliefs and perceptions also play a key role as far as their success in language learning is concerned. From the survey, it was clear that the beliefs, views and opinions of learners are of great importance to English Language teachers. It is therefore essential for teachers to understand that beliefs are the structural foundations of learners" perceptions and attitudes toward what their teachers teach. And, the failure to recognize student"s perceptions in the classroom can lead to

a negative perception on the part of the learner. The attitude of language learners begin developing early and are influenced by factors including home conditions, culture background, as well as teaching methods. Attitudes therefore, "forms a part of one"s perception of self, of others, and of the culture in which one is living" (Brown, 2000, p. 180). The negative perception of the learners towards English grammar can significantly impede the learning of English grammar in particular and English language in general.

On the other hand, a positive disposition of the learner towards English grammar can increase their success in the learning process. In this study, the beliefs that students exhibit have in no small way contributed to their negative perceptions towards English grammar learning. There is therefore the need for English teachers to develop and adopt a pragmatic and systematic approach to overcome the persisting negative perception of learners towards the study of English grammar. The study further revealed that learners with negative perception fail to progress in their learning situation and even become more negative in their language learning process, whereas learners with positive perceptions experience success and this success are reinforced in their language learning process.

5.2 Factors responsible for effective teaching and learning of grammar in the English language classroom

The results of the study revealed a number of factors that could be responsible for the effective teaching and learning of grammar in the English language classroom. Researchers such as Kumaradivedu (1991) and Schulz (1996) postulate that the knowledge of student"s views and perceptions is the first step towards more effective teaching and learning of English language. Therefore, English Language teachers should survey their own students to gain adequate knowledge of their beliefs and

perceptions towards English grammar learning. In the first place, there should be a healthy dialogue between teachers and their students in the language classroom. Dialogues can help teachers to become more aware of their students" changing needs and ideas of language learning. A mismatch between students" and teachers" perceptions can be avoided if healthy discussions about the nature of language learning are carried out in the learning environment.

Also, in the language classroom, English Language teachers should, as a matter of urgency, adopt appropriate strategies to build a better and more positive attitude in their students. When this is done, even the most disinterested student in the class will end up developing a positive attitude in the class and will end up constantly being seriously engaged in all lessons. Again, teachers of English language must have a good command and understanding of English and grammar in particular and to be more aware of how the teaching and learning of grammar is linked to the other aspects of English language and how it is applicable to effective communication in the real world. Since to teach is to communicate, English language teachers must be specialized in the various aspects of the language so as to have a maximum communicative competence in his/her field in other to ensure the effective teaching and learning of the language in the classroom. Teaching a second language is a complex activity. Therefore, English language teachers must have professional knowledge, values, and professional practices to carry the teaching of the language effectively (Bishop et al, 2007, p. 150).

In the classroom, English languages teachers need to be tolerant and more patient towards their students. This is because majority of the students depend more on the teachers to learn the language. Some of the students have problems in understanding simple grammatical items. The teachers therefore should exercise

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restraint and take full responsibility of managing and monitoring their students"
learning process. In the language classroom, there is the need for students to be
motivated and encouraged to study English language to the highest level of education.
Teachers and schools can do this by creating a conducive atmosphere, giving praises,
and awarding good learning habits. They should also provide adequate and relevant
facilities to effectively promote the learning of English grammar. If this is done, it
will go a long way to assist students to develop positive perceptions in the learning of
English language.

Furthermore, English language teachers should form reading and debating
clubs in the classrooms since this will to a large extent sustain the interest of the
students in the study of grammar and English language. These clubs can organize
activities such as debates, quizzes, spelling bee and many more for the students.
Prizes should be awarded to deserving students to motivate them to learn the
language. There should also be the provision and use of adequate and relevant
teaching and learning materials in the language classroom. Finally, the use of sound
and appropriate techniques, methods, and modern technology in the language
classroom will also help in the effective teaching and learning of the language. Talabi
(2001) observes that the use of technological devices such as the computer, DVDs,
CD-ROMs, the internet, and interactive video conferencing, provide realistic learning
experience for students.

5.3   Pedagogical implications

This study offers many implications for English language teachers, English
language learner as well as the entire teaching and learning process. This is because
beliefs serve as the foundations of learners. It is therefore imperative for teachers to
know and understand their students" beliefs in the learning environment in order to

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develop appropriate teaching strategies to suit the interest of their students. The findings of the study provide some interesting insight into the way students think about grammar in their language learning. The thoughts of the students reflect their attitudes to grammar study and also have some implications for the teachers in the English classroom. The views of the students and teachers as established in the findings indicate that teachers and students still rely on the traditional approach to the teaching and learning of grammar and English in general. There is therefore, the need for teachers and stakeholders to think and work more for changing views and develop pragmatic and systematic approach to the teaching and learning of English grammar.

Learning is necessarily situated and in order to enter a language community, new members must participate and interact with it. There must be a process of legitimate peripheral participation. Language is interaction; permanently transforming linguistic patterns into something new. This fact should be reflected in pragmatics, as this discipline focuses on practical rather than exclusively truth-functional modalities (Lave & Wenger, 1998). Lannes et al (2002) claim that students perform better while learning a second or foreign language when their perceptions are taken into consideration. Therefore, English language teachers should take into consideration the perceptions, beliefs and interest of the learners in the language classroom.

The findings of the study also imply that there are many factors and variables that influence the achievements of students in English grammar learning. Although attitude, perception, and motivation towards English have been identified as some of the factors that mostly influence students" achievements, there are many more factors to consider. In line with students" views and motivation towards English grammar learning, there is great influence of classroom pedagogy and supportive learning environment on their performance. Teachers, government, and other stakeholders

should therefore work together to produce conducive and supportive learning environments for students. This is in congruence with the views of Daniel (2004) that students gain better understanding when they are under a conducive environment, the role teachers play in creating a conducive environment for students to integrate into the teaching and learning process, thereby bringing out the desired outcome.

5.4   Suggestions for future research

The findings of the study suggested that what students" and teachers" think about grammar teaching and learning is not what is really happening in the language classroom. It is therefore recommended that further studies should be conducted to investigate what students" and teachers" think about grammar and the actual classroom practices. Further research can also be conducted to examine the effects of grammar instructions on students writing skills. Since this study did not delve much into a comparison of the similarities and differences in students" and teachers" perception about grammar, it is recommended that a study could be carried out to explore the similarities and differences of students" and teachers" perception towards English grammar learning. This study could also be replicated in the basic schools in other parts of the country so as to obtain comprehensive responses of students and teachers on their perceptions towards grammar learning which will serve as a basis for conclusions and generalization.

5.5   Conclusion

In this study, efforts were made to examine students" and teachers" perceptions towards the study of English grammar at the Junior High level in Walewale Municipality. It was established that students have a negative disposition towards the learning of English grammar and this could be attributed to the fact that both teachers and students still depend heavily on the traditional approach to learning the language.

From the findings, it was also realized that lack of motivation also contributed to students" negative perceptions towards English grammar. Students at the basic level need to know that it is practically impossible for them to learn all the rules of grammar before being able to use the language. However, there is the need for them to obtain appreciable knowledge of how the language is organized and operated. From the findings, it can be concluded that there is the need for students to develop positive perceptions towards the learning of English grammar and English language in general.

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APPENDIXES

APPENDIX A

Questionnaire for Students

The objective of this questionnaire is to examine students‟ perceptions toward English grammar learning. The researcher will treat this information with the outmost confidentiality therefore give objective and wholehearted information. The researcher will like you to think about your beliefs and perceptions toward teaching and learning of grammar and English language in general. Think carefully about each statement given below and tick the best answer that represents your view:

1. Strongly Agree (**SA**) 2. Agree (**A**) 3. Disagree (**D**) 4. Strongly Disagree (**SD**)

SCHOOL NAME				
STUDENT‟S NAME				
GENDER				
AGE				
DATE				
QUESTIONS ON LEARNING ENGLISH GRAMMAR	**SA**	**A**	**D**	**SD**
1. In general, I like learning English				
2. I like learning English grammar.				
3. I think grammar is an interesting aspect to learn in English.				
4. I feel that learning grammar is a waste of time.				
5. English language is a very difficult subject to learn.				
6. English grammar is the most difficult aspect of English.				

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7. English grammar has many rules to learn.				
8. I memorize grammar rules without understanding.				
9. I think it is very important for me, as a student, to study grammar to learn English.				
10. I think my writing ability will improve well if I study and master grammar.				
11. I think my communication ability will improve better if I study and master grammar.				
12. I find homework in English grammar very difficult.				
13. I learn English only in the class.				
QUESTIONS ON TEACHING ENGLISH GRAMMAR				
14. My English language teacher has adequate knowledge on grammar.				
15.				
16. My English language teacher mainly explains and practice grammar.				
17. My English language teacher uses appropriate teaching and learning materials in teaching English.				
18. My English language teacher uses appropriate teaching methods in class.				
19. My English language teacher often asks us to repeat sentences after him.				
20. My English language teacher speaks Mampruli when teaching English.				
21. My English language teacher often gets us to talk with each other in class.				
22. My English language teacher sometimes gets us to sing and play language games in class.				
23. My English language teacher often correct my grammar in class.				
24. Teachers of other subjects correct my grammar in English.				
25. My educated parents at home correct my grammar when I speak.				
26. My English language teacher gives exercise after each lesson				
27. My English teacher usually marks exercises and gives us feedback.				
QUESTIONS ON ENGLISH GRAMMAR USAGE				
28. My English language teacher speaks Mampruli in class.				
29. In class, I speak English all the time.				
30. I write letters to my friends and relatives.				
31. When chatting with friends outside the				

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classroom, I speak English.				
32. I speak English at home all the time.				
33. I speak English at home sometimes.				
34. When speaking on the phone I use English.				
35. I feel shy when communicating with my friends in English.				
36. I feel shy when my teachers correct my grammar.				
QUESTIONS ON MY ENGLISH GRAMMAR SKILLS				
37. I can understand simple English.				
38. I can write simple sentences in English.				
39. I can answer my teacher in simple English when he asks me a question.				
40. I can write a simple letter in English.				
41. I can ask my teacher simple questions in English.				
42. I can communicate effectively with my friends and teachers in English.				
QUESTIONS ON WHAT I LIKE ABOUT ENGLISH GRAMMAR LEARNING				
43. I like my English teacher to speak Mampruli in class.				
44. I like my English teacher to speak mainly English in class.				
45. I like repeating sentences after my teacher in English class.				
46. I like to sing and play games in my English language class.				
47. I like my English teacher to explain grammar rules to me.				
48. I like memorizing grammar rules.				
49. I like chatting with my friends in English in the classroom.				
50. I like communicating with my teachers in English.				
51. I like my English teacher to correct my grammar when I speak.				
QUESTIONS ON WHAT LEARNING ENGLISH GRAMMAR MEANS TO ME				
52. Learning English is very important for me.				
53. Learning English means to learn grammar rules.				
54. It is easy for me to learn English.				
55. Memorizing grammar rules makes one better in				

the use of English.				
56. Repeating sentences after my English teacher helps me learn English.				
57. Speaking English in class is essential for me to learn English.				
58. It is important for me to use English to communicate with friends in school.				
59. English language can be learned by singing and playing games.				
60. Mampruli should be frequently used in English lessons for me to better understand English.				
61. My English improves better if I study and practice grammar.				
62. English will help me get a good job.				

APPENDIX B

INTERVIEW GUIDE FOR TEACHERS

The objective of this interview is to examine teacher" perceptions toward English grammar learning. The researcher will treat this information with the outmost confidentiality therefore give objective and wholehearted information. The researcher will like you to think about your beliefs and perceptions toward the teaching and learning of grammar and English language in general. Think carefully before you give your response to each statement below:

1. What is your gender and academic qualification?

2. How long have you been teaching English?

3. Do you teach any other subject other than English language?

4. Do you think Mampruli should be used in your English language class?

5. What do you think are the importance of English?

6. Which aspect of English language do you consider difficult to teach?

7. How often do you teach English grammar in your class?

8. How often do you think English grammar should be taught in your classroom?

9. What do you think are the ways in which students can learn grammar?

10. Which grammar teaching methods do you use in your English classroom?

11. Do you think the students like the methods you use in teaching grammar in your class?

12. Do your students like grammar lessons?

13. Do you think your students learn English only in school?

14. What are some of the challenges you face in teaching English grammar?

15. What are some of the challenges your students face in learning English grammar?

16. Do you feel adequately prepared to impart grammar knowledge?

17. In what way do you think motivation can make students learn grammar?

18. What are the ways in which you can make grammar teaching and learning more interesting and motivating?

19. What are the types of activities you practice most in your English class?

20. How do your students respond to the classroom activities that you practice in your English class?

APPENDIX C

GUIDE FOR FOCUS GROUP DISCUSSION

The objective of this focus group discussion is to examine students" perceptions toward English grammar learning. The researcher will treat this information with the outmost confidentiality therefore give objective and wholehearted information. The researcher will like you to think about your beliefs and perceptions toward the teaching and learning of grammar and English language in general. Think carefully before you give your response to each statement:

1. Why do you learn English?

2. What feelings do you have about learning grammar?

3. What language do you think should be used in your English language classroom?

4. What do you think are the ways in which you can learn English grammar?

5. What teaching activities do you like to be used by your English language teachers in the classroom?

6. Do you think teaching grammar will help improve your communication skills?

7. What are some of the challenges you face in learning English grammar?

8. Is English language helpful in your performance in other subjects?

9. What are some of the challenges your teachers face in teaching grammar?

10. What are some of the ways you think grammar teaching and learning can be made more interesting and motivating?