

The Practice of Teaching Integrated Grammar in Improving Students' English Language Writing Skills: Qellem and Ebisa Adugna Secondary Schools Grade 10 Students in Dambi Dollo Town, In Focus

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Highlight

- Grammar is the computational system that relates sound and meaning trivial with component of language learning and teaching.
- Integrated grammar teaching enable learners to produce grammatically acceptable sentences in writing skills.

Abstract:

The main concern of this study was to assess the practice of teaching integrated- grammar teaching in improving students' English language writing skills. To this end, two schools in Dambi Dollo were purposefully selected to be the settings of the study; and all the 20 English language teachers who taught English at grade ten levels in the schools along with 50 students of grade ten in the schools were the subjects of the study. To collect the necessary data for the study, two sets of questionnaires (one for the teachers and another for the students) were employed as the main data collecting tools. Besides, document analysis (analysis of the Teacher's Guide) was employed as supporting instruments so as to triangulate the findings of the questionnaires. Then, the collected data were analyzed using both quantitative and qualitative methods of data analysis. The study revealed that the teachers had high theoretical orientations and understanding of integrated-skills teaching principles. On the other hand, it was found that the teachers lacked practical skills of implementing integrated- grammar writing skills teaching in classrooms. The study further showed that the teachers sometimes taught two language skills in integration in reading, listening, speaking and writing lessons; they hardly taught four language skills in integration in these lessons. Moreover, the teachers rarely used integrated grammar in writing activities and project work when they taught language skills in integration. The study also portrayed that most of the teachers could not effectively play their 'managerial roles' when they taught language skills in integration; and they hardly used various teaching aids and equipment when they taught language skills in integration. Insofar as the contribution of the new Teacher's Guide to integrated grammar -skills teaching/ learning is concerned, the study indicated that the new Teacher's Guide created a fertile ground for integrated-skills teaching/learning in the classroom. Similarly, the study revealed that a number of impediments which related to the schools, the students and the teachers directly or indirectly hampered integrated grammar-skills teaching/learning process in classrooms.

Keywords: English language, Grammar teaching, Writing Skill, Integrated-teaching.

1. INTRODUCTION

In foreign/second language teaching, making students aware of grammatical facts is one of the vital aspects in language teaching that a teacher should do. It is helpful for students to learn other

language skills. However, various studies conducted at different levels reveal that most students who completed their secondary schools and joined their tertiary level lack adequate proficiency in English language¹. Grammar is the

necessary component of language learning and teaching. It enables the writers as well as the students to well organize their sentences which is necessary to be understood by the readers. It helps the writers to express their ideas clearly and build up their language. The necessity of grammar can be justified by several reasons. Grammatical knowledge is necessary for recognition of grammatical structures which is often essential for punctuation and is helpful in the interpretation of literary and non-literary texts².

In grammar teaching, it is important to make the language as realistic as possible. The teacher should provide students with suitable situations and contexts that encourage them to ultimately use the rules in real life integrated writing skills³. As a result, specific grammar structures should be taught and practiced in contexts which are natural and necessary to learning. It is decisive to prepare materials to teach grammar in an integrated ways. Grammar lessons should include games, role plays, and simulations, pair works, group works, information gap and problem solving activities to enhance students' practical writing skills⁴. These activities help learners to express their own feelings and interests. Practical integrative grammar teaching is essential for the learners of second language to communicate with others, to send and receive messages in spoken and written forms

However, grammar teaching and learning have been controversial topics both in the field of second language acquisition and in the field of Linguistic grammar. For years, it has been debated, with no real consensus, what the best approach to teaching grammar is, despite the large amount of research done on this matter. In fact, ever since the inception of the Grammar Translation Method there has been a fascination for finding the way to incorporate grammar in the English classroom that no method has been able to

address successfully. What is more, in the past few years there has been an emergence of a line of research on teachers' beliefs rather than in the methods they use, given that there seems to be a rupture between what methods dictate and what teachers decide in the classroom.

Therefore, researching teachers' beliefs and practices has become the extreme importance to the field of integrated grammar teaching. There have been several studies done in this area of teacher cognition and how this affects classroom practices. One of these studies was conducted by 176 teachers of adults from around the globe to better understand their beliefs in the area of grammar instruction⁵. Unfortunately, though their study aimed at collecting information from every continent, they were unable to collect enough data from Latin American instructors. Thus, it is important to replicate this study and bridge that gap left by their study. What is more, it is not uncommon to come across individuals, and even institutions that are against the teaching of grammar in the English school language classroom. This reality is the main motivation to expand on study⁶. Since instructors' beliefs may outweigh their theoretical knowledge, it is of extremely important that these beliefs are explored. This research will open a window into a population that is wildly neglected and will open a window into teachers' minds and their reported practices when it comes to grammar. People may not pass the intended message meaningfully unless they arrange words in at least their minimum acceptable order. For this reason, grammar is viewed as the central area of a language around which skills like reading, writing, speaking, vocabulary and other components of a language such as meaning and function revolve⁷. Of course, grammar by itself, as an end product of a language, may not be as such important, but it plays a key role in English language

writing skill. For example, when we request, invite, or order people to do something, we use grammar as a means of passing the intended message.

In relation to this⁸, says "Grammar is sometimes called the computational system that relates sound and meaning trivial in itself but impossible to manage without". Again, on his part⁹, argues that "Language without grammar would certainly leave us seriously handicapped". In the light of this idea, the study attempts to investigate the practice of teaching integrated grammar in improving students' English language skill with particular emphasis to writing skill in Dambi Dollo town. In short, the types of grammar teaching methods and techniques used by language teachers can affect not only writing grammar skill but also the development of other language skills (speaking, reading, listening etc) and the overall language performance of learners¹⁰. It is because of this reason that the researcher wants to conduct a research on integrated grammar teaching methods. Apart from such controversy, there is no local research that tried to solve the problem as far as the knowledge of the researcher is concerned.

Thus, the inspiration for this study mainly arose from the researchers' interest to address the problem of teaching integrated grammar in improving students' English Language writing skill and to put a ground base for people who might be interested to accomplish further work on it. Classroom interactions provided meaningful communications which facilitated acquisition of the language; however, there was no deliberate effort to use the literal material to teach the language skills of listening, speaking, reading and writing. In addition, the integrated English language teaching objective about: 'to enhance understanding and was not achieved. This research is primarily based on two premises. Firstly that there is a research gap in regards to research on the current

situation of integrated grammatical teaching, teacher cognition, and subsequent learner response to English language writing skill at secondary schools in Dambi Dollo. This research will provide important insights into the current teaching and learning of English grammar at Dambi Dollo secondary school and integrative grammar teaching is partly dependent on a well-organized framework that implies a clear specification of a set of objectives. Thus, this study is useful for teachers at secondary schools' and for aspiring teachers who wish to teach integrated English at high schools level in Dambi Dollo town. Based on the statement of the problem stated above, this study has the following specific objectives:

- Investigating whether the techniques of teaching grammar motivate students to use English in writing skills;
- Exploring the awareness of teachers with regard to teaching grammar in meaningful contexts and situations and
- Exploring methodologies currently being used by teachers in order to teach English grammar at Dambi Dollo secondary school.

2. RESEARCH METHODOLOGY

The research design is the conceptual structure within which the research is conducted. The major aim of this study is to assess integrated-skills teaching/learning process at grade ten level. In this study, a descriptive survey design involving both qualitative and quantitative techniques was employed. In order to establish the practical teaching of grammar, the study was used both primary and secondary data which are planned and utilized in this study. The primary sources of data were from subject teachers' who are teaching in selected schools of Dambi Dollo town of the

Oromia National Regional State. It involves English language teachers, Language department head, classroom students, and other governmental institutions working on similar English language improvement program and practical language teaching issues, whereas the secondary sources were include, from books, published and unpublished materials such as thesis, PhD dissertations etc. on similar issues, reports from relevant government bodies, relevant legal documents issued by the concerned governmental bodies, and website sources with relevant documents. There are various techniques were employed in gathering the necessary data are questionnaire, interview, observation and document analysis. The researchers were designed the questionnaires for both teachers and students to attain the required information about the teaching of integrated grammar for English language writing purposes. The questionnaires were distributed to 20 teachers and 50 students of the two secondary schools. The distribution of the questionnaire was made by the researchers in collaboration with the unit leaders and subject teachers of each school. The questionnaires were filled in during the class. As a result, there was 100% return rate. An interview is a very helpful to elicit firsthand information from informants. Data for this study was mainly collected through key informant interview with key actors taking in to account the wisdom and knowledge of the key informants regarding the practice of teaching integrated grammar in improving students' English Language writing skill. The other data gathering tool used in the study was observing grammar lessons as they were being taught in classrooms. The purpose of classroom observation in this study was to check the answers which were given by teachers and students in the questionnaires. The blending of the questionnaire and the observation was believed to enrich the data gathered. To

obtain the required information three classes were observed. Each class was observed twice in different grammar lessons. The observation was limited to only two consecutive periods. The classes were chosen on the basis of willingness of the teachers. In order to gather relevant information pertaining to the practicality of grammar teaching techniques, the case of Qellem and Ebisa Adugna secondary schools of Dambi Dollo town, and the researchers were identified the target group who was provided the needed information. These groups were teachers, students and language coordinators. The sample size of the participant were 20 randomly selected teachers' who actually teach English in the schools, and 50 students from two secondary schools with 25 students from each high school. All the available English teachers in the two selected schools also participated. The collected data were analyzed using both quantitative and qualitative methods of data analysis.

Once, all the data were collected, the researchers was transcribing all the information from the participants' questionnaires into an Excel spreadsheet. That is to say the collected data were tabulated and simple statistical techniques which are percentages and mean values were used for the numerical interpretation.

3. RESULTS AND DISCUSSION

This section deals with the analysis, interpretation and discussion of the data obtained from teachers' and students' responses to the survey questionnaires and textbook analysis. As sated earlier, the purpose of the study is to look into assess of teaching integrated grammar in improving students' English language writing skill at grade 10. The data have been tabulated and discussed as follows.

Analysis of Teachers' Responses

Part One: Teachers'

ProfileAs indicated in Chapter Three, the teachers involved in this study were 20 in number: 5 from Ebisa Adugna Secondary School, 15 from Qellem Secondary School. The teachers' background information/ profile are presented below.

Table 1: Teachers' Profile

No	Item	Years	Freq	%
	Age			
1		18-25 years	3	15
		26-30 years	8	40
		31-40 years	3	15
		41-50 years	4	20
		51 years and above	2	10
		Total	20	100
2	Qualification	Diploma	-	-
		B.A	17	85
		BE.D	1	5
		MA/MSc	2	10
		Ph. D	-	-
		Total	20	100
3	Area of Qualification	English major	19	96
		English minor	1	4
		Total	20	100
4	Total years in teaching English language	1-5 years	8	40
		6-10 years	9	45
		11-15 years	2	10
		16-20 years	1	5

Age wise, Table1 above shows that 3(15%) of the teachers fall in the age range between 18 to 25 years; whereas 8(40%) and 3(15%) of them are in the 26 to 30 years range and 31 to 40 years range respectively. Likewise, 4(20%) of the respondents are in the 41 to 50 years range; while 2(10%) of the informants are 51 years old and above. Insofar as the teachers' qualification is concerned, 0(0%) of them are Diploma holders; while 17(85%) and 1(5%) of them are B.A and

B.Ed graduates respectively. While, 2(10%) are MA/MSc holders. From qualification point of view, on the other hand, the great majority of the teachers (96%) graduated majoring in English; whereas only 1(4%) of them graduated majoring in English. As to the teachers' experience in teaching English language, Table 4.1 above shows that 8(40%) of the teachers taught English up to 5 years; whereas 9(45%) and 2(10%) of them taught from 6 to 10 years and from 11 to

15 years respectively. Besides, 1(5%) of the teachers taught English from 16 to 20 years. From the data collected from the teachers, it can be concluded that the great majority of the subjects met the minimum qualification required, that is, B.A and/or

B.Ed. to teach English at grade nine levels; and almost all the teachers graduated majoring in English. Perhaps, this may enable them to teach language skills in integration in classrooms.

Table 2: Teachers' responses to techniques of teaching grammar to motivate students to improve their writing skill

No	Statements	Alternatives									
		5		4		3		2		1	
1	The knowledge of grammar helps learners to communicate in written language effectively and efficiently	F	%	F	%	F	%	F	%	F	%
		5	25%	3	15	8	40	3	15	1	5
2	Grammar exercise in the textbook is presented in meaningful contexts and situations.	F	%	F	%	F	%	F	%	F	%
		7	35	4	20	6	30	1	5	2	10
3	There is no reason for us to study the grammar when we learn language	F	%	F	%	F	%	F	%	F	%
		2	10	3	15	5	25	8	40	2	10
4	Teachers should discuss grammar deductively	F	%	F	%	F	%	F	%	F	%
		7	35	3	15	6	30	3	15	1	5
5	Using a variety of techniques in grammar teaching enables learners to express their ideas using written language	F	%	F	%	F	%	F	%	F	%
		4	20	6	30	8	40	2	10	-	-

(Agree=5, strongly agree=4, Disagree= 3, strongly disagree=2, I can't decide=1)

In Item 5, 25% of the teachers agree that grammar should be helps learners to communicate in written language effectively and efficiently and similarly, 15% of the teachers strongly agreed that grammar should be presented overtly. But 40% of the teachers disagreed to the notion of teaching grammar explicitly. Moreover, majority of the respondents in Item 2 agree that grammar exercises in the textbook should be meaningful and contextual. Similarly, all of the respondents in Table2 Item 5 agree or strongly agree that using a

variety of techniques and strategies in the teaching of grammar enable learners to use the language interactively. Responses to the statements imply that teachers believe that grammar is one of the important aspects in language learning. They believe that grammar in the textbooks should be presented in meaningful contexts and situations. They also agree that using different techniques and strategies enable learners use the language appropriately at different conditions.

Table3: teachers' awareness in teaching integrated grammar to improve students writing skill

No	Statements	Alternatives									
		5		4		3		2	%		1
		F	%	F	%	F	%	F		F	%

1	Language consists of macro skills reading ,listening writing and speaking and language element (grammar and vocabulary); and these skills should be taught in integration.	3	15	4	20	6	30	4	20	2	10	
2	Integrated-grammar teaching helps students learn English language in a better way	F	%	F	%	F	%	F	%	F	%	
		8	40	5	25	4	20	1	5	2	10	
3	Integrated-grammar teaching creates positive sense to students and teacher-to create smooth interaction	F	%	F	%	F	%	F	%	F	%	
		6	30	8	40	2	10	1	5	3	15	
4	Integrated-grammar teaching motivates students to learn the English language	F	%	F	%	F	%	F	%	F	%	
		7	35	6	30	3	15	4	20	-	-	
5	Integrated-grammar teaching helps students develop positive self-esteem and independent learning	F	%	F	%	F	%	F	%	F	%	
		6	30	4	20	6	30	1	5	3	15	
6	Integrated-grammar teaching creates a good classroom discipline	F	%	F	%	F	%	F	%	F	%	
		9	45	5	25	-	-	1	5	5	25	
7	Integrated-grammar teaching helps students develop their writing skill	F	%	F	%	F	%	F	%	F	%	
		8	40	7	35	1	5	2	10	2	10	

English language teachers need to know the various merits of integrated skills teaching/learning so that they help their students to be beneficiaries of the advantages of integrated-skills learning. Owing to this, items 1 to 7 were used to find out the subjects' awareness of the different uses of integrated-skills teaching/learning. Table 3 above demonstrates that the percentage values 40%, 35%, 45% and 40% for items 2,4,6 and 7 respectively reveal that the respondents' 'agree' with the issues raised

in these items. Moreover, the percentage: 30% and 30% for items 1 and 5 respectively incline towards "disagree". On the whole, as can be observed from Tables 2, 3 and 4, the data collected from the teachers regarding their theoretical orientations and understanding of integrated-skills teaching principles in terms of integrated skills teaching, ways of integrating language skills in lesson(s) and advantages of integrated-skills teaching showed that the subjects had high awareness of integrated-skills teaching assumptions.

Table 4: Teachers' Responses regarding the methods currently being used in order to teach grammar

No	Statements	Alternatives									
		5		4		3		2		1	
		F	%	F	%	F	%	F	%	F	%
1	Grammar teaching is considered as an old method practice of teaching	2	10	1	5	8	40	5	25	-	-
2		F	%	F	%	F	%	F	%	F	%

	I prepare grammar lessons in a way that prepare students to use grammar for real-life communication	7	35	6	30	4	20	3	15	-	-
3	I organize students in pairs and groups to practice grammar rules	F	%	F	%	F	%	F	%	F	
		6	30	7	35	5	25	1	10	1	5
4	I advise students to take responsibility for their own learning	F	%	F	%	F	%	F	%	F	
		8	40	6	30	3	15	-	-	3	15
5	I encourage students to express their ideas freely when I teach grammar lesson	F	%	F	%	F	%	F	%	F	
		9	45	7	35	-	-	-	-	4	20
6	I motivate students to use grammar items to write something about themselves	F	%	F	%	F	%	F	%	F	
		8	40	5	25	3	15	-	-	4	20
7	I present grammar lesson using contexts and situations.	F	%	F	%	F	%	F	%	F	%
		6	30	5	25	4	20	4	20	1	5
8	I make students write and speak on the grammar items which they have introduced	F	%	F	%	F	%	F	%	F	%
		8	40	5	25	2	10	1	5	4	20

Table 4 above reveals that 6(30%) and 7(35%) of the respondents respectively confirmed that they strongly agree and agree with the claim: "Language skills can be integrated around a task in lesson(s)" (item 2). Likewise, in replaying to item 2, 7(35%), 4, 8(40%), 5, 9(45%), 6, 8(40%), 7, 6(30%), and 8, 8(40%) of the respondents respectively reported that they strongly agree with the claim "Language skills can be integrated around a topic/theme in lesson(s)" (items 3). To item 4, that is, "Language skills can be integrated around both task and topic/theme in lesson(s)", as can be observed from Table 4 above,

8(40%) and 5(25%) of the respondents respectively answered that they disagree with the claim raised in this item.

Analysis of Students' Responses

Sixty-four copies of the students' questionnaire in Afan Oromo were dispatched among grade ten students of the two sample schools: Ebisa Adugna Secondary School and Qellem Secondary School. Out of 64 copies of the questionnaire distributed, 49 were properly filled out and given back. Accordingly, the students' responses are tabulated and analyzed below.

Table 5: Students' response on the practice of teaching integrated grammar to improve their English Language writing skill.

NO	Statements	Alternatives									
		5		4		3		2		1	
		F	%	F	%	F	%	F	%	F	%
1	The teacher present grammar lesson from simple to Complex	12	24	8	16	16	32	4	8	10	20
2	The teacher present grammar lessons in a way that	F	%	F	%	F	%	F	%	F	%
		10	20	16	32	8	16	6	12	4	8

	help us to improve our writing ability										
3	The teacher presents grammar lessons through reading text, listening text, short guided dialogue, etc	F	%	F	%	F	%	F	%	F	%
		15	30	11	22	18	36	2	4	4	8
4	The teacher makes us write on the grammar items, Which we have introduced.	F	%	F	%	F	%	F	%	F	%
		10	20	12	24	16	32	2	4	10	20
5	The teacher advises us to take responsibility for our own learning	F	%	F	%	F	%	F	%	F	%
		11	22	13	26	17	34	4	8	5	10
6	The teacher encourage us to express our ideas in written language freely when he teaches grammar lessons	F	%	F	%	F	%	F	%	F	%
		8	16	11	22	16	32	9	18	6	12
7	The teacher motivates us to use grammar items to write something about ourselves	F	%	F	%	F	%	F	%	F	%
		11	22	15	30	18	36	6	12	-	-%
8	The teacher uses different tasks/activities (role-play, Information gap, etc.) In grammar lesson.	F	%	F	%	F	%	F	%	F	%
		8	16	4	8	16	32	14	28	8	16
9	The teacher checks whether tasks are interesting, appropriate and helpful to improve our writing skill	F	%	F	%	F	%	F	%	F	%
		10	20	16	32	8	16	8	16	8	16
10	The teacher gives us sufficient time to complete tasks.	F	%	F	%	F	%	F	%	F	%
		12		10		24	48%	2		6	

Table 5 above reveals that item2, 16(32%), 7, 15(30%) and 8, 16(32%) of the respondents respectively confirmed that they strongly agree and agree with the claim, on the practice of teaching integrated grammar to improve their English Language writing skill. Likewise, in replaying to item 1,16(32%),3,18(36%),4,16(32%),5,17(34%),6,16(32%),7,18(36%),8,16(32%), and

10,24(48%) of the respondents respectively reported that they disagree with the claim "Language skills can be integrated around a topic/theme in lesson(s)". To item 4,8 and 11 that is, "Language skills can be integrated around both task and topic/theme in lesson(s)", as can be observed from Table 5 above, 15(30%),11(22%) and 12(24%) of the respondents respectively answered that they agree with the claim raised in this item.

Table 6: Teachers' Responses Regarding the Practice of Teaching Language Skills in Integration in Writing Lesson(s)

N0	Practice	Responses												Mean	
		AL		US		SO		RA		NE		Total			
		F	%	F	%	F	%	F	%	F	%	F	%		%
1	I teach writing and vocabulary.	3	15%	7	35%	5	25%	5	25%	-	-	20	100	60	3
2	teach writing and grammar.	3	15%	8	40%	8	40%	1	5%	-	-	20	100	90	4.5
3	teach writing and reading.	1	5%	7	35%	11	55%	1	5%	-	-	20	100	87	4.35
4	teach writing and speaking.	1	5%	5	25%	13	65%	2	10%	-	-	20	100	80	4
5	teach writing and listening.	-	-	6	30%	6	30%	8	40%	-	-	20	100	75	3.75
6	teach writing, reading, speaking and listening.	-	-	2	10%	1	5%	17	85%	-	-	20	100	51	2.55

AL = Always US= Usually SO= Sometimes RA= Rarely NE = Never

As can be observed from the above table, the mean values: 3, 4.5, 4.35, 4 and 3.75 for items 1,2,3,4 and 5 respectively fall in the 'Sometimes' region. This indicates that the teachers sometimes teach the language skills mentioned in these items in integration in writing lesson(s). On the other hand, the mean score of item 6(2.55) indicates that the teachers rarely teach the four skills in integration in writing lesson(s). In connection to this, the researchers observed two teachers (T5 and T6) while they were

deliberately/consciously teaching language skills in integration in two consecutive writing lessons. That is, T5 consciously taught writing, speaking and reading skills in integration while he was teaching "Summary Writing" in two subsequent writing lessons. Similarly, T6 deliberately taught writing, speaking and reading skills in integration while he was teaching "Process Writing" in two subsequent writing lessons. In the teachers' questionnaire the subjects were requested to specify and rate other

language skills, if any, which they taught in integration in reading, listening, speaking and writing lessons. However, none of the teachers reported that they have taught other language skills in integration in these lessons apart from the suggested integrated-skills (reading and speaking, writing and reading and so on). However, in the reading, speaking and writing lessons the present researcher observed, none of the teachers were seen teaching grammar and/or vocabulary in integration with the macro language skills. Regarding vocabulary and grammar teaching, nevertheless, the present research observed the following: A teacher (T4) was observed while he was teaching vocabulary, that is, “Compound Words”, for two subsequent vocabulary lessons following the exercises in the Student’s Book. The vocabulary exercises which the students were performing were not integrated with speaking or other macro skills. That is to say the vocabulary exercises were purely at sentence level, and the students were not seen using the words beyond sentence level in meaningful listening, speaking, writing or reading tasks. Two teachers (T2 and T3) were observed teaching grammar: T2 while he was teaching “The Present Simple Tense” and T3 while he was teaching “Improbable and Impossible Conditionals”. T2 was seen teaching grammar in integration with speaking and writing skills following the task in the Student’s Book. That is, T2 let the students discuss a “diagram of the water cycle” using simple present tense. Then, he let the students describe “the water cycle process” in writing using paragraphs. On the other hand, T3 was not seen teaching the grammar in integration with other macro skills. What T3 did in the classroom was that he gave a detailed explanation about the forms of improbable and impossible conditionals using examples at sentence level. Thus, the students were not seen using the

grammar at discourse level in writing, speaking, reading or listening tasks.

4. SUMMARY AND CONCLUSIONS

This study focused on exploring the practice of integrated- grammar teaching in two selected schools in Dambi Dollo town. The questionnaires obtained data on the interplay between what teachers and students applied to put integrated grammar teaching theories in actions in language teaching classes. Besides, the textbook analysis was made to get further information about the study the way in which grammar is presented and how proportionally mechanical, meaningful and integrated grammar teaching activities in it, are involved.

On the basis of the results obtained from the questionnaires, the classroom observations and the textbook analysis, the following conclusions were drawn. The majority of the participants know that the purpose of integrated grammar teaching is to enable learners to produce grammatically acceptable sentences in writing skills. And they believe that students learn grammar better when it is presented inductively when they are involved in discovering the rule using several sample examples. However, the majority of the grammar lessons in teaching are presented deductively. Teachers offered detailed explanations on the given grammar rule. Students are not encouraged to discover the rule. The vast majority of the participants and the textbook analysis showed that, there is little integration of grammar with other language skills except some sentences taken from the reading passages. There are no listening activities to complete specific grammar points. There are also no writing activities like parallel writing, describing picture and the like after introducing grammar points. The teaching of integrated- grammar is still rule governed and mechanical. The lessons are chiefly presented in isolation. The

majority of the participants never use written or oral contexts to produce relevant information. They also do not use meaningful contexts and situations in grammar lessons. They do not use pictures, actions, visual aids and objects to convey meaning of a structure. The recent practices of integrated-grammar teaching lack many important features in the light of writing grammar teaching principles. The most frequently used grammar teaching techniques are not contextual and writable. Teachers do not use various techniques and strategies to teach grammar. They are not able to use role plays games, group and pair works properly in order to teach integrated-grammar.

Classroom observations showed that teachers failed to apply integrative writing skills approach to language teaching. This is because teachers do not motivate the learners to write and speak freely after they have introduced certain grammar points. They follow the textbook strictly which is highly focused on manipulation of grammar rules. Even though the textbook sometimes provides exercises to complete students by themselves, neither the TV-teacher nor live-teacher motivates learners in carrying out the activities. This implies that teachers do not use task-based approach to grammar teaching. The vast majority of the respondents and the textbook analysis showed that there are much more mechanical activities than meaningful and writing activities. Students are not frequently given problem solving and information gap activities. But they are given a vast proportion of completion, conversion, transformation and substitution drills in classroom activities.

5. RECOMMENDATIONS

Based on the conclusions derived above, the following recommendations are forwarded:

- English language teachers should not only know grammar well enough to explain to their students, but they should also use different techniques when they present grammar in their classes. Teachers should integrate grammar items with language skills to develop accuracy and fluency. Explanation should be short, clear and productive; otherwise, it can take too much time that can be devoted to writing activities. Teachers should use oral and written authentic materials to introduce the structures. They should allow students to discover the structure on their own in reading and listening texts.
- Integrated- grammar teaching can effectively be achieved by incorporating tasks which are writable in the textbooks like, role plays, games, and problem solving and information gap activities. Group work and pair work should also be included to teach grammar interactively. They can offer a better chance for learners to interact with each other on new structure in various contexts.
- Grammar exercises in the textbook should be presented to help learners express their ideas freely. Students should be given the chance to practice and produce language. They should be given activities that encourage them to speak and write with the structure. They should be involved in meaningful and purposeful activities. The activities should enable learners to express their ideas, feelings and attitudes using their grammar knowledge in order to enhance their language ability.
- The students need to be aware of the merits of integrated-skills learning to their life so that they become motivated and thereby actively play their roles in integrated-skills

teaching/learning process. Thus, it is good if the teachers inform the students the advantages of integrated-skills learning.

- Textbook designers should take into consideration the needs and interests of learners when they prepare grammar activities. They should provide the activities some discrete, some integrated, some interactive, some individual, some group or pair work that help learners to expose to various opportunities to apply their grammatical knowledge.
- Textbook designers should also provide teachers with sufficient advice and guideline on how to teach grammar interactively. The television teacher should add some attractive features rather than reading the textbook line by line. It should present picture, actions, facial expression and teaching aids. It should also offer enough time to practice the language appropriately.
- Instructional materials such as the Teacher's Guide are critical ingredients in integrated-skills teaching, and fulfilling the necessary teaching aids and equipment for the teachers so that they effectively implement integrated-skills teaching in classrooms is the duty that appertains or concerns the schools administrations. Thus, the schools administrations should exert every effort to provide adequate teaching aids and equipment for the teachers
- It would be helpful if teacher training institutions (colleges and/or universities) be aware of the gap between the teachers' theoretical knowledge of integrated-skills teaching and their practical skills of teaching language skills in integration in classrooms and should try to train teachers on both the theoretical and practical aspects of integrated-skills teaching.

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