



**Pedagogical Approaches to Grammar Instruction in Libyan Secondary Schools:
Teachers' Perspectives**
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Abstract

Teaching a foreign language needs appropriate methods and techniques that suit for both, syllabus and students' level to make a great success. Therefore, this research aimed to investigate the techniques and approaches used by the English teachers who were teaching grammar at first year secondary schools in Agelat. It attempted to shed light on some communicative techniques and activities that help students producing language because the syllabus is based on communicative approach.

The tool of data collection is an interview. This study was conducted with English teachers of ten schools in Agelat. The interview was conducted with forty teachers they were teaching first year classes.

The results of this study showed that the teachers still widely use the grammar translation method during the teaching process although the syllabus is based on the communicative approach. The findings, the researcher gave some recommendations that may help teachers to teach the English grammar effectively.

المداخل التدريسية التربوية لقواعد اللغة الانجليزية في المرحلة الثانوية : دراسة ميدانية لوجهات نظر المعلمين
حميدة ابوالقاسم الهوش الناجح, قسم اللغة الانجليزية , كلية الآداب, جامعة الزاوية
ملخص البحث

تطلب عملية تدريس اللغات الأجنبية اعتماد طرق وتقنيات ملائمة تتماشى مع طبيعة المنهج الدراسي ومستويات الطلاب لتحقيق النجاح المنشود. ومن هذا المنطلق، سعى البحث الحالي إلى استقصاء التقنيات والمداخل التي يتبعها معلمو اللغة الإنجليزية في مدارس المرحلة الثانوية بمدينة "العجيلات" لتدريس قواعد اللغة. كما ركزت الدراسة بشكل خاص على تسليط الضوء على بعض التقنيات والأنشطة التواصلية التي تساعد الطلاب على إنتاج اللغة وتوظيفها، نظراً لأن المنهج الدراسي المعتمد يركز أساساً على "الطرق التواصلية". اعتمدت الدراسة في جمع بياناتها على أداة "المقابلة الشخصية"، حيث شملت العينة (40) معلماً ومعلمة من عشر مدارس ثانوية بمدينة العجيلات، وجميعهم من القائمين على تدريس فصول السنة الأولى ثانوي. وقد أظهرت نتائج الدراسة أن المعلمين لا يزالون يعتمدون بشكل واسع على "طريقة القواعد والترجمة" أثناء العملية التعليمية، وذلك على الرغم من أن المنهج الدراسي مصمم وفقاً للمدخل التواصلية. وفي ضوء هذه النتائج، قدمت الباحثة مجموعة من التوصيات التي من شأنها مساعدة المعلمين على تدريس قواعد اللغة الإنجليزية بفاعلية وكفاءة أكبر

Introduction

Learning grammar is very important for all foreign language learners in helping students how to speak and write English language. Grammar provides common ideas and understandings, which makes language intelligible and gives some insight into its structures to supply some help in the use of language forms and in the correction of errors. If students have a good knowledge of grammar, they will very easily learn English. It depends on the way teachers present it.

Traditional grammar has been used in English classrooms for generations... it is what you do in an English class. Even the fact that students do so poorly with traditional grammar is not seen as a reason for questioning (its)... importance because that failure is already built into the system as an expected norm. (Laster cited in William 2005 p.42)

In teaching grammar, if techniques are well developed they can be used effectively for all grammar lessons. In order to make grammar lessons effective, beneficial and interesting, a teacher should use some well-developed and fascinating techniques in the classroom. In this study we will have a look at some examples of these techniques which can help students to develop their grammatical knowledge of the foreign language through the communicative approach.

The use of controlled drills, meaningful drills, free sentences composition, discourse composition and communicative activities will be clarified, and several examples will be provided.

Research Problem

It has been noticed that teachers are using traditional ways to teach grammar. They are using the traditional method during the teaching process although the textbook being used is based upon a modern method i.e. The communicative language teaching. In addition, the teaching process does not include the different proper activities which will encourage students to interact and to have the ability to learn grammar and to use it.

Aims of the Research

This study aims (1) to highlight the role of the communicative approach in teaching grammar; for example, English tenses, comparatives, question tags, verbs and nouns. Moreover, (2) it aims at showing the extent to which different techniques and activities can help in teaching and learning these grammatical items. (3) Furthermore, it aims at providing suggestions on how to prepare appropriate activities for teaching grammar specifically for first year secondary school students.

Literature review

Why study grammar?

Green and Nelson (2002, p.6) suggest that the study of language is a part of general knowledge. If the teachers understand the nature of language, they will realize the grounds for their linguistic prejudices and moderate them. They point out that "Studying the English language has a more obvious practical application; it can help you to use the language more effectively". (ibid)

Grammar occupies a central position in the study of language and there is a practical reason to emphasize the study of grammar. It is easy to learn how to use dictionaries by one's self to find the pronunciation, spelling and meaning of words.

Green and Nelson (2002,p.6) outline several applications of grammatical study:

1. Recognition of grammatical structures is often essential for punctuation.
2. A study of one's native grammar is helpful for studying the grammar of a foreign language.
3. A knowledge of grammar helps in the interpretation of literary works, since the interpretation of a passage usually depends on grammatical analysis.
5. It is useful in composition; it can help in evaluating the choices available to you when you come to revise an earlier written draft.

Teaching grammar to FL learners

It is essential for the teacher to know how to present the structure form and meaning in a clear, simple and accurate way. If the teacher gives a completely accurate account of a structure, may be far from simplicity; on the other hand, if the teacher simplifies grammar rules, a structure may not be accurate. Therefore, as Ur points out "one of the problems of grammar presentation is to find the appropriate balance between the two" (Ur, 1996, p. 81).

"It is surprisingly difficult to present and explain a foreign language grammatical structure to a class of learners" (Ur 1996, p. 81). The teacher should know how to present examples and formulate explanations that will clearly convey the necessary information.

- **Stages of presenting grammar in the classroom**

Ur (1996) suggests and presents some stages to present grammar in the classroom:

Stage (1): presentation

The presentation should not take longer than five minutes, the teacher should present and explain the grammatical structure to a class from the text book. The presentation should be recorded in a tape recorder observed by a colleague.

Stage (2): optional

In the optional stage, the teachers look up a grammar book to check their explanation to find if there was anything important they omitted or misrepresented.

Stage (3): feedback

The teachers must ask students to tell them immediately afterwards how clear they thought the lesson was and if they have any particular comment.

Stage (4)

The teachers must write out for themselves a set of guidelines for presenting and explaining grammar.

Stage (5)

The teachers should compare what they have written in the guidelines for presenting and explaining grammar with what others have said.

Stage (6)

The teachers should do stage one again using another structure.

A good presentation should include both oral and written forms and both form and meaning. For students, it is important to have plenty of illustrative examples of the structure and to understand them. Visual materials can also contribute to understanding.

- **Techniques followed in teaching grammar**

There are some techniques and activities designed to help students practice certain items of language. Harmer (1991) introduced oral and written practices as follows:

1 Oral practice

1. Oral drills: They are useful for students to practice a new segment of language. They also give students chance for 'safe' practice. Accuracy can be focused on as the student gets chance to rehearse language. Most drills can be adapted for pair work and group work.

2. Information-gap activities: In such activities, different students are given different items of information. By sharing this information, students can complete a task. Harmer (1991) believes that information gap activities are a kind of drills that provide students with a reason to communicate with more involvement and motivation.

3. Games: They are essential part of a teacher's equipment, for the exercises effect that they have. They can be used at any stage of class especially at the end of a long day to make students feel interested in their English class.

4. Personalization and localization: At these stages, students use the language they have recently learnt to talk about themselves and their lives. These stages can be very controlled or very free. Harmer (1991) was concerned with personalization and localization which are designed to practice specific items of language rather than with general discussion. Finally, they are techniques for getting students to practice language; students can make connection between the grammar that they have learnt and the way to apply it to things that have real meaning for them. They are also useful at the immediate creativity stage.

5. Oral interaction: Harmer suggested three activities that are designed to encourage practice of specific language in an enjoyable and active way.

1. Find someone who
2. Likes and dislikes
3. Questionnaires

2 Written practice

1. Sentences writing: These practices are aimed to give students practice in specific written language. For example, 1. 'the fill-in' is useful during presentation stages and homework

practices, 2. in 'what are they doing? The teacher gives students a picture and asks them to write sentences about what people in the picture are doing. It is useful for students to use specific language such as the present continuous to make their own sentences.

2. Parallel writing: In this practice students see a piece of writing and then use it as a basis for their own work.

3. Cohesion: the following example is one of the exercises which are designed to organize students writing clearly and coherently, its 'co-ordinators' is 'sunshine'.

The following example is designed to teach students how to join sentences with 'and' and 'but'. Join the following pair of sentences:

- Sunshine makes people happy. Sunshine can be bad for you.
- People are more cheerful in the sunshine. People are friendlier to each other when the sun is out.

So the students will select 'and' or 'but' and they also have to replace sunshine with the pronoun 'it' and 'people' with 'they' to refer back to the subject mentioned before.

4. Oral compositions: in this practice the teacher shows the students a series of pictures, mime a story, or play them a tape with a series of sounds. Oral compositions are useful in teaching grammar especially in using various past tenses.

5. Dictation: it is a technique of teaching which goes completely out of fashion for a time but it is making a comeback. For example, tell students to get out a pen and paper and then dictate the following:

One of the most beautiful things I have ever seen

Then tell students to complete the sentences. Here they had a chance to write something down and say what they wrote. (p. 92-120)

Types of drills

Paulston & Bruder (1976 p, 4-10) suggest that there are three classes of drills, they are summarized as follows:

1. Mechanical Drills: they are drills where there is complete control of the response and only one correct way of responding. The most extreme examples are substitution drills, and repetition drills.

2. Meaningful Drills: they are drills where there is control of the response although it can be correctly expressed in more than one way. There is a right answer and students are supplied with necessary information for their responding, that is by the teacher or the classroom situation, but in all cases the teacher knows what the students want to answer. The students cannot complete these drills because they must have full understanding structurally and semantically of what is being said.

3. Communicative drills: they are drills where there is no control of the response. So the students have free choice to say whatever they want. Communicative drills consume the most time and often difficult to arrange, however, to enable students to express personal opinions, the teacher must use these drills in teaching grammar, for example, role play and problem solving. They are different experience from other drills. The teacher should put emphasis on these drills by interaction activities covering situations. These drills are free communication with their peers.

Methodology

The sample

It includes the teachers of English language. They are forty teachers, some of them were teachers at least for ten years, while others were fresh teachers of one to five years experience. Most of them were female and only nine were male. They taught English in the Agelat secondary schools.

Data Collection

Interview

An interview is one of the most powerful tools used in attempting to understand people's points of view. It has many advantages over other types of data collection, such as obtaining information by actually talking to the participant (Seliger & Shohamy 1989, p.161-167). It gives an interviewer a great deal of flexibility, free response that cannot be obtained by other procedures. Finally, it gives the interviewee a degree of power and control over the course of the interview (Nunan 1992.p:150).

The interview conducted in this study has four main interests:

1. The teacher's own personal information.
2. The teacher's approach to teaching grammar.
3. The teacher's opinion about activities used for teaching grammar, those which help students to understand grammatical rules.
4. The teacher's beliefs about the goals of teaching English.

The interview with forty teachers. It consisted of twenty questions. The questions answered by the teachers face to face and it took around 20 to 30 minutes for every teacher. The questions were asked orally in English but also some of them translated into Arabic sometimes because some of the teachers could not understand some of the questions.

The Analysis of the Interview

The questions of the interview and their answers are analyzed as follows:

Q1. How do you teach grammar?

1. Using the grammar translation method
2. Using the Communicative method
3. Using the Direct method.

Thirty five of the forty teachers who interviewed answered by saying that they used the Grammar translation method in teaching grammar and six of the teachers chose the communicative method, four of the teachers chose the direct method and five of the teachers chose the two methods the grammar translation method and the communicative method. This shows that some of the teachers were familiar with other methods requirements; they thought that these methods were the most useful method in teaching grammatical rules.

Q2. How do you teach a new grammatical item?

When asked this question, teachers gave the following answers:

- By giving an introduction and writing the rule on the board. (Four teachers)
- By writing the grammatical item on the board and giving examples. (three teachers)
- By giving examples to students on the board and explaining rules.(twenty five teachers)

Others gave the answers stated below:

- By talking about the rule and trying to list examples on the board.
- By drawing pictures and acting in front of the students in the classroom to clarify the rule, if they do not understand and then the teacher translates.
- By writing it on the board and giving examples and trying to connect it with the previous lesson.
- By drawing the form of the rule and giving many examples. (Most of the teachers).

Q3. Do you use the native language when you explain a new grammatical rule to your students?

Thirty-five of them replied 'Yes', while five of the teachers said 'No'.

Q3.a Why do you do it?

They gave various answers:

- Because we are not foreign learners, so we think that students do not understand some difficult words. (one teacher)
- Because this makes the students understand the rule and be able to explain it. (six teachers)

- The students' level is too weak and they considered this as the main reason, therefore the students do not understand English without using their mother tongue to explain it.. (twenty four teachers)
- Because of the lack of experience in teaching this language and, thus, some teachers do not prepare the lessons. Two of the teachers thought that it is a simple way to make students understand. (two teachers)
- Because I am a native speaker of Arabic and I use it everywhere. (one teacher)
- Because the students are used to it. (one teacher)

Q3.b Do you think this method (using the native language to explain grammar) is the proper way to teach grammar?

Twenty five teachers answered with 'No' and some of them gave the following reasons:

- The rule is important to be learnt in English.
- This method does not give students chance to more learning about English language.
- It does not give students a chance to deal with English grammar.
- We must improve our English language.

Fifteen teachers answered 'Yes' and they also gave reasons for their responses some of which are the following:

- According to the level of the students.
- Students needs to use the native language to learn English and understand the meaning of words.
- For the teacher 'Yes', but for the students 'No'.

Q4. Do you think using repetition drills is a better method to teach grammar rules than grammar explanation?

Fifteen teachers said 'Yes' and gave the following comments:

- Sometimes, according to the lesson which I teach.
- It is necessary to repeat for certain levels.
- By repetition students practice rules and sentences.
- Because it is a foreign language, therefore it is necessary to repeat it.
- Because the students deal with language by repetition. That is, it is one of the learners' strategies followed in learning languages.

Twenty five teachers answered with 'No' and gave these comments:

- Grammar explanation is better.
- I do not think so, because teaching grammar needs explanation

Q5. Do you use comparison between English and Arabic grammatical features as a way of teaching new grammar item to show differences or similarities?

Twenty of the teachers said 'No' they do not use this technique and twenty of them said 'Yes' and gave the following comments:

- Of course according to the lesson, especially in direct and indirect speech.
- Sometimes we do this to explain the rule when the students do not understand by English.
- When there is a similar rule in Arabic.
- Sometimes, but it is not a good idea because it makes students focus on Arabic.
- I do this especially in the case of prepositions.

Q.6 Do you require memorization of rules?

The teachers' responses were as follows:

Twenty-five teachers answered with 'Yes', and gave some reasons for their answers:

- They encourage using it because it helps students to understand the grammatical rule, especially definitions of rules.(eight teachers)
- When memorizing the rule well it is easy for the students to apply it. (three teachers)
- It helps in giving the students a chance to give examples. (six teachers)
- It is to make students understand many vocabularies regarding the rule. (one teacher)
- It is a good way for the students to help them to understand the rule. (one teacher)
- Because memorization keeps or makes the teaching process more logical. (one teacher)
- It is used to enable students to differentiate between rules, especially in learning tenses. (four teachers)
- It is important in learning English, especially the grammatical rules. (one teacher)

Fifteen of the forty interviewed teachers said 'No', and gave some reasons:

- They prefer understanding rather than memorization.
- Four teachers answered, because if the rule is memorized it will be forgotten in a few minutes.
- Five teachers said that understanding the rule will help students to create new sentences, therefore understanding is better.

Q7. Do you do most of the talking in class and students' participation is limited?

Thirty-three of the interviewed teachers said 'Yes', and gave reasons for choosing this answer:

- Most of the students do not have the ability to speak in English fluently and accurately. (three teachers)
- Because of the limited class time, the teachers must talk more than the students.(two teachers)
- The grammar lessons need to be explained and there is not enough time for students' participation. (four teachers)
- The level is too weak therefore, teachers have to explain all the time. (five teachers)
- Teachers should explain the lessons, and this needs more time. (seventeen)
- The teaching process in Libya lacks organization especially with regard to factors such as the syllabus, the time of class, and the number of the students in the classroom. (two teachers)

Eight teachers said 'No', and they gave reasons for why they said so:

- They give students chance to participate. (two teachers)
- If teachers talk more than students this will not be useful for teaching English. (one teacher)
- Students' participation is important because it gives them chance to practice the rule and the language. (one teacher)
- It gives a chance to students to communicate with each other. (one teacher)
- One teacher said that "I use the communicative approach that gives students the central role".
- the students always talk and ask questions in English and we give them more time for speaking.(two teachers)

Q8. Do you allow student interaction in pair or group work?

Thirty three of those teachers said that they allow student to student interaction in group work, eight of those teachers said 'in pair work' and three teachers said 'in pair work and group work' together according to the activities which are used.

Q9.a Do you provide enough practice activities (examples) to apply the rule you teach each time?

Thirty nine of the interviewed teachers said 'Yes' and only one teacher said 'No'

Q 9.b How do you do that?

The answers were as follows:

The teachers who said 'Yes', gave the following:

- By giving the students a chance to give another example on the same rule, using their own ideas and sentences even if they are wrong. (thirty five teachers)
- By writing the examples on the board and ask students to answer and then the teacher corrects their answers. (one teacher)
- By asking them to give examples and asking to do home works. (one teacher)
- By asking the students to build new sentences, using words and tenses which the teacher provides. (two teachers)
- By asking them questions about the rules and by giving them homework.(four teachers)
- By working together in the work book. (one teacher)

Q10. Does the teacher provide only activities available in the book or add others of the teachers' own?

Thirty six of the teachers answered that there are activities provided in the book, two teachers said that there are activities provided by the teachers, and two of the teachers answered that they use activities both from the book and from their own.

Q11. Do you think grammar should be taught inductively or deductively?

The teachers' answers were as follows:

Grammar should be taught inductively for the following reasons:

- Because it makes students understand well. (eight teachers)
- Because it is simple and clear.(three teachers)

Grammar should be taught deductively for the following reasons:

- To make students understand the meaning exactly. (one teacher)
- Students understand with examples and explanations so teachers can observe what the students understand. (seventeen teachers)
- It is an appropriate way for this level which helps in understanding English grammar. (seven teachers)
- Because it helps students to have confidence to do exercises and to create sentences by themselves. (two teachers)

Q12. What do you think are the goals of teaching English?

1. To learn structural information.
2. To communicate using the TL.
3. To make students learn about the English grammar rules and vocabulary.

The teachers gave the following answers:

- The goal of teaching English is to learn structural information (grammar). (Five teachers)
- The goal is to communicate using the TL. (fifteen teachers)
- The goal is to make students learn about the language. (seventeen teachers)
- All of the above goals because English is a very active language in the world. (three teachers)

Q13. Do you think the class time is enough to present all the rules in the text book, give examples and have individual or group participation to use them?

The answers were as follows:

Thirty four of the teachers answered with 'No', while six of the teachers answered with 'Yes'.

Six teachers said 'Yes', because they had small groups in their classes and they thought that having five classes per week is good and enough.

Thirty teachers said 'No', because their schools gave them a short period of time to teach all the syllabus and the class is overcrowded and the time allocated is not enough to present all the rules.

Q14. Do you give homework?

Thirty-nine of them said 'Yes', they give homework to the students and when they were asked why, they mentioned the following reasons:

- The students have to write it and this will improve their handwriting and makes them understand the lesson. (seven teachers)
- One of the teachers said 'No', and indicated that because the students did not do the exercises at home and only wrote the questions and asked the teacher to do that in class. In other words, they depended on the teacher in doing the exercises.

Q15. Do you give tests regularly?

All of the teachers said 'Yes', and when they were asked how often, they gave the following answers:

Eighteen of the interviewed teachers said that they gave tests once a month, while seventeen of the teachers said that they gave fortnightly, five of the teachers said that they gave tests at the end of every unit.

Q16. What is your opinion of lessons & grammar activities in the textbooks?

Thirty three teachers said that they are clear and easy to use and indicated that:

- They are easy for the teachers, but they are very difficult for the students .
- Some of them said that all the grammatical rules are appropriate and easy.
- Some of them said that there are simple exercises and the rules are explained well and there are many examples in the textbook.

Seven of the interviewed teachers said that they are unclear and difficult to use and gave the following comments:

- The exercises in the textbook are very complicated and are not suitable for students' level. (three teachers)
- The rules in the textbook are very ambiguous and there is not enough explanation, the textbook only gives examples. (four teachers)

Q17.a Does the (English) inspector visit you regularly or rarely?

Most of the interviewed teachers said that the inspector visits them regularly, and only two said rarely.

Q17.b How often?

- The subject English inspector visits teachers twice every semester, at the beginning and at the end of it. (twenty five teachers)
- The inspectors visit them three times every semester. (thirteen teachers)

Q17.c Does the inspector care more about.....?

1. Students learning 2. Finishing the syllables

The teachers' responses to this question were as follows:

- The inspector cares about students learning. (thirty teachers)
- The inspector cares more about finishing the syllabus. five teachers)
- The inspector cares about both of them. (five teachers)

Q18.a Did you have any special training course to teach grammar?

Five of the teachers said 'Yes', they had, while thirty-five of the teachers said 'No'.

Q18.b If yes, when and where? Give course names?

The following table shows their answers to these questions:

	When	Where	Course names
1	2010	Zawia - Language center	How to be a good teacher
2	2010	Zawia- Alharess center	Kit
3	2005-2007	Agelat- Higher Institute	How to be a good grammar teacher
4	2010	Agilat School of Languages	Training teacher
5	2010	Sabrata-Life science secondary school	How to teach English

The teachers' training courses

Q19.a Do the teaching materials provided in the textbook to teaching grammar include audio-visual teaching aids?

Most of the teachers 'twenty-two' said 'Yes', but eighteen of the teachers said 'No'.

Q19.b If No, do you provide and use your own?

Thirty-one of the teachers said 'No', they do not use their own, while nine of the teachers said 'Yes'.

Q19.c which types do you provide?

Seven of them said that they use pictures charts on the wall, movements in the class and a tape recorder. Finally, two of them said that they use laptops.

Q20. Does the teacher provide only activities available in the book or add others of the teachers' own?

Thirty six of the teachers answered that there are activities provided in the book, two teachers said that there are activities provided by the teachers, and two of the teachers answered that they use activities both from the book and from their own.

The Findings

- The main finding is that the majority of the teachers have been using a traditional method in class which depends on translation of the grammatical structures into the native language (Arabic) rather than the target language (English).
- The majority of the teachers who taught first year students at these schools are fresh teachers. This means they lack experience in teaching English grammar through the communicative method.
- The time allotted to teaching English grammar is not enough to practice the minimum number of activities suggested by the communicative approach.
- Most of the English grammar teachers did not have any training courses of any type.
- Large classes are considered a big problem for teachers which hinders them from dealing with various activities. Neither the time nor the space can encourage teachers to do such activities.
- Teachers did not use visual aids materials such as laboratories, lab tops, computers, tapes and tape recorders, because they were not available in the schools; the black board is the only choice.
- Interaction is limited the in classroom. Teachers take most of the talking in class although the teachers in the questionnaire and the interview said that they allowed student interaction in pair work or group work. During the classroom observation the researcher noticed that the learning process is teacher –centered, and the students study only to pass the final examination.

- Most of the teachers introduced the grammatical items by writing them on the board and giving examples from the textbook. Teachers did not create activities themselves, they depended on those found in the textbook only.

5.2 Conclusion and recommendations

This study investigated the techniques and methods used by the teachers in teaching grammar to first year secondary school students in Agelat. It can be concluded from the findings of the interview that teachers are still widely using the grammar translation method in teaching grammar. This method could not help students who wanted to speak English language with a reasonable degree of fluency and did not help them to practice language in real life.

Learning is very effective when the teaching materials and activities are relevant to the students needs but the teachers did not use the appropriate techniques and activities to make the teaching process very effective. This study tried to attract teachers' attention to the need to change the traditional behaviors of their classes and to vary their techniques to make the learning process successful.

Based on the previous findings of this study, the researcher can give some important recommendations. The main fact is that the teachers should take into consideration that the grammar syllabus which is taught to first year secondary school students is based upon the Communicative Approach not the traditional method. Therefore, they should modify their techniques in the classroom to carry out what is being required to be accomplished using communicative procedures. **Recommendations.**

- Teachers should pay more attention to the importance of using various techniques in teaching grammar because using the appropriate techniques can improve the students' ability to produce correct sentences and use them in real life situations.
- Communicative activities should be encouraged in order to give students the opportunity to practice and use grammar, since grammar syllabi is based on the communicative approach, teachers are advised to apply the techniques and activities found in the relevant books including the student's book, the work book and the teacher's book.
- Teachers should be given the opportunity to be trained frequently to update their knowledge and awareness of the most modern teaching techniques, especially those related to the communicative approach upon which the English syllabus is based.
- School administrations and the Ministry of Education should make some effort to reduce the number of students in large classes to enable teachers deal with them using communicative techniques, and to enable students have more opportunities to practice the grammar rules.
- Since the time devoted for teaching English in class is not sufficient for the teaching process to be completely successful, the researcher suggests that the Ministry Education considers increasing the time specified for English classes to enable teachers do all the activities found in the textbook and to encourage them create activities from their own, which should be suitable to the students and help them to learn and use grammar accurately.
- The researcher suggests using communicative techniques because they make students comfortable out of class, and have a degree of confidence and willingness to use the learned language which traditional classes lack.
- Teachers are also advised to let their students sit with their friends during group work and discussions to create a suitable atmosphere for the learners to talk and make sentences using the grammatical terms that are given in class, and correct their errors whenever possible.
- Teachers should not ask their students to use fully grammatically correct answers during their responses to encourage interaction inside the classroom.
- Teachers should not explain grammatical points in the mother tongue of the students but they should use the target language to provide students with a considerable language input.

- Teachers should be aware of the different ways of presenting grammar rules and how important to try all of them to find out which one is more suitable with their students and when.
- The Ministry of Education should provide the schools with the required teaching equipment such as: CDs, laboratories, CD players, computers, etc. that are essential to facilitate teaching and make it very effective.

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