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FOUR EFL TEACHERS' BELIEFS AND PRACTICES OF GRAMMAR TEACHING IN OMAN: AN EXPLORATORY CASE STUDY

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ABSTRACT

Teachers of English and other concerned educators dream to have students who never make grammatical mistakes. Therefore, in order to prepare their learners to be fluent and accurate speakers, readers, listeners, and writers, they have to make sure that students do not make grammatical mistakes frequently. EFL learners should see the difficulties, challenges, and rewards of using English accurately in addition, they ought to gain a better understanding of how language is structured and connected logically. More importantly, teachers and other educators should enhance the idea of how they can use correct English in real life as well as in their own classrooms. The main purpose of this qualitative study is to investigate four EFL teachers' beliefs of grammar teaching, correcting students' grammatical mistakes and the challenges that they face when they teach grammar in the Omani context. Also, the study advocated some practical recommendations to EFL teachers, supervisors and curriculum designers ascribed to grammar teaching and learning. More significantly, by reading the four observed lessons in this research, the readers will obtain a myriad of empirical, stimulating ideas, meaningful comments and practical advice on how to teach grammar effectively. Therefore, these readers interested in language learning and teaching will be able to distinguish between the praised and discouraged grammar teaching practices; and augment their thoughts pertain to language grammar teaching in particular.

KEYWORDS: *Explicit Grammar Teaching, Implicit Instruction, Teachers' Beliefs*

INTRODUCTION

The study of the role of grammar instruction is crucial because teaching grammar has been an arguable issue; and until now there is no clear-cut, a correct guideline that EFL teachers can follow when they teach it (Ellis, 2005). In addition, Borg (2003) asserts that studying teachers' beliefs is essential since these beliefs determine their practices, which in turns affect learners' engagement and learning. A huge number of studies have investigated the effect of grammar instruction on the second and foreign language learning process. Some of those researchers believe that grammar instruction is significant to young learners and it should be taught explicitly (Giovanelli, 2015; Higgs, 1985; Richards & Reppen, 2014; Valette, 1991). However, (Ellis, 2005; Long and Robinson, 1998; Watson,2012) believe that grammar instruction to young learners should be taught implicitly as it is not important to be introduced overtly at the early stages. In Oman, the Ministry of Education had followed the deductive approach to teach grammar in the previous textbook series "Our World Through English", but it was noticed that the learners had a lack of basic English skills and they made many grammatical mistakes in their writing and speaking utterances. Al-Barwani (2002) had a study on factors that negatively

influence students' performance at Sultan Qaboos University as perceived by faculty members' and one of the factors was "low English language proficiency" which had a mean of 3.64 and standard deviation 1.30. The Omani students' low level of English was because the type of education that school students received. Then, the Ministry of Education has designed new curriculua called "English For Me" for grades 1-10 and "Engage with English" for grades 11-12 on which it has adopted using the inductive approach to improve students' grammar, but still a study was conducted in 2007 to evaluate the learners' speaking skill and grammar learning (grade7) revealed that the learners showed plenty of grammatical mistakes. Therefore, the only way to examine the problems of grammar teaching and why learners are weak in grammar is to elicit the teachers' beliefs of teaching it and the causes of such weakness. In other words, it is important to investigate the teachers' perceptions of why students can-not apply the grammatical rules that they have learned in their real communication correctly. Students seem to understand what their teachers want to stress when they deal with grammatical items. However, they have not yet reached the level where they can use the language automatically without having to think about grammar.

Statement of the Problem

Too many language learners including Omani students could label the tenses with their usages correctly. However, when they are asked to write acceptable paragraphs or speak fluently, they will pause several times illogically and will produce paragraphs or say utterances full of grammatical, unexplainable mistakes. Being a teacher and a supervisor of English in the ministry of education for eighteen years, one of the researchers has noticed that Omani students understand the grammatical items when they are explained, but they cannot use them correctly in different contexts. Despite the constant changes in the Omani curriculum of English as a foreign language, still, this problem prevails.

The Purpose of the Study

Investigating EFL teachers' beliefs about grammar teaching and the challenges that EFL teachers face when they teach grammar may give other EFL teachers, supervisors, curriculum designers and researchers a good insight of the actual problems that EFL teachers encounter. It is broadly recognized that understanding the challenges facilitates tackling them in an easier and more effective way. This study offers an opportunity to bring the challenges closer to the teachers' minds and reflect on them critically. Besides, the recommendations offered by the four experienced teachers are practical. In addition, recommended and unadvisable grammar teaching practices are highlighted based on the four class observations.

Research Questions

The problem of this study can be formulated in terms of the following research questions:

- What are the four EFL teachers' beliefs of teaching grammar in Oman?
- What are the challenges that these four EFL teachers encounter when they teach grammar?
- What are the four teachers' recommendations that pertain to teaching grammar?
- How do these four EFL teachers teach grammar?

REVIEW OF RELATED LITERATURE

The following review of literature concentrates on two main parts that pertain to the study. The first part deals with different views of grammar instruction in EFL learning and teaching. The second part reviews studies on teachers' beliefs in grammar teaching.

Different Views of Grammar Instruction

The concept of grammar is viewed differently by various schools of linguists. For example, according to the traditionalists, it is a collection of rules and principles; whereas grammar to the structural Lists is the study of how sentences are arranged and formed. Yet, the transformation lists regard it as the rules that generate infinite sentences and help speakers to understand utterances they have heard of; while to some exponents of the communicative approach, grammar is the functions and notions of language as opposed to structural patterns. (Al-Mutawa & Kailani, 1989; Giovanelli, 2015).

Whatsoever the concept that has been approved and followed, grammar is regarded as the central organization of the language and it is the skeleton of each language. That is because grammar is the element that makes meaning and uses in any language. Thornbury (2007) defines grammar as a description of the rules for forming sentences, including an account to the meanings that these forms convey and grammar adds meanings that are not easily inferable from the immediate context. Scrivener (2005) states that grammar is human beings' internal database as to what are possible or impossible sentences.

Many various grammar theories have emerged since the 1950s when Chomasky started talking about the innate structure that everyone has, and which helps learners to generate a limitless number of new sentences similar to the learned grammatical rule. Giovanelli (2015) believes that there is a value of learning the structures and functions of language and their learning should be available to all. He further states that language is not a separate, autonomous system; however, it operates very well with other intellectual processes that are embedded in social activities.

Multifarious language teaching methods and theories have emerged, followed, discussed, believed and/ or rejected. They differ in terms of their emphasis on teaching grammar. The first one was a Grammar–Translation method that suggested heavy stress on teaching grammar explicitly and deductively. Then, the direct method, which emerged in the mid-to-late- nineteen century, rejected explicit grammar teaching. It argued that learners would pick up the language as they hear it from their teachers because teachers are supposed to use English all the time. A third method, which was derived from behaviorist psychology called audio-lingualism appeared. It claimed that language could be learned by forming habits and given learners drills would be the best way to learn its grammar. According to Benseler and Schultz (1980), the creativity of grammar instruction in the audio-lingual method is little since it totally depends on repeating patterns. Communicative language teaching (CLT) developed in the 1970s and suggested that learners could learn the language without directly teaching them its grammar, but CLT did not reject grammar instruction at all. Regardless of its merits, it suffers from some shortcomings. For instance, communicatively-taught grammar does not seem systematic or coherent as it is restricted to the notions and functions of the language and teaching communicatively needs competent teachers that can create appropriate communicative situations to provide them with chances to practice the grammar learned.

Two approaches to teaching grammar are dominating: a deductive approach and an inductive one. The former commences with the presentation of a rule and is followed by examples in which the rule is applied. The latter begins with some examples from which a rule is inferred. Many educators and language specialists encourage teachers to use the inductive approach because it calls for discovery learning and it challenges the learners' abilities in a more meaningful way (French, & O'Brein, 2008; Holme, 2012; Steinlen, 2017; Tarone & Swierzbin, 2009; Wyse et al,2013). Similarly, Kumaravadivelu (2001) points out that using the inductive approach activates the learners' intuitive heuristics largely. He argues that regardless of the approach the teacher may adopt, s/he should create a rich linguistic environment in the classroom so that learners discover the linguistic system by themselves.

In recent years some research has led to the adoption of a new classification of grammar teaching, based on the distinction between a focus on forms and focus on meaning approaches (Ellis,2005; Long and Robinson, 1998; Thompson, 2013).Burgess and Etherington (2002) claim that few would dispute that the teaching and learning with a focus on form is invaluable if not indispensable nowadays. Scrivener, (2005) points out that teachers should follow certain steps in order to make their learners master grammatical items. First, they should expose them to the grammatical points and then design tasks to make them notice and understand those specific items. After that, they should allow the learners to try them out and provide them with chances to practice the learned items. Next, they should help their learners use the new language when speaking and writing. Finally, the teachers should assist learners in remembering those forms through revision. Birch (2014) asserts that students need active usage and exposure through contextualized, interactive, meaningful and motivating activities. Carter (1990) mentions six principles for contextualized and embedded grammar pedagogy:

- It is situated in real text and explores language in use rather than being geared towards solely feature-spotting, the naming of parts and gap-filling activities.
- It constructs on what students already know about language.
- It gives them exposure to exploring language before analyzing its use and impacts in more attentive detail.
- It leads spontaneously onto a functional and critical type of discourse analysis, looking at the motivation and ideology behind language choices.
- It familiarizes meta-language in context and when conceptual learning has happened.
- It is experimental, students-centered and motivational.

Then, Giovanelli (2015) adds a seventh principle that is it promotes a way of thinking about language that stresses the connection between interaction in the physical world and linguistic realization.

Teachers' Beliefs of Grammar Instruction

As it has been mentioned that studying teachers' beliefs is very vital They determine teachers' willingness to experiment with new approaches and this would affect the type of teaching they may provide (Borg, 2003). Although beliefs are individual propositions, yet, they are constructed socially. Beliefs have undergone through the formation process right from the birth of the individual. They are affected and, with growing experience, change as a result of the individual's worldviews and professional processes. Therefore, beliefs affect teachers' decision making and filter their practices (Borg, 2013). As Watson (2012) puts it some teachers have anxiety

towards teaching grammar so it affects their real teaching practice negatively.

Research has compared between the experienced teachers' beliefs and attitudes and less experienced teachers' ones. For instance, Richards (1998) found that experienced language teachers involved in more improvisational teaching than inexperienced ones. This is true as teachers get older, they reflect upon their decisions and practice. As a result, they become wiser and proactive in their teaching practices. There is a paucity of studies on teachers' perceptions of grammar instruction (Nurusus et al, 2015). Burgess and Etherington (2002) implemented a questionnaire to investigate the beliefs about grammar and grammar teaching held by 48 teachers of English for academic purposes in British universities. They stated that grammar is important and it should be taught explicitly at least sometimes. Some research also suggests that teachers should consider their learners' preferences in their decision making around grammar teaching. Wenden (1986) suggests that teachers need to discover what their students know in order to provide more meaningful activities. Schulz (2001) also points out that eliciting teachers' beliefs helps to gain a better understanding of their practices in the classrooms. Kumaravadivelu (1994) states that attitude is one of the potential sources of matching and mismatching between the teachers' intention and learners' interpretations.

MATERIALS AND METHODS

Population and Sample

As shown in the table (1): the population of this study consisted of four EFL teachers teaching grades 11-12 at two schools in Batinah North Governorate. Their teaching experiences range between 12-19 years. This study applied a purely qualitative research method which adopted case studies of these four EFL teachers. The researchers used two research instruments: semi-structured interviews and observations.

Table 1: Characteristics of the Sample of the Study

		Frequency
Gender	Male	4
	Female	0
Teaching Experience	6-10 years	0
	11 and more	4
Level taught	Grade 1-8	0
	Grades 11-12	4
Nationality	Omani	2
	Non-Omani	2

INSTRUMENTS

Semi-Structured Interviews

Ahmad (2017) defines a semi-structured interview as a conversion with a purpose, and it should be conducted spontaneously. He adds that its questions can be classified into four dimensions: facts, attitudes, beliefs, and behavior. Also, he argues that semi-structured interviews yield rich data when used tactfully. Therefore, the two researchers were encouraged to use them as the main research instrument. In this study, these semi-structured interviews had two major sections. The first part was divided into two sub-titles: EFL teachers' beliefs which pertain to teaching grammar and correcting students' grammatical mistakes. The second part of the interview questions sought to find answers to the challenges of teaching grammar in EFL classes and the recommendations for other EFL teachers when they teach grammar.

Observations

Four observations were carried out to the four EFL teachers to scrutinize their teaching of grammar practice and to observe how they vary their ways. Besides, they were conducted to draw some statements that the researchers utilized in developing semi-structured interviews later. Also, the observations were conducted before the interviews in order not to give the four EFL teachers any clue of the researchers' investigation. The direct objective of the observations was to answer the fourth research question. "How do the four EFL teachers teach grammar?"

Ethical Considerations

- The four EFL teachers had the choice to be in this study.
- They were told about the objectives of the present study and they agreed to be recorded while they had the interviews.
- They were written under pseudonyms. Teacher A, Teacher B, Teacher C, and Teacher D.
- All participants were informed that the given data would be used for the research purposes only.

RESULTS AND DISCUSSIONS

Introduction

In this chapter, the two researchers will present the findings from analyzing the interviews first. Analyzing the interviews data, the researchers will be able to answer first three research questions which are *what are the four EFL teachers' beliefs of teaching grammar in Oman?, what are the challenges that these four EFL teachers encounter when they teach grammar? And what are the four teachers' recommendations about teaching grammar to other EFL teachers?* Then, the researchers will discuss the remaining research question**:** *How do the four EFL teachers teach grammar?***,** to answer this crucial question, both instruments were analyzed: the semi-structured interviews and the class observations. At the end of this chapter, the researchers will describe, compare, contrast and relate some body of research accordingly. The recommendations will be discussed further because it is essential that readers have a vivid image on the gist of this research.

EFL Teachers' Beliefs on Grammar Teaching

To answer the first research question *what are the four EFL teachers' beliefs of teaching grammar in Oman?* The researchers asked various questions related to the topic of teaching grammar. The researchers divided the answer into two main sub-themes: EFL teachers' beliefs on teaching grammar instruction and the EFL teachers' beliefs about grammar assessment.

The Four EFL Teachers' Beliefs on Grammar Instruction

All the four interviewed teachers think that grammar is an essential element in language learning and all of them stressed the significance of teaching it. This is obvious from their definitions of grammar or teaching grammar. To begin with, Teacher a defined grammar is a law which maintains discipline in any country. Similarly, Teacher B labeled grammar as rules that help students use English correctly. Likewise, Teacher C described teaching grammar as having a backbone for something. Also, Teacher D depicted teaching grammar as teaching structures that are necessary to build the

sentences. Moreover, Teacher A added, **"***Grammar is very very important***"**. He repeated the word "very" to indicate that he could not imagine teaching English without teaching its grammar overtly. In addition, Teacher D said "*Grammar is one of my favorite parts,***"** to express how much he loves teaching grammar. In fact, all of them asserted that it should be taught explicitly and not accidently. Besides, all of them liked teaching grammar, but two of them emphasized that it's more interesting to teach grammar when they have brilliant students as they can use their creativity more. For instance, one of them told the researcher **"***When I have good students, I like teaching it. If I have weak learners, I feel it's difficult to teach".* Moreover, the four EFL teachers' beliefs in using Arabic while teaching grammar varied. Three of them saw it as a necessity; Teacher C viewed it as optional. He pointed out that he rarely used it. As an illustration, he expressed his opinion as **"***Rarely, especially with good students no need to use Arabic at all. But sometimes with low students, I use it once or twice in a lesson depends on the students' level. Mostly I don't use it.*" Hence, he associated the usage of the mother tongue with the students' level. If they are too weak, he uses it smartly and sparingly.

The four EFL teachers' perspectives on using technology in teaching grammar are alike, but two of the four only used it regularly in their classes. *Teacher B said, "Unfortunately, I don't use technology when I teach grammar"***.** The word "unfortunately" indicated that he had a strong conviction of the essence and usefulness of the technology in teaching grammar, but he did not use it. Teachers, C and D used power point slides, videos, CDs as forms of technology while teaching grammar.

EFL Teachers' Beliefs on Correcting Students' Mistakes and Grammar in Exams

The four EFL teachers' beliefs on grammar correction approach are analogous. All of them stressed that fluency is their main concern, so they don't correct the learners' mistakes immediately and consistently. If they choose to correct them, they use peer-correction. Teacher A followed an interesting correction technique which is he collects all the learners' noticeable mistakes and then he asks the learners about them without mentioning the students who make the mistakes. As he stated that "*It is important to point out the mistakes after students finish the sentences, without naming the learners who make them."* Teacher A thought that marks of grammatical questions in the exams are not sufficient and the questions are not challengeable. He stressed that it should involve higher thinking level. He said; for example, **"***The marks allocated for grammar should be more and the questions should be more challengeable such as changing active sentences into passive, and students need to rewrite the reported speech from direct to indirect.***"** He claims that this would encourage the learners to study more. However, Teacher B, Teacher C, and Teacher D think that the weight of the marks in the assessment is sufficient and the questions are good enough.

To answer the second research question, *"What are the challenges that these four EFL teachers encounter when they teach grammar?* The researchers analyzed all four teachers' responses. They noticed that Teacher A thinks that the low level of the learner is the main challenge. However, Teacher B experienced that the complexity of English grammar especially its tenses is the foremost challenge as many students get confused when it comes to studying tenses. Teacher C mentioned that learners' motivation to study English grammar is the chief challenge. Teacher D agreed with Teachers A and B, so he said that **"***The students' levels and aptitudes, we don't need grammar".*

The answers to the research question "*What are the four teachers' recommendations about teaching grammar to other EFL teachers?"* are practical and showed those interviewed teachers' experiences. Various answers to this question were provided in order to cope up with the mentioned challenges. For instance, Teacher A suggested that the following

recommendations **"***Giving the learners the structures, using L1 if you have weak learners, making more exercises and examples, including the learners' names in those exercises, approaching the learners without saying" "I have taught this before, so preparation before going to teach grammar is essential."* Teacher B recommended that EFL teachers need to *"teach tenses together. I mean linking the tenses and compare them. Let students contrast and notice the differences."* Teacher C suggested that EFL teachers should **"***use the inductive approach and competitions, try to find a way to motivate the students and use various types of reinforcement such as using marks or cards."* Teacher D advised EFL teachers to teach interesting grammar lessons by **"***diversifying their teaching environment: library, classes, outside the class and labs, diversifying the resources: such as providing the materials to the learners"***.** He further suggested that *"EFL teachers should not rely on the curriculum alone. They should depend on online books, for example"*. Also, he added that the EFL teachers should *"exchange their grammar classes and perform peer teaching"*. Besides, he recommended them to *"use technology when they teach grammar and read to master all advanced grammatical pieces"***.** *Moreover, he advised them to "Listen to native speakers and watch them how to explain the tenses; and integrate teaching grammar with other English skills."*

To answer the fourth research question, the researchers have used both qualitative instruments: semi-structured interviews and the observations. The question is *"How do these four EFL teachers teach grammar?"* Analyzing the answers of the participants' interviews, the researchers could pinpoint the four EFL teachers' preferred approaches to teaching grammar. Teachers A; for example, likes giving structures first which means he uses the deductive approach. However, Teachers B and C prefer using the inductive approach. Teacher D uses both approaches. He does not have a favorite approach, so he uses both of them equally. This finding matches what has been recommended by other different researchers in that the teacher should use the approach of teaching grammar that meet his or her students' needs, preference and abilities (Al-Mahooqi & Troudi, 2014; Giovanelli,2015; Afdaleni, 2018).

The four observations yielded richer data to answer this question, "*how do these four EFL teachers teach grammar?"* The researchers analyzed each teacher's lesson first and then they summarized all answers together to solve this research question clearly. From the Teacher's A observed lesson, the researchers can say that Teacher A had some good practices in his lesson. For example, he allowed students to use dictionaries in the class, integrated grammar with reading text, gave the students some chances to discuss their opinions and summarize their points, and he gave feedback when necessary. On the other hand, the researchers noticed that he could not keep good time management as time finished and the learners couldn't accomplish the last task. Besides, the investigators observed that too much teacher talking time took place and the lesson seemed like a lecture. Therefore, there was not sufficient students' involvement or motivation. The teacher used the deductive approach. In addition, Teacher B performed recommended teaching practices; for example, he showed and discussed the intended learning outcomes with the learners. Also, he revised the previously studied words and he made sure that the students understood the instructions. Besides, he provided the learners with the feedback and he used peer-correction. Moreover, he activated the group work and elicited from the learners what they already knew. However, the researchers did not notice that the teacher used various techniques, reinforcement, instructional aids or materials. Besides, he did not give more opportunities to the learners. It has been recommended that teachers should reduce their presentations and increase the students' engagement (Pengelley,2016; Zahin,2015). The teacher also did not use technology in teaching grammar or focus on the reticent students. Teacher C was observed to follow good practices such as asking the learners to work in groups and giving regular feedback. Besides, he revised what students had studied before

and he used mind maps to clarify vague points. However, the researcher also noticed that the teacher did not have many students to participate because he focused on a member in each group to say the answers. Hence, not much time was given for students' practice. Research suggests that language learners need to be exposed to language as much as possible (Indrarathne, Ratajczak & Komos, 2017 ; Scivener,2005; Ur,1996). Also, he did not use any type of technology and the class was monotonous as many students were passive. One reason for this passivity was that the teacher did not bring any realia or supplementary materials. He totally depended on the book. By analyzing Teacher's D lesson, the investigators could experience some laudable teaching practices such as applying the inductive approach and making the students be interested at the beginning of the lesson. Also, he allowed them to compare their answers. Besides, he activated the group work and he discussed the lesson objectives with the learners. On the other hand, the researchers noticed that although the teacher used technology in teaching, it was too limited to the objectives and one task. Also, most time spent on the presentation where the teacher was predominant most of the time. In addition, time management was not balanced. Moreover, many students were not given the chances to participate as the excellent students in each group took the whole roles. What is more, no online extra materials were brought to the classroom.

By analyzing the four observations, the researchers drew a conclusion that although the four EFL teachers introduced the language actively, they were taking much time presenting it. Thus, the researchers could observe three important elements were missing by all these four teachers when they taught grammar. The first one was exposing the students to more practice of learned grammatical language is apparently insufficient. The second one was that they needed to diversify their teaching techniques by using technology effectively and adequately and /or asking students to teach some grammatical points to the class. Much research recommends to use technology in teaching language and to encourage students' autonomy (Al-Mahooqi & Troudi, 2014; Mahmud, 2018; Maszkowska, 2015; Parvin & Salam,2017). The third component it was important to consider individual differences to meet all students' learning styles by having extra-materials and exercises. Research indicates that activating learner different styles is very recommended (Harmer, 2007; Ur, 2016).

Summary

All four EFL teachers are highly motivated to teach grammar and they consider grammar is an important aspect of language that needed to be taught explicitly. Moreover, they believed that teaching grammar is exciting when you have good students. Also, they believed that fluency is more important than accuracy. Saying that does not mean neglecting accuracy, but EFL teachers should find a mild way to correct their students' mistakes. In addition, the four interviewed EFL teachers believe in using both dedicative and inductive approaches and the teachers should understand their learners' needs, abilities, and preferences before they teach grammar. In other words, EFL teachers are advised to be eclectic in their approaches and they should not depend entirely on one pedagogical approach. Besides, the findings revealed that students' low levels and motivation; and the difficulty of English grammar tenses are the main challenges that these four teachers face when they teach grammar. They have propounded many practical recommendations for EFL teachers to have fruitful grammatical lessons such as using technology in teaching grammar, encouraging peer-teaching and diversifying their teaching environment, resources and methods. They have also recommended EFL teachers to have exercises and include the learners' names in these tasks so the learners can sensitize that they are privileged and become motivated. Also, the four teachers encouraged EFL teachers to personalize the lesson when they teach grammar. Similarly to this finding, much research also stresses the essence of personalizing the lessons and making them relate to the learners' real life and

experiences (Goldenberg, 2013; Tseng & Tsai, 2008; Walkington & Bernacki, 2014). Furthermore, they encouraged other EFL teachers to try to find a way to motivate the students. For example, they suggested using competitions, marks, and cards as ways of reinforcing the students to be interested in the grammar lessons. Also, they recommended EFL teachers to lead the learners to notice the differences and similarities in the grammar forms and patterns.

CONCLUSIONS

The analysis of the study has revealed some recommendations for EFL teachers, supervisors, curriculum designers, and assessment officers and parents. All EFL teachers should offer their learners many opportunities to practice the new introduced grammatical features. They can do this by reducing the presentation phase time and increasing the time of practice and produce stages. Also, grammar should be taught in a context. Therefore, the role of curriculum designers and teachers is to introduce the grammar form(s) in meaningful, rich contexts. In addition, parents should be informed about the importance of letting their children practice what they have learned in order to be fluent learners. Parents should continue what the teachers have started with their children. Besides, EFL teacher should analyze the learners' needs, abilities, and interests in order to prepare the tasks that match their levels. Moreover, EFL supervisors should encourage and help EFL teachers to use technology in teaching grammar. They should help by providing useful grammar programmes to the teachers. Also, EFL supervisors should keep observing time allotment carefully when EFL teachers teach grammar lessons. It should be spent on practice and production stages not fully on presentation phase. In addition, EFL teachers should teach grammar using extra-materials and not depend on the textbooks only and encourage their learners to use what they learn. Furthermore, EFL teachers should use various types of correction techniques such as self-correction, peer-correction and teacher's correction

This research provides information that enhances further discussion and encourages additional research to aid in the development of innovative and practical ideas of how to teach and assess learners' grammar meaningfully.

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