



A Study on Difficulties in Teaching Grammar to English Learners at Secondary Level in District Multan

Abdul Rasheed Soomro¹, Ishfaque Ahmed Abbasi², Ishfaque Ali Kalhoro³

Abstract

The study aims to identify the problems of teaching English grammar to secondary school students, explore ways to improve it, and find solutions to those problems. The study employed descriptive and quantitative research. The population includes all public secondary school English instructors in district Multan. The researcher randomly sampled. The researchers used a questionnaire for the study. The researchers visited the study sample of 150 secondary school teachers and gave them the questionnaire. Results were calculated using percentage, mean score, and standard deviation. The study found that non-English-specialist secondary school English instructors are dissatisfied with teaching grammar. Secondary English grammar instructors must be trained. The study also found that audio-lingual instruction improves English teacher performance. Teachers think teaching English grammar takes work. Secondary school teachers may need extra training to inspire pupils to master English grammar and language. The results suggest motivating secondary school instructors to plan grammar lessons.

Keywords: Teaching grammar, English learners and Secondary level

1. Introduction

Language instruction and study are essential to developing the human intellect as they stimulate critical thinking and problem-solving skills. By learning a new language, individuals are exposed to different cultures, perspectives, and ways of thinking, which broadens their worldview and enhances their ability to empathize with others. Additionally, language proficiency allows individuals to effectively communicate their thoughts and ideas, fostering more precise and persuasive communication skills that are crucial in various personal and professional settings. Creativity and fresh perspectives emerge through the use of words (East, 2022). For example, when an individual learns a new language, they can express themselves differently, using unique idioms and expressions that may not exist in their native language. It can lead to innovative thinking and problem-solving, as they can approach situations from a fresh perspective. Furthermore, language learning also stimulates creativity by introducing individuals to new literature, music, and art forms that are intrinsic to the culture associated with the language. This exposure to different forms of artistic expression can inspire individuals to think outside the box and generate new ideas in their creative endeavors. In fact, all the learning and progress are possible through languages. In fact, all the learning and progress are possible through languages. Languages are the foundation upon which knowledge is shared, ideas are exchanged, and cultures are understood. Without language, human communication would be limited, hindering our ability to learn from one another and advance as a society (Shonfeld et al., 2021). From scientific discoveries to technological advancements, languages serve as the bridge that connects us and propels us forward in our quest for knowledge and progress.

As seen in prior policies, English is crucial to global communication and a lively source of knowledge in this age of science and technology. The government places a strong emphasis on English in public institutions. That all educated people may speak English. It is time to teach perfect English, especially grammar, as a foundation for all writing, creative or not (Cremin, 2022). English proficiency is crucial for effective communication and opens up numerous opportunities for individuals in an increasingly globalized world. By prioritizing the teaching of perfect English, including grammar, in educational institutions, the government ensures that all citizens have access to high-quality language instruction. This comprehensive approach will enhance written communication skills and foster critical thinking and creativity among students, enabling them to excel in various professional fields.

English learners must master fundamental grammar and communication skills. Ellis (1993) advises them to study grammar to communicate well. To comprehend others, students must practice reading and listening. They need to understand the rules and structures of the English language in order to convey their message effectively. Also, strong reading and listening skills will help them comprehend native speakers' languages and increase their overall comprehension (Ghaderpanahi, 2012). By mastering grammar and communication skills, English learners can engage in meaningful conversations and express themselves fluently. In addition to practicing reading and listening, English learners should improve their speaking and writing skills. These skills are essential for effective communication in any language, and English is no exception. By actively speaking and writing in English, learners can enhance their vocabulary, sentence structure, and fluency. Moreover, practicing speaking and writing will give them the confidence to express their thoughts and ideas in English without hesitation.

¹ Lecturer, Institute of English Language and Literature, Shah Abdul Latif University Khairpur Sindh, Pakistan, soomrorasheed4u@gmail.com

² Lecturer, Department of English, Sukkur IBA University, Pakistan, ishfaque@iba-suk.edu.pk

³ Lecturer, Department of English Language and Literature, The Shaikh Ayaz University Shikarpur, Pakistan, ishfaquealikalhoro@gmail.com

Perhaps grammatical knowledge of any language is more significant for a foreign language learner than a native. It is because in acquiring a language, the native speaker has naturally internalized the grammar of the same language, whereas the foreign language learner deliberately makes an effort to master the features of the language that account for grammatical purposes (Ellis, and Shintani, 2013). Therefore, we must learn the grammar of the English language. Audio-visual tools and authentic materials make grammar education entertaining and lively (Eun, 2010). All classroom exercises employ actual resources and provide specific tasks to achieve the same functions. Learners may find it meaningful. Classroom exercises boost English confidence. Language exercises emphasize four integrated language skills to engage students. These skills include reading, writing, listening, and speaking. Students can practice these skills dynamically and interactively by incorporating authentic materials and audio-visual tools. It makes grammar education more enjoyable and enhances students' overall English proficiency and confidence. Furthermore, the specific tasks provided in classroom exercises help students understand the practical application of grammar in real-life situations, making their learning experience more meaningful and relevant. So, the objective of the study was to identify the difficulties in teaching English grammar to the English learners at secondary school level.

2. Review of Literature

Different academics and linguists have discussed grammar, notably English grammar. The Oxford Dictionary of English Grammar defines grammar as a language's morphology, syntax, phonology, and semantics (Chalker & Weiner, 1994). Grammar definitions include structural rules but not vocabulary, semantics, or phonology. Language experts assess whether grammar definitions explain organizational and structural features or whether they also secure semantically the functions of a language. They examine if grammar rules effectively capture how words are formed, sentences are structured, and sounds are pronounced in a speech. Additionally, they evaluate whether grammar definitions adequately account for the meaning and interpretation of linguistic expressions. By considering both form and function, linguists strive to develop comprehensive and accurate descriptions of grammar that encompass all aspects of a language's structure and usage.

Grammar is the set of rules by which words form and integrate into sentences, according to The Longman Dictionary of Contemporary English. Batstone (1994) states that grammar has several meanings and dimensions. Grammar is a collection of rules that create sentences from words. These rules include guidelines for word order, verb conjugation, and noun and pronoun usage. Furthermore, grammar also encompasses the study of sentence structure, syntax, and punctuation. Grammar provides the framework for effective communication, enabling individuals to convey their thoughts and ideas clearly and accurately.

Moreover, grammar is a tool for establishing coherence and cohesion in written and spoken language. By understanding grammar rules, people can create sentences that flow naturally and are simple for others to understand. Additionally, grammar aids in developing critical thinking skills, as it requires individuals to analyze and manipulate language to convey meaning. This analytical process allows individuals to comprehend the structure of language and recognize and appreciate the nuances and subtleties that can be conveyed through grammar. Overall, grammar plays a vital role in our ability to communicate and comprehend the messages we receive and send effectively. With grammar, communication would be smooth and precise, as individuals would need help to convey their thoughts and ideas. By following grammatical rules, individuals can organize their thoughts and present them coherently, allowing for efficient communication. Furthermore, grammar provides a foundation for effective writing and speaking, enabling individuals to express themselves eloquently and persuasively (Al-hawamdeh and KhairEddeen, 2022). Grammar serves as the backbone of language, enhancing our ability to communicate effectively and facilitating meaningful interactions with others.

Brumfit and Johnson (1979) noted that every language on Earth has grammar and that with proper grammar knowledge, millions of words become impractical because they cannot be ordered meaningfully. Without grammar, language would be reduced to a jumble of random words devoid of coherent meaning. Through grammar, we can convey complex ideas, express emotions, and engage in meaningful communication. The study of grammar enables us to understand the underlying structure of language, allowing us to effectively navigate and comprehend the vast array of words at our disposal. Furthermore, grammar serves as a set of rules that govern how words are combined to form sentences, ensuring clarity and coherence in our communication. It gives us the tools to distinguish between different parts of speech, such as nouns, verbs, adjectives, and adverbs, and understand how they function within a sentence. By understanding grammar rules, we can construct sentences that convey precise meanings and avoid ambiguity (Chierchia, and Spector, 2012). Additionally, grammar helps us understand the relationships between words and phrases, enabling us to create complex sentences that convey intricate thoughts and ideas. With grammar, our ability to express ourselves effectively would be protected.

Grammar governs linguistic structure. Grammar education annoys pupils, who despise it. Students learn that grammar in any language is laborious. Grammar is rarely taught engagingly in schools, and teachers need to try to inspire pupils

to be creative with grammar (Munir et al., 2023). Teachers can ignite a passion for language in their students by making grammar lessons more interactive and fun. When grammar is taught captivatingly, pupils appreciate its importance in effective communication. Instead of viewing it as a tedious subject, students start to see grammar as a tool that allows them to express their thoughts and ideas clearly.

Consequently, by encouraging creativity and exploration in grammar education, teachers can transform how students perceive and engage with this essential aspect of language. For example, a teacher may use interactive games and activities to teach grammar rules, such as creating a scavenger hunt where students have to find examples of different types of sentences in the classroom or using role-playing exercises to practice using correct verb tenses. Grammar fun and engaging, students become more motivated to learn and apply these rules in their writing and speaking. It improves their language skills and helps them develop a genuine interest in understanding how grammar impacts effective communication (Kumayas, and Lengkoan, 2023).

Additionally, incorporating technology into grammar lessons effectively captures students' attention and makes the learning experience more interactive. For example, using online grammar games and apps allows students to practice grammar rules in a fun and engaging way. These tools often provide immediate feedback, which helps students identify and correct their mistakes in real-time. Moreover, incorporating multimedia elements, such as videos and audio recordings, can enhance students' understanding of grammar concepts by providing real-life examples and context. By implementing innovative and interactive teaching strategies, educators can create an environment fostering enthusiasm and curiosity for grammar.

Grammar instruction is essential in institutions' language teaching programs. Language learning requires implicit and explicit grammatical knowledge. Teachers must integrate grammar into daily life and make it familiar to students. Linguists cannot dispute grammatical instruction. It is widely acknowledged that grammar instruction is essential to institutions' language teaching programs. Language learning encompasses implicit and explicit grammatical knowledge, and students must develop a solid understanding of grammar rules and structures (Balthazar et al., 2020). Effective teachers can seamlessly integrate grammar into daily life, making it a familiar and natural part of the language learning process. Linguists, too, recognize the significance of grammatical instruction as it provides a foundation for effective communication and language proficiency.

Tenses teach grammar. Grammar is the study of how words join to make correct sentences, according to Ur (1996). Radford (2003) adds that grammar examines the rules and principles that control word creation and sentence structure. Grammar uses reasoning to create correct phrases. Grammar has syntax and morphology (Crystal, 1985). Syntax refers to the arrangement of words in a sentence and the relationships between them, while morphology deals with the internal structure of words and how they are formed. Understanding these aspects of grammar helps individuals construct coherent and meaningful sentences. Moreover, grammar instruction enables learners to express themselves accurately and appropriately in different written or spoken contexts. It plays a crucial role in language acquisition and development by facilitating effective communication and enhancing language proficiency. For example, in English grammar, understanding syntax helps individuals arrange words and phrases in a specific order to convey meaning. It can be seen when constructing a sentence such as "The cat chased the mouse," where the subject (cat) comes before the verb (chased) and the object (mouse). Additionally, knowledge of morphology allows individuals to add prefixes or suffixes to words, such as adding "-ed" to "chase" to indicate past tense, resulting in "chased." This understanding English Grammar is often considered an abstract concept that becomes tangible when used. Grammar is an abstract concept in the LAD (Language Acquisition Device) in the mind that is used concretely. Grammatical competence, especially in English, involves implicit awareness of grammar. Native speakers assume comprehension. They know how to form and describe native language words, sentences, and phrases. Man has yet to consider the psychological processes of language comprehension and communication. These processes involve the human brain's intricate workings and language skills development from an early age (Ali, and Saleh, 2022). Studying grammar helps us understand how language functions and how meaning is conveyed through words and structures. Through the mastery of grammar, individuals can effectively communicate their thoughts and ideas, bridging the gap between abstract concepts and concrete expression.

Schools, universities, and institutions reflect the linguistic knowledge and proficiency modeled by a language's grammar. In Radford's (2003) research, if it accurately determines if a sequence of phrases and words in a language is grammatical, it also correctly defines the sentence's explanations. Grammar is now integral to meaningful communication (Ellis, 2006). Individuals may need a solid understanding of grammar to convey their thoughts and ideas clearly and effectively. Grammar is the foundation for language proficiency and provides the structure for coherent communication. As Radford's research suggests, a language's grammar not only determines the grammaticality of a sentence but also plays a crucial role in defining its meaning. Therefore, to engage in meaningful communication, individuals need to possess a firm grasp of grammar.

Language educators require clarity on whether to teach grammar after the above argument. Language teachers need clarity and the best grammar-teaching approach. Language educators require clarity on whether to teach grammar after the above argument, as there is a growing debate about the effectiveness of grammar instruction (Ahmad et al., 2021; Ali et al., 2021). Some argue that explicit grammar instruction can hinder fluency and communication, while others believe that a solid foundation in grammar is necessary for accurate and effective communication. Therefore, language teachers need clarity and the best grammar-teaching approach to ensure their students develop fluency and accuracy in their language skills.

Due to native or first language interference and significant differences, English is harder to employ. Native English speakers choose simple, continuous, and perfect verb forms based on social and cultural reasons, not grammatical requirements. Second-language learners need help using language appropriately. "In many ways, the computer is the ideal tool to help foreign language students overcome their grammar deficiencies," says Hall (1998), as referenced by Ilin, Kutlu, and Kutluay (2013) in their study on teaching German Grammar using computers. The study found that computer-based exercises and programs can provide immediate feedback to students, allowing them to practice and correct their grammatical errors in real time. This interactive learning experience greatly benefits second-language learners, as it helps them understand the grammatical rules and enables them to apply them accurately in their writing and speaking. Furthermore, using computers in language learning allows students to access various resources and materials to enhance their understanding and mastery of the language.

English Grammar is taught using inductive and deductive approaches. Grammar is achievable, manageable, and accessible to English learners through inductive and deductive principles. English teachers present and apply the concept with examples using the deductive technique. Then the teacher gives students sentence-making exercises employing the rule. It helps students see the practical application of the grammar rule and reinforces their understanding.

Additionally, the inductive approach encourages students to discover grammar rules through examples and patterns. It allows students to actively engage with the language and develop critical thinking skills (Ali, et al., 2023). Overall, the combination of both inductive and deductive approaches to teaching English grammar helps students effectively learn and apply the language rules.

Knowledge and information also support competent drills to integrate and learn grammatical principles. Inductive methods allow language teachers to investigate linguistic phenomena in class. Activities and assignments simplify language and grammar instruction in the above manner. Engaging in inductive methods encourages students to actively participate in the learning process, enabling them to develop a deeper understanding of the language. This approach also promotes critical thinking skills, as students must analyze and draw conclusions based on the examples and patterns.

Additionally, the use of activities and assignments helps to make the learning experience more interactive and engaging, allowing students to apply the language rules they have learned practically and meaningfully. As a result, students are better equipped to communicate and express themselves in English effectively. For example, in a language class, students may be given a set of sentences with different verb tenses and asked to identify the patterns and rules governing each tense. They could then apply this knowledge by completing exercises to correctly use the appropriate tense in the context. This hands-on approach reinforces understanding of the language rules and encourages students to think critically about how and why certain verb tenses are used in specific situations (Ali, et al., 2023). By actively engaging with the material through interactive activities and assignments, students can internalize the rules and patterns of verb tenses more effectively. This active learning approach also allows students to apply their knowledge in real-life situations, improving their language and fluency.

Additionally, by encouraging critical thinking about verb tenses, students develop a deeper understanding of the nuances and subtleties of the language, enhancing their ability to express themselves accurately and confidently. Passive learning, such as traditional lectures and memorization, can also effectively teach verb tenses by providing a structured and systematic approach to learning. Additionally, passive learning methods may be more suitable for individuals who prefer a more structured and guided approach to language learning.

3. Research Methodology

The investigation was quantitative. This study used a survey method. According to Ezeani (1998), survey research gathers accurate data about existing phenomena. It was in processes, trends, attitudes, circumstances, and practices. The researcher may employ a quantitative or descriptive survey of the existing situation. A researcher's method depends on the problem's current state (Bryman, 1984). The researchers chose a quantitative survey method to collect data for this investigation. Quantitative surveys are ideal for studying processes, trends, attitudes, circumstances, and practices as they provide precise and measurable information. By employing a descriptive survey of the existing situation, the researcher could gather accurate data to help understand the problem at hand. The choice of survey

method depended on the problem's current state, ensuring that the most appropriate approach was used. The research included all public school secondary English instructors in Multan. Researchers sampled the Multan population. Gay, Mills, and Airasian (2008) recommended 5% for a population of 1,500. For this study, 150 secondary school teachers from Multan were randomly chosen.

A teacher questionnaire was utilized to collect data for the quantitative survey research. Hartas (2010) states that questionnaires are the most commonly used survey study data-gathering tool. Through a literature study, a questionnaire was created, and it was a three-point. Descriptive survey studies use primary and essential data (Mawoli, Babandako, 2011). Data was collected using the secondary school English teachers questionnaire. The researchers gave the study sample the questionnaire in person. The secondary school English teachers questionnaire, was extensively given to the research sample.

4. Analysis and Interpretation of Data

The study aimed to investigate the difficulties that secondary school students of English face when learning grammar. The researchers used a questionnaire to gather data for the study. Once the data had been tabulated, it was examined and interpreted in light of the objectives established for the study.

Table 1: Perceptions of Teachers toward the problems of teaching English grammar

Item	Statement	Yes	No	To some extent	M	SD
1	You are in favor of teaching compulsory English to secondary school students.	76	56	18	2.17	0.93
2	You are satisfied with your teaching grammar to students.	27	34	87	1.98	0.69
3	An English teacher must specialize in his/her subject (English).	108	12	30	2.68	1.09
4	You are a trained English teacher.	36	10	104	2.21	1.06
5	Books on grammar teaching methods available at school.	35	92	23	1.64	0.96
6	Books on grammar teaching methods are useful.	102	25	23	2.46	1.02
7	You support grammar translation method.	121	09	21	2.74	2.04
8	You use grammar translation method in your teaching.	129	11	10	2.77	2.06
9	You use audio lingual method for grammar teaching.	96	14	40	2.43	0.81
10	Audio visual aids are beneficial in grammar teaching.	133	8	9	2.79	2.13
11	You use audio visual aids for grammar teaching.	6	108	36	1.68	1.26
12	You teach English grammar to overcrowded classes.	139	4	7	2.91	2.18
13	Overcrowded classes affect teaching of English grammar.	134	6	10	2.83	2.09
14	You satisfied with the content of grammar in the textbooks.	33	16	101	1.01	1.03
15	You think that grammar is easy to teach.	35	90	25	1.24	0.96
16	You teach grammar regularly.	20	107	23	1.37	1.09
17	You prepare yourself for teaching English grammar.	32	17	101	2.10	0.56

In item 1, the statement is, "You are in favor of teaching compulsory English to secondary school students?" The mean score of 2.16 and the standard deviation of 0.91 for the above statement show that the majority of the respondents (76) are in favor of teaching English to secondary school students, while 56 secondary school English teachers are not in favor of teaching English to secondary school students. Furthermore, respondents (18) favor teaching English to secondary school students. The values of the mean score (2.17) and standard deviation (0.93) indicate that most responses are inclined toward the statement that compulsory English must be taught to secondary school students.

In item 2, the statement is, "You are satisfied with your teaching grammar to students." The mean score (1.98) and standard deviation (0.69) show that the majority of the respondents (87) have the view that they are satisfied with their teaching of grammar to some extent at the secondary school level. In item 3, the statement is, "An English teacher must specialize in his/her subject (English)." The values of the mean score (2.68) and standard deviation (1.09) indicate that the majority of the respondents (108) believe that English teachers must have specialization in the subject of English if they are teaching grammar to secondary school students.

Item 4 is, "You are a trained teacher of English?" The value of the mean score (2.21) and standard deviation (1.06) informed the majority of the respondents (104) that they are inclined to the view that they are trained English teachers to some extent for teaching English grammar to the students at the secondary school level. Item 5 revealed the statistical frequency, mean score, and standard deviation results. The value of the mean score (1.64) and standard

deviation (0.96) shows the inclination of the respondents toward the option of "No" So, it is concluded that the majority of the respondents (92) responded that they need books on grammar teaching methods available at secondary schools. In item 6, the statement is, "Books on grammar teaching methods are useful." The values of the mean score (2.46) and standard deviation (1.02) display that the majority of the respondents (102) have the view that books on grammar teaching methods are valuable additions at the secondary school level. In item 7, the statement is, "You support the grammar-translation method." The mean score (2.74) and standard deviation (2.04) show that a majority of the English teachers (121) view that they support the grammar-translation methods at the secondary school level.

In item 8, the statement is, "You use the grammar-translation method in your teaching." The mean score (2.77) and standard deviation (2.06) reveal that the majority of the respondents (129) responded that they use the grammar-translation method in their teaching. Item 9 explored the statistics about the statement, "You use the audio-lingual method for grammar teaching." The value of the mean score (2.43) and standard deviation (0.97) for the above statement shows that the majority of the respondents (96) responded; they use the audio-lingual method for grammar teaching. In item 10, the statement is, "Audiovisual aids are beneficial in grammar teaching." The values of the mean score (2.79) and standard deviation (2.13) for the above statement reveal that the majority of the respondents (133) think that audiovisual aids are beneficial in the teaching of English grammar.

In item 11, the statement is, "You use audiovisual aids for grammar teaching." The value of the mean score (1.68) and standard deviation (1.26) for the statement mentioned above indicates that the majority of the respondents (108) have the view that they do not use audiovisual aids to teach English grammar to secondary school students. Item 12, "You teach English grammar to overcrowded classes," results indicated that the values of the mean score (2.91) and standard deviation (2.18) for the above statement indicate almost all the respondents (139) have the view that they are teaching English grammar to overcrowded classes.

In item 13, the statement is, "Overcrowding affects the teaching of English grammar." The mean score (2.83) and standard deviation (2.09) for the above statement show that the majority of the respondents (134) responded that they think overcrowded classes affect the teaching of English grammar in the classrooms at the secondary school level. In item 14, the statement is, "You are satisfied with the content of the grammar in the textbooks." The mean score (1.01) and standard deviation (1.03) for the above statement show that the majority of the respondents (101) responded that they are satisfied with the content of grammar in the textbooks to some extent at the secondary school level.

In item 15, the statement is, "You think that grammar is easy to teach." The mean score (1.24) and standard deviation (0.96) for the above statement show that the majority of the respondents (90) responded that they do not think that grammar is easy to teach at the secondary school level. In item 16, the statement is, "You teach grammar regularly." The value of the mean score (1.37) and standard deviation (1.09) for the above statement shows that the majority of the respondents (107) responded that they do not teach grammar regularly at the secondary school level.

5. Findings and Conclusion

The study found that the quality of English instruction in public secondary schools has declined because of the difficulties associated with teaching English grammar. Teachers need help explaining complex grammar rules to students, and they also need help ensuring that students retain and apply this knowledge. Furthermore, the lack of resources and training for teachers to effectively teach grammar exacerbates the problem, leading to a decline in the overall quality of English education in these schools.

The following inferences were made in light of the study's results: According to the results, most educators in the field of English have room to improve their satisfaction with lessons, including grammar. That is because they still need to develop English or English studies expertise. The study found that secondary school English instructors require additional books on grammar teaching approaches since they are not qualified to teach grammar. The study revealed that most educators need help with effective lesson planning and incorporating interactive activities to engage students. It could be attributed to the need for more professional development opportunities for English teachers, which hampers their ability to enhance their teaching skills. Therefore, educational institutions must invest in training programs and resources that focus on improving these instructors' English proficiency and instructional techniques to enhance the quality of English education in schools.

Therefore, public school libraries should have literature on English pedagogy and grammatical procedures for English teachers. English instructors may benefit from reading these works. The study results showed that English teachers are well-informed about educational practices, but they typically employ grammar-translation approaches rather than audio-lingual instruction when instructing their students. Because the audio-lingual method helps teachers of English achieve more significant outcomes.

It is also decided that dealing with overcrowded classrooms is a more significant challenge for English teachers. Overcrowding in the classroom is a significant challenge for English teachers, harming students' English grammar learning. It is because overcrowded classrooms often result in limited individual attention and reduced opportunities

for interactive language practice. With proper guidance and monitoring, students may be able to grasp the intricacies of English grammar and receive the necessary corrections and feedback to improve their language skills. Therefore, finding practical solutions to address overcrowding is crucial for enhancing students' English grammar learning and overall language proficiency.

Most educators believe there needs to be more emphasis on grammar in secondary school English texts. Also, it was established that native English speakers who teach the language find English grammar difficult. Through reading this study, students at public secondary schools will develop an enthusiasm for studying English grammar. English grammar instruction in secondary schools needs improvement. They are limited to a 40-hour work week. There is thus no consistent opportunity for them to instruct secondary school pupils on English grammar. Teachers of English at the secondary level also have the focus and preparation necessary to teach English grammar effectively.

Furthermore, it is essential to recognize that English grammar plays a crucial role in students' overall language proficiency. With a solid understanding of grammar rules and structures, students may be able to communicate effectively in both written and spoken English. Therefore, teachers of English at the secondary level must be equipped with the necessary skills and resources to deliver comprehensive grammar instruction to their students. However, a closer examination of the current state of English grammar instruction in secondary schools reveals several areas needing improvement.

6. Recommendations

The results may suggest that secondary school instructors require experienced master trainers to teach English grammar. Secondary school English instructors may offer books on English grammar instruction. Education stakeholders should also reduce secondary school (9th and 10th) class saturation. Secondary school English teachers should be motivated to provide grammar lessons for pupils.

References

Ahmad, M. B., Ali, M. Q., & Zainab, N. (2021). Secondary School Teachers' Attitude toward Teaching English as a Second Language: A Comparative Study. *Negotiations*, 1(3), 64-72.

ALhawamdeh, H., & KhairEddeen, L. (2022). The Degree of Native Language Teachers' Consideration of Persuasive Writing Skills in Teaching Expression. *International Journal of Education in Mathematics, Science and Technology*, 10(2), 409-423.

Ali, M. Q., & Saleh, S. (2022). Childrens' socio-religious and personal development through the lens of teacher at early childhood education in Pakistan. *Southeast Asia Early Childhood Journal*, 11(1), 130-144.

Ali, M. Q., Alvi, S., & Nazar, R. (2023). A Descriptive Study of EFL Learners' Attitude towards the English Language at the Secondary School Level. *Global Language Review*, VIII, 295-303.

Ali, M. Q., Shahzad, M. A., Malik, N. J., & Iqbal, M. N. (2021). Student's Attitude Towards Learning English At Secondary School Level In Punjab Province During Covid-19 Pandemic. *Harf-o-Sukhan*, 5(3), 18-29.

Ali, M. Q., Wattoo, R. M., & Zaman, F. U. (2023). Attitude to English Learning: A Study of Peer Group Influences during COVID-19 Pandemic. *Global Language Review*, VIII.

Balthazar, C. H., Ebbels, S., & Zwitserlood, R. (2020). Explicit grammatical intervention for developmental language disorder: Three approaches. *Language, speech, and hearing services in schools*, 51(2), 226-246.

Batstone, R. (1994). *Grammar*. Oxford: Oxford University Press.

Brumfit, C. J., Johnson, K. (1979). *The Communicative Approach to Language Teaching*. Oxford: Oxford University Press.

Bryman, A. (1984). The debate about quantitative and qualitative research: A question of method or epistemology. *The British Journal of Sociology*, 35, p.85.

Chalker, S. & Weiner, E. (1994). *Oxford Dictionary of English Grammar*. New York: Oxford University Press.

Chierchia, G., Fox, D., & Spector, B. (2012). The grammatical view of scalar implicatures and the relationship between semantics and pragmatics. *Semantics: An international handbook of natural language meaning*, 3, 2297-2332.

Cremin, T. (2022). *Teaching english creatively*. Taylor & Francis.

Cyrstal, D. (1985). *An Encyclopedic Dictionary of Language and Languages*. Oxford: Blackwell Publishers.

East, M. (2022). *Mediating Innovation through Language Teacher Education*. Cambridge University Press.

Ellis, R. (1993). The structural syllabus and second language acquisition. *TESOL Quarterly*, 27, pp. 91-113.

Ellis, R., & Shintani, N. (2013). *Exploring language pedagogy through second language acquisition research*. Routledge.

Eun J. (2010). *Contextualizing grammar teaching using authentic materials*. Retrieved from <http://www.fbcinc.com/e/LEARN/e/korean2010/presentations/>

Ezeani, S. I. (1998). Research methods: A realistic approach. Ibadan: Elohim publishers.

Gay, L. R., Mills, G. E., Airasian, P. W. (2008). Educational research: Competencies for analysis and applications 9th ed. Prentice Hall.

Ghaderpanahi, L. (2012). Using Authentic Aural Materials to Develop Listening Comprehension in the EFL Classroom. *English language teaching*, 5(6), 146-153.

Hall, C. (1998). Overcoming the grammar deficit: The role of information Technology in teaching German grammar to undergraduates. *The Canadian Modern Language Review*, 55(1), 41-60.

Hartas, D. (2010). Educational research inquiry: Qualitative and quantitative approaches 2nd ed. New York: Continuum International Publishing Group.

Ilin, G., Kutlu, O. and Kutluay, A. (2013). An Action research: Using videos for teaching grammar in an ESP class. *Procedia – Social and Behavioural Sciences*, 70, 272-281.

Kumayas, T., & Lengkoan, F. (2023). The Challenges of Teaching Grammar at the University Level: Learning From the Experience of English Lecturer. *Journal of English Culture, Language, Literature and Education*, 11(1), 98-105.

Mawoli, M. A., Babandako, A. Y. (2011). An evaluation of staff motivation, dissatisfaction and job performance in an academic setting. *Australian Journal of Business and Management Research*, Vol. 1(9), p.1-13.

Munir, N., Ahmad, M. B., & Bhatti, H. (2023). Challenges in Teaching Grammar to Secondary School English Learners in District Vehari. *Global Language Review*, VIII, 31-43.

Radford, A. (2003). Syntax. Cambridge: Cambridge University Press.

Shonfeld, M., Cotnam-Kappel, M., Judge, M., Ng, C. Y., Ntebutse, J. G., Williamson-Leadley, S., & Yildiz, M. N. (2021). Learning in digital environments: a model for cross-cultural alignment. *Educational Technology Research and Development*, 1-20.

Ur, P. (1996). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.