

## **English Grammatical Competence of the Secondary Level Students in Bangladesh: An Empirical Study**

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### **Abstract**

*Grammar is an essential part of language. After learning grammar, one can be more alert to the strength, flexibility and variety of the language and thus can be in a better position to use it and evaluate others' use of it. The students of Bangladesh learn English as their Second language (L2). In case of learning L2, the environment is much different than First language (L1) acquisition. Without knowing the grammatical rules of using English, students will not be able to use it with confidence and perfection. A few studies have been made in Bangladesh to find out the status of English grammar teaching and learning in Bangladeshi schools. English is a compulsory subject in Bangladeshi schools and colleges. Students get enough time and opportunity to learn English for several years. There are some fixed items of grammatical rules to teach students in different educational levels. In the syllabus of grammar, the topics and themes have been introduced as vehicles for practicing the four skills of the language such as listening, speaking, reading and writing. However, the question is whether the students are able to acquire the skills of English language or the teachers are able to teach them properly. Though English is a compulsory subject in Bangladeshi schools and colleges, there is a question whether the students are able to produce correct written production or the teachers are able to teach them grammar properly. The present research is designed to investigate the evaluation of English grammar teaching and learning in the secondary level educational institutions of Bangladesh. The present study is qualitative in nature where the survey approach has been chosen as the methodology of this research. The study has found that lack of awareness and interest for teaching and learning English grammar among teachers and students; use of traditional methods of teaching; lack of quality teachers and lack of teachers' training are significant reasons for the lack of English grammatical competences of our secondary level*

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*students. Effective grammar teaching in a communicative way can be ensured through the right kind of attitude towards its teaching and learning. Introduction of new teaching method can be introduced. Interesting communicative practices should be applied. Moreover, awareness should be created regarding teaching and learning English grammar in an effective communicative method.*

**Keywords:** Grammatical competence, communicative competence, quality teachers, teachers' training.

## **Introduction**

English is one of the most used languages in the world and because of its international status; English is used as a foreign language in Bangladesh. English is a compulsory subject in Bangladeshi schools and colleges. Students get enough time and opportunity to learn English for several years. There are some fixed items of grammatical rules to teach students different education levels. In the syllabus of grammar, the topics and themes have been introduced as vehicles for practicing the four skills of listening, speaking, reading and writing. However, the English production of Bangladeshi students is not grammatically correct. Different research findings (Rahman, 1988; Quader, (1995-96); Hasina, 2002; Islam, 1997) have indicated that Bangladeshi students do not have grammatical competence in English. A few studies have been made in Bangladesh to find out the status of English grammar teaching and learning in Bangladeshi schools. Therefore, the question is whether the students are able to produce correct English production or the teachers are able to teach them grammar properly.

## **Statement of the Problem**

Though English is a compulsory subject in Bangladeshi schools and colleges, there is question whether the students are able to produce correct English production or the teachers are able to teach them grammar properly. The present research is designed to investigate the level of grammatical competence in English of Bangladeshi students and to evaluate grammar teaching and learning at the secondary level of Bangladesh.

## **Objectives of the Study**

### **Broad Objective**

The present research is designed to investigate the level of grammatical competence in English of Bangladeshi students and to evaluate grammar teaching and learning at the secondary level of Bangladesh.

### **Specific Objectives**

- a. The study has tried to find out to what extent the students of secondary level of Bangladesh are competent in English grammar.

- b. The study has tried to find out how grammar is taught at the secondary level in Bangladesh.
- c. The study has tried to determine whether there are limitations of grammar teaching at the existing system of SSC.
- d. The study has tried to determine what would be the effective method of grammar teaching and learning at the secondary level in Bangladesh.

### **Research Questions**

- i. What is the level of English grammatical competence of Bangladeshi students at the secondary level?
- ii. How English grammar is taught at the secondary level in Bangladesh?
- iii. What are the problems the teachers and students facing of the present grammar teaching practice in Bangladesh?
- iv. How can the limitations of grammar teaching-learning in the existing system be reduced?

### **Literature Review**

The researcher has reviewed the previous studies on the different methods of teaching English grammar at the SSC level to set the context of the study, to find research gaps, to design the methodology of the study and to explore the gist of the theoretical development in this area keeping in mind that the students' grammatical knowledge is not in a satisfactory level and the secondary level English teachers are confused of an effective method of teaching English grammar.

Rahman's (1988) research shows that most of the students do not know grammar at all. They either learn or at least make half-hearted effort to learn the rules that govern the grammar of the language. They have an uncertain grasp of structure marred further by inappropriate vocabulary and archaic usage. Quader's (1995-96) research explores the aspect of students' grammatical knowledge saying-

...they generally know most of the rules of grammar fluently. If asked to identify a particular rule they will mouth it flawlessly. However, if they are asked to explain what differences the rule makes in the use of language, e.g. differences in meaning conveyed in the use of each tense, they are quite unsure. They are also unable to create grammatically correct texts of length required academically.

Islam (1997) describes the condition of teaching English grammar in Bangladesh saying that the teachers here use the grammar translation method of teaching and they rarely have the exposure to communicative approach of teaching. There is no contextual interpretation of grammatical rules. Some limited grammatical rules are taught in the classroom and students are asked to translate from Bengali to English and to write paragraph or to do writing tasks. After learning grammar in this way; students can neither communicate in written nor in the spoken form of the language.

On the other hand, grammar teaching is the process by which learners understand the structures and components of the target language with the help of various methods and useful activities that guide learners to use the language in an effective and communicative way (Dolunay, 2010). It is a common idea among researchers that grammar teaching benefits learners in language proficiency; there has been an ongoing debate about the way grammar is taught. Researchers mostly argue about whether to have instructions to teach grammar or to make the learners notice the grammatical structures on their own. Grammar teaching is more than making learners memorize a set of rules in the target language when we think about grammar teaching in a controversial way. The main function of grammar teaching is to empower the learners to comprehend these sets of rules and so to provide them with the skill of interpretation in the target language (Dolunay, 2010).

Pajunen (2007), Takimoto (2008), Yan-ping (1989), and others have given priority to the inductive and deductive approaches of teaching English grammar on the achievement of students. Yan-ping (1989) found the special effects of proper instruction on the achievement of grammatical constructions by Chinese adolescent English learners..

Weatherford (1997) advocated on using contextualized approach of grammar teaching for students' success. Some other studies (Willoughby, 1993) also recommended English grammar teaching contextually. In these studies, the researchers were in support of the contextual approach as a superior approach for better success to the SSC level students in teaching English grammar. It has been observed that our present testing system at the secondary level is designed following contextualized approach.

Rahman (2012) stated that he had examined the relevant theoretical development in the methods of teaching grammar at the SSC level and found that numerous approaches to teaching grammar exist in the literature. But all these approaches can be brought under the four headings: presentation, practice, production and feedback. All these steps

in a typical grammar class may accommodate input, intake, and output of newer language items. However, a teacher can enter into any point of these procedures considering the actual situation.

Maftoon and Sarem (2012) told that Presentation, Practice and Production (PPP) model was a popular approach to teaching English grammar during 1950s and 1960s as were audio-lingual, grammar-translation and situational teaching methods. The purpose of these methods was to make learners competent in grammar with acute practice and repeated drills of communication through language. Byrne (1996) reveals a three-phase framework of presentation, practice and production for English grammar teaching. In the presentation phase the rules of English grammar is presented with situations and texts. During the practice phase, repeated exercise of the rules of English grammar is done with communication game and by drill of practicing the rules. In the third stage of production, the uses of grammar rule is constructed in the communication of learners utterances using grammatical sets of rules.

Ghazali (2006) told that teachers ought not to be dedicated to a single approach and deny the others, as some grammar rules are not so trouble-free to be learned by the students. It should be submissive to the teacher's contemplation and direction to make a decision what substance to be commenced, to whom it supposed to be given, and the way it should be contract with. It requires not only preparation, but also an absolute and thoughtful aims of the learners.

From the above studies the researcher has apprehended that all suggested approaches and methods can be brought under a mixed method of inductive, deductive and contextualized approaches and Presentation, Practice and Production (PPP) model might be followed for teaching grammar effectively.

### **Research Methodology**

The purpose of this descriptive study was to investigate the evaluation of grammar teaching and learning at the secondary level in Bangladesh. Another purpose of this study was to explore the teachers' grammar teaching practice. Since the present study aims to respond to the research questions of qualitative nature, data collection and analysis techniques from qualitative research has been implemented. Thus Survey Research approach has been chosen as the methodology of this research. In this study, the following methods of exploratory research are used:

- Secondary data analysis
- Survey questionnaire
- A grammar test

## **Sampling Plan for the Research**

### **Sample Frame**

The sampling frame is the representation of the teachers. However, secondary schools, teachers and students have been chosen to cover both rural and urban areas. It was expected that the teacher respondents were expected to have graduate degree and some experience in teaching English in secondary schools.

### **Sample Size**

- *Teachers:* All English teachers of Class IX-X of 10 schools (both rural and urban) selected.
- *Students:* All Students of Class IX-X of 10 schools (both rural and urban) selected.

### **Instrumentation**

The main instrument used to elicit data for the study is a written questionnaire administered to secondary schools English students and teachers in Bangladesh. In this study, data gathered via the questionnaire is further reinforced via face-to-face interviews. The questionnaire involved both open-ended and closed-ended questions. Moreover, a grammar test has been conducted among the students securing permission from the head teachers of the respective schools. The students present in the class have been invited. The question papers have been distributed to them with a request for answering the questions within half an hour. The answer scripts have been collected after finishing the allotted time and results have been analyzed.

### **Data Collection Technique**

In this study, mainly two types of data collection methods have been used: a written survey questionnaire and semi-structured interviews. The present study has used one semi-structured interview check-list for the teacher respondents and another check-list for student respondents.

The survey has carried out in different secondary schools of Bangladesh through questionnaires. The researcher has visited 10 schools in urban and rural areas, and collected data from the secondary students. Data has been also collected from the teachers teaching English language to the same students. The present researcher has distributed the typed questionnaires to the respondents and requests to provide information spontaneously.

For the convenience of comprehension and acceptance of the respondents, the questions were delivered to the students in Bengali version. All the questionnaires were administered in the face-to-face

classes. The students took about 20 minutes and the teachers half an hour to answer all the questions. Data collection took place without any interference of the teachers or the researcher. Thus, the researcher guarantees the reliability of the results. When the data was collected the scripts are processed for analysis and interpretation.

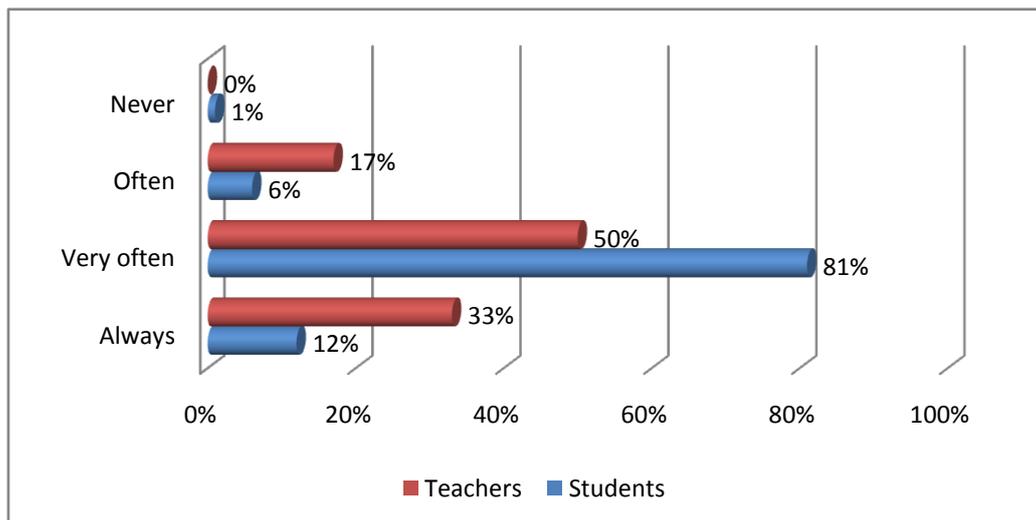
### Data Analysis

The analysis of data proceeded in several stages. First, all the questionnaires were tabulated to record the responses for each participant for each item. The tabulations were then read and re-read carefully to identify patterns and commonalities. Tables were made to summarize the frequency of responses to each question. Following the tabulation of individual question items, further analyses were conducted with sets of questions, which were grouped together because they relate to a common issue or theme. The frequencies, commonalities and patterns discovered in the data are used to answer the research questions.

### Part I

**Student Item 1:** Do you get good results in English grammar tests?

**Teacher Item 1:** Do your students get good results in English grammar tests?



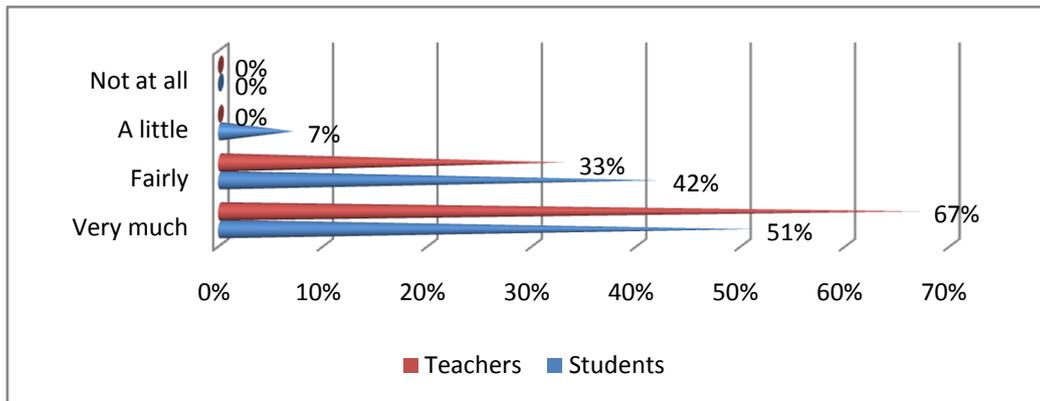
**Chart 1:** Views on getting good results in English grammar tests

The above bar chart shows that most (81%) of the students and (50%) teachers comment that the students **very often** get good results in English grammar tests; while 12% students and 33% teachers comment that the students **always** get good results in English grammar tests. The information given by the teachers and the students has both disparity and correlation with regard to getting good results in English grammar test. While 33% teachers put forward that the students **always** get very good results in English grammar tests only 12% students agree to that. Both

highest percentage of respondents (teachers and students) come up with same opinion that the students **very often** get good results in English grammar tests.

**Student Item 2:** Do you believe that grammar is the most important part of learning English?

**Teacher Item 2:** Do you believe that grammar is the most important part of learning English?

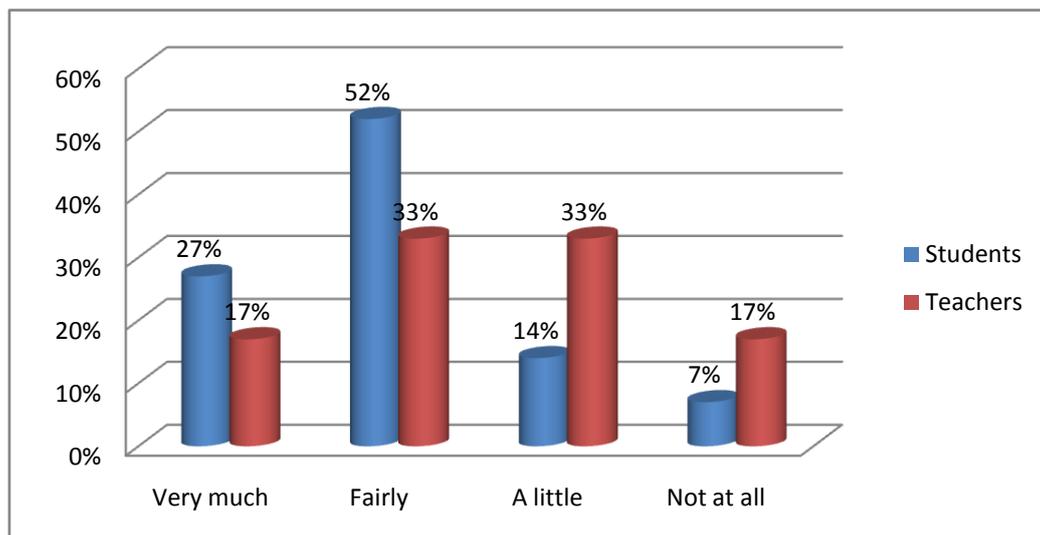


**Chart 2:** Views on grammar as the most important part of learning English

The above chart shows that most of the students (51%) and teachers (67%) comment that grammar is **very much** important for learning English; while 42% students and 33% teachers comment that grammar is **fairly** important. It is encouraging that almost all respondents (teachers-100% and students-93%) come up with same opinion that grammar is important for learning English.

**Student Item 3:** Do you try hard to learn the rules of English grammar by heart?

**Teacher Item 3:** Do your students try hard to learn the rules of English grammar by heart?

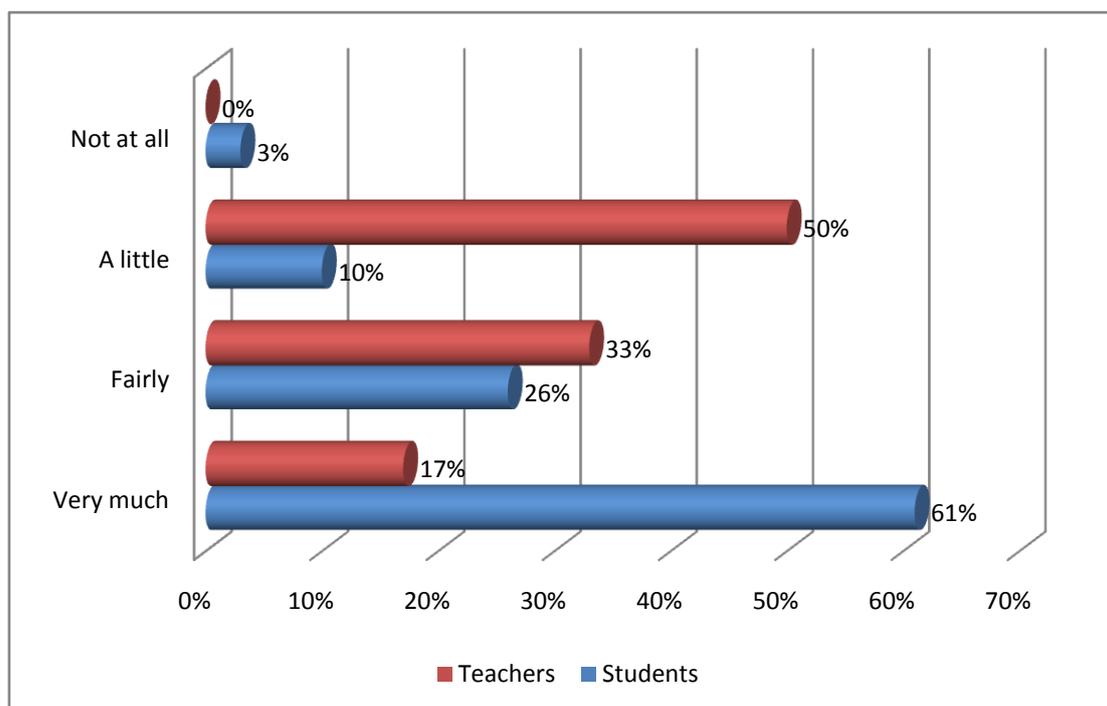


**Chart 3:** Views on attempt to learn the rules of English grammar by heart

The students express different opinions about learning the rules of English grammar. The highest percentage of students (52%) and teachers (33%) consider that the students try hard *fairly* to learn the rules of English grammar by heart; while 27% students and 17% teachers argued that the students try hard *very much* to learn the rules of English grammar. On the other hand, 33% teachers and 14% students agreed that the students try *a little* to learn the rules of English grammar by heart and 17% consider it *not at all*.

**Student Item 4:** Do you want more time to answer questions in English class?

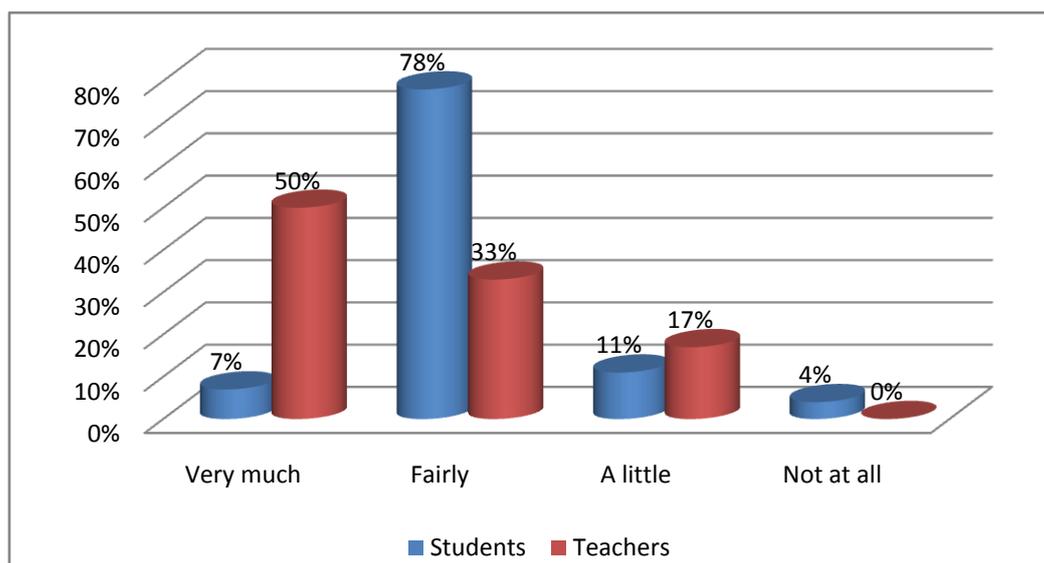
**Teacher Item 4:** Do your students want more time to answers questions in English class?

**Chart 4:** Views on having more time to answer questions in English class

The above statistics shows that most (87%) of the students want to have more time in English class to give answers; only 10% of them want a little time; while 3% do not want time at all. However, (50%) of the teachers agree that students want to have more time in English class to give answers; while 50% of them comment that their students want a little time to form their answers to questions in the English class.

**Student Item 5:** Do you believe that intensive and repetitive exercises are effective ways of learning English grammar?

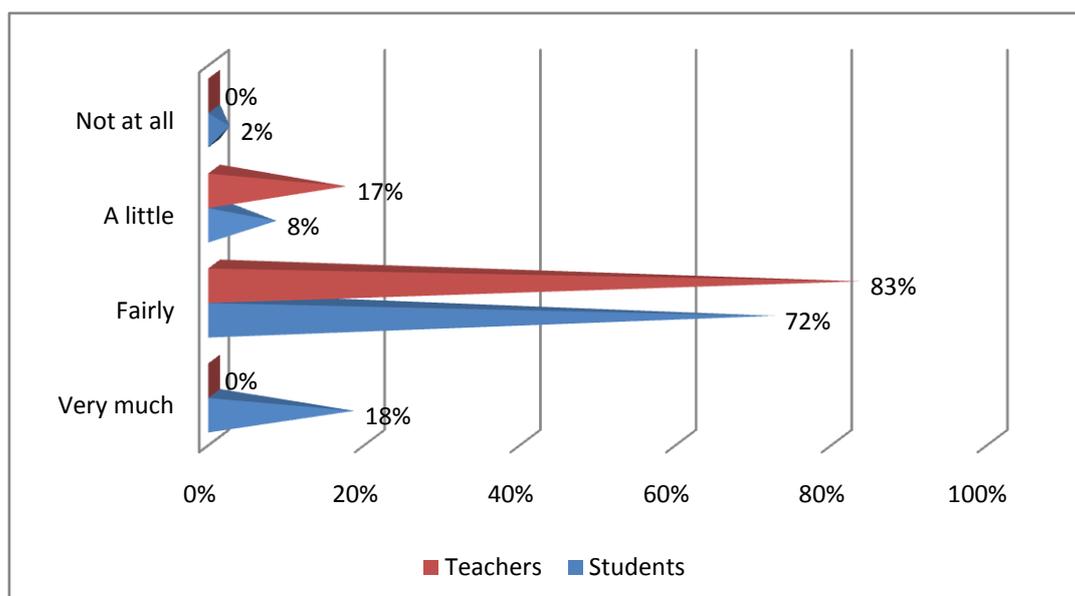
**Teacher Item 5:** Do you believe that intensive and repetitive exercises are effective ways of learning English grammar?



**Chart 5:** Views on intensive and repetitive exercises for learning English grammar

We have found that most (78%) of the students comment that intensive and repetitive exercises are *fairly* effective ways of learning English grammar which is supported by most (83%) of the teachers; while 11% of the students and 17% of the teachers think that it is *little* effective.

**Student and Teacher Item 6:** “a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language” Overall, do you agree with this statement?

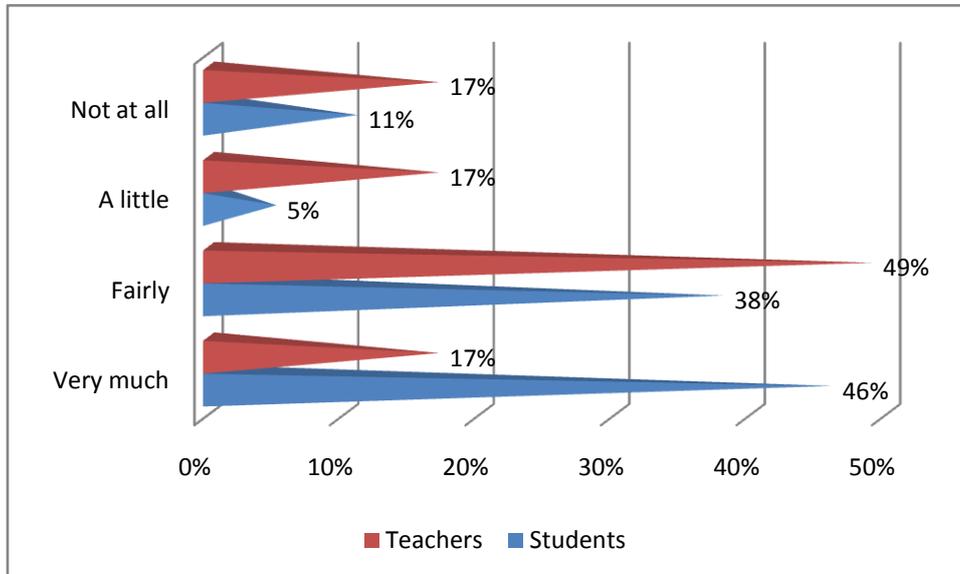


**Chart 6:** Views on the definition of grammar

The bar chart shows that most of the students (90%) and teachers (83%) agree with the above statement; while 8% students and 17% teachers agree *a little*.

**Student Item 7:** Do you think that English grammar is difficult because it is so different from the grammar of your mother tongue?

**Teacher Item 7:** Do you think that English grammar is difficult because it is so different from the grammar of your students' mother tongue?

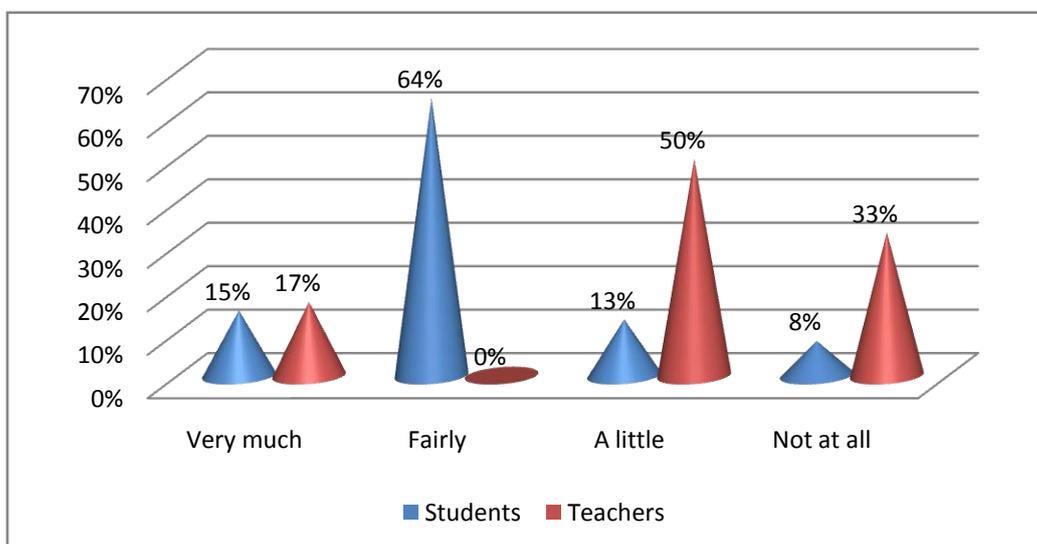


**Chart 7:** Views on English grammar vs. native language grammar

The bar chart depicts that most (**84%**) of the students and (**66%**) teachers admit that English grammar is difficult because it is so different from the grammar of their mother tongue of the students; while 5% students and 17% teachers consider it *a little* difficult and 11% students and 17% teachers take it *not at all* difficult.

**Student Item 8:** Do you dislike making grammatical errors in your spoken and written English?

**Teacher Item 8:** Do your students dislike making grammatical errors in their spoken and written English?

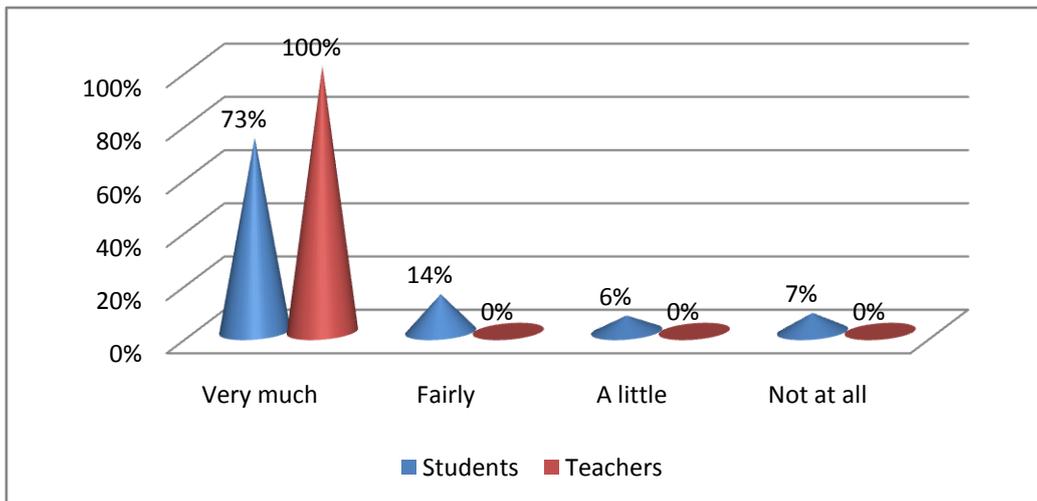


**Chart 8:** Views on grammatical mistakes

The above figure shows that most (79%) of the students admit that they dislike making grammatical errors in spoken and written English; while (50%) of the teachers complain that their students dislike *a little* making grammatical errors in spoken and written English and 33% claiming it for *not at all*.

**Student Item 9:** Do you like your teacher to correct every error you make in English grammar?

**Teacher Item 9:** Do your students like you to correct every error they make in English grammar?

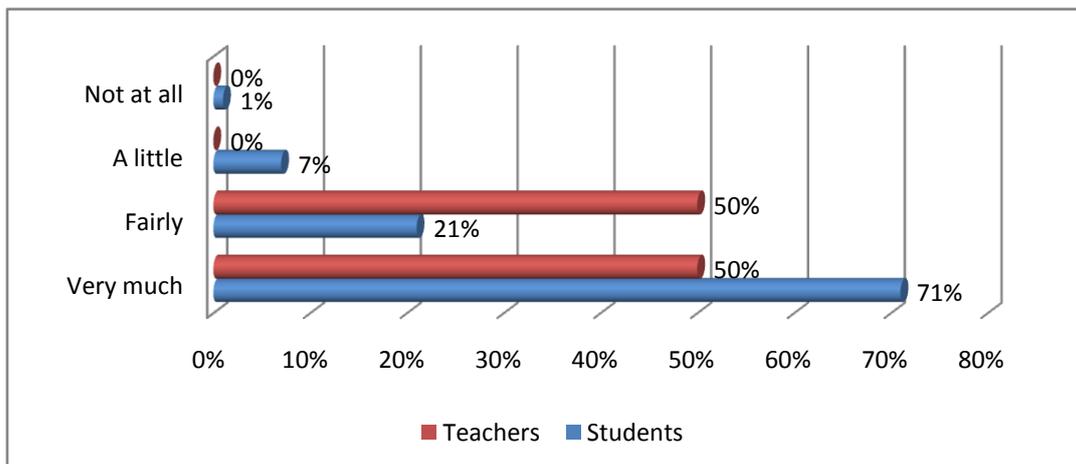


**Chart 9:** View on correcting the errors by teachers

From the above bar chart, we have found that most (87%) of the students and 100% teachers declare that the students like *very much* if their teacher correct every error they make in English grammar.

**Student Item 10:** How much does your teacher explain the grammar rules?

**Teacher Item 10:** How much do you explain the grammar rules to your students?

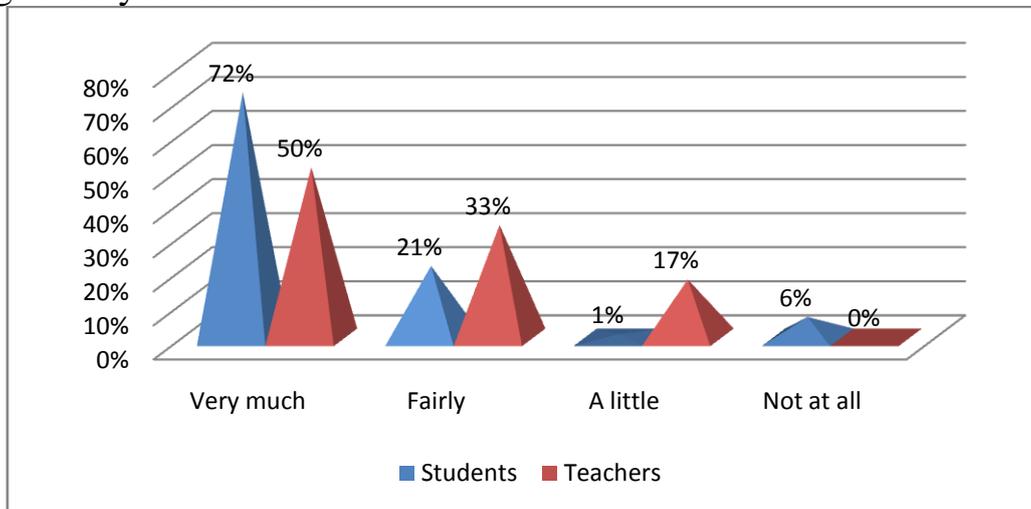


**Chart 10:** View on grammar explanations

We have found that all most all (*very much-71% & fairly-21%*) students and (*very much-50% & fairly-50%*) teachers claim that the teachers explain the grammar rules to the students; while only 7% of the students comment for *a little* help and 1% for *not at all*.

**Student Item 11:** How much does your teacher explain the texts and vocabulary in English?

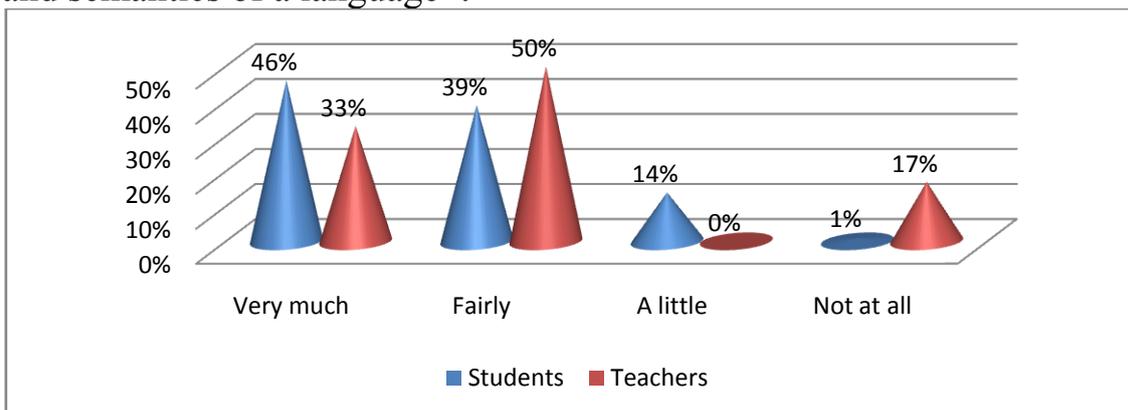
**Teacher Item 11:** How much do you explain the texts and vocabulary in English to your students?



**Chart 11:** View on teacher's explanation of the texts and vocabulary in English

The above statistics shows that most of the students (72%) admit that their teachers explain the texts and vocabulary in English *very much*; while very interestingly only half of the teachers (50%) demand that explain the texts and vocabulary in English *very much*. Moreover, 21% students and 33% teachers comment for *fairly* explanation; while 17% teachers admit that they explain the texts and vocabulary in English to their students *a little*. 6% students comment for *not at all*.

**Student and Teacher Item 12:** Do you consider grammatical competence is “the knowledge of the grammar, vocabulary, phonology, and semantics of a language”?

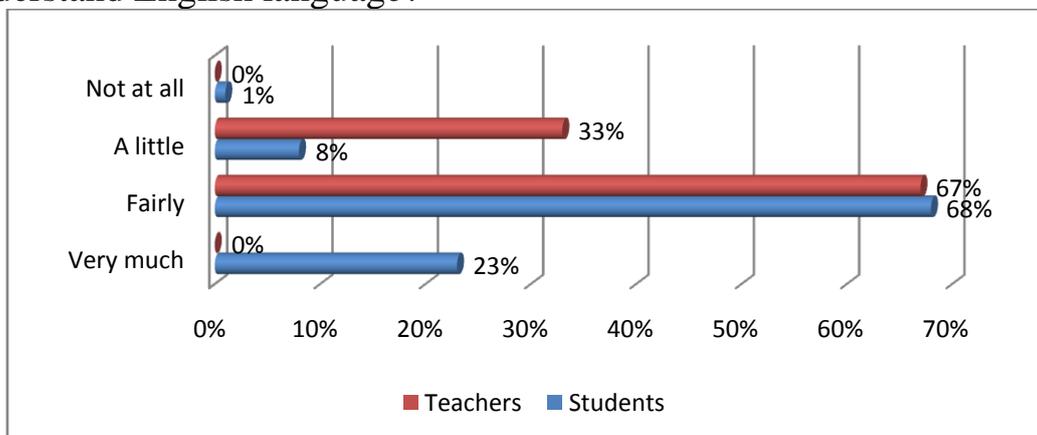


**Chart 12:** Views on grammatical competence

The above chart shows that most of students (*very much-46% & fairly-39%*) and teachers (*fairly-50% & very much-33%*) consider that grammatical competence is “*the knowledge of the grammar, vocabulary, phonology, and semantics of a language*”; while 14% students consider it *a little* and 17% teachers consider it *not at all*.

**Student Item 13:** Do you have the ability to create and understand English language?

**Teacher Item 13:** Do your students have the ability to create and understand English language?

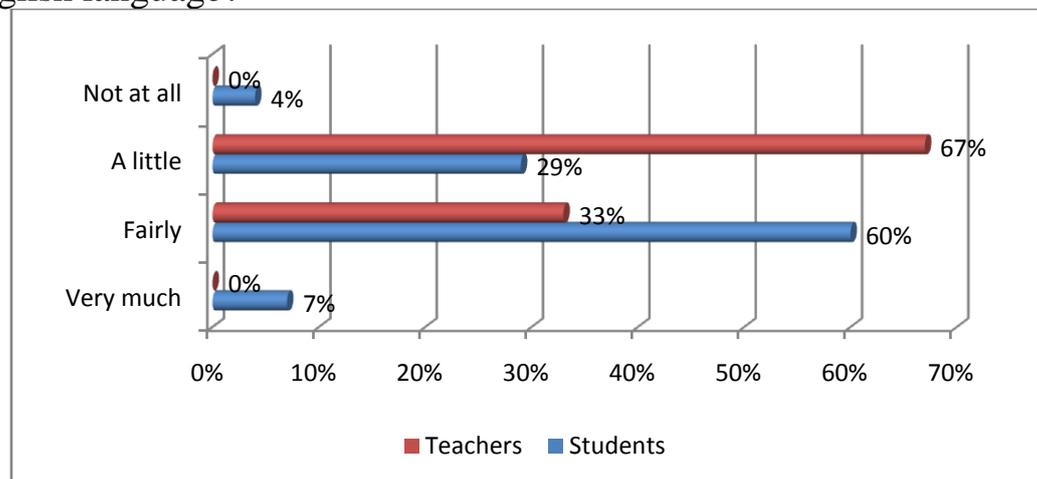


**Chart 13:** Views on students’ ability to create and understand English language

The above statistics suggests most of the students (68%) and teachers (67%) claim that the students can create and understand English language *fairly*. On the other hand, while 23% students demand for *very much*; 33% teachers admit that their students can create and understand English language *a little*.

**Student Item 14:** Do you have a complete knowledge of English language?

**Teacher Item 14:** Do your students have a complete knowledge of English language?



**Chart 14:** Views on students’ knowledge of English language

The above statistics suggest while most (60%) of the students claim that they have a *fair* knowledge of English language; most of the teachers (67%) demand that their students have *a little* knowledge of English language. Again while 7% students demand for *very much* knowledge of English language, 33% teachers demand that the knowledge of English language of their students is *fairly*.

**Student and Teacher Item 15:** What should be the grammar teaching strategies of English language?

The content of the question 15 is designed to understand what should be the grammar teaching strategies of English language. The researcher adopted the questionnaire follows the principles adopted from the variables of the conceptual framework. The teachers and students attitudes towards grammar teaching pedagogy, examined by means of twenty questions, were analyzed and presented in Table 1 and 2.

**Note:** 1-strongly agree; 2-agree; 3-Not sure; 4-disagree; 5-strongly disagree

**Table 1:** Students' view on the grammar teaching strategies

SL.	Statements	1	2	3	4	5
1	Grammatical structures should be taught through a paragraph or a passage.	90%	4%	4%	2%	-
2	Grammatical structures should be taught through isolated sentences.	15%	42%	26%	7%	10%
3	Teacher will give a meaningful passage at fast and you will discover the rules of grammar from it.	-	-	3%	65%	32%
4	Meaning of sentence and communicative uses of a grammatical structure should also be taught.	100%	-	-	-	-
5	Grammatical explanation should be given in Bangla.	75%	7%	10%	3%	5%
6	Spoken activities should be conducted for learning grammar.	100%	-	-	-	-
7	Written activities should be conducted for learning grammar.	100%	-	-	-	-
8	You prefer the use of different types of picture, table, chart or diagram for learning grammar.	100%	-	-	-	-

## English Grammatical Competence of the Secondary Level

9	Grammatical mistakes during the spoken activities should be corrected.	100%	-	-	-	-
10	Your grammatical mistakes during the written activities should be corrected.	100%	-	-	-	-
11	If you make any grammatical mistake in speaking, your teacher should provide elaborate grammatical discussion on the mistake.	100%	-	-	-	-
12	If you make any grammatical mistake in writing, your teacher should provide elaborate grammatical discussion on the mistake.	100%	-	-	-	-
13	You like to be corrected in your grammatical mistakes by your classmates.	35%	7%	30%	23%	5%
14	You like to learn the simple structures first and then the complex ones.	82%	3%	5%	3%	7%
15	Providing with words and situations to make sentences by using a grammar structure is helpful to learn English grammar.	42%	3%	25%	17%	13%
16	Completing incomplete sentences helps you learn English grammar.	55%	13%	5%	3%	24%
17	Practice of transformation of sentences is helpful to learn English grammar.	87%	5%	5%	3%	0%
18	You like to practice translation from Bangla to English and English to Bangla for learning grammar.	32%	3%	25%	27%	13%
19	Writing paragraph and completing a story help you learn grammar.	20%	13%	35%	27%	5%
20	If you have any other views on learning grammar, please write.					

Students' questionnaire survey has portrayed that they have misconception that grammatical structures should be taught through isolated sentences. Moreover students do not like that their mistakes should be corrected by their classmates. Teachers make students memorize particular structures without their use in passage. Teachers are teaching grammar not for making students communicate in English but for overcoming the final examination. They are also not in the habit of making grammatical examples relevant to students' personal life.

SL.	Statements	1	2	3	4	5
1	Grammatical structures should be taught through a paragraph or a passage.	100%	-	-	-	-
2	Grammatical structures should be taught through isolated sentences.	9%	35%	26%	7%	23%
3	You will provide a meaningful passage and then from these you will discover the rules of grammar.	5%	1%	0%	62%	32%
4	Meanings of the sentences and communicative uses of a grammatical structure should also be taught.	100%	-	-	-	-
5	Grammatical explanation should be given in Bangla.	87%	3%	2%	3%	5%
6	Spoken activities should be conducted.	100%	-	-	-	-
7	Written activities should be conducted.	100%	-	-	-	-
8	You prefer the use of different types of picture, table, chart or diagram for teaching grammar.	100%	-	-	-	-
9	Students' grammatical mistakes during the spoken activities should be corrected.	100%	-	-	-	-
10	Your students' grammatical mistakes during the written activities should be corrected.	100%	-	-	-	-
11	If your students make any grammatical mistake in speaking, you should provide elaborate	100%	-	-	-	-

	grammatical discussion on the mistake.					
12	If your students make any grammatical mistake in writing, you should provide elaborate grammatical discussion on the mistake.	100%	-	-	-	-
13	You like to allow your students to be corrected in their grammatical mistakes by their classmates.	66%	12%	10%	-	12%
14	Teaching simple structures first and then the complex ones is a better way to teach English grammar.	92%	3%	5%	-	-
15	Providing students with words and situations to make sentences helps them learn English grammar.	88%	11%	1%	-	-
16	Completing incomplete sentences helps students learn grammar.	84%	13%	3%	-	-
17	Practicing transformation of sentences helps students learn English grammar.	87%	5%	5%	3%	0%
18	Translation from Bangla to English and English to Bangla is helpful in teaching grammar.	27%	2%	20%	27%	24%
19	Writing paragraph or completing a story helps students learn grammar.	20%	13%	35%	27%	5%
20	If you have any other views on teaching grammar, please write.					

**Table 2: Teachers' View on the Grammar Teaching Strategies**

Teachers' questionnaire survey shows that most of the teachers are not oriented with inductive and contextualized approaches to teaching grammar and so a meaningful paragraph is rarely provided to the students to discover the rules of grammar. Teachers do not offer students with words and situations to make sentences using a structure. Different grammatical structures available in a paragraph are not taught in the class.

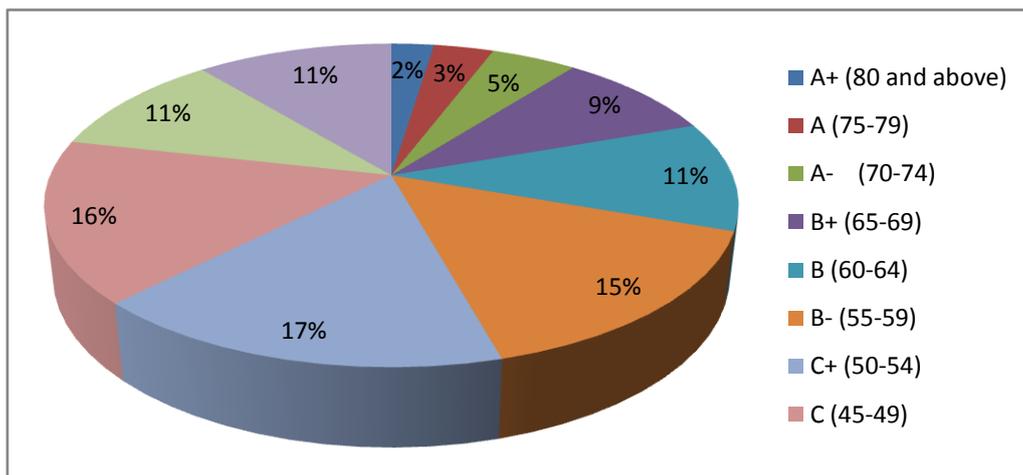
## **Part II**

The collected data from the grammar test have been analyzed and subsequently interpreted using statistical measures. The results of the grammar test have been presented below:

**Table 1:** Results of the Grammar Test

SL. No	Grade scores obtained	Number of Students	%
1	A+ (80 and above)	05	2.38
2	A (75-79)	07	3.33
3	A- (70-74)	10	4.76
4	B+ (65-69)	19	9.05
5	B (60-64)	23	10.95
6	B- (55-59)	32	15.24
7	C+ (50-54)	35	16.67
8	C (45-49)	34	16.19
9	D (40-44)	22	10.48
10	F(Less than 40)	23	10.95
Total		210	100

The results of the grammar test present a disappointing picture of the students' grammatical competence. A few students (2.38%) performed excellently in the grammar test while majority (16.67%) of them proved to be grammatically inefficient (C+). The following chart shows the result more clearly:

**Chart 15:** Results of the Grammar Test

### Part III

#### Why students like grammar:

- Students like grammar more than the language itself.
- They like it because it is easier to get more marks in grammatical questions.
- Students like grammar because they think it will help them to create correct English in speaking and writing.

- Students like grammar as they know that grammar is essential for sentence construction.
- Students think that grammar is the foundation of language.

### **Why students do not like grammar:**

- Most of the students do not like English grammar. Because they are weak in English and do not have the basic knowledge in grammar.
- They do not give any effort to understand grammar. That is why; they do not like grammar.

### **Conclusion**

The present study unveils some considerable correlations as well as contradictions observed between the students and the teachers on different issues of teaching-learning grammar. The findings of the study are briefly presented below:

1. The study shows that the information given by the teachers and the students has both disparity and correlation with regard to getting good results in English grammar test. 33% teachers put forward that the students get *very good* results in English grammar tests while only 12% students consider that. Both highest percentage of respondents (teachers and students) come up with same opinion that the students get *fair* results in English grammar tests.
2. Both the highest percentage of teachers and students comment that grammar is *very much* important part of learning English; though some of the students comment that it *a little* important. It is encouraging that almost all respondents come up with same opinion that grammar is important part of learning English
3. The current study reveals that the students and teachers have different opinions about learning the rules of English grammar. Though maximum number of students suggest that they try hard fairly to learn the rules of English grammar by heart; on the other hand, highest number of teachers comment that their students try *a little* to learn the rules of English grammar by heart and some consider it *not at all*.
4. The statistics shows that most of the students and teachers agree that the students use their native language *very much* before want to say something in English.
5. The study has found that most of the students want to have more time in English class to give answers; however, half of the teachers comment that their students want a little time to form their answers

- to questions in the English class. It means the teachers are not aware of their students' need.
6. We have found that most of the students and teachers comment that intensive and repetitive exercises are effective ways of learning English grammar; while some of them think it is *a little* effective.
  7. The study reflects that most of the students and teachers agree with “a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language”.
  8. The study has found that most of the students and teachers admit that English grammar is difficult because it is so different from the grammar of the students' mother tongue.
  9. This study reflects an incongruity and contradiction between the teachers and students with regard to making grammatical errors in spoken and written English. Though most of the students admit that they *fairly* dislike making grammatical errors in spoken and written English; while most of the teachers complain that their students dislike *a little* making grammatical error in spoken and written English.
  10. It reveals that most of the students and all teachers declare that the students like *very much* their teacher to correct every error they make in English grammar.
  11. It is found that most of the students and teachers admit that the teachers explain the grammar rules to the students.
  12. The statistics shows that most of the students and teachers suggest that the teachers explain the texts and vocabulary in English to their students.
  13. The study shows that most of students and teachers consider that grammatical competence is “*the knowledge of the grammar, vocabulary, phonology, and semantics of a language*”; while some of them consider it *not at all*.
  14. We have found that most of the students and teachers claim that the students can create and understand English language *fairly*; while a considerable number of them admit that they can create and understand English language *a little* or *not at all*.
  15. The current study discovers that most of the student claim that they have a *fairly* knowledge of English language; however, most of the teachers suggest that their students have *a little* knowledge of English language.

16. Half of the teachers comment that students like to learn grammar because it carries more marks in the exams, while some of them suggest that their students like to learn grammar for the sake of learning correct English.
17. A few students performed excellent in the grammar test while majority of them proved to be grammatically inefficient.
18. Students' questionnaire survey has portrayed that they have misconception that grammatical structures should be taught through isolated sentences. Moreover students do not like that their mistakes should be corrected by their classmates. Teachers make students memorize particular structures without their use in passage. Teachers are teaching grammar not for making students communicate in English but for overcoming the final examination. They are also not in the habit of making grammatical examples relevant to students' personal life.
19. Teachers' questionnaire survey shows that most of the teachers are not oriented with inductive and contextualized approaches to teaching grammar and so a meaningful paragraph is rarely provided to the students to discover the rules of grammar. Teachers do not offer students with words and situations to make sentences using a structure. Different grammatical structures available in a paragraph are not taught in the class.

### **Recommendations**

- The effective teaching of English grammar at the S.S.C. level may be ensured by the right kind of attitude towards teaching and learning it.
- It has to be ensured that teachers implement their knowledge achieved through proper training.
- New teaching methods have to be introduced.
- A suitable classroom environment is to be built.
- Classes should be interesting so that the students get motivated to learn English grammar.
- Moreover, awareness should be raised in teaching and learning English grammar.
- Teaching materials, providing adequate teaching-learning aids should be ensured.
- English curriculum should include inductive, deductive and contextualized approaches.

- Teachers' guide needs to be improved for enhancing the grammar teaching scenario at this level.
- English language teachers should follow the inductive, deductive and contextualized approaches creating real life environment for the students and being shifted from the traditional teaching methods. They should also minimize the grammar difficulties providing the students with familiar topics of everyday life and to consider the individual differences of the students' learning attitudes and mixed-ability classes while teaching grammar.
- Website visiting is beneficial and helpful for the teachers to be familiar with the up-to-date teaching techniques.

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