

## Evaluating Grammatical Components in SPINE Syllabus, A Perspective of Teachers (A Case Study of Secondary School, Eastern Nile Locality, Khartoum state)

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### Abstract:

This study aimed at evaluating grammatical components in SPINE Syllabus, A perspective of teachers. The study adopted the descriptive method. A questionnaire was used as primary tool for data collection. The sample of study comprises (60) teachers. It was distributed to secondary school teachers at Khartoum state . The researcher applied (SPSS) for analyzing and verifying the hypothesis. The findings of the study revealed that: Some tenses were not included in SPINE syllabus, there is insufficient specialized materials to teaching English grammar in SPINE syllabus and secondary school teachers lack training in the area of how to teach grammar. The study highly recommends that: All grammar tenses should be included SPINE syllabus, SPINE syllabus should contain enough activities of grammar and teachers should be trained well in the area of teaching grammar.

**Key words:** spine, grammatical components and Teachers Perception.

### المستخلص:

هدفت هذه الدراسة إلى تقييم المكونات النحوية في منهج (SPINE) من وجهة نظر المعلمين. اعتمدت الدراسة المنهج الوصفي. استُخدم الاستبيان كأداة أساسية لجمع البيانات. تكونت عينة الدراسة من (60) معلماً. تم توزيع الاستبانة علي معلمي المرحلة الثانوية بولاية الخرطوم. قام الباحث بتطبيق ( SPSS ) لتحليل والتحقق من الفرضية. أظهرت نتائج الدراسة أن: بعض الأزمنة لم يتم تضمينها في منهج (SPINE), ولأن توجد مواد متخصصة كافية لتدريس قواعد اللغة الإنجليزية في منهج (SPINE) ويفتقر معلمو المرحلة الثانوية إلى التدريب الكافي في كيفية تدريس قواعد اللغة. توصي الدراسة بما يلي: يجب تضمين جميع الأزمنة النحوية في منهج (SPINE), ويجب أن يحتوي منهج (SPINE) أنشطة كافية لقواعد اللغة الإنجليزية كما يجب تدريب المعلمين تدريباً جيداً في مجال تدريس اللغة الإنجليزية. الكلمات المفتاحية: منهج SPINE, المكونات النحوية، وجهة نظر المعلمين.

### Introduction

Grammar is one of the most important components of any language. Therefore, learning grammar is an important point to practice English correctly. According to Larsen,(2001) grammar is a set of rules and systems for sentences control without these systems, a sentence cannot be formed. grammar help the students to write and read correctly and without studying the grammar, the correct results of learning the language will not be achieved.

### Statement of the Problem

The researcher has observed that many EFL Sudanese secondary school have difficulties in grammar. They are not able to use correct form of the grammar, these difficulties were caused many problems such as the weakness of speaking and writing. The researcher also notes that SPINE books lack suitable method to presents the grammar lesson and also the syllabus does not satisfy secondary school students' needs in grammar.

**Objectives of the study :** This study set out to achieve the following objective:  
To find out if SPINE syllabus contains sufficient components of grammar to enable secondary school students to progress.

**Question of the Study :** This study attempts to provide answers to the following question:  
To what extent is SPINE syllabus contains sufficient components of grammar to enable secondary school students to progress?

**Hypothesis of the Study :** This study has the following as its hypothesis:  
SPINE syllabus does not contain sufficient components of grammar to enable secondary school students to progress.

**Significance of the Study:** This study will be useful for both the teachers and syllabus designer. Teachers can apply suitable strategies in teaching grammar to promote students' ability in learning English language. The syllabus designer can develop grammatical components in SPIN syllabus. Also the importance of handling this topic emerge from the linguistic momentum of these topics as main components of the English grammar.

**Literature Review:** Grammar is one of the most important components of any language. The role of grammar instruction has been a much-debated topic in the research and practice of EFL instruction. In their discussion Spada and Lightbrown (2008) focus on isolated versus integrated, in the isolated version, the focus on language form is separated from the communicative use of language, whereas with integrated, learner attention is drawn to language form during communicative

language use. Proper grammar is very important. Correct grammar keeps from being misunderstood and lets students effectively express their thoughts and ideas. The modern technology and social media have less formal forms of communication, students are expected to produce perfect grammar in professional settings. According to Ellis (2001), grammar gives language users the control of expression and communication in everyday life. Mastery over the words help speakers communicate their emotions and purpose more effectively. Ferris (1999) believes that grammar correction is a norm and effective factor Truscott (1996), claims that this opinion against grammar correction and ineffectiveness on increasing L2 learners' writing competence. Batstone and Ellis (2009) argue that through grammar teaching learners should be supported to develop new connections between form and meaning and incorporate them into their current grammar knowledge. They underline that in order for the learners "to have the opportunity to experience target features in the kind of language use that they will experience outside the classroom" meaning-focused activities are required. In this respect teachers should apply activities that help the learners understand the different meanings that two slightly different forms convey, which when not clear enough to the learner might lead to misunderstanding. Although many researchers in favor of communicative language teaching have totally rejected grammar instruction there are others who have come up with ideas that do not neglect grammar knowledge and teaching.

As a longtime practitioner, Azar (2007) points to the positive contribution teaching of grammar can play in second language instruction when grammar-based teaching is combined with communicative language teaching. According to her, teaching of grammar means “teaching how English works through helping the students to understand grammar concepts”. She also observed that students with no previous grammar experience were less successful than those who had some. According to Chung (2005), both structural and communicative elements have a role to play in EFL and ESL. He believes that only after having acquired some grammar knowledge will a learner be able to attain communicative competence. Actually, acquisition of communicative competence in the target language without previous knowledge of grammar is possible only in the target language-speaking country or environment. Since the classroom does not and cannot offer the same context, familiarizing learners with grammar knowledge of L2 seems to be an important tool that will speed up their acquisition of the target language. Ellis (1995) suggested that one of the several methods of dealing with grammar instruction in order to enhance learners’

accuracy in L2 grammatical forms, are production-based/interpretation tasks.

**Method of the study**

The researcher used the descriptive method to conduct the study. With regard to data collection, the researcher used a questionnaire to elicit responses from the teachers.

**Population and Sample**

The population of this study was drawn from some of English teachers at Khartoum state. Questionnaires have been distributed to a sample of English teachers, about sixty teachers were selected randomly to elicit information which relevant to the research topic.

**Reliability of the Questionnaire**

Reliability refers to whether the instrument (tool) can produce the same or very similar results if it is conducted again under the same condition. The questionnaire was calculated by a computer program called (SPSS) Statistic Package for Social sciences Scale.

The value is positive, that means the statement is highly reliable.

**Questionnaire Analysis**

To test the hypothesis the analytical statistic was run, and the result was shown as in the following table and figure.

**Table (1) some types of tenses are not included syllabus.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	31	51.7	51.7	78.4
Agree	16	26.7	26.7	
Neutral	8	13.3	13.3	13.3
Disagree	5	8.3	8.3	8.3
Total	60	100.0	100.0	100.0

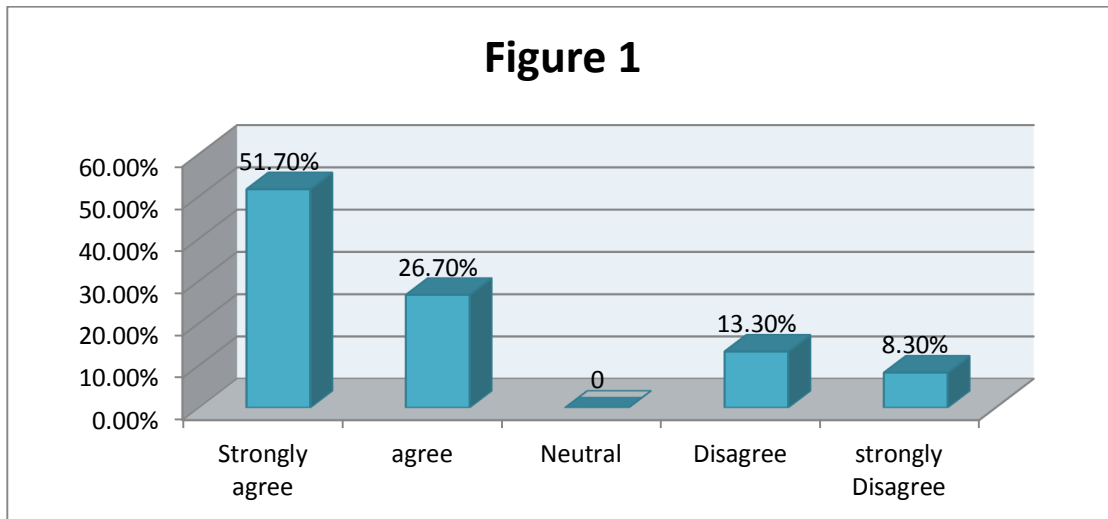


Table and figure (1) show the distribution which indicate that some types of grammar tenses are not included syllabus. The results revealed that (78.4% ) of the teachers agreed that some types of grammar tenses are not included in the syllabus. While (21.6%) disagreed.

**Table(2) There is not enough grammar exercises for students in SPINE syllabus.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	17	28.3	28.3	51.6
Agree	14	23.3	23.3	
Neutral	6	10.0	10.0	10.0
Disagree	16	26.7	26.7	38.4
Strongly Disagree	7	11.7	11.7	
Total	60	100.0	100.0	100.0

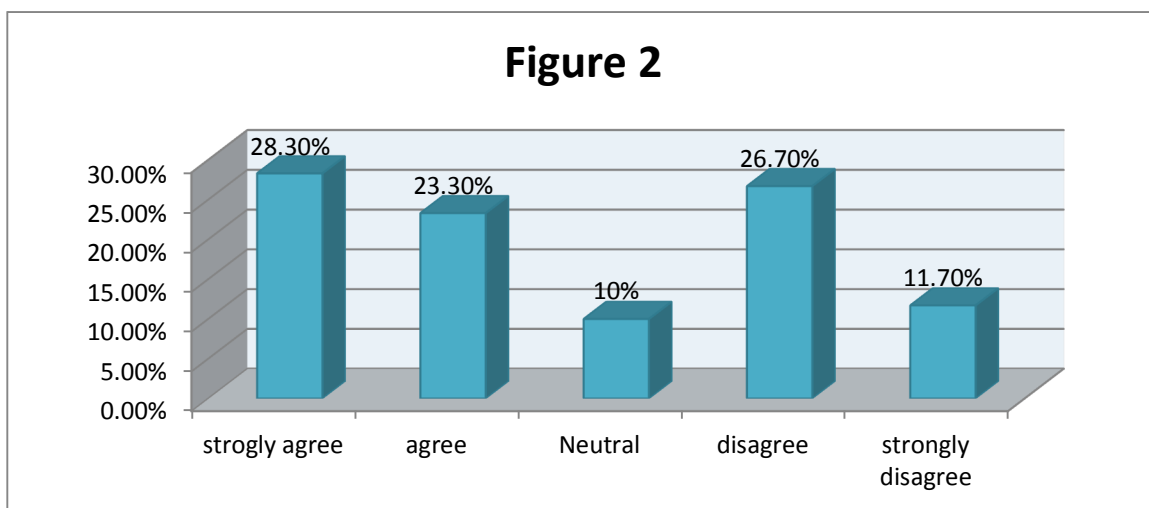


Table and figure (4) show the distribution which indicate that here is not enough grammar exercises for students in SPINE syllabus. The results revealed that (51.6%) of the teachers agreed that there is not enough exercises for students to practice. While (48.4%) disagreed, on the other hand (10%) of the teachers respondents are neutral.

Table (3) The way of syllabus designed were not encouraged students to learn grammar.

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	35	58.3	58.3	81.6
Agree	14	23.3	23.3	
Neutral	1	1.7	1.7	1.7
Disagree	4	6.7	6.7	16.7
Strongly Disagree	6	10.0	10.0	
Total	60	100.0	100.0	100.0

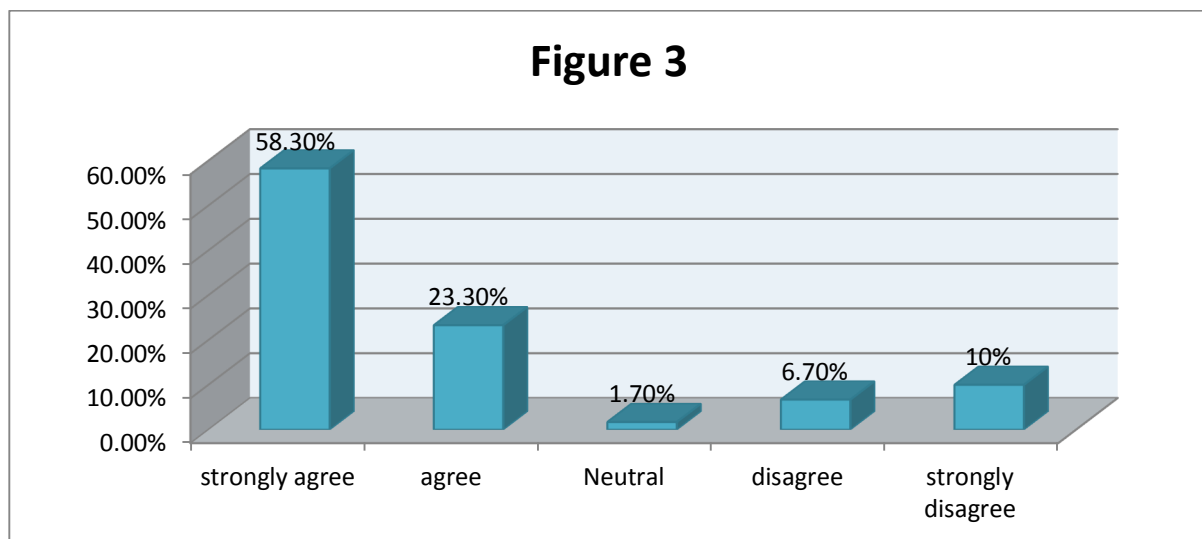


Table and figure (3) show the distribution which indicate that the way of syllabus designed were not encouraged students to learn grammar. The results revealed that (81.6%) of the teachers agreed that there is no encouragement from those who design the syllabus. While (16.7%) disagreed.

**Table (4) Students face shortage in SPINE books.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	20	33.3	33.3	83.3
Agree	30	50.0	50.0	
Neutral	4	6.7	6.7	10.0
Disagree	2	3.3	3.3	
Strongly Disagree	4	6.7	6.7	100.0
Total	60	100.0	100.0	

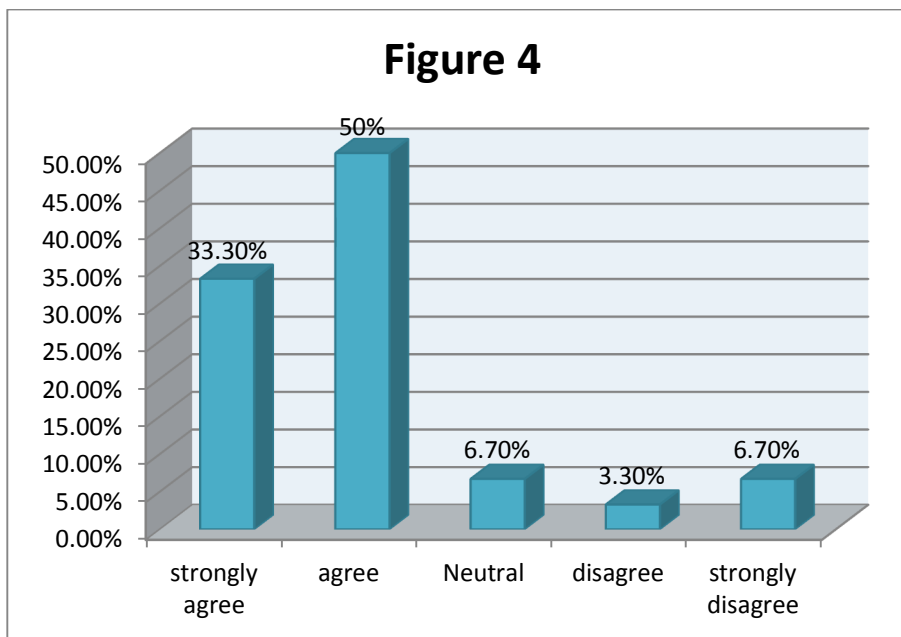


Table and figure (4) show the distribution which indicate that students faces shortage in SPINE books. The results revealed that (83.3%) of the teachers agreed that there is shortage in English books While (10%) disagree, on the other hand (6.7%) of the students respondents are neutral.

**Table (5) The syllabus designers do not arrange grammar in ESPINE books.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	32	53.4	53.4	61.7
Agree	5	8.3	8.3	
Neutral	14	23.3	23.3	15.0
Disagree	9	15.0	15.0	
Strongly Disagree	0.0	0.0	0.0	100.0
Total	60	100.0	100.0	

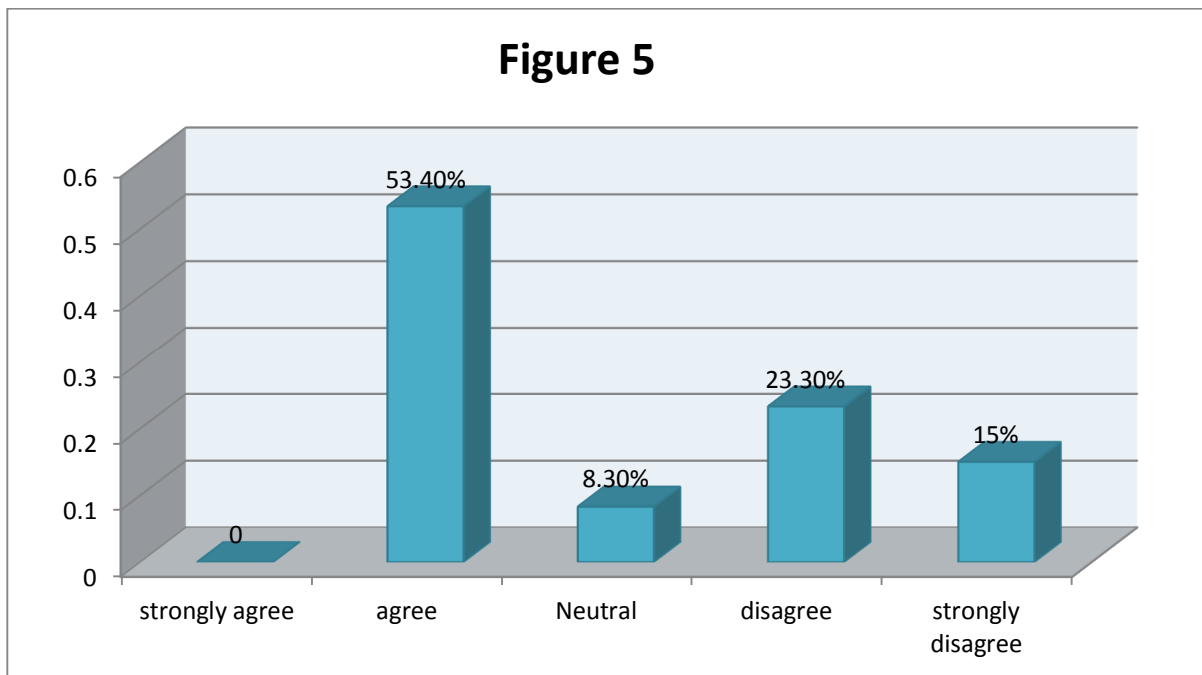


Table and figure (5) shows the distribution which indicate that, the syllabus designers do not arrange grammar in ESPINE books. The results revealed that (53.4%) of the teachers agreed that The syllabus designers do not arrange grammar. While (38.3%) disagreed. On the other hand (8.3%) of the teachers responds are neutral .

**Table (6) teachers need training in the area of English grammar.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	40	66.6	66.6	81.6
Agree	9	15.0	15.0	
Neutral	1	1.7	1.7	1.7
Disagree	4	6.7	6.7	16.7
Strongly Disagree	6	10.0	10.0	
Total	60	100.0	100.0	100.0

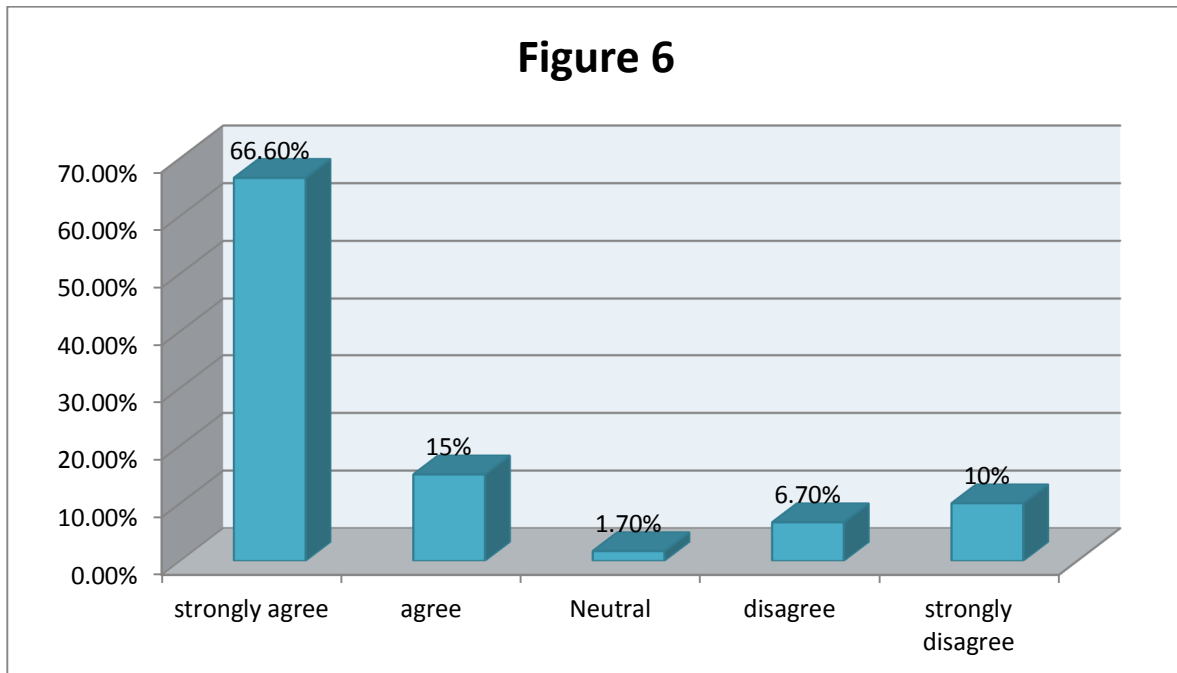


Table and figure (6) show the distribution which indicate that teachers need training in the field of English grammar. The results revealed that (81.6% ) of the teachers agreed that there is shortage of trained teachers in English grammar. While (16.7%) disagreed .On the other hand (1.7%) of the teachers respondents are neutral.

**Table (7) there is insufficient specialized materials in teaching English grammar.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	20	33.3	33.3	51.6
Agree	11	18.3	18.3	
Neutral	7	11.7	11.7	11.7
Disagree	9	15.0	15.0	26.7
Strongly Disagree	13	21.7	21.7	
Total	60	100.0	100.0	100.0



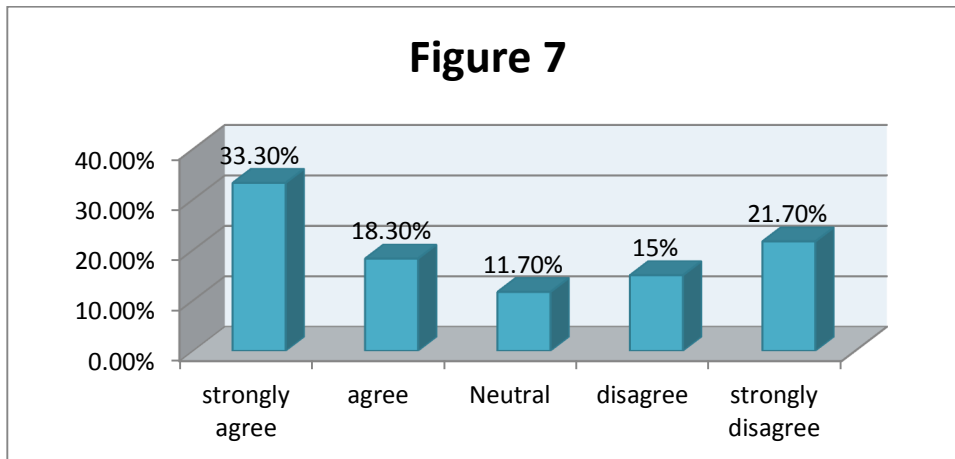


Table and figure (7) show the distribution which indicate that there is insufficient specialized materials in teaching English grammar. The results revealed that (51.6%) of the teachers agreed that there is no sufficient specialized materials in using English grammar. While (36.7%) disagreed. On the other hand (11.7%) of the teachers respondents are neutral.

**Table (8) the syllabus content does not help students' to differentiate between different type of tense.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	35	58.3	58.3	66.6
Agree	5	8.3	8.3	
Neutral	19	31.7	31.7	31.7
Disagree	1	1.7	1.7	1.7
Strongly Disagree	0.0	0.0	0.0	
Total	60	100.0	100.0	100.0

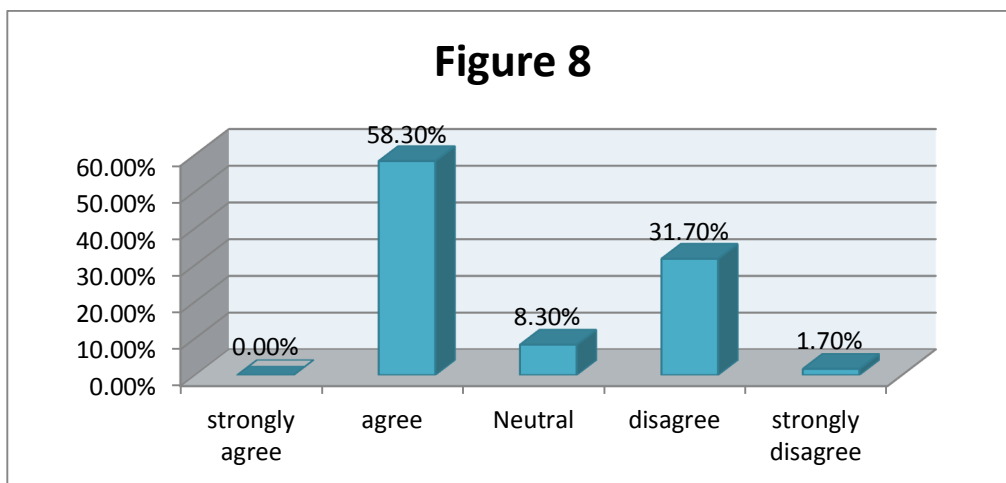


Table and figure (8) show the distribution which indicate that the syllabus content does not help students' to differentiate between different type of tense. The results revealed that (58.3% ) of the teachers agreed that students can't differentiate between tense While (33.4%) disagreed, and(8.3%) of the teachers respondents are neutral.

**Table (9) SPINE books make students feel boring when they study grammar.**

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	10	16.7	16.7	70.0
Agree	32	53.3	53.3	
Neutral	2	3.3	3.3	3.3
Disagree	4	6.7	6.7	26.7
Strongly Disagree	12	20.0	20.0	
Total	60	100.0	100.0	100.0

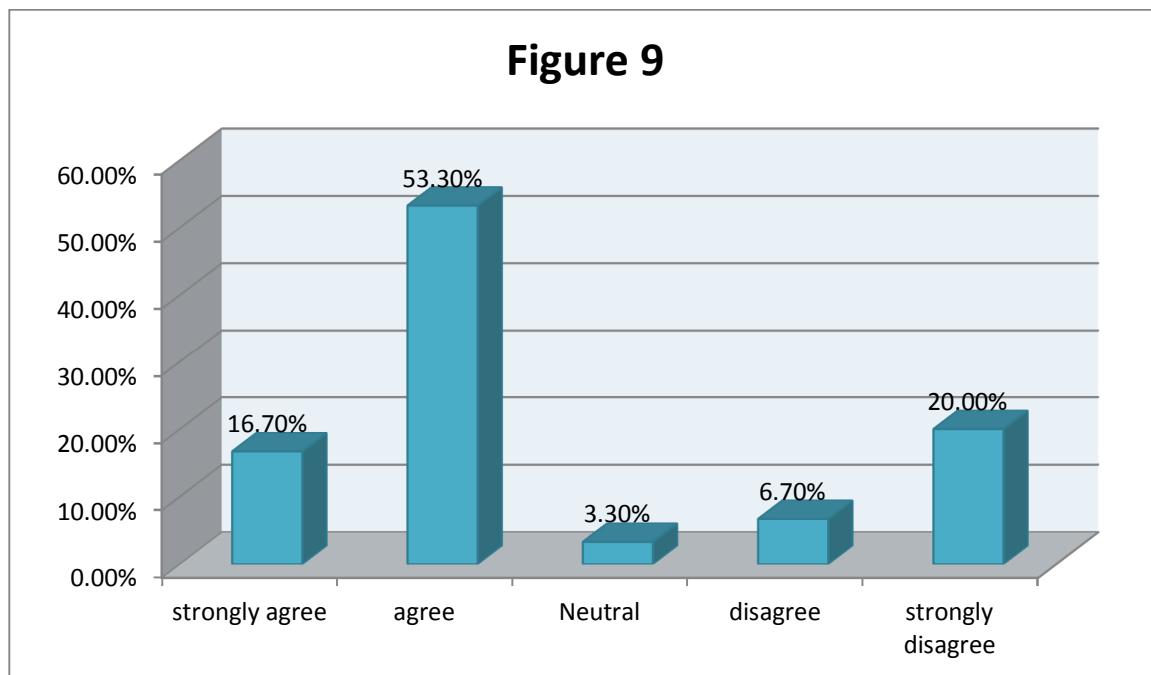


Table and figure (9) above show the distribution which indicate that SPINE books make students feel boring when they study grammar. The results revealed that (70% ) of the teachers agreed that students feel boring when studying grammar. While (26.7%) disagreed. On the other hand (3.3%) of the teachers respondents are neutral.

**Testing the Study Hypothesis** : This study aimed to investigate the answer to the following research question: To what extent is SPINE syllabus contain sufficient components of grammar to enable secondary school students to progress? With regard to the above questions, it should be pointed out that based on the data obtained it is logically claimed that the research question is verified. The researcher found that the average of the total of the nine items which represent the hypothesis is (71.8%) whereas the total average of the ten items who disagree is (26.5%) this means that the hypothesis obtained a strong approval according to Lekart's five-point scale . Hence according to the results above the hypothesis which state (SPINE syllabus does not contain sufficient components of grammar to enable secondary school students to progress.) is completely confirmed and so it is acceptable.

**Findings** : Based on results and discussions the following findings are obtained:

- All tenses were not included in SPINE syllabus.
- There is insufficient specialized materials to teaching English grammar in SPINE syllabus.
- Secondary school teachers lack training in the area of how to teach grammar.
- ESPINE syllabus designers did not arrange grammar lesson gradually.
- Secondary school students were suffering shortage in SPINE books.

**Conclusion** :This study, is conducted to examine the grammatical components in SPIN syllabus. In addition, to explore if the syllabus satisfy students' needs. The researcher used questionnaire to collect data from teachers, the results proved that the

SPINE syllabus component is not enough to rice students ability in grammar.

#### **Recommendations**

- Teachers should be trained well in the area of teaching grammar.
- SPINE syllabus should contain enough activities of grammar.
- All grammar tenses should be included in SPINE syllabus.

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