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Instructors Tackling Grammar Issues in an Integrated English language teaching program at ELC in Umma Al-Qura University

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Abstract: This paper aims to find out the effectiveness of integrated teaching programs and their benefits of tackling grammatical issues of EFL students. Grammar issues have become an unavoidable concern for language instructors. It unlocks teachers' views, attitudes and perceptions about integrated teaching programs and language complexities in production and reception by EFL students. Grammar increases vocational strengths through using appropriate structures. It has been unfolded that instructors have indicated the usefulness of integrated teaching programs to tackle students' structural problems. Instructors concluded that the emergence of issues related to grammar could be explained through integrated programs based on their experience and knowledge. A questionnaire has been used to get instructors' views and attitudes about integrated teaching programs. The research revealed that integrated teaching programs [IETPS] are helpful to decrease learners' grammar issues. Investigating instructors' experiences and doing interactions with EFL students in classes, teachers negotiated and reflected positive views about tackling grammar issues.

Key Words: Vocational Strength, Collective Assistance, Grammatical Rules, Integrated Teaching Programs

Introduction

Language Discrepancies and Grammar

Tackling grammar issues in an integrated teaching program highlights useful impacts on students. Some researches illustrate the effectiveness of integrated language programs on EFL students. They learn and use English as a foreign language. More to the point, [Andrews \(2007\)](#) and [Brown \(2000\)](#)

have argued that language has associated with carrying out multiple systems simultaneously. Both Andrews and Brown have referred to the components of language and their interlined associations. Also, [Feng \(2013\)](#) has highlighted that weakness of one language component impacts directly on the other component. Indeed, grammar poses several challenges for EFL learners in terms of correcting the structures and acquisition

of fluency in academic and professional contexts. When the teachers solve structural issues in conventional classes, they become monotonously challenging tasks for them while applying conventional teaching grammar methods in today's moderate teaching styles.

This study includes the total participants of 21 faculty members of English subject, who have integrated language programs classes at the university. Integrated teaching programs have been compared with conventional classes in which the teachers tackle grammar issues through the distribution of question forms from teachers about their perceptions and experiences to find out the differences in their perspectives. Teachers' views were satisfactory about integrated programs equally compared to the specified methods of handling grammatical problems of English structures in the classes.

[Burgo \(2015\)](#) has explained that language is directly related to communications. Language is liable for constructing and filling social interactions and meanings based on language awareness. Burgo emphasizes awareness of rules used in the composition of structures that influence grammar accuracy and improves other components of language (grammar, pronunciation, word structures...). Appropriately, integrated English programs teachers illustrate some examples via integration of productive and receptive skills so as to use a particular structure. Also, [Hartwell \(1985\)](#) has examined the relations between grammatical complexities and disparities of merging techniques for stress-free elucidation purposes and improvement of EFL learners. Integrated teaching programs have the inclusion of modern emerging techniques, e.g. using of eclectic approach, incorporation of basic grammatical structures in reading passages. These passages include to re-arrange the scramble sentences that have the

incorporation of particular grammatical structures.

Moreover, [Hayes \(2009\)](#) has highlighted that teaching grammar in conventional is ineffective while teaching it in integrated teaching programs that easily assist the new learners to learn the grammatical topics. Even, the conventional method used for teaching grammar restricts it to a particular method. Moreover, the conservative method of teaching grammar leads to confine learning objectives and minimizes outcomes of EFL learners at intermediate and higher levels. The majority of the scholars are in the favor of integrated teaching programs for tackling grammar related issues. From these scholars' views, it has been discerned that mostly integrated teaching programs engulf multi-task approaches to represent the same grammatical structure in different activities ([Li, 2021](#)). Also, substantial analysis of impacts of new trends of teaching grammatical rules followed by applications of its knowledge to instruct EFL learners effectually ([Pérez-Llantada, & Larsen-Freeman, 2007](#)).

Thus, teaching grammar becomes convenient when a specific topic of grammar is presented in different activities at classes of integrated skills programs. Grammar should be taught through integrated teaching programs that must include written structures, presentations and study of rules for motivating students to easily learn a particular language structure. ([Phipps, & Borg, 2017](#)). Moreover, the researcher has used a questionnaire to conduct this study from faculty, whose perceptions and attitudes about integrated teaching programs have identified significant disparity as an outcome of solving learners' structural issues. Data have been analyzed through the difference of all individuals' options. Hence, it could be concluded that integrated teaching style is more effective for tackling grammar issues in integrated teaching programs.

Literature Review

[Nassaji and Fotos \(2011\)](#) have conducted a study on EFL students who learnt grammatical rules of English grammar but failed to learn a language through conservative methods of teaching grammar. Also, [Saydalievna \(2021\)](#) has highlighted the significance of syntactical rules by means of fabricating or crafting stories or creating context. The creation of narratives improves EFL learners' accuracy and fluency simultaneously. Integrated teaching programs contextualize grammatical structure in different reading and listening materials during their composition. These techniques assist in a better way to make easiness for fresh EFL students ([Burgo, 2015](#)). Myhill and Watson have examined that teachers' knowledge of structures helps in improving students' abilities of grammar. They have the opinion that understanding the social factors and background knowledge of students can be an important element in designing integrated teaching programs. ([Myhill, Jones, & Watson, 2013](#)).

In addition, [Watson and Newman \(2017\)](#) have recommended that integrated teaching programs for tackling students' grammatical issues, using multi-task based activities, keep EFL learners active. In a similar way, [McDonough and Shaw \(2003\)](#) stated same perceptions regarding integrated teaching programs of English to EFL students lead to comprehensive learning. EFL learners feel psychological suffocation and depression while they input a number of intricate grammar rules. Clearly, the ever-growing need for good communicative skills of English has been revealed dire needs for English teachers around the world. Teachers improve their language teaching techniques to provide substantial assistance to EFL students, who could only be motivated through integrated teaching programs ([Myhill, Jones, Lines, & Watson, 2012](#)).

[Liton \(2012\)](#) has argued about teaching styles used in Saudi Arabia for developing EFL teachers' competencies and learning practices of EFL students with the help of integrated teaching programs. The emergence of globalization has immensely impacted teaching styles and students' mentality by shifting from traditional teaching styles into contemporary styles for healthy outcomes. [Mahmoud \(2014\)](#) has also highlighted the "effectiveness of using a cooperative approach for learning a language. The combination of reading, writing, listening and speaking activities could collectively enhance EFL students to practice and use language correctly. Each skill is independent of the other skills in terms of its development. When accuracy gets maturity that influences fluency and improvement in all other skills of language. ([Alresheed 2012](#)) has studied the nature, perceptions and attitudes of Saudi teachers who preferred integrated teaching styles to teach grammar rather than using the traditional style of teaching grammar to EFL students.

Moreover, [Algarfi \(2010\)](#) has explored the relations between teachers' and students' perceptions and Islamic culture in which the helpful method is cooperative learning. Integrated teaching programs have the modern teaching techniques to teach language to EFL students in the context of Saudi Arabia. Designing courses indicates the observations of students that how they get benefited from these courses of integrated teaching programs. [Pérez-Llantada and Larsen-Freeman \(2007\)](#) have discussed the "New Trends in Grammar Teaching". Grammar issues and their solving in appropriate ways currently requires a modern teaching style that has to be used for improving EFL students. Also, [Ruppert \(2008\)](#) has conducted a study in which he has researched blended learning. Indeed, EFL students become monotonous due to the repetition of the same language material

in class. This makes them psychologically unable to get language accuracy. Blended learning helps them to learn and use language in more dynamic ways. (Sledd, 1966). Leaving the old method of teaching and tackling grammar issues and adapting new trends of teaching and tackling its problems could be beneficial for EFL students to learn and use language easily. (Hartwell, 1985).

Purpose and Rationale of the Study

This study was conducted to find out the success of integrated English language programs to tackle grammar-related issues (structural problems) faced by the teachers of EFL students.

Hypothesis

Integrated teaching programs can be more productive and effective, for EFL students, in Saudi Arabian context. Students could understand and solve grammar issues easily in integrated teaching programs as compared to conventional classes of teaching grammar which are monotonous and less dynamic.

Methodology

In the line with this research study, a stratified research design was applied for the present study to investigate the impacts of integrated teaching programs on EFL students' achievements in Saudi Arabia. It also aimed to collect descriptive and analytical data about solving grammar issues of Saudi EFL students by teachers integrated teaching programs, who teach at different departments English. The teachers were also faculty members of the English Language Center (ELC) at the College of Social Sciences in Umm Al-Qura University. Participants were 21 (n=21) teachers at

Umma Al-Qura University, who have been teaching at different semesters for consecutive six years in integrated English teaching programs, who had been randomly selected for this study. They have participated as volunteers. The teachers, who had been selected for the conduction of this study, belonged to various disciplines and with varying levels of teaching competence and experience of teaching English to EFL students.

Sample

For this study, the researcher has chosen a stratified sampling technique (SST). Twenty-one teachers, who are teaching different semesters, have been selected for the purpose of analyzing each of their answers. They have marked options in the given questionnaire (which has five options) correspondingly. These teachers had been selected for conduct as a population of this research study.

Date Collection

Data have been collected through a questionnaire which consists of 15 questions and each question has five options. These options have sequential order of 1. strongly agree, 2. agree, 3. neither agree nor disagree, 4. disagree, 5. strongly disagree. Questions have a combination of different (yes/no) choices and rating scales of a three-point, five-points, and a seven-point accordingly. Questions have been created to scrutinize undergraduates' perceptions, approaches, and attitudes towards integrated English teaching programs. If EFL learners benefit themselves from these programs to improve their structural competence in more dynamic ways, rather than the conventional style of teaching grammar to EFL students.

Table 1.

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

Analysis

Every student encounters several linguistic issues while learning English. In the past, teachers applied traditional styles of teaching to solve EFL learners' issues with grammar. Such as, these traditional styles had been considered less effective due to the emergence of globalization and integrated teaching programs ([Barbuzza, Giusti, Gabriel and Vernier, 2008](#)) correspondingly, the questionnaire of the paper contains most of the questions to find out teachers' inclination whether they consider more productive IETPS than separate classes for tackling grammar related issues. Teachers are considered in society as academic practitioners and trainers, who have presented their own views of preference to adapting the current trends of teaching English to EFL learners rather than they do not have adherence to antediluvian techniques application for tackling grammar issues in the context of Saudi Arabi. There are several dimensions of tackling grammar-related problems which have been projected in questions to know the implicit and explicit views of teachers teaching English to EFL learners ([Richards, Jack and Renandya, Willy, 2002](#))

The analysis of option selections by teachers illustrates that integrated English teaching programs [IETPS] indicate a healthy approach to tackle grammar-related

problems at undergraduate levels. It has been explained through various texts and activities structural issues of EFL learners have asked in questions. Indeed, grammar has different things in different contexts for different persons. Answers of the majority of the teachers highlighted that IETPS have the most significant way of solving the grammatical queries of foreign learners. Teachers' answers have projected their attitudes of well-uses and ill-use of structures by EFL students. When EFL students involve in verbal communications and non-verbal ones. They use language from their analytical perspectives. They apply practically all the studied material during the communication process. Besides, students improve their parts of speech basically which lead to syntactic properties and other areas of the English language during IETPS course contents. The effects of IETPS have emerged as helpful, which decrease structural issues of students and help them to correct their mistakes and develop their writing academic and professional writing tasks. This part of the analysis has the aims of illustrating IETPS that have the contentment of teachers and learners' contentment about the practical application of IETPS to minimize their grammar issues of undergraduates (EFL students).

Table 2. Illustrates Questions and Options for Participants' Selection

S. No	Number of Teachers Selected the Options of Question						
	Questions	Total Questions	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q 1		15	4	14	0	2	0
Q 2		15	6	12	2	2	0
Q 3		15	5	13	1	1	1
Q 4		15	2	16	0	2	2
Q 5		15	12	6	2	2	2
Q 6		15	7	10	4	0	0
Q 7		15	11	7	3	0	0
Q 8		15	8	13	0	0	0

S. No	Number of Teachers Selected the Options of Question					
Questions	Total Questions	Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree
Q 9	15	6	14	0	1	0
Q 10	15	4	13	4	0	1
Q 11	15	11	6	3	0	0
Q 12	15	8	11	0	2	0
Q 13	15	6	12	2	1	0
Q 14	15	7	10	4	0	1
Q 15	15	11	7	3	0	0
Total	225	108	164	28	13	7

There are 4 answers for the “strongly agree option” that IETPS have more possibilities to tackle questions related to grammar. While 14 answers were selected for “agree option” with question no 1. Next, 6 answers for “strongly agree option” where 12 for “agree option” [henceforth AO] state the avoidance of traditional style of teaching grammar in IETPS that help the teachers to solve structural problems of learner effectively. Then, 5 answers for the “strongly agree option” [henceforth SAO] had been identified. Whereas, 13 answers were considered as a more active, intelligent and efficient way of tackling structural issues. In the same way, 5 answers have been given for SAO, however, 13 have been selected for the option of AO. Appropriately, regarding the examples from designed course material 2 replies emerged for SAO although a greater number of 16 answers have been selected for AO.

Then, the question related to the application of multiple activities has received 12 answers for SAO, but 6 answers have been given for AO option. This indicates the integrated teaching programs incites EFL students to practice a number of activities that strengthen their language performance. Next, presenting the grammatical structure/s from the available integrated programs material 7 replies have given for SAO, while 10 have stated for AO. Incorporating grammar topics in reading passages, listening sections and

comprehension questions helps the students to repeat the same grammar topic in different language skills. This repetition also improves their memorization of a particular structure leading to accurate language use. Also, more effectiveness of IETPS 17 teachers have shown their consent for AO. Moreover, the number of strongly disagree, neither agree nor disagree and strongly disagree options replies have variations from 1-3 that represent the least number of replies by the teachers of IETPS. It becomes obvious that there are great disparities and variances in positive aspects of teachers being in consent with IETPS for substantial tackling grammar relevant matters. All questions have been composed for undergraduate levels teachers for sharing their experiences of teaching EFL learners. The option “neither agree nor disagrees” has appeared as the average answer by participants who participated in this study, which highlights their impartial perceptions about integrated teaching programs.

Moreover, respecting the observation and more enthusiasm of learners, 8 replies have been given for SAO comparatively 13 for AO. Teachers’ experience quickly structural augmentation of students contains 6 answers for SAO while 14 for AO. The query for finding synchronization between theory and practice includes a total number of 4 replies for SAO, however, 13 have been selected for AO by the teachers of IETPS. Consistently, assisting learners from

given materials of integrated programs received 1 reply for SAO. Greater numbers have been projected concept clarity question. Also, a total of 16 replies have been received for AO that states progressive thoughts and benefits of IETPS teachers. A number of teachers have presented their optimistic perceptions about encouraging roles of IETPS. Teachers willingly prefer IETPS for improvement and giving the convenience of EFL learners to learn grammar topics through an integrated style of teaching.

Pertinent to the analysis of the questions, teachers have answered 8 replies for SAO, and 11 answers have been received for AO which was about giving preference to IETPS style of teaching grammar over the traditional style of teaching to tackle grammar issues of EFL students. Similarly, discussing and highlighting grammatical structure usages of learners includes 6 replies for SAO, whereas 12 for AO has depicted the confidence level of teachers in integrated skills teaching programs for finding solutions to structural problems.

Further, mobilization of learners through modern techniques for giving instructions contains 7 replies of SAO and 10 for AO stating contemporary views of both teachers and students for acceptance of IETPS as an effective style of teaching for tackling grammatical problems of students. Finally, question 15 of the questionnaire presents 1 reply for SAO, on the other hand, 17 replies, which is a greater number, have been received for AO that indicates contentment and improvement of grammatical skills of students. Further, IETPS courses designed for undergraduate levels could meet easily complete their grammar-related requirements. Totally, 225 questions were distributed to 21 teachers who were requested to answer by means of selecting their options from the questionnaire. However, 108 replies have been received for SAO, 164 have been received for AO. Next, 28 replies have been identified in neither agree nor disagree option, whereas 13 replies have appeared for Disagree, and 7 for strongly disagree respectively.

Table 3. Illustrates Total Number Participants, Questions and Selected Options

Participants	Questions	Strongly Agree	Agree	Neither agree nor Disagree	Disagree	Strongly Disagree
21	225	108	164	28	13	07

Conclusion

Grammar is mandatory for language students to learn and use structures accurately. It develops the structural competence of EFL students who minimize their structural errors and strengthen the organization of language structures. Grammar emerges a number of structural issues for both teachers and learners in academic environments. Indeed, it was found out that IETPS IS a more reliable and contemporary method of teaching style to tackle grammar issues. IETPS presents significant responses from participants of

the present study. The theories and practices have synchronized during the integrated skills programs that have supported descriptive comprehension of grammatical categories for learners' convenience. A great number of participants have selected the "Strongly agree" and "Agree" options for stating their views of the productive impacts of IETP on EFL learners. In addition, the participants had clear agreement upon the utilization OF IETP for tackling grammar issues at the undergraduate level of university students. To this point, a number of teachers have believed that IETPS greatly facilitates

English EFL learners and instructors to tackle grammar issues through multi-task activities. On the other hand, the minimum replies had been given for “Disagree” or “Strongly Disagree” options representing instructors’ disagreement with the questions of the study.

Implication for Future Research

Language is a system that includes several other systems in itself. Importantly grammar becomes unavoidable to be neglected while learning and using language. Integrated teaching programs are believed to be more effective for EFL

students in the context of Saudi Arabia. This research opens a new vista for other researchers to conduct their studies. For example, how EFL teachers tackle punctuation issues, improve pronunciation skills of students, enhance the abilities of EFL students in reading comprehensions are the areas of exploration in integrated teaching programs. Moreover, what would be the impacts of integration of all skills to improve EFL students’ accuracy and fluency in English? These areas of research can be more beneficial for students to learn and use language appropriately.

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Appendix

Questionnaire

Name (Optional): Age:

Gender: Highest Qualification:

Experience in EFL/ESL Teaching: years

Please carefully read the following statements and select the appropriate option.

1. Are there more possibilities to tackle questions related to grammar of students in integrated teaching style comparatively than conventional teaching style?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

2. Could teachers could easily make understandable EFL learners by avoiding the traditional techniques of teaching in integrated programs?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

3. Do teachers perform as more dynamic, intelligent and efficient in solving of grammatical issues in integrated English teaching programs?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

4. Do teachers always state examples from designed course contents in their classes?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

5. Do teachers highlight the grammatical structure and its application in multiple tasks during teaching?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

6. Do teachers and students feel difficulties while explaining grammatical structures from the available integrated programs literature?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

7. Do teachers consider more successful integrated teaching programs in terms of tackling grammatical related issues of EFL students?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

8. Do teachers observe more enthusiasm of learners to highlight grammatical structure in the given reading passage of the integrated teaching program?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

9. Do teachers experience quickly perceptions of students in terms of getting grammatical structures and their applications in integrated programs comparatively than traditional method of teaching grammar?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

10. Do the teachers find synchronization between theory and practice while teaching any topic related to grammar in integrated teaching programs?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

11. Do teachers assist EFL students to become more inquisitive regarding any grammatical issues from the given materials of integrated programs?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

12. Is eclectic approach much preferred over the traditional style of teaching topics related to grammar during their classes?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

13. Do teachers discuss and highlight grammatical structure application to students in the text while taking their classes?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

14. Do teachers mobilize EFL learners through modern style of teaching grammar topics in integrated teaching programs?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree

15. Do teachers feel contentment about improving grammar topic during integrated teaching programs during teaching to EFL students?

1	2	3	4	5
Strongly Agree	Agree	Neither Agree nor Disagree	Disagree	Strongly Disagree