

English for Specific Purpose (ESP) Teachers' and Students' Beliefs Regarding Grammar Instruction in ESP Classes at Kabul University of Medical Sciences (KUMS)

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Abstract

It is obvious that teachers' and students' views play a significant role in maximizing the quality of teaching and learning foreign language. The purpose of this study was to explore ESP teachers' and learners' perceptions about grammar teaching and learning in ESP classes at Kabul University of Medical Sciences (KUMS). Studies and findings in the field have depicted that grammar is a vital aspect of language learning. This descriptive study sought the perceptions and beliefs of 7 ESP teachers and about 99 ESP learners at KUMS. Closed-ended questionnaires adapted from related literatures, which were also modified, were administrated online through google forms to teacher and student participants of this study. Descriptive statistical analysis as frequency and percentage was performed using SPSS 16.0 version. The findings show that teachers and learners shared almost positive perception towards most of aspects under investigation in the questionnaire. It has been revealed that ESP teachers and learners consider grammar teaching and learning an essential and integral part of language learning and teaching in ESP framework at KUMS. Lastly, the result of this study contributes to enhancing the quality of teaching English grammar and ESP teaching program on whole.

Keywords: Afghanistan, ESP Classes, Grammar teaching and learning, teachers' beliefs, students' beliefs.

1. Introduction

English Language Teaching such as English as foreign language (EFL) or English as second language (ESL) has two main branches. One is English for general purpose (EGP) and the second one is English for specific purposes (ESP) which means teaching English to university students or people in employment with focus on content, vocabulary and skills needed in a particular discipline. Considering the current era of development and advancement, English

language has been the main mean of professional and daily communication and desirable employments are available for those who have good command of English language. For these reasons, English has been considered as a vital element of current education and an empowering language which is tough at universities to students of various disciplines.

The fundamental aim of teaching English language for general or specific purposes is to build learners' ability in the four skills of language as reading, listening, writing, and speaking; however, developing that ability depends on grammar knowledge and learners' ability to use grammar knowledge appropriately in regards of those skills. That is why research in this area showed grammar as a vital element not only in EGP but also in ESP teaching. However, grammar-learning and teaching has been mostly neglected by ESP learners and teachers.

Looking at the status of grammar teaching in the history of language teaching in terms of linguistics and teaching theories and approaches, grammar has always been an essential part and at the same time a disputable aspect. Language teaching theories and approaches reflected various degree of importance of grammar knowledge in teaching and learning language, but none of them totally ignored the essential role of teaching grammar in learning language.

Chomsky (1965) mentioned that grammar should be thought as a system of a language. Meanwhile, Bastone (1994) claims that "language without grammar would be chaotic" (p. 35) and without the knowledge of grammar rules it is difficult to know how limitless words should be ordered and amended to produce comprehensible speech. As linguists believe that it impossible to learn limitless words and sentences of language to communicate, but knowledge of grammatical rules and regulation enable learners to produce numerous sentences and speeches by manipulating, reforming and reordering words. Grammar helps learners to organize words and ideas in a comprehensible form. Grammar is the study of rules and principles that give directions for the construction of words and order of phrases and sentences (Radford, 2003).

ESP class is designed for specific disciplines where the aim of the learners' is to use English in a particular domain. It is unanimously agreed that EGP and ESP share the same grammatical aspects. It is significantly important in ESP classes to empower ESP learners to build the potential of correctly using grammar knowledge in language skills as reading, listening, writing, and speaking.

Teaching skills of language in isolation or teaching vocabulary or discipline specific terminology in ESP classes do not help learners to be communicatively competent. In fact, grammar knowledge forms the foundation of language and the base of mastering any of the skills. In this regard, Syvak (2018) stated that in learning ESP, sound grammar understanding not only

assist ESP learners create more accurate language but also help learners use various structures to speak in ESP situations. Similarly, Chen (2016) found out through his study that learning grammar is important to facilitate skills as listening, speaking, reading and writing.

In ESP classes at Kabul University of Medical Sciences (KUMS), as ESP teacher, I have noticed that teachers and students have found it unnecessary to pay attention to the grammar teaching and learning while focus is more on teaching reading and medical terminologies. Research indicates that teaching reading, writing, or focusing on building and enriching vocabulary is not the only way of teaching ESP successfully because without grammar knowledge there will be hurdles and hindrances in using language communicatively. So, ESP courses at KUMS should aim to make learners able to use English as a medium of professional communication at the future job and real life situation.

In order to maximize focus on grammar and enhance teaching and learning of grammar in ESP classes, this study is designed to explore teachers' and students' beliefs regarding grammar which can be effective for improving the teaching and learning process in classrooms as their beliefs are reflected in teaching and learning processes. According to Borg (2003), learners' beliefs probably influence classroom accomplishments. Many researchers have proved that teachers' and students' beliefs influence their instruction and class activity. According to Freeman (2002), mental lives of teachers have critical significance in shaping effective teaching and learning process. Therefore, it is crucial to find out teachers' and students' beliefs as this knowledge will help instructors to make better instructional decisions when teaching grammar at ESP classes at KUMS. In addition, students' beliefs and perception can form their learning attitudes, motivation, and achievements.

Based on the literature, many scholars have investigated teachers' and learners' perception regarding grammar teaching necessity in teaching English. However, no similar study has been conducted in Afghanistan particularly at KUMS. That is why, in order to address this gap in the current knowledge and to gain insight into the current role and importance of grammar in foreign language instruction in KUMS, this study aims to explore the ESP teachers' and learners' perceptions regarding grammar.

1.1. Literature Review

It is important to state a general background of researchers' thoughts about grammar teaching in ESP. However, there is limited research as regards grammar teaching and learning in ESP framework. Though the research which has been done so far either in context of EGP or ESP positively highlighted grammar role in language learning and teaching for the success of learning language. The unanimous belief held based on reviewing the literature is that grammar knowledge

has its own exclusive part in learning language and should not be ignored as it is interrelated to other aspects and skills of language taught in ESP classes.

Chen (2016) claimed that the only factor that makes learning ESP complicated is lack of grammar knowledge. In line with this issue, Master (2008) stated that English language teachers should put in effort to learn how English grammar system works and to do this is to listen to their students when they ask for focus on form. Because in ESP classes students do not only need fluency in language that communicative method focuses a lot, but grammar will make students confident and secure to interact with native and non-native English speakers. In this matter, Ismail (2010) conducted a study using questionnaire and interview to elicit views of different ESP students in the UAE university. The result of the study revealed that ESP students held a very positive belief regarding grammar learning through a grammar model consist of confrontation, clarification, confirmation and consolidation stages (CCCC) and reflected a positive view towards explicit grammar teaching in ESP classes. Furthermore, Skenderi and Ejupi (2018) stated that grammar instruction in ESP classes is sometimes needed particularly in writing skill as learners can be conscious of their errors. They suggested that teachers should be well prepared for teaching grammar in class and use exercises as worksheets and writing exercises with grammar practice. Syvak (2018) stated that grammar competence enables learners to govern the way they organize words into sentences and paragraphs or in ESP communication situations.

1.2. Purpose

The purpose of this study was to explore the teachers' and students' beliefs regarding the importance of grammar teaching and learning in teaching ESP classes at KUMS.

1.3. Research Questions

1. What beliefs do ESP teachers have towards grammar learning and grammar instruction in ESP classes?
2. What instructional approaches do they prefer when teaching grammar?
3. What are ESP learners' overall beliefs towards grammar learning and teaching instruction in ESP classes?

2. Research Methodology

2.1. Research Design

This is a descriptive study which explored ESP teachers' and learners' perceptions in order to provide a more complete and comprehensive understanding of the research questions.

2.2. Materials

Computer, SPSS software, google forms, internet.

2.3. Study Setting

This study conducted at English Department of KUMS. It is a governmental university in Kabul the capital of Afghanistan. This university offers ESP courses to the first year undergraduate medical, dentistry, medical technology, anesthetic, nursing, midwifery, and public health faculties' students that concentrates on improving the language skills such as reading, writing, listening, and speaking in order to prepare them for further studies in their respective field and for the competitive job market they are expected to join.

2.4. Participant

Two collections of participants participated in this study. A total of 8 ESP instructors with various lengths of ESP teaching experiences from KUMS took part in the study. All participants majored in English language literature and hold MA degree in TESOL and English literature as their highest qualifications. Their teaching experience vary from 6 to more than 10 years. They were selected purposefully and upon request, they agreed to participate in the study. Out of 8 teachers who took part in the study 7 teachers (2 females and 5 males) submitted completed questionnaires. Moreover, this study sought to explore the Kabul University of Medical Sciences ESP learners' beliefs too.

The total number of 160 first year medical students of the medical faculty participated and only 99 (50 males (50.0%) and 49 females (49.0%)) students completed and submitted the questionnaire. Student participants were aged between 16-22 years. Generally, most of the students' level of English competence can be categorized as beginners to intermediated levels at entry level in medical education and majority of them fall into lower and middle socioeconomic classes. Out of 99 students 65.0% students studied English less than one year apart from years of study in school, 18.0% studied English about 1-2 years and 19.0% of the participant studied English more than two years at private English learning centers. These students attend ESP classes in 12 separate groups of about 10 to 15 students with mixed ability and different level of English proficiency. Each group of students is taught by a different ESP teacher. Student participants who were all first year and first semester undergraduate students of medical school was selected purposefully and a web-based close-ended questionnaire sent to them to complete with the facilitation of the specific group instructors via WhatsApp. The questionnaires intended to elicit teachers' and learners' beliefs regarding the aspects as the importance of learning and teaching grammar in teaching ESP and grammar teaching approaches.

2.5. Instrument and Procedure

Closed-ended questionnaires were developed based on the different existing literature sources on teachers' and students' beliefs about the importance of grammar teaching and learning in learning language and questionnaires were to some extent modified to match the research

context. Most of the questionnaires' items were adapted from the study of Ahamadi and Shafiee (2015). The questionnaires were used as the main data collection tool to generate quantitative data from ESP teachers and students. Unlike the original versions of the questionnaires which had a five-point response scale, both questionnaires used Four point Likert belief scale responses as strongly agree, agree, disagree, and strongly disagree for the reason to easily analyze positive and negative attitudes of respondents.

Questionnaires used in this study composed of two sections. The first section was about teachers' and learners' bio-data and the second section was focused on their beliefs about grammar and its teaching and learning in ESP classes at KUMS. The questionnaires were written and designed in google forms and automatically a web URL generated for the questionnaires. Afterwards, their links were forwarded to respondents through WhatsApp groups. The respondents were able to review their responses and make any changes prior to submitting the completed questionnaires which then directly came to the researcher's forms created when respondents clicked on the 'submit' box. In order to assess the reliability of the instruments, the questionnaires were reviewed and checked by the experienced research specialist professors and revision was made based on the corrective comments. The questionnaire was also piloted with 25 ESP students and it was realized that students had no problem in filling out the questionnaire, so the questionnaire was not translated into Dari.

2.6. Data analysis

SPSS 16.0 version was used to analyze data from the questionnaires. Closed-ended questionnaires were analyze using descriptive statistics such as frequency was carried out in SPSS.

3. Result

The result of data gathered in this study is presented in the succeeding tables.

3.1. ESP learners' perception

Table 1: Students perceptions regarding the definition of grammar: N=99

No	Statement	Responses	Frequency	Percent	Total
1	Grammar is a set of structures and rules of a language.	Agree	36	36.0 %	100
		Strongly Agree	63	63.0 %	
2	Grammar means to produce language structures accurately.	Disagree	2	2.0 %	100
		Agree	60	60.0%	
		Strongly Agree	37	37.0%	
3	Grammar helps better understand different meanings.	Strongly Disagree	1	1.0 %	100
		Disagree	6	6.0%	
		Agree	57	57.0%	
		Strongly Agree	35	35.0%	
4	Grammar means the appropriate use of language in different situations	Disagree	4	4.0%	100
		Agree	49	49.0%	
		Strongly Agree	46	46.0%	
5	Grammar facilitates communication	Strongly Disagree	2	2.0%	100
		Disagree	19	19.0%	
		Agree	62	62.0%	
		Strongly Agree	16	16.0%	

Table 1 displays ESP students' perceptions regarding the definition of grammar in relation to ESP context and portrays that most students believe that grammar is a set of structures and rules that help them to produce language structures accurately, to facilitate communication, to appropriately use language in different situation, and to understand different meanings by showing a high level of agreement with each statement respectively.

Table 2: ESP learners' perceptions regarding the importance of learning grammar in ESP

No	Statement	Responses	Frequency	Percent	Total
6	Grammar is important and has to be learnt in ESP classes.	Strongly Disagree	1	1.0 %	100
		Disagree	12	12.0 %	
		Agree	52	52.0 %	
		Strongly Agree	34	34.0%	
7	It is not needed to learn grammar because the learners have already learnt it in high school.	Strongly Disagree	27	27.0%	100
		Disagree	56	56.0%	
		Agree	14	14.0%	

		Strongly Agree	2	2.0%	
8	It is good to dedicate some time to learning grammar in ESP classes.	Strongly Disagree	1	1.0%	100
		Disagree	4	4.0%	
		Agree	67	67.0%	
		Strongly Agree	27	27.0%	

Table 2 depicts ESP learners' perception concerning the importance of learning grammar in their English classes. Students showed a high level of agreement (86.0%) divided between 52.0% agree and 34.0% strongly agree with the sixth statement which indicates learners believe that grammar is important to learn in ESP classes. Similarly, statement seventh by receiving a high level of disagreement (83.0%) among the participant meaning that learners need grammar instruction in ESP classes as they have not learnt in high school. In addition, (94.0%) of learner participants showed agreement that time should be dedicated to learning grammar in ESP classes.

Table 3: ESP learners need of grammar

No	Statements	Responses	Frequency	Percent	Total
9	learners need grammar for writing accuracy.	Strongly Disagree	1	1.0%	100
		Disagree	3	3.0%	
		Agree	38	38.0%	
		Strongly Agree	57	57.0%	
10	learners need grammar for improving communication ability	Strongly Disagree	3	3.0%	100
		Disagree	9	9.0%	
		Agree	58	58.0%	
		Strongly Agree	29	29.0%	
11	learners need grammar for security and self-confidence.	Strongly Disagree	7	7.0%	100
		Disagree	34	34.0%	
		Agree	45	45.0%	
		Strongly Agree	13	13.0%	
12	learners need grammar for improving their reading skill	Strongly Disagree	5	5.0%	100
		Disagree	17	17.0%	
		Agree	49	49.0%	
		Strongly Agree	28	28.0%	
13	learners need grammar for language development.	Strongly Disagree	1	1.0%	100
		Disagree	2	2.0%	
		Agree	44	44.0%	

		Strongly Agree	52	52.0%	
14	learners need grammar for future occupation.	Strongly Disagree	1	1.0%	100
		Disagree	18	18.0%	
		Agree	53	53.0%	
		Strongly Agree	27	27.0%	

Table 3 shows that most ESP learners believe that they need grammar knowledge for developing writing accuracy, improving communication, feeling secure and self-confidence, improving reading skill, developing language and for future occupation. Each statement received a high level of agreement among the learner participants of the study with total of 95.0%, 87.0%, 58.0%, 77.0%, 96.0% and 80.0% respectively. Ninth and thirteenth statements by receiving the highest level of agreement (96.0% and 95.0%) mean that learners believe grammar is mostly needed first for language development and second for developing writing accuracy in ESP context.

Table 4: Teaching method of grammar in ESP classes

No	Statements	Responses	Frequency	Percent	Total
15	Grammar should be clearly and explicitly presented in ESP classes.	Strongly Disagree	1	1.0%	100
		Disagree	6	6.0%	
		Agree	60	60.0%	
		Strongly Agree	32	32.0%	
16	Learners should be presented with grammatical rules at sentence level.	Disagree	5	5.0%	100
		Agree	65	65.0%	
		Strongly Agree	29	29.0%	
17	Learning grammar should be in reading context in ESP classes.	Strongly Disagree	1	1.0%	100
		Disagree	20	20.0%	
		Agree	61	61.0%	
		Strongly Agree	17	17.0%	
18	Learners should learn grammatical structures not only in discrete sentences but also in texts.	Strongly Disagree	1	1.0%	100
		Disagree	5	5.0%	
		Agree	62	62.0%	
		Strongly Agree	31	31.0%	
19	Learners learn grammar better when they start with	Strongly Disagree	4	4.0%	100
		Disagree	22	22.0%	
		Agree	41	41.0%	

	examples and then identifying the rules.	Strongly Agree	32	32.0%	
20	Learners learn grammar better when they work on rules in first place and then have some examples.	Strongly Disagree	1	1.0%	100
		Disagree	4	4.0%	
		Agree	46	46.0%	
		Strongly Agree	48	48.0%	
21	Frequent practice is a key for learners to improve their grammatical accuracy.	Strongly Disagree	1	1.0%	100
		Disagree	2	2.0%	
		Agree	37	37.0%	
		Strongly Agree	59	59.0%	
22	I like it when my teacher explains grammar rules in my native language.	Strongly Disagree	11	11.0%	100
		Disagree	26	26.0%	
		Agree	40	40.0%	
		Strongly Agree	22	22.0%	

Table 4: This table reveals ESP learners' beliefs about through which method grammar should be taught in ESP classes. As we can see that most of the students revealed highest level of agreement with all of the above statements. 20th statement received a high level of agreement with 94% divided between 46.0% agree and 48.0% strongly agree which indicates that most students believe that they learn better through explicit method. Students agreed that for improving grammar accuracy frequent practices are needed and majority prefer to get grammar instruction in their native language.

Table 5: Techniques of learning grammar

No	Statements	Responses	Frequency	Percent	Total
23	Memorizing the grammatical rules	Never	5	5.0%	
		Sometimes	22	22.0%	
		Usually	37	37.0%	
		Always	35	35.0%	
24	Form-focused practices as such as substitution drills, filling the blanks, multiple choice exercises	Never	2	2.0%	
		Sometimes	12	12.0%	
		Usually	54	54.0%	
		Always	31	31.0%	
25	Learning the rules in communicative exercises	Never	3	3.0%	
		Sometimes	24	24.0%	
		Usually	36	36.0%	

		Always	36	36.0%	
26	Learning the grammatical rules by participating in real-life tasks in order to develop my grammatical knowledge	Never	3	3.0%	
		Sometimes	23	23.0%	
		Usually	32	32.0%	
		Always	41	41.0%	

Table 5 displays ESP learners level of agreement with the frequency of using the above techniques to learn grammar rules. 37 students (37.0%) usually and 35 students (35.0%) always memorize, specifies that students agreed with using memorizing the rules. Most of them showed preference towards learning grammar through participating mostly in real life tasks, and communicative exercises. Majority agreed that they usually use form-focused practices such as substitution drills to learn grammar rule.

3.2. ESP teachers' perceptions: N=7

Table 1: ESP teachers' perception regarding the definition of grammar

No	Statements	Responses	Frequency	Percent	Total
1	Grammar is a set of structures and rules of a language.	Agree	2	28.6%	100
		Strongly Agree	5	71.4%	
2	Grammar means to produce language structures accurately.	Agree	4	57.1%	100
		Strongly Agree	3	42.9%	
3	Grammar helps better understand different meanings.	Disagree	2	28.6%	100
		Agree	4	57.1%	
		Strongly Agree	1	14.3%	
4	Grammar means the appropriate use of language in different situations.	Disagree	1	14.3%	100
		Agree	4	57.1%	
		Strongly Agree	2	28.6%	
5	Grammar facilitates communication.	Disagree	1	14.3%	100
		Agree	5	71.4%	
		Strongly Agree	1	14.3%	

Table 1 demonstrates ESP teachers' perceptions regarding the definition of grammar. All of the above statements received a high level of agreement among the teacher participants. Most of the ESP teachers revealed 100 % agreement with the first and second statements which indicates teachers believe grammar is structure and rule of language that helps produce language structures accurately. The third, fourth and fifth statements received total of 71.4 ,85.7, and 85.7% levels of agreement among the respondents respectively.

Table 2: ESP teachers' perception about the importance of grammar teaching in ESP classes

No	Statement	Responses	Frequency	Percent	Total
6	Grammar is essential component of second/foreign language teaching.	Disagree	1	14.3%	100
		Agree	2	28.6%	
		Strongly Agree	4	57.1%	
7	Grammar is important and has to be taught in ESP classes at KUMS.	Agree	5	71.4 %	100
		Strongly Agree	2	28.6 %	
8	It is not needed to teach grammar to ESP learners because they've already had it in high school.	Strongly Disagree	1	14.3%	100
		Disagree	6	85.7%	
9	It is good to dedicate some time to teaching grammar in ESP classes.	Agree	5	71.4%	100
		Strongly Agree	2	28.6%	
10	Grammar should be the main part of ESP teaching syllabus.	Strongly Disagree	1	14.3%	
		Disagree	4	57.1%	
		Agree	2	28.6%	
11	Teaching some selective grammar aspects to my students is better than the whole grammar in ESP classes.	Agree	3	42.9%	100
		Strongly Agree	4	57.1%	

In table 2 we can see that most ESP teachers believe that grammar is essential component of foreign and second language teaching and they showed total agreement that grammar teaching is important in ESP teaching and approved that it should be taught in ESP classes though students may have studied grammar in school because that is not enough. They also revealed high level of agreement with the statements that time should be dedicated to teaching grammar and teaching selective grammar aspects are better than whole grammar in ESP classes. Moreover, majority believe grammar cannot be the main part of ESP syllabus.

Table 3: ESP teachers' perceptions about reasons to teach grammar in ESP

No	Statements	Responses	Frequency	Percent	Total
12	Learners need to know the grammar rules for accuracy in writing.	Agree	4	57.1%	100
		Strongly Agree	3	42.9%	
13	Grammar is important to improve learners' communication ability.	Disagree	1	14.3%	100
		Agree	5	71.4%	
		Strongly Agree	1	14.3%	
14	Without a good knowledge of grammar, learners' language	Disagree	5	71.4%	100
		Agree	2	28.6%	

	development will be severely constrained.				
15	Grammar looks tidy, teachable, and easily testable so it is desirable to be taught in ESP classes.	Disagree	1	14.3%	100
		Agree	5	71.4%	
		Strongly Agree	1	14.3%	
16	Teaching grammar gives power to teachers by showing that they know more than the learners do.	Strongly Disagree	1	14.3%	100
		Disagree	2	28.6%	
		Agree	2	28.6%	
		Strongly Agree	2	28.6%	
17	Learners generally need to understand the grammatical rules of English in order to improve their reading skill.	Disagree	4	57.1%	100
		Agree	3	42.9%	
18	Learners need grammar for future occupation.	Strongly Disagree	1	14.3%	100
		Disagree	2	28.6%	
		Agree	2	28.6%	
		Strongly Agree	2	28.6%	

Table 3 displays the level of ESP teachers' agreement with each statement above. It shows us that 7 participant teachers (100%) believe that grammar should be taught in ESP, for it is needed for developing accuracy in writing and 6 of them 85.7% believe grammar improves learners' communication. 71.4% of teachers disagreed with the fourteenth statement; they believe language development will not be constrained with grammar knowledge. 6 teachers 85.7% believe grammar is tidy, teachable, and desirable to teach in ESP classes. With showing total of 57.2% divided between 28.6% agree and 28.6% strongly agree with that grammar teaching gives teacher power as well as 4 teachers 57.1% disagreed and thought that learners need not grammar rules for improving reading skills. Finally, 4 of them 57.2% believe learners need grammar for future occupation while 1 (14.3%) strongly disagreed and 2 (28.6%) disagreed with the statement.

Table 4: ESP teachers' perceptions of teaching approaches to grammar teaching in ESP classes

No	Statements	Responses	Frequency	Percent	Total
19	The approaches to grammar teaching depend largely on the learners' proficiency level in the English language.	Disagree	1	14.3%	100
		Agree	5	71.4%	
		Strongly Agree	1	14.3%	

20	Grammar should be taught explicitly in ESP classes as teacher should inform students the rules and then let them do related exercises.	Strongly Disagree	1	14.3%	100
		Disagree	3	42.9%	
		Agree	3	42.9%	
21	In ESP classes, my students expect explicit grammar instruction.	Disagree	1	14.3%	100
		Agree	6	85.7%	
22	In ESP classes, grammar should be taught implicitly as teacher should begin teaching new grammar point by giving examples and help learners induce the grammar rules by themselves.	Agree	4	57.1%	100
		Strongly Agree	3	42.9 %	
23	Teacher should present grammatical rules at sentence level.	Disagree	3	42.9%	100
		Agree	2	28.6%	
		Strongly Agree	2	28.6%	
24	Teachers should teach grammatical structures not only in discrete sentences but also in texts.	Agree	4	57.1%	100
		Strongly Agree	3	42.9%	
25	In grammar teaching, both inductive and deductive approaches should be used in ESP classes.	Agree	3	42.9%	100
		Strongly Agree	4	57.1%	
26	Grammar teaching should focus on meaning.	Disagree	1	14.3%	100
		Agree	5	71.4%	
		Strongly Agree	1	14.3%	
27	Teacher should use learners' L1 to explain grammar rules.	Strongly Disagree	1	14.3%	100
		Disagree	2	28.6%	
		Agree	3	42.9%	
		Strongly Agree	1	14.3%	

Concerning the approaches to grammar teaching in ESP classes, most of the instructors expressed a high level of agreement 85.7% divided between 71.4% agree and 14.3% strongly agree with statement 19th which means that they believe choice of grammar approach depends on learners' proficiency level in ESP classes. 4 participant teachers (57.2%) disagreed with using explicit method to teach grammar in ESP classes despite of the fact that 6 teachers 85.7% believe that learners in ESP classes expect teachers to teach grammar explicitly. ESP teachers showed 57.2 % agreement with presenting grammar at sentence level. Most of ESP teachers seem in favor of implicit approach to grammar teaching and presenting grammar rule in text with a total of 100% agreement divided between 57.1 % agree and 42.9% strongly agree. Statement 25 receiving a high level of agreement with 42.9% agree 57.1% strongly agree which means that teachers support application of both deductive and inductive methods to teach grammar. Statement 26 with receiving a total of 85.7% agreement indicates teachers' belief about that grammar should focus on meaning. More than 50% of ESP teachers depicted agreement with teaching grammar using L1 in ESP classes.

Table 5: ESP teachers' beliefs about the activities to teach grammar in ESP context

28	Grammatical drilling is essential to the successful learning of new grammar rule in ESP classes.	Agree	5	71.4%	100
		Strongly Agree	2	28.6%	
29	In ESP context, my students find it difficult to improve their grammatical accuracy within a purely communicative approach.	Disagree	2	28.6%	100
		Agree	5	71.4%	
30	Accuracy activities are as important as fluency activities for students in ESP classes.	Disagree	1	14.3%	100
		Agree	5	71.4%	
		Strongly Agree	1	14.3%	
31	Form-focused Grammatical activities such as substitution drills, gap filling, multiple choice and true/false is essential to success learning of new grammar rule.	Disagree	1	14.3%	100
		Agree	3	42.9%	
		Strongly Agree	3	42.9%	

From table 5 we realize that ESP participant teachers highly agree (100% divided between 71.4% agree and 28.6% strongly agree) that grammar drilling is essential for successful learning grammar rule in ESP class while 71.4% agreed that students' grammatical accuracy cannot be improve through only applying purely communicative approach in their classes. 6

participant teachers believe by expressing 85.7% level of agreement that accuracy and fluency activities should equally be emphasized in ESP classes as well as by showing a high level of agreement with statement 31 they believe that form-focused exercises are significantly important for learning rules in ESP classes.

4. Discussion

The current study concerned with the exploration of ESP teachers' and learners' perceptions about grammar instruction in teaching and learning English in ESP framework at KUMS. Findings and data gathered from the research shows that ESP teachers and learners at KUMS unanimously hold positive beliefs towards grammar. Furthermore, evidence found through the questionnaires affirmed that ESP teachers and students believe that teaching and learning grammar is an important aspect of language learning. This study sought the ESP learners' and teachers' beliefs in the following areas which are discussed in the subsequent paragraphs.

Regarding the definition of grammar in relation to ESP context, it was found through the research questionnaires that teachers and learners both view grammar as a set of structures and rules that help in producing language structure accurately, facilitating communication, using language in different situations appropriately, and understanding different meanings. Liu (1999) said that grammar knowledge is base of language system and the essential aim of language learning is to enable learners to adopt and automatize this knowledge. For developing communicative capability, grammar competence is needed.

They believe that in ESP classes grammar teaching and learning should be focused and time should be allowed to teach and learn grammar irrespective of whether students studied grammar in school or not. Moreover, although ESP teachers revealed that grammar cannot be the main part of ESP syllabus, they still agreed that selective grammatical aspects are better to teach than the whole grammar of language. Ellis (2005) stated that for successful learning language in ESP, instruction should emphasize building learners vocabularies so that to build learners' fluency in ESP communication and also instruction should equally give much attention to enhance sufficient knowledge of language grammar in order to ease hurdles and accuracy in ESP communication.

In fact, the core aim of ESP programs is to enable learners to develop language through focusing on building students speaking, writing, reading, and listening skills because each of the skills have big implication to learners' future occupation and professional development. Most importantly most research in the literature, demonstrated that grammar forms base for developing these skills.

This study found that learners and teachers revealed the main reasons why they learn and teach grammar which are that learners consider grammar knowledge as required knowledge for developing language, accuracy in writing, improving communication, feeling security and self-confidence, improving reading skill and for future occupation.

Likewise, ESP teachers agreed and further stated that the reason to teach grammar is that grammar knowledge improves learners' communication, accuracy in writing and is required for their future career. However, they think that lack of grammar will not constrain language development.

Another reason that teachers teach grammar is because they believe it is tidy, teachable, and desirable to teach in ESP classes as well as teaching it gives teacher power. Unlike ESP learners, ESP teachers do not think that grammar affect reading skill development. In this regard, Chen (2016) declared that students can use grammar knowledge to solve problems in their ESP reading comprehension. As grammar knowledge importance is prominent in ESP learning. He described that its first role is that grammar upgrades ability of "comprehensible input" (p. 617). For example, when learners cannot understand the meaning of complicated sentences, they apply their grammar knowledge to analyze the sentence structures, their functions and interconnection of each element of sentence so that to comprehend the meaning of a reading text. The second role is to observe grammatical aspect for the purpose of producing oral and written communication accurately.

In relation with teaching method, this study found that ESP teachers believe that the choice of approach to teach grammar depends on learners' English proficiency level in ESP classes. Most of ESP teachers seem in favor of implicit approach to teach grammar and support application of both deductive and inductive methods to teach grammar. This is also supported by Chen (2016) who stated that successfully learning grammar is associated to grammar instruction approach and for developing effective grammar instruction both explicit and implicit or in other words deductive and inductive grammar approaches should be combined. He added that ESP grammar learning strategies consist of Cognitive approaches (such as deductive and inductive learning), communicative approach, and drills which are useful to grammar learning. In contrary, students prefer explicit grammar teaching method. ESP teachers approved that students expect explicit method in ESP classes. In line with that Ellis (2005) mentions that explicit knowledge of grammar helps learners in increasing of implicit knowledge by assisting learners to process input and intake.

Furthermore, majority of teachers and students both shared a very positive view towards presenting grammar rules in text and at sentence level and also believe that for improving grammar accuracy frequent practices are needed as well as majority of them agreed in giving grammar instruction in L1. Koran (1972) stated that applying any approach to teach grammar is associated

to learners' proficiency. Approaches that are suitable to learners' proficiency and learning style of learners should be applied. It is realized that ESP participant teachers highly agreed that grammar drilling is essential for successful learning grammar rule in ESP classes while majority agreed that students' grammatical accuracy cannot be improved through only applying purely communicative approach in their classes. They also believe that accuracy and fluency activities should equally be emphasized in ESP classes, but form-focused exercises are significantly important for learning rules in ESP classes too. In accordance with the learning techniques, most of learners memorize rules to learn, and also most of them showed inclination towards learning grammar through participating mostly in real life tasks, and communicative exercises. Majority agreed that they usually use form-focused practices such as substitution drills to learn grammar rules.

Conclusion

To sum up, we can conclude that grammar teaching and learning is vital in teaching ESP while grammar teaching and learning is paid less attention in practical base at KUMS. This study investigated ESP teachers' and Students' perceptions regarding grammar teaching and learning through administering questionnaire. 7 ESP teachers and 99 ESP students of KUMS took part in this study. The result of this study revealed that ESP students and teachers shared positive perceptions about grammar learning and teaching to a large extent. However, they expressed dissimilar beliefs about grammar instruction approach. That indicates learners and teachers understand the value of grammar in language learning and teaching, but in actual classes ignore it to teach or learn. Research in this area has shown that, in learning ESP, grammar competence enables learners to form various accurate sentences to express thoughts in ESP conversational situation. ESP teachers and students are in favor of teaching and learning grammar and they want that time should be dedicated to grammar instruction in classes. Students would like explicit grammar instruction while teacher prefer implicit or integration of both explicit and implicit methods to teach grammar. It is productive to apply proper teaching strategies that suits student level to teach grammar in order to make learners autonomists learners to use grammar knowledge in the four skills of language and also grammar and communication should be equally emphasized because without grammar proper and comprehensible communication does not take place. Consequently, teachers should be aware and stress that they apply useful instruction of grammar to ESP learners to learn grammar. Teachers should work and instruct learners to learn ESP grammar not only better facilitates their skills of listening, speaking, reading and writing, but also helps to improve ESP proficiency generally.

Limitations

This study used only questionnaire to collect data and also the sample size of the study was small; therefor, result cannot be generalized. This study can specify possible areas for further future research on this topic. The findings of this study suggest that ESP teachers and stakeholders

consider grammar as an important aspect and work to improve the quality of teaching this aspect and ESP program by considering the perception of teachers and students.

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