

ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
DEPARTMENT OF ENGLISH (TEFL)

**An Assessment of the Practices of Awareness Raising
to Teaching the Course English Grammar in Use I:
Kotebe College of Teachers' Education in Focus**

By
Selamawit Abera

November, 2011
Addis Ababa

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**A Thesis Presented to the Department of English
College of Social Science and Humanities
School of Graduate Studies
Addis Ababa University**

**In Partial Fulfillment of the Requirements for the
Award of the Degree of Master of Arts in Teaching
English as a Foreign Language (TEFL)**

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Acknowledgements

First and foremost, my profound thanks and honor goes to God Almighty.

I am grateful to extend my deepest and heartfelt gratitude to Dr. Alemu, my advisor, for his valuable advice and constructive criticism. With honor and sincerity, I one more time acknowledge him for his professional guidance in pinpointing the reading materials and websites relevant to the study. Above all, he deserves special thanks for his tolerance and encouragement until the final stage of the thesis at the expenses of his occupied working hours.

I would like to extend my thanks to all my AAU instructors both in my undergraduate and graduate studies. Most importantly, I would like to thank Ato Tadesse Sibamo for his material and moral support.

The research wouldn't have been complete with out the collaboration of KCTE instructors and students. I thank you. Heartfelt thanks also to all my classmates particularly, Mihiret, Dereselign, Akalewold, Haileyesus and Ato Lebene.

I extend my deepest love and honor to my families: my mother w/o Alemaz Reta for her care, love and prayer to all my successes my husband Ato Aleme Miherca for his unreserved moral, material and financial support. My kids, Natnael and Yaphet Aleme, love you forever. My brother, Getachew Abera, my sister Fikerte Abera and Gezahegn, Elias, Mimi, Jery and Wonde.

I am also indebted to extend my thanks to Ato Desalegn Beyene, Ato Oljira Tujuba, Ato Wondimu Gaga, Ato Tamiru Ambachew, Solomon Meaza, Dereje, Getachew, Andargachew, Romi, Fikir, Azi and all Bole Senior Secondary and preparatory school staff members and those who directly or indirectly contributed to my study.

Abstract

This study attempts to assess the practice of awareness raising approach to teaching the course English Grammar in Use I. The study assessed whether or not the method and different components of grammar teaching used helped students effectively use the language both in the classroom and in real-life situations in their professional career. In order to achieve the objective, Kotebe College of teacher education was selected as a sample. Two instructors offering the course and also students were selected and taken as sample subjects. To select the subjects, availability sampling was used for the instructor and lottery method of simple random sampling was used for the students. Afterwards, three research instruments were used to gather information: questionnaire, classroom observation and interview. The results of the study indicated that, though the instructors claim the application of awareness raising to grammar teaching, the actual classroom practice with reference to task, techniques, procedures and integration of skills was not up to the expectation. In other words, what the instructors intended to apply and what was exactly going on in each grammar in use session was not harmonious. As the data revealed, different techniques which enhance students' active use of the language were not incorporated in the tasks. That is, students were not provided with series of tasks which enable them intensively practice. This, consequently, left most students passive in the production stage. The findings also indicated the less attempts made to integrate grammar with other basic language skills. To address the problems, the following were recommended for better practice. since teaching is a developing art which requires innovative and creative ideals to enrich its effectiveness, instructors must not hesitate to: (1) use alternative methods, (2) make use of varied techniques in presenting series of tasks which can bring about a balance among language skills, (3) make smooth and precise transition from one stage to the other. Besides, the college, in general, and the department, in particular, need to develop course material like module and avail other relevant teaching materials.

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CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The method of Language teaching, for many years, was traditional with emphasis on mastery of grammar rules. In this case, the focus was on the language itself rather than the information which is carried by the language. So, the role of the teacher is to make students learn the grammar rules of the language. Hence, students were not encouraged to use the language for communication purpose. In recent years, however, there have been changes in language teaching methodology. The changes are, in fact, resulted in response to the problem which teachers have been aware of for a long time and that really made communicative language teaching important in language teaching.

Thus, grammar, as part of language teaching, should be taught in context that involve some basic principles of communicative language teaching to help learners develop skill essential for success in diverse environments where English language is used. Otherwise, as Ellis (1991) points out, EFL/ESL learners frequently fail to achieve advanced level of communicative competence. Hence, it is important to include grammar in language curriculum in a communicative way. For instance, it is decisive that grammar lessons should employ different kinds of techniques for implementing activities that are task based to enable students in real-life situation. Grammar is thought to furnish the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder, 2002). In reading, grammar enables learners to comprehend sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentences so that meaningful and communicative

statements or expressions can be formed. In other words, as Doff (1988) says, students, by learning grammar, can express meanings in the form of phrases, clauses and sentences. Long and Richards (1987) add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks. Further, Cunningsworth (1984: 32) and Harmer (1991: 41) suggest that, to introduce the new grammar item, a teacher has to use various methods to teach forms, meanings, uses and functions of grammatical item. Instructors, especially in the context of EFL, could benefit from learning some alternative teaching approaches for teaching grammar so that they can integrate grammar or structure into other language skills and students are exposed to communicate with the language. As a result specific grammar structure should be taught and practiced in context which is natural and necessary to learning. It is decisive to prepare materials to teach grammar in a communicative way. Grammar lesson should include different techniques such as role play, games, problem solving, activities, information gap, poems, songs, simulations, pair /group works to enhance students' communication (Haregewoine 1993 and Alamirew 1992). Thus, instructors should teach different aspects of grammar items that help students to communicate in the language. In order to achieve this objective, it is essential to use all possible options that can bring better results in language learning. Besides since it is planned to apply communicative language teaching in recent years, the study attempted to assess the practices of awareness raising to teaching the cause English grammar in use I at Kotebe College of Teachers' Education.

1.2 Statement of the Problem

Grammar is an indispensable part of any particular language considering that the system of rules of language plays the most important role for mutual intelligibility and building social relationship via verbal communication. Grammar is central to the teaching and learning of languages. It is also one of the more difficult aspects of language to teach well. So, the teaching of grammar has been the focus of language teachers and learners for many years.

The main goal of grammar teaching is to enable learners achieve linguistic competence, learners use grammar as a tool or resources for comprehensions and creation of oral and written discourse effectively, efficiently and appropriately depending on the situation. For this reason, grammar is viewed as indispensable part of language around which skills such as reading, speaking, writing, vocabulary and other components of language such as meaning and function revolve (Ur, 1988). Thus, grammar plays vital role in communication.

Despite all the relevance of teaching grammar, the teaching methods and techniques employed in the classroom can have negative or positive effect on the development of communicative competence of learners. Hence, if the method is effective and enjoyable, the form and meaning can be understood easily whereas if the methods used by language instructors are not effective and enjoyable, students may fail to understand and use the structure. In any case, the type of grammar teaching method and techniques used can affect not only the grammar skill but also the development of other language skills and the overall language performance of learners (Cunninigsworth, 1984).

In recent years, the Ministry of Education recommended updating the program in teachers' training colleges in accordance with the prevailing demands and needs of the country. The Ministry also revised and amended the policy in promoting the quality of English language in each college curriculum in such a way that student teachers are required to use English with reasonable fluency, proficiency and accuracy in every situation. Moreover, the 'course description' emphasizes the presentation of the grammar items in different communicative functions like greetings, asking for things, making and replying request, asking and talking about experiences etc. Consequently, student taking the course smoothly move beyond mere information to using the language for effective communication.

Girma (2005) conducted a research to investigate the extent to which secondary school English teachers implement the grammar aspect of current English textbooks using descriptive and mainly qualitative methods. The findings of the study suggest that the effort that has been made to improve the teaching of English has brought little change at classroom level for several reasons. According to him, the first and most important of these appears to be the teachers' lack of training and failure to apply planned instructional procedures and activities.

Likewise Seyoum (2008) conducted a comparative study using qualitative method to investigate the grammar teaching methods employed by plasma and non-plasma teachers of grade nine involving 410 students from plasma and 200 from non-plasma. He came up with conclusion that televised teachers teach grammar relatively better than non-plasma school teachers who were applying traditional rule based methods.

Another study which explored the appropriateness of communicative grammar teaching in grade 10 was carried out by Tiglu (2008). He examined whether or not techniques of grammar teaching used motivate learners to use English communicatively using descriptive method. He also attempted to ascertain whether the grammar activities in the textbook are appropriately designed or not. He finally concluded that, although the participants recognize the basic principles of communicative grammar teaching, the communicative grammar teaching is not effectively applied. In other words, there is incompatibility between what the teachers and students believe about and the actual classroom application of grammar teaching.

Finally, the study by Wudu (2008) investigated the English Language Teaching Competence of Primary school teachers using descriptive method which comprises both qualitative and quantitative analyses. The findings of the study suggests that teachers attitude towards the subject, subject matter knowledge

are vital to enhance students' learning which is directly or indirectly influenced by their training system.

Al together, the above research findings show that there is a mismatch between the actual classroom practices and the current meaning-focused grammar teaching in that teachers in the schools are not properly applying communicative grammar teaching by making use of the essentials for it in the actual classroom situation. It is to this degree of interest that the researcher wanted to conduct this study to assess the aspects of grammar teaching that incorporated in the actual grammar teaching sessions. Hence, since teachers in the schools are products of colleges like KCTE, the efforts that have been made in training teachers in order to enable them be efficient in their class room practices of teaching grammar communicatively is paramount. Thus, the research felt that it is worth assessing the classroom practices of awareness raising approach to grammar teaching with particular reference to the course English Grammar in Use I. To address this problem, therefore, the following basic questions were raised.

- i. What methods do instructors use to present the new grammar item? To what extent they raise students' consciousness towards the grammar item presented?
- ii. What procedures do instructors follow in teaching the course 'English Grammar in Use I'?
- iii. How effectively do instructors use different techniques in teaching the course with reference to awareness raising approach?
- iv. Do instructors and students actually play their respective roles according to awareness raising approach to grammar teaching and learning?
- v. What does the nature of tasks and classroom organization look like in awareness raising to grammar teaching?
- vi. Do instructors integrate the grammar with other language skills
- vii. How do instructors correct students' error and give feedback?

1.3 Objectives of the Study

1.3.1 Main Objective

The main objective of this study was to see to what extent the awareness raising approach to teaching grammar is being used in teaching English Grammar in Use I at KCTE.

1.3.2 Specific Objectives

To this end, the study tries to examine how instructors present the new grammar item and whether or not the tasks and techniques used promote communicative grammar teaching. Besides, the study tries to investigate the role played by both instructors and students in organizing the class and working collaboratively to the given tasks respectively. Lastly it tries to explore, how and to what extent other language skills integrated with grammar.

1.4 Significance of the Study

It was hoped that this study would:-

- uncover problems in teaching the course English Grammar in Use I which would enable the department, the college, course writers, etc to make relevant decision.
- suggest better practices about using different techniques in teaching the course English Grammar in use I.
- helps as reference for interested researchers in is the area.

1.5 Scope of the Study

The study focused on the practices of awareness raising approach to grammar teaching. It was conducted on Kotebe College of Teachers' Education on. This study is limited to the course English Grammar in Use I since it was the only grammar course offered to first year regular students during data collection.

1.6 Limitation of the Study

Initially, the study is intended to assess the practices of awareness raising to grammar teaching. It is focused on the course English Grammar in Use I at KCTE. Besides, for reason, the study is restricted only assessing the classroom practices of grammar teaching in the area of method, tasks, techniques, classroom procedures, classroom organization and the like. But it would have been worth while if the study included other aspects of grammar teaching. Furthermore, the study was limited to diploma program course English Grammar in Use I because of unavailability of other grammar course when the data were gathered.

CHAPTER TWO

LITERATURE REVIEW

The purpose of this chapter is to present the ideas and findings of different scholars that relate to topic under treatment so as to learn what so far have been done in the area. The discussion is presented in different sections in accordance with the issues raised.

2.1 Basic Concept of Grammar

According to Batstone (1994) grammar is a formal mechanism, a functional system from signaling meanings, or a dynamic resource which both users and learners call on different ways at different time. In supporting this, Brown expounds as follows:

Grammar is a sound structure and meaning system of language. All languages have their own grammar. People who speak the same language are able to communicate since they intuitively share the grammar of the language. Students who are native speakers of English already recognize the grammar of English. They also know the sounds of these words and different ways of putting words to make meaningful sentences (Brown, 2006).

From this, by grammar, one can mean adequate comprehension and correct usage of words in the act of communication, i.e., the intuitive knowledge of the grammar of the language.

Moreover, Harmer (1987:1), notes, "Grammar of a language informs what happens to words when they become plural or negative, what word orders are used when we make questions or join two causes to make one sentences." Similarly, Atkins, Hailom and Nuru (1995) describe, "Grammar is a means of expressing time when the action takes place through tense and time words. It informs us the mood such as certainty, obligation or probability through helping verbs and whether the messages are statements or questions."

In order to understand a language and to express oneself correctly, one must assimilate the grammar mechanisms of the language studied. Indeed, one may know all the words in a sentence and, yet, fail to understand it if he/she does not see the relation between the words in a given sentence. Similarly, a sentence may contain one, two or more unknown words but, if one has a good knowledge of the structure of the language, he/she can easily guess the meaning of these words or at least find them in a dictionary. In such situation, of grammar rules are too carelessly violated and communication may suffer (Harmer, 1991)

Grammar, as a rule of a language, as summarized by Batstone (1994), is a system of creating smooth relationship of the form, meaning and function of a language. It, therefore, helps to be creative in spoken or written communication and, for the message to be understood by the interlocutors.

2.2 Grammar Teaching

Grammar gained prominence in language teaching particularly in English as a foreign language (EFL) and English as a second language (ESL) in as much as without good knowledge of grammar, learner's language development would severely be constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence pattern. According to Ur (1999), in the case of the learners, grammar rules enable them know and apply how much sentence patterns should be put together. The teaching of grammar should also ultimately centre attention on the way grammatical items or sentence patterns are correctly used. In others words, teaching grammar should encompass language structure or sentence pattern, meaning and use.

Further, it is widely accepted that grammar instruction not only helps learners acquire the language more efficiently but also incorporates grammar teaching and learning into a larger context of teaching students to use the language. According to Doff (2000), students, by learning grammar, can express meaning in the form of phrases, clauses and sentences. Long and Richards (1987) add that it cannot be ignored that grammar plays a central role in the four language skills

and vocabulary to establish communicative tasks. In doing so, there are two distinct ways of presenting grammar, i.e., deductively and inductively.

2.2.1 Deductive Approach to Teaching Grammar

Deductive approach to grammar teaching can also be called rule driven learning. According to this approach, grammar rule is explicitly presented to students and followed by practice so as to apply the rule. This approach has been 'bread and butter' of language teaching around the world and still enjoys monopoly in many course books and self study grammar books (Fortune, 1992). The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules and, then, examples of sentences. Eisenstein (1987) suggests that with the deductive approach, learners are in control during practice and have less fear of drawing an incorrect conclusion related to how the target language is functioning. To sum up, the deductive approach commences with the presentation of the rule taught and then is followed by example in which the rules are learned and learners are expected to engage with it through the study and manipulation of examples. With regard to the application of deductive approach, Michael Swan (cited in Thornbuy, 1997; 32) outlines that rules should be: (1) be true, (2) show what limits are on the use of a given form, (3) be clear, (4) ought to be simple, (5) build the use of concepts already to the learners, and (6) ought to be relevant.

Most importantly, when the rules are presented in the deductive approach, the presentation should be illustrated with examples, be short, involve students' comprehension and allow students to have a chance to personalize the rule. Nonetheless, the deductive approach has its own advantages and disadvantages as shown in table one below.

Table 1: Advantages and disadvantages of the deductive approach to teaching grammar

Advantages	The deductive approach goes straightforwardly to the point and can therefore be time –saving
	A number of rule aspects (for example form) can be more simply and clearly explained than elicited from examples
	Lots of direct practice/application examples are immediately given.
	The deductive approach respects the intelligence and maturity of many adult learners in particular and acknowledge the role of cognitive processes in language acquisition
	It confirms many learners’ expectations about classroom learning particularly for those who have an analytical style.
Disadvantages	Beginning the lesson with a grammar presentation may be off-putting for some learners, especially younger ones
	Younger learners may not able to understand the concepts or encounter grammar terminology given.
	Grammar explanation encourages a teacher-fronted, transmission–style classroom, so it will hinder learner involvement and interaction immediately.
	The explanation is seldom as memorable as other forms of presentation (for example demonstration)
	The deductive approach encourages the belief that learning a language is simply a case of knowing the rule.

2.2.2 Inductive Approach to Teaching Grammar

An inductive approach to grammar teaching suggests that a teacher teaches grammar starting with presenting some examples of sentences. In this case, learners understand grammatical rules from the examples. The presentation of grammatical rules can be spoken or written. In view of this, Eisenstein (cited in Long and Richards, 1987) maintains that the inductive approach tries to utilize the very strong record values of brining order, clarity and meaning to

experiences. This approach involves learners participating actively in their own instruction.

In addition, the approach encourages a learner to develop his/her own mental set of strategies for dealing with tasks. In others words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules by themselves to the given grammatical structure by their instructors in which they benefit from both fluency and accuracy(Thornbuy, 1997).

Similar to deductive approach, however, inductive approach has both advantages and disadvantages as can be seen in table 2 hereunder.

Table 2: Advantages and disadvantages of the inductive approach to teaching grammar

Advantages	Learners are trained to be familiar with the rule discovery; this could enhance learning autonomy and self -reliance
	Learners greater degree of cognitive depth is exploited
	The learners are more active in the learning process, rather than being simply passive recipients. In this activity, they would be motivated
	The approach involves learners pattern–recognition and problem solving abilities in which particular learns are interested in this challenge
	If the problem–solving activity is done collaboratively, learners get an opportunity for extra language practice.
Disadvantages	Time and energy-consuming.
	The concepts given implicitly may lead the learners to have the wrong concepts of the rule taught.
	Emphasis teachers’ planning of a lesson.
	It encourages careful and systematic design of data or materials
	The approach may frustrate the learners with their personal learning style or their past learning experience (or both) would prefer simply to be told the rule.

Finally, of the two approaches, which one is the best is a question for long standing debate among language teachers in the context of English as a foreign language or English as a second language since the two have their own significances for particular learners progress. Some scholars such as Widdowson (1978) and Shahidullah (1995) indicate that deductive way of grammar teaching is not appropriate as it enhances the development of usage rather than use. They say that deductive presentation is very much similar to the grammar translation method in which the teacher explains the rules. According to these scholars, this kind of teaching doesn't foster the development of learner's communicative competence. For example, Widdowson (1978: 19) further expound the issue as:

The evidence seems to be that learners who have acquired a good deal of knowledge of the usage of a particular language find themselves at a loss when they are confronted with the actual instance of use. The teaching of usage doesn't appear to guarantee knowledge of use. The teaching of use, however, does seem to guarantee the learning of usage since the later could be represented as a necessary part of a former.

This being so, it would seem to be sensible to design language teaching courses with reference to use. On the other hand, Ellis (1994) claims that explicit attention to grammar forms helps learners notice those forms when they occur in natural contexts. She says, "If students are taught the grammar rules explicitly, it helps them to monitor or edit their mistakes during communication." Harmer (1987) also says that many modern courses often teach structure explicitly and, then, make learners to use that structure as part of functional conversation.

To conclude, for obvious reasons, the main function of language is communication and the main purpose of teaching grammar is to help students develop their communicative competence. However, becoming totally dependent on deductive or inductive approach is not an appropriate way of teaching grammar. More specifically, some students can learn better if they are taught

grammar deductively followed by contextualized communicative exercises to enhance the actual use of structure learned. Others may learn grammar better sub-consciously if they are motivated to practice using the language input to arrive at the rule formulation inductively. To this end, there has to be a balance for grammar instruction to employ both approaches where ever possible. For instance, sometimes deductive presentation of the grammar and other times letting students work out the meaning and form from the given communicative tasks by themselves in such a way that instructors could benefit from using alternative approach to grammar teaching.

2.3 Awareness Raising to Grammar Teaching

Ellis (2002) defines awareness-raising as an attempt to equip learners with an understanding of a specific grammatical feature, to develop declarative describing a rule of grammar and applying it in pattern practice drills rather than procedural applying a rule of grammar in communication knowledge of it. Richards and Plat (1992) define awareness-raising as follows:

It is an approach to the teaching of grammar in which instruction in grammar through drills, grammar explanation and other form-focused activities is viewed as a way of raising learner's awareness of grammatical features of the language. This is thought to indirectly facilitate second language acquisition. Awareness-raising approach is contrasted with traditional approaches to the teaching of grammar in which the goal is to instill correct grammatical patterns and habits directly.

The main characteristics of consciousness-raising activities proposed by Ellis (2002) include:(1) there should be an effort to isolate a specific linguistic feature for focused attention; (2) the learners are provided with data which illustrate the targeted feature and an explicit rule description or explanation; (3) the learners are expected to utilize intellectual effort to understand the targeted feature; (4) misunderstanding or incomplete understanding of the grammatical structure by the learners leads to clarification in the form of

further data and description or explanation; and (5) learners are required (though not crucial) to articulate the rule describing of the grammatical feature.

In short, in awareness-raising, learners are required to notice a certain feature of language (that is, sentence patterns) but there is no requirement to produce or communicate the certain sentence patterns taught. Awareness-raising is geared toward the formation of explicit knowledge: the kind of intellectual knowledge which we are able to gather about any subject (Ellis, 2002).

2.3.1 Explicit and Implicit knowledge

In the case of teaching grammar to EFL learners, a teacher may feel frustrated when learners are taught grammatical items separately. Students may become good at grammar; however, when told to write and speak, they often make grammatical mistakes. This case is very challenging to solve. When facing this problem, particularly with adult learners, it is useful to be aware of that there are two kinds of knowledge necessary to gain proficiency in a second language. These are known as explicit (awareness learning) and implicit (subconscious acquisition) of knowledge (Keiln, 1986).

2.3.1.1 Explicit Knowledge

According to Ellis (2004), in a practical definition, explicit knowledge deals with language and the uses to which language can be put. This knowledge facilitates the intake and development of implicit language and it is useful to monitor language output. Explicit knowledge is generally accessible through controlled processing. In short, it is conscious knowledge of grammatical rules learned through formal classroom instruction. In this respect, a person with explicit knowledge knows about language and the ability to articulate those facts in some way (Brown, 2000).

For example, when grammatical items are given to learners, they learn the items first in a controlled learning process. Explicit knowledge is also obtained

through the practice of error correction which is thought to help learners come to the correct mental representation of a rule. This works if there is enough time to operate it; the speaker is concerned with the correctness of her/his speech/written production; and s/he knows the correct rules (Krashen, 1987).

2.3.1.2 Implicit Knowledge

Implicit knowledge is automatic and easily accessed and provides a great contribution to building communicative skills. Implicit knowledge is unconscious, internalized knowledge of language that is easily accessed during spontaneous language tasks, written or spoken (Brown, 2000). It is gained in the natural language learning process. It means that a person applies a certain grammatical rule in the same way as a child who acquires her/his first language (for example, mother tongue). According to Brown (2000), the child implicitly learns aspects of language (for example, phonological, syntactical, semantic, pragmatic rules for language), but does not have access to an explanation of those rules explicitly. As an example, Jack speaks and writes English with good use of present tense, although he has no idea about the grammatical rule behind it. To sum up, implicit knowledge is gained through a sub-conscious learning process. This is illustrated by the fact that native speakers of a certain language do not always “know” (consciously) the rules of their language (Krashen, 1985).

In comparing explicit and implicit knowledge, Nunan (1980) proposes a challenging question; “May explicit grammar knowledge become implicit knowledge in the context of EFL learners?” In response to this, there are two answers. First, in Krashen’s view, explicit knowledge can never be implicit knowledge in as much as the two are located in dissimilar parts of the brain. In contrast, the interface position claims that explicit knowledge can have some impact on implicit knowledge. This position has two views. The first maintains that explicit knowledge become internalized through practice or frequent

exposure to target language similar to the acquisition of other skills. The second goes along with the Krashen's view.

2.4 Procedures in Awareness Raising to Grammar Teaching

Concerning the classroom procedures of awareness raising, it is first experiential rather than analytical. Students focus on a specific feature in order to discover and generalize about the use of it, collaboration among students and instruction and proficient use of the language is maximized. Thus, a procedure that incorporates stages of teaching grammar communicatively need to be employed. Hereunder are the three Ps. The Three Ps approach to Language Teaching is the most common modern methodology employed by professional schools around the world.

While PPP is generally geared toward adult learners, most of the principles involved are also essential to lessons for children. It is very important to understand what "presentation, practice and production" really are and how they work in combination to create effective learning.

2.4.1 The Presentation Stage

This is the first and perhaps most crucial stage to the language learning process as it usually has a profound influence on the stages that follow and governs whether those stages are effective or not.

During presentation, new language is presented perhaps as a grammatical pattern or more frequently with some familiar situation. At this phase, the teacher is often very active and dominates the class doing more than 90% of the talking. In relation to this, Ur (1988) comments that this stage is the for introducing grammatical structures or forms and meanings in speech and writing. It is possible to offer grammatical explanation but it should be short, clear and concise. Presentation involves the building of a situation requiring natural and logical use of the new language. When the "situation" is recognized

and understood by the students, they will, then, start instinctively building a conceptual understanding of the meaning behind the new language and why it would be relevant and useful to them. When the situation surrounding is the new language and its conceptual meaning has been achieved, the new language should be introduced by means of a linguistic “model.” It is this model that the students will go on to practice and hopefully achieve naturally without help during a productive activity. According to Harmer (1987:17), this stage is a stage at which students are introduced to the form, meaning and use of a new piece of language. When students are learning how the new language is constructed, they learn it, what it means and how it is used. He says, “The teacher should show students every aspect of rule to understand and internalize the new rule which is being presented.”

There are variety of ways in which new language items may be presented but most presentations should have at least some of the following features: (1) meaningful, memorable and realistic examples; (2) logical connection; (3) context; (4) clear models; (5) sufficient, meaningful repetition “staging” and “fixing:” (6) briefness and recycling. To sum up the purpose of this stage, as Harmer (1991:60) explains, it provides students with the opportunity to realize the usefulness and relevance of the new language concentrate on the new language and pay attention to pronunciation stress, intonation and spelling of the new language.

2.4.2 The Practice Stage

The practice stage is best known to teachers irrespective of their training or teaching objectives. However, it is a stage that is often over-done or used ineffectively either because presentation was poor or lacking altogether or it is not seen and used as a natural step toward production. It is the middle important stage to communicative grammar teaching. It is also a remedial stage.

At this stage, skills are learned by doing or through constant practice. It is the stage at which learners are given intensive practice of the new structure. The practice stage consists of series of exercises/tasks to be done in the classroom. The aim is guided and controlled by the teacher so that correct form is to cause students to absorb the structure thoroughly to transfer what they know from short-term memory to long-term memory (Ur, 1988). Such practices are usually given through task based activities.

The most common technique to practice the language is drilling. The purpose is to involve the whole class in the practice of the grammar item. Therefore, the teacher uses different types of drills like repetition drills, transformation drills, explanation drills or situational drills. For instance, situational drills bring facts to real world and invite students to express their views. This type of drill is more natural and meaningful.

Finally, practice activities need to be clear and understandable. They should also be directed toward promoting a considerable degree of confidence in the students. In general, a carefully laid out practice activity that looks “attractive” to the eye would generate students’ motivation. They need to be challenged but should also feel that the activity is “within their reach.” Furthermore, making a smooth transition from presentation to practice usually involves moving the students from the individual drill stage into pair work communicative practice, then, leads the way toward production.

2.4.3 Production Stage

The production stage is the most important stage of communicative grammar teaching. Successful production is a clear indication that the students have made the transition from students of the key grammar item with the target language to “users” of it.

During production, students attempt to use the new language in different contexts through different activities given. Generally, production involves creating a situation requiring the language that was introduced in the presentation stage. That situation should result in the students producing more personalized language. Production stage is highly dependent on the practice stage because if students do not have confidence in the language, then they would naturally hesitate to independently use it.

To this end, one of the most important things to remember is that production activities should not tell students what to say whereas in practice the students had most or all the information required. During production they do not have the information and must think. Ideally, it is challenging in that it is representative of real life situations. In addition, the activities need to be carefully thought out and proposed some good examples of effective production activities including situational role play, debates, games and problems solving activities. At this stage, students have freedom to personalize the structure of the target language. Therefore, production is the culmination of the process where students become user of the target grammar item using the most effective activities provided by their instructor.

2.5 The Role of Tasks in Awareness Raising

Different educators propose several kinds of grammar teaching tasks. Some suggest that task-based grammar teaching is advisable for teaching grammar communicatively. For instance, Fotos (1994) and Ellis (1991) recommend task-based approach to grammar instruction which involves EFL learners with grammar problem to solve interactively. They call it consciousness raising tasks.

The roles of tasks in awareness raising to grammar teaching is to help the students create and use original language. Tasks help them incorporate contexts of language meaningful to their own needs. In fact, activities and

strategies employed in communicative classroom differ from teacher to teacher (Wright 1989: 96). Even though students focus on the form of grammar structure, they are also engaged in meaning-focused use of the target language, for example, when they solve the grammar problem. Thus, they develop grammatical knowledge as they communicate.

Moreover, Ur (1988) suggests that the use of task is aimed at promoting accurate production of the target structure. Thus, communicative grammar tasks should be based on the development of the ability to use the language in real life situation. Besides, Rivers (1983) asserts that an interactive task-based grammar exercise stresses the teaching of grammar through mutual anticipation usually in small groups. It is active rather than passive, student-centered rather than teacher-centered....

From the above discussion, one can simply infer that task-based grammar teaching provides students with a wide range of classroom activities that involve learning, interacting and producing the target grammar item as so that students become confident and competent in using the language.

According to Harmer (1987), Ur (1988) and Ellis (1997), there are different activities involved in grammar teaching. The major ones include drills (situational drills), interaction activities and writing practices. Furthermore, Celce-Murcia (1988), considers modern communicative grammar teaching as different techniques to make the grammar lesson clear. For this author, modern grammar teaching promotes the use of different techniques which expose students to an authentic communication.

2.6 Grammar Teaching Techniques in Awareness Raising

Grammar teaching has often been regarded as a structure-based formal activity. After the integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained a

new insight. In order to make a grammar lesson effective, beneficial and interesting, instructors should use some well-developed and fascinating techniques in the classroom. Examples of these techniques include role play, games, problem solving activities, pictures, graphs, songs, poems, verse, story telling etc. Since meaning is an important device in teaching grammar, it is important to contextualize any grammar point so as to put the language structure into use and lead students to better English (Saricoban and Metin, 2000).

Moreover, instructors should consider the level, interest and learning style of their students in order to achieve their goal. A part from these, it also depends on the creativity of the instructor in using the different techniques mentioned above. The following section will clarify some of these techniques.

2.6.1 Games and Problem-Solving Activities

Games and problem-solving activities, which are task-based and have a purpose beyond the production of correct speech, are the examples of the most preferable communicative activities. Such activities highlight not only the competence but also the performance of the learner. In such activities the attention is on the discourse context.

Both games and problem-solving activities have a goal. Games are organized according to rules and are enjoyable. Most games require choral responses or group works whereas problem-solving activities (though they are structured) require individual responses and creative solutions. Games and problem-solving activities are generally used after the presentation, in the practice part, because such communicative tasks can only be handled latter mastering sufficient grammar and lexical points. They are highly motivating since they are amazing and at the same time challenging and lower student anxiety and make the acquisition of the input (Rex, 2003; Murcia, 1988 and Rinvolveri, 1984).

Through well-planned games, learners can practice and internalize vocabulary, grammar and structure extensively. Play and competition that are provided by games enhance the motivation of the students. They also reduce the stress in the classroom. While playing games, the learners' attention is on the message, not on the language. In a way, students acquire language unconsciously since their whole attention is engaged by the activity. By providing personal, social and cross-cultural issues to define, they sometimes simulate real life situations.

Games and problem solving activities can be used for all levels. By considering the proficiency, age and experience of the learners, appropriate activities might be applied successfully. It is also important to design clear and easy directions for the games or other activities.

Rinvolveri (1984) elaborates the pedagogic aims of language games which help the presentation of new language, controlled practice and train communication of language, make students use language in various ways. Games also give opportunities for shy students to express their opinions and experiences. Therefore, students can practice and internalize the grammar item or structure through planned and well-established games.

Through problem solving activities, on the other hand, students' utmost attention is to the detail and to the meaning. The solution part of the problem can be used to generate any specific grammar point. In such activities, a teacher should act as a facilitator rather than a director. It is also possible to integrate all skills in such activities. Reading or listening to a situation, a problem, or a question; responding or commenting either through speaking or writing. Moreover, problem solving activities provide favorable condition and usages for extended communicative grammar practices (Saricoban and Metin 2000). Therefore, it is advisable to keep in mind that such activities provide

entertaining opportunities to practice thinking clearly while focusing on the form unconsciously.

To sum up, games and problem solving activities provide favorable usages for extended communicative practice of grammar. They are both motivating and challenging. They encourage students to interact and communicate. Through such activities, students match the discourse with the context of the game or the problem solving activity. So, these activities create a meaningful context for language use. The use of such activities both increases the cooperation and competition in the classroom. Thus, potential classroom ideas come into being and a successful, joyful and enthusiastic learning is provided.

2.6.2 Songs and Poems

There are many advantages of using songs in the classroom. Through using contemporary popular songs, which are already familiar to teenagers, instructors can meet the challenges of the teenage needs in the classroom. Since songs are highly memorable and motivating, in many forms, they may constitute a powerful subculture with their own rituals. Correctly chosen, traditional folk songs have the dual motivating attack of pretty tunes and interesting stories (Hill, 1999:29). Most songs, especially folk songs, follow a regularly repeated verse form, with rhythm and have a series of other discourse features, which made them easy to follow.

Consequently, if selected properly and adopted carefully instructors could benefit from songs in all phases of teaching grammar. Songs may both be used for the extensive and intensive listening and inspire creativity and use of imagination in a relaxed classroom atmosphere. For teenagers and adults in the intermediate or advanced level, it is better to use more meaningful or popular songs which not only review or introduce grammar points but also reflect cultural aspects.

Poems, like songs, contextualize a grammar lesson effectively. Poetry is often spoken, repeated, dealt with and considered, as an effective tool for practicing a specific grammatical structure. In the selection of a poem, the teacher should first consider the grammatical structure to be presented, practiced or reviewed and, then, the level and the age of the students, next the theme and the length of the poem and its appropriateness to the classroom objectives. It is advisable to select a poem from 20th century poets as older poems often provide a more difficult lexicon and syntax and as also reflect some old-fashioned ideas, it is more convenient to use contemporary poems than older ones. Poems, which reflect cultural themes, universal features, humanistic values or emotional aspects, will be more relevant to the foreign language learners. Finally, through taking the classroom objectives into consideration, a teacher would effectively benefit from poems as teaching aids.

As being a facilitator, a teacher should always avoid telling the meaning. After each student grasps his or her own meaning, it is proper to discuss the depth of the poem. In this procedure, the teacher's aim is to support the students in their attempts to understand the poem and make it relevant to their lives (Celce-Murcia and Hills, 1988:126).

Thus, poems are generally excellent source for structured practice of grammar and an appropriate basis for review. A poem that exemplifies a particular structure is a good one because it engages students' attention in variety of ways so as to help them relate skills as listening, speaking and reading

In conclusion, the usage of songs, poems, games and problem solving activities are clarified. The advantages and some key points are explained. It is now more apparent that the teaching of grammar can be supported effectively by using such resources.

2.6.3 Role Play

It is one of the most known techniques to contextualize the grammar lesson effectively. According to the age and interest of the learners, role plays can be used in different ways in the classroom. Effective use of role play helps learners to improve their communication skills in language learning. It motivates them to use the target structure to describe the concept or input provided. While elaborating this, Celce Murcia (1988) expresses that role play brings real life situation to the classroom. She points out that role plays are one of the effective techniques for communicative practice of structures. She also advises instructors to employ certain procedures in using role plays for grammar, teaching. Fore stance, making students in groups after introducing the selected problem and, consequently, assessing a provided written exercise based on the role play related questions.

From the above discussion, therefore, it is easy to recognize that role play enhances students' communication since it helps them share their background knowledge towards the input provided and, in such a way, that natural and meaningful situation to practice grammar is created.

2.7 Classroom Organization in Awareness Raising

The grammar activity that students perform has to go in line with the classroom organization. Hence, two of the main types of classroom organization in awareness raising are pairs work and group work.

In grammar exercises, students can carry out the activity orally or through writing in pairs which is more interesting and productive than students doing alone. Atkin, Hailom and Nuru (1995) and Brumfit (1984) also indicate that pair work provides students opportunity to use English meaningfully and naturally.

Similarly, students working in small groups are highly provided with opportunities for language production and variety of language use in initiating discussion. To organize the learner into a pair or group, the class has to be divided into smaller group which is convenient for language teaching. In view of this, Broughton et al. (1978:180) and (Harmer, 1991:245) write the following points:

- It is much easier to develop the necessary confidence in a comparatively private situation than in the public gaze of the full class.
- The group provides much more intensive opportunities for the practice than any full class situation can and they are potentially much more flexible.
- People can learn from each other.
- It increases in the amount of students' talking time.
- Gives students opportunities to use the language to communicate with each other.
- Students will be teaching and learning in the group exhibiting a degree of self-reliance.
- In some ways, group work is more dynamic than pair work. There are more people to react with and against in a group than pair work and, therefore, there is a great possibility of discussion.
- There is a great chance that at least one member of the group will be able to solve a problem when it arises.
- Working in group is potentially more relaxing than in pair.

Pair work is one of the ways in which we teach language or help learners practice different language learning activities. The pair work is described as an integral part of group work (Doff, 1988) and it holds its own distinctive as well as overlapping importance to second language learning. Harmer (1991: 244) States the advantages of pair work as follows.

- It immediately increases the amount students practice.
- A number of students (e.g. 2-4 students) talk at once instead of one).

- It encourages students' cooperation which is important for the atmosphere of class and the motivation it gives to learning with others.
- Students can practice language use and joint learning.
- Students can face and talk directly to one another.
- The learners get chances to work independently.
- Pair work provides some variety during the lesson.

To this end, pair work enhances the whole class work at the same time with his/her partner.

2.8 Integration of Language Skills

Grammar plays a central role in the four language skills and vocabulary to establish communicative tasks. Helping learners to apply grammatical rules into communicative tasks, for example, writing and speaking are very challenging. Therefore, teachers could benefit from using some alternative approaches for teaching grammar so that they can integrate grammar or structure into others language skills in such a way that the goal of teaching language is ultimately achieved.

Since the meaning is an important device in teaching grammar, it is important to contextualize any grammar point. For example, songs offer a change from routine classroom activities. They are precious resources to develop students' abilities in listening, speaking, reading and writing. They can also be used to teach a variety of language items such as sentence patterns, vocabulary, pronunciation, rhythm, adjectives and adverbs (Lo and Fai Li, 1998:8).

In this regard, Ur (1988:6) has summarized the integration of language skills in the following table:

Table 3: Integration of Language Skills

	From	Meaning
Listening	Perception and recognition of spoken form of the structure	Comprehension of what they spoken structure means in context
Speaking	Production of well formed examples in speech	Use of structure to convey meaning in speech
Reading	Perception and recognition of the written form	Comprehension of what the written structure means in context
Writing	Production of well-formed examples in writing	Use of the structure to convey meaning writing

Thus, according to her, some teachers and/or the course book they use have a tendency to concentrate on some of these and neglect others: they may spend a lot of time on getting the forms right and neglect to give practice in using the structure to convey meaning: or they may focus on written exercises and fail to cover the oral aspects satisfactorily. Therefore, it is important to keep a balance, taking into account, of course the need of the particular class being taught.

2.9 Instructors and Students Role in Awareness Raising to Grammar

2.9.1 Instructors' Role

Teacher dominated activities have been replaced by learner-centered classes where learners become active participants in the learning process. Learners have become the center of learning. As Clark and Peterson (1986) mention, the success of any teaching method is measured by enabling students score best result in what they have learnt.

Willis (1995), Ornstein (1995) and Cottrell (2001) note that the teacher can help the learners feel comfortable in the classroom in such ways as:

- Work around students weaknesses through support and encouragement,
- Get students to participate and work together in pairs or groups
- Discuss with them about their expectations, responsibilities and behaviors,
- Create opportunities for the students to feel that they are part of support network by developing group dynamics, and
- Help students take appropriate responsibility for their learning.

English language instructors can give this by early communicating their expectations and adjusting their teaching strategies to students' level. In supporting this, (Green 1993) explains that students need for involvement with teachers and peers in English classes is fostered when teachers are involved with their students and students with their peers in all EFL classroom activities. The instructor is supposed to facilitate the learning situation, to guide the learners to design appropriate tasks, etc.

In general, instructors, nowadays, should be manager /planner, counselor, social worker, supporter, motivator /stimulator and promoter of the students' ability towards the given grammar item or task. Furthermore, he/she supervises on how students do a specific task as a partner and feedback provider and evaluate his/her students' performance on the grammar item/structure presented.

2.9.2 Students' Role

Learner's role could be influenced by the beliefs and perceptions they have. It is true that all learners in a class may not have the same conceptions of learning (Alamirew, 2005). If the learners are aware of the part they ought to play in the language learning process, they are supposed to actively participate and

contribute to the language learning process. But, if they are not certain about what they should do in the process, they may not have interest in the language lesson and could show resistant behavior. O'Malley (1987) Shares this view and writes, "Research and theory in second language learning use a variety of strategies to assist them in gaining command over the new language skills". As to him, students' preference of learning skills differs from one to the other. Some, may prefer to learn through discussions, other prefer to learn from a presentation by a teacher and so on. Thus, the methods of teaching or learners preferred learning styles have to appear to their needs, experiences and interests.

In communicative grammar teaching, however, learners can be seen from the points of view of being processor, performer, initiator and problem solver. Therefore, the varying needs, interests and learning styles of learners should be taken into account by instructors so as to use different methods and techniques as much as they can.

2.10 Error Correction and Feedback

2.10.1 Error Correction

At all proficiency levels, learners produce language that is not exactly the language used by native speakers. Some of the differences are grammatical, while others involve vocabulary selection and mistakes in the selection of language appropriate for different contexts.

In responding to student communication, instructors need to be careful not to focus on error correction to the detriment of communication and confidence building. Instructors need to let students know when they are making errors so that they can work on improving. They also need to build students confidence in their ability to use the language by focusing on the content of their communication rather than the grammatical form.

There are different kinds of error corrections: peer correction, self correction and teacher correction. In the case of grammar, the first step with respect to error correction is the establishment of certain basic parameters (Tudor 1996:215). Besides, instructors use different techniques to correct their student error, such as guided corrections and controlled corrections. The instructor can direct students to arrive at the right way of using the language by repeating the students' sentence correctly.

During the accurate production stage, there are techniques of showing incorrectness indicating to the student that something is wrong. If the student understands this feedback she/he will be able to correct the mistake and this self-correction will be helpful to him or her as part of the learning process. There are number of techniques for showing incorrectness some of them are asking for repetition, echoing, questioning, etc.

2.10.2 Giving Feedback

Giving feedback by instructors is very supportive to develop students' confidence to develop the language. According to Ur (1996), Prabhu (1987) and Seed house (1999), giving feedback, oral or written, on a friendly atmosphere assists learners use the language for meaningful communication. Having diagnosed that a certain structure is particularly problematic for the student, the teacher may give review and extra practice about the structure. Therefore, for the development of reflective learning, it is crucial to instructors to give feedback to the students (Celce-Murcia 1988). Hence, the main function of giving feedback is to preserve and promote a positive self image of learners as a person and language learner.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 The Research Design

With regard to design, mixed method was used for the study. That is, quantitative data were gathered and analyzed. Qualitative information was also collected to supplement the data generated through questionnaires. Regarding method, since the main objective of the study was to assess the practices of awareness raising to grammar teaching, a descriptive research method was used. This is mainly because it helps in looking into what actually happens in the classroom in the teaching-learning process.

3.2 Sampling

3.2.1 Setting

As has been mentioned in the preceding chapters, the study is carried out at Kotebe College of Teachers' Education. The College is found to the North East of Addis Ababa. The college is widely known in training teachers for the past fifty years. Now, the college is under Addis Ababa City Administration Bureau of Education. The selection of the college for this study was purposive.

3.2.2 The Course

The course English Grammar in Use I (Enla 103) is a 3 credit hour course given to all English Major-Students as a major course. It is a diploma program course and pre-requisite for the course English Grammar in Use II. This course is found useful for the study mainly because it was thought that it can show the actual practices of grammar teaching with reference to awareness raising. Moreover, it was the only grammar course offered at that particular time when the study was conducted.

3.2.3 The Respondents

3.2.3.1 The Instructors

Instructors were one of the data sources for the study. Two instructors who were offering the course were included during the data collection. They were selected using availability sampling technique. Both instructors were male and one of them had MA in TEFL where as the other, MA in Linguistics. With regard to their service year, one served for 9 years. The other however, had 5 years of service.

3.2.3.2 The Students

The other groups of participants were students: regular diploma program students who were taking the course English Grammar in Use I. There were, 74 students totally, out of them 50 were chosen by employing lottery method of simple random sampling technique. This sampling technique was used since it gives each members of the population equal chance of being included into a sample of the study during data collection. The participant students were all majored English Language and that their minor was Amharic. Moreover, majority of the students, 31 were female where as 19 of them were male.

3.3 Instruments

3.3.1 The Questionnaires

Questionnaires were the main data gathering tool for the study. The main reason for using the questionnaires was that, it could help in collecting huge data from a number of respondents. It was administered to both instructors and students. The questions in both questionnaires were adapted from the literature review and hence, are similar in content. An attempt was also made to present the questions in different items suitably. Regarding students' data it was distributed for the 50 randomly selected students and there was a 100% return rate.

3.3.2 The Classroom Observation

The other data gathering tool was classroom observation. It was employed to check whether or not the information gained in the questionnaires were factual. It was conducted to see what the actual classroom situation was looking like while the instructors were offering the course English Grammar in Use I. Besides, a check list was prepared to collect the data on the basis of the classroom procedures instructors follow. Finally, the researcher planned to observe each session twice, but due to the fact that the semester was around corner, one section is observed once where as the other section was observed twice.

3.3.3 The Interview

On top of these, the interview was conducted by the researcher in order to supplement the data obtained by blending the questionnaire and classroom observation. As a result, the questions were focused on the areas that needed more clarification. The interview questions were designed in a semi-structured manner for flexibility. It was held only with instructors.

3.4 Data Organization and Analysis

The data gathered through questionnaires, classroom observation and the interview were treated separately and with care in order not to miss information obtained from each instrument. To begin with, the data gathered from questionnaire were tabulated and, consequently, interpreted using percentage. After wards, the data obtained through classroom observation and the interviews were described first and analyzed qualitatively based on the check list and the type of questions respectively in a way that it could strengthen the quantitative data.

CHAPTR FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF THE DATA

4.1 Data from the Questionnaires

The quantitative data collected from both groups of respondents were checked for completeness and, consequently, organized and tabulated. This was followed by analysis and interpretation as is presented in the upcoming pages.

Table 1: Method of Teaching Grammar

S. No	Question Item	Responses									
		Students						Teachers			
		Yes		No		Total		Yes		No	
		No	%	No	%	No	%	No	%	No	%
1	Whether instructors give students brief explanation and examples of new language item	9	18	41	82	50	100	-	-	2	100
2	Whether instructors present the new input (grammar item) to focus and some inputs to exemplify	46	92	4	8	50	100	2	100	-	-

Item 1 of table 1 relates to whether or not instructors give brief explanation and example for the new grammar item. In their response to this item, 41(82%) students reported that instructors did not give explanation as well as examples with regard to the new grammar item. Similarly, both (100%) instructors replied that they did not give explanation about the new grammar item and nor were they supported their explanations with examples.

From this, thus, one can realize that instructors who offer the course 'English Grammar in Use I' are not using deductive approach in the classroom. They did not explain the rules of the new grammar item and nor did they dominate the class. Moreover, from the classroom observation too, the researcher realized, they brought their prior knowledge towards the lesson by asking students some

oral questions first to create awareness and relate their background knowledge to the input provided.

Item 2 of table 1 has to do with both the presentation of the new grammar item and the opportunity for students to practice the grammar item for themselves. With regard to this, 46 (92%) of the students and both (100%) instructors' response revealed that present the new grammar item explicitly and give students the opportunity to practice the new grammar item in the class.

This, therefore, shows that most of the classroom teaching-learning is dominated by students after instructors bring students consciousness towards the new grammar input provided. This, by implication, is that the students are given opportunity for their learning once their awareness is raised. From the students' response, it is also easy to understand that students practice the input provided and arrive at the formulation of rules by themselves. In doing so, the instructors ought to design lesson plans and activities carefully and systematically in such a way that students' learning autonomy and self reliance could be promoted. This would result in student teachers' make use of such classroom practices in their future career in order their students be active users of the language input provided both in the classroom and in real life situation.

Table 2: Techniques used for Teaching Grammar

S. No	Question Item	Responses									
		Students						Teachers			
		Yes		No		Total		Yes		No	
		No	%	No	%	No	%	No	%	No	%
1	Do instructors present the new grammar input with different techniques to make use of students' communication?	43	86	7	14	50	100	2	100	-	-
2	Do instructors use techniques such as role plays game songs and games very often?	5	10	45	90	50	100	-	-	2	100

Item 1 of table 2 deals with whether or not instructors present grammar input with different techniques. While responding to this item, quite majority of students [43(86%)] and both instructors (100%) reacted that grammar was presented communicatively through different techniques and that students were made to work interactively.

Item 2 of table 2 relates to the utilization of games, role plays, problem solving activities, songs and poems so as to help students learn the new grammar item. Consequently, in their response to this item, nearly all students[45(90%)] and both instructors(100%) indicated that those techniques were not at all used in teaching English Grammar in Use I at KCTE.

From the analysis of item 1 of table 2, thus, one can recognize that instructors at KCTE are implementing communicative grammar teaching. After raising their students' consciousness to the input provided, they use different techniques which expose students to practice with the given activities. This shows that they are making the grammar instruction beneficial and interesting using some techniques in the classroom as reacted to by both the students and

instructors. Despite this, it might be guessed that the instructors are only practicing some common techniques for classroom activities. But, since meaning is central to teaching grammar points, it is also important to use some other techniques to contextualize the grammar input in variety of ways. Hence, instructors can manage this using their creativity in order to capture students' attention already raised toward the input provided.

Moreover, as mentioned and replied by the vast majority of students and both instructors, they do not totally use the above mentioned techniques as useful to the teaching of grammar. Nonetheless, in order to contextualize a given grammar point and to teach different language items, using different techniques is very essential. For instance, instructors can simply present the songs to the class using portable tape recorders and teach different language items so that students can easily develop the grammatical knowledge with the input provided through interacting with different communicative tasks. Therefore, instructors should be able to use variety of techniques that are well developed and fascinating to the students in the classroom to enhance students' communicative grammar learning which would make students benefit from it for their communicative competence as well as future professional exposure at most.



Table 3: Task in Awareness Raising to Grammar Teaching

S. No	Question Item	Responses									
		Students						Teachers			
		Yes		No		Total		Yes		No	
		N ₀	%	N ₀	%	N ₀	%	N ₀	%	N ₀	%
1	Did you find the tasks interesting and communicative in the course English Grammar in Use I?	37	74	13	26	50	100	1	50	1	50
2	Do you think the tasks are based on the development of students' ability to use the grammar item in real life situation?	38	76	12	24	50	100	2	100	-	-

Table 3 is all about tasks/ activities in awareness raising to grammar teaching and learning. Item 1 of table 3 relates to whether or not tasks included in English Grammar in Use I is both interesting and communicative. In this regard, 37(%) students and 1(50%) instructor replied that the grammar awareness raising tasks included in the course are interesting and communicative. Quite contrary to this, 13(%) students and 1 (50%) instructor pointed out that grammar tasks are not interesting and communicative.

The purpose in asking item 2 of table 3 was to explore if the grammar tasks are based on the development of students' ability to use the language item in real life situation. In their response to this item, 38(76%) students and both instructors (100%) revealed that the grammar awareness raising tasks considered the development of students' ability to use the grammar item in different real life situations.

This, consequently, indicates that the tasks in the course are presented interestingly and helpful to students at KCTE in their ability to use the

language item in a variety of real life situations. This is also true from the point of view of awareness raising to grammar teaching in that once students' awareness is raised to the grammar item to focus on and inputs to exemplify, students, then, be engaged in different task-based activities and, as a result, they would come up with active use of the feature. Therefore, in order to come up with it, tasks should be attractive, interesting, realistic input that includes appropriate vocabulary and relevant grammatical structure to students' level. From the researcher's classroom observation also, one of the instructors was providing different tasks at the first and second stages of teaching grammar so as to make them work together which is quite encouraging.

Table 4: Classroom Organization

S. No	Question Item	Responses									
		Students						Teachers			
		Yes		No		Total		Yes		No	
		No	%	No	%	No	%	No	%	No	%
1	If instructors give students the opportunity to discuss and work out in pairs or small groups	40	80	10	20	50	100	1	50	1	50
2	Classroom arrangement or organization that help learn grammar best										
	a. In pair	35	70	15	30	50	100	1	50	1	50
	b. In group	37	74	13	26	50	100	2	100	-	-
	c. individually	31	62	19	38	50	100	-	-	2	100

Item 1 of table 4 was asked to explore whether or not instructors give students the opportunity to discuss and work out in pairs and/or small groups while teaching grammar. Consequently, 40(80%) students and 1(50%) instructor reacted that students were given the opportunity to discuss and work out in pairs and/or small groups.

This, therefore, implies that, most of the time, the classroom is organized in small groups and pairs in order to perform students' activities on the given grammar item. This enables students practice meaningfully. But, instructors must give attention to apply the proper (suitable) classroom organization despite one of the respondent instructor does not use it. To this end, students at KCTE are exposed to different kinds of classroom organization which enables them teach language in a more communicative situation. Hence, language function such as demonstration, explanation, question and answer, etc. from the course outline can be accomplished successfully through such kinds of classroom organization.

Item 2 of table 4 is about classroom organization that helps in teaching the new grammar item best. With regard to this, 35(70%), 37(74%) and 31(62%) students respectively replied that pair, group and individual works are all appropriate arrangements for learning the new grammar item in a classroom. Fifteen (30%), 13(26%) and 19(38%) students, however, respectively showed that pair, group and individual arrangements may not help in learning grammar items. As far as instructors are concerned, 1(50%) opposed pair work arrangement. Both (100%) instructors unanimously replied that group arrangement can be best for learning grammar items in the lesson. With regard to individual work, both instructors (100%) reacted that they do not consider individual arrangement the best arrangement for teaching the new grammar item though one of them do not agree with pair or small grouping under item 1 of same table.

From the discussion under item 2 of table 4, it is possible to understand that one of the instructors refuses using pair work. This, by implication, is that he does not emphasize grammar tasks through oral or written practices than students doing alone. On the other hand, both instructors and the majority of the students recognized their familiarity in group work. Since group work or students working in small groups produces greater quantity of grammar input

than students working individually, it provides more opportunity to students to work on language production in a variety of ways. Therefore, instructors at KCTE are organizing the grammar classes in a more communicative way and, as a result, as both the students and instructors benefit from such classroom organization for better communicative use of the input provided, the method of delivery of the course, as stated in the course description, is by using individual/pair/small group activities. Similarly, it is advisable for instructors to organize the class in pair for activities that fit for pair work since every student can participate in pair work at a time.

Table 5: Stages of Teaching Grammar

S. No	Question item	Response															
		Students								Teachers							
		Frequently		Sometimes		Rarely		Not at all		Frequently		Sometimes		Rarely		Not at all	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Raising students' awareness towards the lesson presented by creating familiar situation	26	52	19	38	2	4	3	6	1	50	1	50	-	-	-	-
2	Making students practice interactively by themselves via the grammar item presented	12	24	27	54	6	12	5	10		1	50	1	50	-	-	-
3	Making transition from controlled practice to free use the new grammar item	21	42	24	48	4	8	1	2	-	-	2	100	-	-	-	-

Item 1 of table 5 relates to whether or not instructors bring in students' prior knowledge towards the new grammar lesson. With regard to this, 26(52%) students and 1(50%) instructor replied that instructors 'frequently' explore students' prior experience where as 19(38%) students and 1(50%) instructor indicated that instructors bring in students prior experience only 'sometimes'.

This, thus, shows that instructors, most of the time, present the new grammar input in a meaningful and familiar situation with which students can easily engage in bringing their prior knowledge toward the new grammar input during presentation stage. One of the instructors also considers the presentation stage as important for introducing the lesson very actively since the stage is the beginning and creating conceptual understanding of the grammar item presented. On the other hand, one instructor and significant number of students indicate that, at the presentation stage, the instructor is not active and doesn't take much of the talking which implies the denial of the profound influence of the presentation stage to the following stages.

Item 2 of table 5 deals with making a transition from creating a context to asking students to use the new grammar item. In responding to this, 24 (48%) students showed that instructors 'sometimes' make a transition from creating a context to asking students practice the new grammar item presented where as 21(42%) students reacted that instructors 'frequently' make a transition from creating the context to the controlled utilization of the newly learned grammar item. Both instructors (100%) replied that they 'sometimes' make a transition from creating the context to asking students to practice the new grammar item.

From this, therefore, one can realize that instructors sometimes present a carefully laid out practice activities, as revealed by both the students and the instructors' responses, but from the point of view of practice stage as a remedial stage, skills are learned through constant practice. Therefore, students at this stage should be frequently engaged in intensive practice of the

new grammar structure. As regards instructors', they need to use different well established activities at this stage since practice stage is to facilitate progress from the initial stage through the final one.

Item 3 of table 5 relates to making students production of the new grammar item. While responding to this item, 27(54%) students expressed that instructors 'sometimes' make students produce the new grammar item learned where as 12(24%) pointed out that instructors 'frequently' make students produce the new grammar item by themselves . Six (12%) students revealed that instructors 'rarely' make students practice the new grammar item themselves. Five (10%) students showed that instructors 'not at all' make students produce the new grammar learned.

The discussion above, therefore, implies that students attempt to use the new grammar item practiced in different real life situation. Moreover, one instructor also assures the fact that he sometimes uses this stage as students representative of real-life situation while the other instructor rarely makes the students personalize the grammar item practiced at this production stage. Similarly, students' responses ascertain this fact. This, by implication, is that, most of the time, both the instructors and students do not properly manage the production stage which is, of course, highly dependent on the practice stage. Therefore, since production stage is the culmination stage where learners become users of the language as opposed to student of the grammar item, it should be treated as of the other stage and in the way that they practiced in the second stage. This, with no doubt, enables students active using of the target language in a variety of ways. However, from the researcher's observation also, the production stage does not students' free use of the language structure practiced at the second stage. In general, for communicative grammar teaching learning to be most effective, the three stages need to occur and they must flow from one stage to the next.

Table 6: Instructor's Role

S. No	Question Item	Responses					
		Students					
		Yes		No		Total	
		No	%	No	%	No	%
1	How do instructors act in the lesson once awareness is raised? Can you tell whether or not your instructor encourages, motivates and helps you in each session?	17	34	33	66	50	100

Item 1 of table 6 in as about the role of instructors in relation to teaching grammar. That is, whether or not instructors motivate and help students (to encourage students) to use the new grammar item learned in a classroom was explored. While reacting to this item, significant majority of students [33(66%)] expressed that instructors did not motivate and help students to use the new grammar item learned in the class. Sizeable number of students [17(34%)], however, revealed that there was motivation and encouragement from instructors.

From students response in item 1, one can see that instructors, most of the time, do not encourage and help their students in each grammar session. This implies that majority of the grammar lessons do not go beyond students practice in the class. But, it is very important to make the input provided personalized by students during production stage. Of course, this could be done when the classroom presentation is with attractive and manageable tasks to students and when their instructors collaboratively work with them. The researcher also observed that students were not almost motivated in the actual production session so that their participation was dominated by the instructor at this stage. However, instructors ought to motivate and encourage students in order to make them use the structure of grammar they practice during the last stage of communicative grammar teaching.

Table 7: Students' Role

S. No	Question Item	Responses					
		Students					
		Yes		No		Total	
		No	%	No	%	No	%
1	How do instructors act in the lesson once awareness is raised? Can you tell whether or not your instructor encourages, motivates and helps you in each session?	17	34	33	66	50	100

Item 1 of table 7 in as about the role of instructors in relation to teaching grammar. That is, whether or not instructors motivate and help students (to encourage students) to use the new grammar item learned in a classroom was explored. While reacting to this item, significant majority of students [33(66%)] expressed that instructors did not motivate and help students to use the new grammar item learned in the class. Sizeable number of students [17(34%)], however, revealed that there was motivation and encouragement from instructors.

From students response in item 1, one can see that instructors, most of the time, do not encourage and help their students in each grammar session. This implies that majority of the grammar lessons do not go beyond students practice in the class. But, it is very important to make the input provided personalized by students during production stage. Of course, this could be done when the classroom presentation is with attractive and manageable tasks to students and when their instructors collaboratively work with them. The researcher also observed that students were not almost motivated in the actual production session so that their participation was dominated by the instructor at this stage. However, instructors ought to motivate and encourage students in order to make them use the structure of grammar they practice during the last stage of communicative grammar teaching.

Table 8: Integration of Language Skills

S.No	Question item	Response															
		Students								Teachers							
		Frequently		Sometimes		Rarely		Not at all		Frequently		Sometimes		Rarely		Not at all	
		No	%	No	%	No	%	No	%	No	%	No	%	No	%	No	%
1	Presenting the grammar item through reading short passages and paragraphs	31	62	11	22	8	16	-	-	1	50	1	50	-	-	-	-
2	Presenting the grammar lesson by giving tasks related to listening skill	18	36	7	14	20	40	5	10	-	-	1	50	-	-	1	50

Item 1 of table 8 relates to whether or not instructors present the new grammar item through reading short passages and paragraphs. In their response to this item, 31(62%) students and 1(50%) instructor expressed that instructors frequently present the new grammar item through reading short passages and paragraphs where as 11(22%) students and 1(50%) instructor pointed out that instructors do so 'sometimes'.

From the above discussion, one can understand that instructors 'frequently' present the grammar lesson using short reading passages. On the other hand, from the instructors response, of the two instructors giving the course, one instructor 'sometimes' employs reading passage which is also supported by the students' response too. This implies that, most of the time, instructors use short passages for presenting the grammar input. Since grammar plays a very important role for the students' vocabulary development and other skills, instructors should be able raise students' consciousness towards the input provided by making a balance among language skills as result they could benefit from using alternative techniques to integrate language skills.

Item 2 of table 8 has to do with the presentation of the new grammar lesson in connection with tasks related to listening skill. While reacting to this item, 18(36%) and 7(14) students revealed that instructors present the new grammar item through tasks related to listening skill 'frequently' and 'sometimes' respectively. Significant number of students [20(40%)], however, pointed out that instructors 'rarely' do so. Five (10%) students even revealed that instructors do not at all present the new grammar item through giving tasks related to listening skill.

From the above discussion, therefore, one can understand that instructors rarely use listening tasks to present the grammar item in teaching English Grammar in Use I. This is also reacted to by students that their instructors ignored listening texts/materials so as to present the grammar. This, however, indicates that much attention was not given in order to integrate grammar with

other basic skills of the target language. In any case, for example, by using songs, instructors can set the pre, while and post listening tasks for better implementation of communicative grammar teaching while teaching grammar through listening. Hence, songs can provide authentic texts. Generally, students' ability in speaking, listening, reading and writing can be developed by using precious resources as techniques to communicative grammar teaching in such a way that grammar teaching can be integrated to other skills.

Table 9: Error Correction and Feedback

S. No	Question Item	Responses									
		Students						Teachers			
		Yes		No		Total		Yes		No	
		No	%	No	%	No	%	No	%	No	%
1	Do instructors give correction and feedback in every grammar teaching session?	11	22	39	78	50	100	2	100	-	-
2	Do instructors give chance to correct students' errors by themselves?	38	76	12	24	50	100	1	50	1	50
3	Do instructors create opportunity for students to correct one another's errors while teaching grammar?	34	68	16	32	50	100	2	100	-	-

Item 1 of table 9 was raised to explore whether instructors give corrections and feedback in every grammar session. In their reaction to this item, significant majority of students [39(78%)] showed that their instructors were not giving correction and feedback in every grammar session where as 11(22%) students and 2(100%) instructors revealed that corrections and feedback were given in every grammar session.

From this, thus, one can understand that instructors tolerate students written /spoken errors as error is part of the teaching learning process which students may not consider it error correction not in a position to motivate students in the production stage so as to make them use the structure practiced, it is difficult to display students' spoken/written error in order to correct and give feedback. Therefore, they have to involve producing the target structure first and instructors need to be careful not to focus on every error as it limits students' communication.

Item 2 of table 9 was asked to check if instructors make students correct themselves (self correction). With regard to this, 38(76%) students and 1(50%) instructor replied that students were made to correct their own errors during grammar session. Twelve (24%) students and 1(50%) instructor, however, reacted that there was no attempt to make students exercise self corrections.

From the analysis of item 2 of table 9, thus, one can realize that a self correction, as one of the techniques, is helpful to students as part of the teaching of new grammar items. This is because once students are aware that a mistake has been made and if they understand the feedback, they can correct their own mistakes. In fact, one of the instructors offering the course pointed out that he doesn't apply self correction technique.

Item 3 of table 9 relates to peer correction. It was raised to examine if instructors make students correct one another' mistakes while teaching grammar. In responding to this, 34(68%) students and both (100%) instructors disclosed that students were given the opportunity to correct each other's mistakes in grammar learning sessions. Sizeable number of students [16(32%)], however, explained that instructors do not make students correct one another's mistakes.

From this, therefore, both instructors use peer correction technique. That is, students have the opportunity to have peer review each other's work though sizable number of students still indicated that their instructors do not give them the chances of correcting one other's work.

4.2 Data from the Observation

The classroom observation was held after collecting the data through questionnaire. It was conducted in order to gather information that may show how awareness raising to grammar teaching was applied and practiced in the actual classroom situation. Before conducting the observation, a checklist was prepared based on the basic questions of the research. The observation was made in two sections. The sections selected were observed three times though it was planned twice each section because the semester was around the corner. And the qualitative data is presented hereunder.

Classroom Observation Day 1

Instructor A

As tried to mention in the previous sections of the paper, the classroom observation was taken place at Kotebe College of teacher education. The observation took place on Monday May 30, 2011. The researcher went to the class with the instructor entered and sat at the back. The instructor greets them and in return students gave warm welcome. One student clean the blackboard as the instructor put all the material with him on the table. The topic of the lesson was 'pronoun' the instructor wrote pronouns on the blackboard. Then he faced to the students and asked to remind him the previous lessons. When a student raised his hand, he refused and told them to be in groups and discuss about the previous lesson. Students immediately faced to each other and started talking. Then after some time, when the teacher started talking they turned their face and stopped talking. As he asked them to forward their discussion, a number of students raised their hands but he gave chance to three students from 3 different groups. Consequently, they said that

they learned about pronouns mentioning the different pronoun kinds they learnt along with examples. Then the instructor acknowledged them and continued bringing their prior knowledge by asking them to tell examples. Two students constructed sentence using relative pronouns. Finally the teacher emphasized the form of possessive pronouns and adjective and made a remark.

The instructor then wrote 3 sentences on the blackboard and another 6 sentences with a separate column. In the sentences, the grammar input was underlined. Then, he ordered them to be in their small groups to discuss and identify the pronoun in each column. The students immediately turned their faces and form their groups, some were moving arm chairs and some groups immediately started discussion. In few minutes, the class turned noisy. The grouping was 4-6 students. In each group, there were students attentive to their discussion and on the other hand students were passively listening. There were also students using their L1. The instructor moved around and checked. As he called for whole class discuss students faced to him and started to report their discussion. Student from each group were given a chance and the first student, said, according to our group, the above underlined words refer to the object followed, for example, 'those' referred to 'things' and 'this' referred to 'the book' and we said in our groups. The sentences in columns are different in that the first columns are followed by names and the second ones describe the nouns which followed the underlined words. Similarly, other group representatives also reported their discussion. Here the teacher was following their report by nodding his head, smiling in a motivating manner. He didn't interrupt their presentation though there were errors both grammatical and meaning. Finally, he appreciated their effort and started to discuss the lesson in brief, mentioning the students report in between. He didn't call their attention to tell him the what of the underlined words, rather he told them that they are demonstrative pronouns and the other group of examples are demonstrative pronouns versus demonstrative adjective. Before he recapitulated the lesson, he wrote additional examples on the blackboard and

asked them to tell according to the discussion. A girl student replied, wrongly when he smiled and call for other students to correct, another girl from the same group corrected and smiled again with appreciation and wrote the corrected sentences on the blackboard. Finally he summarized the lesson and tell them to refer to the grammar books apart from the book already listed in the course outline. He recommended, college English and practical English grammar. Lastly, he told them that they were left with one session before the final exam and went out.

Observation Day 2

Instructor A

The second classroom observation was carried out in the same section at the same place. The date of observation was on Thursday June 2nd 2011. The topic of the lesson was “Ambiguities in using pronouns.” The researcher arrived to the class before the instructor and waited for him at the gate. As he arrived, he gave a warm greeting to her and the students. He came on time and entered together. The researcher sat at the back in order to observe every body’s role in the class. That day, he cleaned the blackboard himself and wrote the topic and told them to pay attention.

He presented the day’s lesson as observed on day 1. He lets them remind the previous lesson by pointing out the topic of the day’s lesson. One student replied, “Demonstrative pronoun and demonstrative adjective” Ya! Said the instructor and again called for whole class discuss in students started to tell detail of pronouns and adjective in a mass, he listened, one by one, and appreciated and stated to discuss the days lesson. He told them about ambiguities in using pronouns orally and gave them a paper sheet with exercises to each group. The paper consists of questions (see appendix) that students first read silently and discuss in groups and do the answers. He walked round the class, helped students briefing how to work on the exercises especially, he had long discussions with blind students. The blind students sat

with non-blind so that there was no problem during discussion because the non-blind student read for them. Only two of them were using Braille. Finally, he asked them whether or not there was problem in doing the exercise and they told him that they didn't finished yet as a result he recommended them to do it together after class and ask him the difficult ones next time they meet for revision. Then the lesson ended by telling them to revise their lesson and come with relevant questions of difficult language items of the semester.

Observation Day 3

Instructor B

In the third session, the observation took place was in another section with a different instructor named as "instructor B." The observation was made on Friday 3rd June 2011.

The researcher met the instructor at the staff lounge greeted and went to class together. He greeted the students warmly and cleaned the blackboard. The topic of the lesson was "Ambiguities in using pronouns" which was similar to the second observation held with other section. He wrote the topic on the black board and invited the students to tell what they know about pronoun before going through ambiguities. Students raised hands and replied quite interestingly. Then he told them that they are going to learn about ambiguities in using pronouns then he started to write sentences related to the topic hence he wrote sentences in which misused pronouns were underlined. For instance, the following were amongst,

- You should not take sulfa drugs without doctor's prescription.
- There would be enough room if the building was extended in width but it would involve removing the front wall.

All in all, he wrote five sentences of such type and motivated students to be in pairs and work on it. After some time, he started discussion and asked student to tell their answers for the first two sentences voluntarily. Hence students who

raised their hand were welcomed to write their answers on the blackboard. Two of them were writing incorrectly, however, the instructor wrote the correct sentences under it. Thus,

- One should not take sulfa without a doctor's prescription.
- There would be enough room if the building was extended in width, but such a change would involve removing the front wall.

Afterwards, he discussed briefly on the basis of their sentences and he moved to the rest of the questions and ordered them to discuss and finish the next three questions in their pair again. He moved round the class and observed what they were actually doing. He was also motivating them to use the target language when they practiced the exercise. At last, he summarized the lesson while doing the answers for the sentences. There was no question asked. He finally told them that the lesson was over and will meet for revision.

4.2.1 The Presentation Stage in the Two Sections

As can be seen from the observed data, both instructors present the lesson by encouraging the students to bring their prior knowledge towards the lesson. They also ask them brainstorming questions which enable the students associate the previously learned lesson with the day's lesson. Hence, such presentation is helpful not only to evoke the student interest, but also help students to bring whatever they know before, to the discussion when they practice the grammar structure during the middle stage.

In here, both instructors more or less do the same. Immediately after brainstorming they presented the new structure with familiar situation. For instance, instructor A presented the input in sentences while instructor 'B' wrote the sentences after telling them what the day's lesson is. Both of them were dominating the class, which is acceptable from the point of view of building situation requiring natural and logical use of the new language.

Further, Ur (1988) comments that this stage is for introducing grammatical structures or forms and meaning in speech and writing. It is possible to offer grammatical explanation, but should be short clear and concise.

4.2.2 The Practice Stage in the Two Sections

Regarding the middle stage, instructor 'A' calls for students' small group discussion in order to practice the input presented in examples where as instructor 'B' motivates students to construct sentences using personal pronouns and relative pronouns. Then they were asked to compare and contrast with the sentences provided on the blackboard. Besides, though they presented the lesson differently, the way they organized the class was similar.

Thus in both cases, pair/small group organization was emphasized. This was also identified from the questionnaire data. Moreover, mentioning the ineffectiveness of using large groups, Cohen (1972) says that a group more than 5 is a problem to the class. The reason is that some students may not take part in the discussion. In doing so, both of them provided additional input for discussion and tried to encourage the students to forward their discussion to the whole class. In addition, both of them moved around the class and helped students, especially the blind, by elaborating how they could identify and work on the input provided. The sitting arrangement for blind students was on blind with non-blind so that there was no problem for them to take part in the discussion for the case of instructor A.

On the other hand, the tasks given were not that much communicative. Practice stage is a remedial stage and important stage to communicative grammar teaching. Here, skills are learned by doing through constant practice. The attempt made by both instructors to present the practices activities by using different techniques to make their students practice intensively using the new structure was found less. According to Ur (1988), during the practice stage series of exercises need to be done in the classroom. Thus, they have to prepare

tasks which involve variety of techniques in order to enhance the whole class in practices of the grammar structure. The issue is also highlighted by the vast majority of student respondents in the data gained through questionnaire.

Furthermore, grammar, when seen as an entity of language, should not be seen in isolation with other skills. This is because grammar plays active role in managing communication. People speak, write, read and listen with the help of grammar. But, by itself it is meaningless (Butstone, 1994). Thus, as can be seen from observed data and also the data revealed from the questionnaire, it is possible to deduce that the tasks that instructors presented for students to practice the language item were not in the way that language skills are integrated. For instance, the common lesson (ambiguities in using pronouns) observed in the two sections can be presented in a form of short paragraphs where the options are provided in brackets rather than in isolated sentences.

4.2.3 The Production Stage in the Two Sections

The observed data revealed that instructor 'A' encouraged students to forward whatever they practiced in group to the class. He invites students from each group and call for whole class discussion. On the other hand, instructor 'B' encouraged the students to forward their discussion and he mediated by writing their responses on the blackboard. He also made students to work on the rest of the sentences in a similar manner. However, instructor A invited members of a group to forward answers to the class and only volunteers were participating. Afterwards, he summarized the day's lesson by giving explanation of the new structure on the basis of the students' responses. Similarly, instructor B wrote the students' answers on the blackboard and summarized the lesson. Concerning error correction, instructor A encouraged peer correction whereas instructor B teacher correction. This is also emphasized in the data gained through questionnaires that both instructors applied peer and teacher correction techniques.

From the above observation, therefore, one can conclude that the production stage is highly dominated by both instructors. But, it should be noted that this stage is a culmination of the process where students become users of the target grammar. To this end, since production stage is highly dependent on the practice stage, it is worthy to mention the drawbacks of the points illustrated in the middle stage.

4.3 Data from the Interview

The third data gathering tool the researcher used was interview. The interview questions were designed in a semi structured manner in order to ask the questions in the natural course of interaction and arise from particular context. As a result, the questions were focused on the issues that needed more clarification during the classroom observation. The questions were different types so as to get in depth information for the mismatch that occurred from the questionnaire and the classroom observation. The first types of questions focused on the nature of tasks in the course material and their contribution to the teaching of communicative grammar. The second types of questions focused on the procedures of grammar teaching, integration of language skills and instructors' mode of classroom organization. The final questions were prepared to obtain general information in order to strengthen the data.

4.3.1 Instructors' Responses about Tasks

The researcher interviewed the two instructors offering the course to forward their ideas about how they saw the tasks in the course material and what do they actually do in terms of tasks. The responses regarding this issue were analyzed as follows:

Both instructors replied that there is no course material prepared for the course English Grammar in Use I. However, instructor A told that he prepared his own material from different sources and used. He remarked that he

downloaded tasks from different websites and revised according to the level and interests of the students. Besides, he indicated that the exercises he developed would be provided to the students in the class and students work on it. He used to give them feedback in the class. If time could not allow, they took it as homework. But, this was a rare case according to him. When asked about the nature of tasks he brought to the class, he explained that he tried to make tasks communicative as much as he could in order to improve students' communicative competence. For instance, when he taught tense, he used to present the lesson in a form of dialogue in which students could use the grammar item in spoken form. To site an example, in order to teach past tense, he might bring tasks that would make them talk about their past activities. Then, he would let them write the pattern as he said.

Instructor B, on the other hand, told that he had gathered and made use of his own material for the course from different sources. He explained that he used to refer to different grammar books and the website according to the course description. While talking about the effort made to make the tasks appropriate for classroom interaction, he noted that, as much as possible, he tried to present communicative tasks to students. But, the problem, according to him, was that he could not get appropriate material right away in order to update what he had to present to the class. Besides, as he remarked, the topics matter the classroom presentation. Some of the topics are suitable to prepare variety of communicative exercises. Some other topics, however, needed more time for preparing communicative tasks for classroom use. As a result, only exercises that enable students' work in pairs/groups were presented. According to these instructors, time was another problem to perform every commutative task in the class.

Here, from the responses of the two instructors, there is no course material provided /prepared for the course they offer but they were trying their best to adapt different tasks from a variety of sources in the way that they could

appropriate for classroom use. Regarding the nature of tasks, according to them, they told that they were exerting their effort to bring interactive task in order to make students communicate in the classroom and in real-life situation. The data from questionnaire regarding task revealed that instructors were using interesting tasks so that students could be active users of the structure. To the opposite, the data gained from classroom observation indicated that series of tasks were not provided and, as a result, most students were passive in the students' actual production stage.

Moreover, the tasks given were those kinds that did not go beyond pair/group discussion so as to provide the correct pronoun in list. As said by one of the instructors, either the nature of topic or their consecutive practices with different tasks through the semester might be the cause for that day's presentation of tasks since the observation took place at the final week of the semester. The reason, as one of them reflected, was that they used different techniques to present the grammar structure in a way that could promote students' communicative skills and, hence, mentioned that he used to tell stories for instance.

4.3.2. Instructors' Responses about Grammar Teaching Procedures

Regarding classroom procedures, though differently, both instructors remarked that they applied the staging. Instructors 'A', for instance, said that he first wrote the topic of the lesson on the blackboard and asked students some brainstorming questions immediately after telling them what they were supposed to do with that particular session. According to him, such kind of presentation was helpful in that it not only brings students' prior knowledge towards the lesson but also makes them share experiences. On the other hand, instructor B wrote some question on the blackboard and invited them to talk about it. He said that he took the previous lesson into account in order to brainstorm and associate the lesson if related. In addition, instructor A used to motivate students during practices stage by briefing them how to manage the

given tasks. He involved students discussion whenever necessary. Accordingly, the students became familiar with the small and pair grouping and most of the students were active. In fact, there were students who were afraid of talking in the class even in the college but he always tried to make them participate. Finally, he encouraged them to forward their answers to the whole class and he summarized the lesson. In the same way, instructor B provided tasks and encouraged students do the tasks in pairs. He took part in the discussion by controlling and guiding their discussion. However, according to him, he used to ask them forward part of their discussion and then back them to discuss and finish. As he said, this helped to check whether or not they were doing the given tasks properly. If they were mistaken, he also gave correction in this manner. He said students' discussion will be turned to his recapitulation of the day's lesson and giving feedback.

Furthermore, instructor 'A' discussed that he usually took little time for small group discussion and call for whole class discussion especially if the lesson was broad. Thus, whole class discussion was emphasized for time interest. When asked about their attitude toward teaching grammar by incorporating other language skills such as reading, listening and speaking, instructor 'A' replied that he made students talk about themselves when he taught tense. Instructor B, however, did not bring listening together with grammar but he used to bring short paragraphs to let the students read and do grammar exercises but rarely. This, consequently, indicates that there is a different presentation of the second and third stages of grammar teaching procedure among them. An important point noticed here was the incorrect application of the practice and production stages of communicative grammar teaching. Moreover, the data gained from classroom observation showed that both stages especially the production stage was highly dominated by both instructors in the sense of winding up the lesson. Besides, as the data from questionnaire and classroom observation revealed, much emphasis was not given to balance other language skills with grammar.

4.3.3. Instructors' General Responses about the Course

Finally, the responses of both instructors to the questions that related to the contribution of their classroom procedure to students' future career indicated that the students' classroom practice highly contributes for their classroom application in the world of teaching in the future. As regards this, instructor A, for instance, said that students in the college are highly exposed to different presentations of assignments both in their major and minor subjects. Similarly, instructor B expounded that students have different major and minor subjects according to the program they are attending. Hence, there are programs that have 3 major subjects. Therefore, they are highly exposed to communicative classroom with different presentation of assignments.

In general, according to both instructors, their classroom application of communicative teaching not only in this course but with other courses also makes the students benefit in their future career. Moreover, they pointed out that the session given for the course is not sufficient to cover the lesson using different awareness raising techniques in the classroom for better communicative use of the target structure in real-life situation.

CHAPTER FIVE

CONCLUSIONS AND RECOMMENDATIONS

5.1 Conclusions

Based on the findings of the study, the following conclusions were drawn:

Instructors at KCTE were observed offering the course 'English Grammar in Use I' inductively and this definitely contributes to students' active participation for their own learning towards the new grammar structure. Students participate in pairs and small groups on the tasks provided. Besides, instructors play their respective role as of awareness raising to grammar teaching and, hence, are part of the network in working with the students, helping and supervising together with giving feedback to their students in each/every English Grammar in Use I session.

However, the presentation of the course 'English Grammar in Use I' lacked the use of various grammar teaching techniques which resulted in improper use of the procedures of grammar teaching and, consequently, hindering the grammar to integrate with other basic language skills. Instructors employed tasks that did not go beyond students' discussion in pairs and small groups during practice stage. Moreover, instructors were not exerting much effort in developing and using some well established activities which could enable them integrate the grammar structure with other basic language skills as listening, speaking and writing. On top of these, instructors did not properly manage the procedures of grammar teaching and, as a result, they are highly dominating the production stage which, to the contrary, is a stage at which students' free use of the structure to personalize it in real-life situation is emphasized.

5.2 Recommendations

Based on the findings of the study and the conclusions arrived at, the following were suggested for possible improvement of the practice of raising awareness to teaching 'English Grammar in Use I' at KCTE:

1. As mentioned earlier, instructors who offered the course were found teaching inductively for better students' interaction so as to arrive at the rules of the language by themselves. However, since the main function of teaching language is communication and the main purpose of teaching grammar is to help students develop their communicative competence, the researcher believes that instructors' explanation of the rules of the grammar item attempted by the students is paramount enabling students understand and remember the structure for long time. Hence, instructors could benefit from using inductive and deductive methods whenever necessary.
2. It was pointed out that instructors' creative use of different techniques was less. This, however, hinders students' communication in using the structure in various contexts, both in practice and production stages. Therefore, the researcher would like to recommend that instructors need to use some well developed and fascinating techniques in the classroom. These may include storytelling, games, situational role plays, problem solving activities, songs, poems, etc. Such interesting and fascinating contextualized presentation of the grammar point would enhance students' practice and active use of the target grammar freely during the actual production stage.
3. It was found that the attempt made to integrate language skills was found very little. Since meaning is very important to teach grammar in context and, as a result, grammar plays significant role in the development of other skills, it is vital to integrate the

grammar with other language skills. Therefore, the researcher would like to suggest that using various techniques would benefit instructors in integrating the language skills in such a way that the goal of communicative grammar teaching is ultimately achieved.

4. Grammar teaching is procedural. Of course, instructors at KCTE were found following the three stages of grammar teaching. However, it was noticed that what should actively be done in each session was not given much consideration. Consequently, the students' actual production session was highly dominated by instructors. In order to alleviate this problem and make students practice during the practice stage and produce at production stage, instructors, therefore, need to properly plan their lesson with precise procedures which incorporate the stages and what and how the stages work in combination so as to create effective grammar teaching.

5. According to the data, it was claimed by the instructors that they dominated the students' actual production stage due to the fact that the time given for the course is not enough to cover the portion. That is, of the 48 sessions given, 6 sessions were supposed to be taken for examination. However, the researcher strongly believes that in order to make students produce the target structure at each session, it is not the duration of the session that matters rather what is going to be provided to students within the given 50 minutes. Hence, instructors are advised to plan their lesson properly by incorporating different tasks and techniques that would help teach 'English Grammar in Use I' more communicatively and manage their time efficiently.

6. It was identified that the course 'English Grammar in Use I' has no course material. The only thing found was the course description. Thus, it is advisable that the college, in general, and the department of English, in particular, develop a module and also avail other relevant reading materials on the course so that there would be consistent and, perhaps, uniform presentation of the grammar lesson which would, in a way, help students in different groups and/or sections benefit from the course alike.

Pronoun – Antecedent Agreement

A pronoun is a word used to stand for (or take the place of) a noun.

Below are the personal pronouns. They are called “personal” because they usually refer to persons (except of it, which refers to things).

<u>Subject pronoun</u>	<u>Object pronoun</u>	<u>Possessive pronoun</u>
I	Me	My, mine
You	You	Your, yours
He, she, it	Him, her, it	His, her, hers, its
<u>Subject pronoun</u>	<u>Object pronoun</u>	<u>Possessive pronoun</u>
We	us	Our, ours
You	you	Your, yours
They	them	Their, theirs

Look at this sentence.

John saw a man

There are two nouns in this sentence: **John** and **man**.

Either of these nouns can be replaced by a pronoun. If we replace **John** (the subject of the sentence) with a pronoun, we chose **he**, a subject pronoun.

A few people are very wealthy but show almost no out ward signs of it.
All jobs at the office proved to be tedious at times , but on the whole it
was fun.

Exercises

American men wear bright ties and loud socks which usually do not match.

Engineering is the profession that harnesses natural forces to do man's work, and it is my ambition to become one of them.

From the castle's elaborate gardens, it looked like an illustration from was governor of the state, which gave him considerable social prestige.

I deduced the year in which the story was supposed to take place from a statement that one of the characters was born in 1904 and was at that time nineteen years old.

I don't think that a radio star has to work as hard as a movie star, but it is still a hard job.

In England they serve tea every afternoon at four or five o'clock.

In the eighteenth century more and more land was converted into pasture, which had been going on to some extent for several centuries.

It won't hurt people to read about criminals; they live in a different kind of world, and they don't have to follow their example.

Legalized gambling would bring many tourists to the state, which would be a help to the economy as a whole, although it might also attract an undesirable criminal element.

Lobbyists can provide helpful information to the legislators, but when they resort to bribery and other disreputable methods, it becomes a felony under the law.

Machines are constantly being invented to do work previously done men, and this tends to increase unemployment.

People often blame ski accidents on poor ski bindings, but a little common sense would eliminate most of them. People often blame ski accidents on poor ski bindings, but most of them.

Since the sun's rays are striking the side of the greenhouse as well as the roof, its maximum surface area is being warmed, which means that the maximum amount of sun heat is being received.

Ted was dressed in his best clothes, but he was driving one of those old cut-down cars.

The beginning of the books is more interesting than the conclusion, which is very unfortunate.

The government is trying to stop swindlers from taking advantage of the loopholes in our tax laws, but this is not easy.

The men went trout fishing early the next morning, but they didn't catch any.

The Navajos will believe that if they make images of their gods, they will come to their ceremonies.

To qualify for a career in the State Department, you must study foreign languages in college.

Under Roosevelt's leadership, the Democratic Party became united for a time, which had not happened for many years previously.

When she first saw Albert her attitude toward men changed completely, which resulted in their marriage.

When there is no harmony in the home, the child is the first to feel it.

With only six miles completed, the company stopped work on the canal because of lack of support by the legislature, which was more interested in economy than in progress.

Work on the canal because of lack of support by the legislature; it was more interested in economy than in progress. (The company or the legislative?)

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Demonstrative pronoun and adjective

The pronouns like this, that, these, those are frequently used as adjective, to modify nouns. Using one of these words as a modifier, without an expressed and clearly implied antecedent, is a colloquialism with should be avoided in serious writing.

E.g. the building was one of those rambling old mansions (colloquial)

The building was one of those rambling old mansions that are found in every England town. (Improved)

In addition, demonstrative pronouns are used to refer to object mentioned earlier or which are ready present in the speaking mind.

These are: this, that, these, those, such, are

Examples: she has failed again such is her luck. (such refers, she has failed again)

The difference between demonstrative pronouns and demonstrative adjectives:

Demonstrative pronouns – stands for the noun it demonstrate where as demonstrative pronouns qualifies the noun.

E.g. I want the black one /he came one day that is my bag/ that bag is mine.

Note that these and this refer to person or things noun to the spoken, that and those refer to things /person for a way from the speaker.

Exercise

Discussion – What the undefined words refer to ...

- It was one of those things in the shop.
- I borrowed this book from my friend
- She wanted to catch the train. That is why she took a taxi
- These are lovely flowers

Discussion / compose and contrast in groups at tell the different

That is my office

the office is more

These are your belongings

those fields are these

Those are their fields

these belongings and yours

Further reading – College English

- Mega

- Practical English grammar

Appendix D - Interview

Addis Ababa University
School of Graduate Studies
College of Social Science and Humanities
Department of English
MA/TEFL

Instructors' Semi-Structured Interview

Instructor A

Dear Instructor,

This interview is designed to obtain information for a graduate study thesis on the practices of awareness raising to teaching English grammar in use I course. Your genuine responses determine the research findings and reliability of the study. Thus, you are cordially requested and highly valued for providing the relevant information.

Thank you in advance for your cooperation.

1. How do you see the nature of tasks in your courses material?

- 1.1 Do you think tasks are interesting?

2. If the tasks are not interesting and communicative what other techniques you use to present the tasks in such away?

3. What do you actually do when you present the days lesson (the grammar input)?

4. Do you agree that the tasks matter for students' activity is the pair /small group during when they practice the new structure?

5. Can you mention your role at the last stage of grammar teaching class?

6. From my observation, writing and is emphasized and speaking to some extent. Don't you feel reading and listening are good at teaching grammar?

7. From the classroom observation I realized that the students are familiar with working in pairs and groups. However some students were observed passive and using their L₁ in the group. What can you say for that?

8. Do you think the classroom procedure you follow will help your student in managing their lessons in their future career? Can you tell how?

9. What do you suggest for better grammar teaching in the future?

10. Can you tell the time provided for each session and for the over all completion of the course?

Appendix A – Questionnaire

Addis Ababa University
School of Graduate Studies
College of Social Science and Humanities
Department of English
MA/TEFL

Instructors' Questionnaire

Dear Instructor,

This questionnaire is designed to gather information for educational research in teaching English as a foreign language. The questions are intended to assess the practices of awareness raising approach to grammar teaching particularly in teaching English grammar in use I courses at KCTE: Therefore, your cooperation for genuine response is paramount. It has a great contribution to the study. I am grateful for your willingness and I would like to thank you in advance.

Part One – Background Information

Name of institute _____

Year of service _____

Sex _____

Qualification _____

Course title _____

Course no. _____

Total no of students _____

Part Two – Please read and answer the following questions carefully on the space provided

1. Do you think that you benefit from using alternative approach in teaching English grammar in use courses?

Yes No

2. Could you discuss the way you organize your class and how you give feedback and correction during grammar instruction.

3. How could you explain the total participation and responsibility of your students for grammar activities?

4. Could you mention some techniques you often use for teaching grammar?

5. Could you explain to what extent do the techniques mentioned in question no 5 help you bring real life situation to your classroom practice?

6. Do your students prefer your explanation for the grammar item you present rather than doing by the them selves in order to formulate the rule?

Yes

No

7. If your answer for question no 7 is yes can you mention some of the reasons?

8. Do the students attempt to use the new language item in different contexts during the production stage of grammar teaching? Discuss.

9. Please discuss the way how you resent the new language (grammar) item?

10. Students in the college are likely to benefit from current approach for their future professional career. Can you state how would it be helpful?

11. From the point of view of instructor's role and students' role, do you think that explicit presentation of the new grammar is manageable? Discuss

Yes

No

12. Grammar plays vital role for students communication could you discuss how the course you offer benefit your students in this case.

Part Three – In the table below, please put I mark for your appropriate choice from the given four scales

How often do you do the following in teaching English grammar in use courses	Always	Sometime s	Rarely	Never
a) Presenting the lesson in context and encourage students to draw the rules by themselves				
b) Letting the students practice the input in small groups and pair.				
c) Presenting the grammar lesson through reading short passages and paragraph language skills				
d) presenting grammar with listening tasks from and out of the course material language skills				
e) Explaining the rules and giving examples				
f) Making transition from context creation to students' formulation of the rule stages of				
g) Asking students to brainstorm and write their feelings in line with the input provided.				
h) access the students with different asks using different techniques				
i) Dominating the class so as the build logical use of the new language item				
j) Helping and counseling them to promote their ability towards the given task.				
k) Making students learn from each others and self when making mistakes				
l) creating a positive and friendly atmosphere in giving feedback				
m) Emphasizing the new structure through series of tasks				

Appendix B – Questionnaire

Addis Ababa University
School of Graduate Studies
College of Social Science and Humanities
Department of English
MA/TEFL

Students' Questionnaire

Dear Students,

This questionnaire is designed to gather information for educational research in teaching English as a foreign language. The questions are intended to assess the practices of awareness raising approach to grammar teaching particularly in teaching English grammar in use courses at KCTE: Therefore, your cooperation for genuine response is paramount. It has a great contribution to the study. Besides, the information will be kept confidential. I am grateful for your willingness and I would like to thank you in advance.

Part One – Background Information

Name of college _____

Major _____ Minor _____

Year _____ Semester _____

Sex _____

Course title _____

Course number _____

Part Two – Read the following sentences and put (√) mark on the space provide according to your appropriate choice.

1. Does your instructor give you brief explanation and example of the new grammar item?

Yes No

2. Does your instructor motivate and help you to practice the new structure so that you formulate the rule for the structure?

Yes No

3. Does he create opportunities to discuss and work in pairs and small groups most of the item?

Yes No

4. Do you think that the classroom tasks one interesting and communicative?

Yes No

5. Are you given priority to use the structure presented in the classroom?

Yes No

6. Do you think your active participation in different kinds of classroom tasks much importance?

Yes No

7. Does your instructor give you feedback and correct your errors in every English grammar in use class?

Yes No

Part Three – How often does your instructor do the following in teaching English grammar in use I.

How often do you do the following in teaching English grammar in use courses	Always	Sometimes	Rarely	Never
a) Presenting the lesson with different context and help you to use the new item by yourself				
b) Presenting grammar lesson communicatively by making you work on dialogues.				
c) Presenting the grammar lesson through reading short passages and paragraphs				
d) presenting grammar with listening tasks from and out of the course material language skills				
e) Explaining the rules and giving examples for the new language items.				
f) Making you transfer from creating context to formation of the rule for the structure.				
g) Asking you to bring your prior knowledge to word the new language item given provided.				
h) Form a group pair so as to make you work on role play activities.				
i) Do mind the class and facilitate for your better learning at the beginning of the lesson.				
j) Help and you to promote your ability towards the given task.				
k) Make you correct your errors by use and also help you check each other work.				
l) Reduce instructors role and make you practice in the middle of the lesson.				
m) Providing you different kinds of activities.				

Appendix C – Observation

Addis Ababa University
School of Graduate Studies
College of Social Science and Humanities
Department of English
MA/TEFL

Classroom Observation Checklist

Part One – Presentation Stage (Stage I)

Item	Yes	No
How does he present the lesson		
<ul style="list-style-type: none">• Does he ask question for brain storming?• Does use examples to present the grammar item?• Does he create some contexts?• Does he invite students?• Does he revise the previous lesson so as to associate with the day's lesson?		

Part Two – Practice Stage (Stage II)

Item	Yes	No
What is the instructors' role at this stage?		
<ul style="list-style-type: none">• Does he motivate them to practice the pattern?• Does he provide different tasks?• Are there different techniques used to present the tasks?• Does he attend the students' activities?• Does he make himself part of the discussion?• Does he present the grammar integrating with other skills?• Are the tasks precise and understandable?		

Part Three – Production (Stage III)

Item	Yes	No
What does the overall role of both instructors and students' look like?		
<ul style="list-style-type: none"> • Does he facilitate for the students to turn practice to production. • Are the students dominating the session? • Are the tasks in the practice stage contributing for students' effective use of the structure at this stage? • How does he treat students' error? • Does he encourage them to check each others work? • Does he employ different techniques to correct error? • Does he provide feedback? • Are they provided with additional tasks to exercise the structure in real-life situation? 		

Appendix – E

Course Title: **English Grammar in Use I**

Course Code: **EnLa 103**

Credit Hours: **3**

Prerequisite: **None**

Course Description

This course puts emphasis on applying rules of grammar to improve effectiveness and flow in English language skills. Students learn to smoothly move beyond mere information –bearing sentences to constructions that lead to deeper and more effective communication. *The course will cover grammar items such as nouns, verbs, adjectives, adverbs, prepositions, conjunctions, and pronouns.* These grammar items will be presented in different communicative functions like *greetings, introductions, striking conversations, asking for things, making and replying to a request, offering and suggesting, describing and comparing people and things, asking and talking about experience, making appointment, borrowing and lending etc.*

Course Objectives:

Up on completion of this course, students will be able to:

- ◇ distinguish the Structural and functional Differences among English word classes;
- ◇ identify the relationships between grammar items and the functions that they convey;
- ◇ read, listen, speak and write effectively for personal, academic and career purposes;

- ◇ apply principles of grammar in order to achieve fluency in English Language use.

Course Contents

Unit One: Nouns and their Classes

- 1.1. Inflection of Nouns
- 1.2. Classification of Nouns

Unit Two: Verb

- 2.1. Tense
- 2.2. Transitive, Intransitive and Linking Verbs
- 2.3. Voice
- 2.4. Modal Auxiliaries
- 2.5. Phrasal Verbs

Unit Three: Adjectives and Adverbs

- 3.1. Adjectives
- 3.2. Adverbs
- 3.3. Determiners and Quantifiers
- 3.4. Degrees of Comparison

Unit Four: Prepositions and Conjunctions

- 4.1. Prepositions
- 4.2. Conjunction

Unit Five: Pronouns

- 5.1. Personal Pronouns
- 5.2. Interrogative Pronouns
- 5.3. Indefinite Pronouns
- 5.4. Demonstrative Pronouns
- 5.5. Ambiguities in Use of Pronouns

Methods of Delivery

- Individual /pair/small group activities
- Word game
- Role play
- Demonstration
- Classroom discussion
- Explanation
- Reporting
- Presentation
- Question and Answer

Methods of Assessment

- Continuous Assessment
 - ✓ Participation
 - ✓ Test (s)
 - ✓ Assignment
 - ✓ Final Exam

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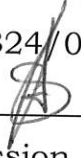
Declaration

Masters of Arts, Teaching of English as a Foreign Language, TEFL

I the undersigned, declare that this is my original work and has not been presented for a degree of Master in any University.

Name: Selamawit Abera

ID No. GSE/0324/02

Signature 

Date of Submission 27/1/12

This thesis has been submitted for examination by my approval as a university advisor.

Name Dr. Alemu Hailu

Signature _____

Date of Submission _____