



ADDIS ABABA UNIVERSITY

**COLLEGE OF HUMANITIES, LANGUAGE
STUDIES, JOURNALISM AND COMMUNICATION**

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

**EXPLORING THE PRACTICE OF TEACHING GRAMMAR IN GRADE 10 AT
GETACHEW AZANAW SECONDARY SCHOOL**

BY
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ADDIS ABABA UNIVERSITY
AUGUST, 2024

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Advisor: Balew Bogale (PhD)

**A Thesis Submitted to the Department of Foreign Languages and Literature
for the Fulfillment of Masters of Degree in English Language Teaching**

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Abstract

The purpose of the study was to explore the practice of teaching grammar in grade10. It examined whether or not the teachers use different techniques and strategies in teaching grammar and motivate learners to use grammar activities properly. It also examined the reasons behind teachers' use of preferred strategies to teach grammar in their classrooms and ascertained whether there was a gap between the expectations set for teachers and their actual implementation of teaching grammar or not. The study was employed in one government secondary school in Northern Ethiopia, Welkait woreda as a sample. The questionnaires were distributed by the researcher to 104 randomly selected students and 9 grade10 English language teachers in the school. In addition, five grade 10 English language teachers were observed to find out their actual implementation of teaching grammar in a classroom. The results of the study revealed that though the participants know the basic principles of grammar teaching in a proper way, teachers were not seen to apply them effectively in their classrooms. In other words there was incompatibility between what the teachers and the students believed about and the actual classroom application of grammar teaching. The data showed that the majority of the grammar lessons were not presented in meaningful contexts and situations. The students were not also encouraged to express their own feelings, attitudes and interests using the target structures. They were given the grammar rules explicitly with one or two examples. They also implemented several mechanical drills after detailed explanations rather than using the necessary techniques of teaching grammar. Besides, the classroom observations showed that teachers' implementation of teaching grammar was given deductively. Consequently, the researcher has recommended some important solutions to make grammar teaching in an effective way.

CHAPTER ONE INTRODUCTION

1.1. Background of the study

Grammar is defined differently by different scholars. For example, grammar is rules of a language, a system of meaningful structures and patterns that are governed by particular pragmatic constraints (Larsen-Freeman, 2001). In another definition grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999, p.13). In foreign language acquisition accurate understanding of the language structures is the key part so teaching grammar is an essential aspect of foreign language instruction.

Grammar is very essential in language teaching as it shows how language is used. It refers to the way in which words change themselves and join together to make sentences (Harmer, 1987). Grammar teaching is one of the essential elements of language that enables learners to communicate efficiently and meaningfully so as to develop their communicative skills. Providing grammar lesson is successful when it deals with grammatical points that enhance communication (Nunan, 1991). ..

Today, English is used for many purposes around the world, and there are many reasons for which English is important to learn. It is obvious that English is the international language which is used as a medium of communication for people worldwide. So to learn English, grammar has a great role for EFL learners, but now a day in Ethiopia, the English language teachers don't seem to implement teaching grammar effectively in the way that it should be presented to the learners to use it for communication purpose. Still, some teachers use the grammar translation method which was used many years ago.

With regard to how people perceive about the teaching of grammar, various scholars wrote different points. Crystal, (2004: 6), pinpoints that “grammar is one feature of the English language classroom that few love, but many hate”. He also explains that “mentioning the word grammar brings up bad memories for some, from their own grammar teaching experience”. Teachers' beliefs have an impact on not only about what grammar is but also about how grammar should be treated in the classroom.

Researches indicate that during the time of the more traditional methods of grammar teaching, the focus was clearly on form and accuracy, and learning a language basically meant learning its grammar. Nowadays the general idea is that grammar really has its place in language learning and teaching, and research has demonstrated that focusing only on meaning is inadequate, hence one would not reach the highest level of competence without some focus on form (for instance Harley and Swain 1984 and Lapkin, Hart and Swain 1991). Keck and Kim (2014:30) point out that for many years now, researchers' focus has been on "how to draw students' attention to grammar while still developing other areas of communicative competence", but they have still not come to a conclusion about the ideal balance between these two.

In foreign language teaching, making learners aware of grammatical concept is one of the issues in language teaching that a teacher should do. Ellis (1997) claims that grammar teaching is one of the bases in realizing learners to communicate effectively and enhance their communicative skills in foreign language proficiency. Different studies conducted by Girma (2005), Geremew (1994), and Hailom (1982) at different levels show that most students who completed their secondary schools and joined their tertiary level lack adequate proficiency in English language. Ellis (ibid) state that research results on EFL learning show that without grammar instruction learners frequently fail to achieve advanced level of communicative competence.

It is thus, crucial to include grammar in language curriculum through communicative tasks. English grammar is not only as a set of structural patterns but also as an important resources for making meaning and for adopting language appropriately in the communicative context (Larsen, 2015). Thus, effective grammar teaching should provide copious opportunities for both input and output; that is processing instruction should not be used as the only tool for language practice (Nassaji and Fotos, 2011). Similarly as Batstone 1994, Debata 2013 reported positive attitude towards the importunateness of teaching grammar and its central role in language teaching, grammar has been as one of the most important concepts in human communication by which people express their thoughts and ideas.

1.2 Statement of the Problem

Grammar skill is one of the crucial elements in learning language for effective and real life communication purpose. Ur (1988) states that grammar is viewed as the central area of a language around which reading, writing, speaking, vocabulary and other components like meaning and function of a language revolve. It is obvious that we cannot accurately pass the intended message without grammar knowledge. Ellis (1997) explains that grammar teaching is one of the essential elements of language that enables learners communicate efficiently and meaningfully so that they can boost their communicative skills in foreign language.

In teaching grammar, as the contemporary EFL/ESL claims, teachers are normally expected to help their students produce grammatically correct language in their real communication. Grammar teaching also needs to enable learners in their education where by the target language is used as the language of instruction. It is very important that having a good skill of grammar further equips the learners with a better understanding of the contents in each course of study with little difficulty. This can only be realized by making grammar teaching focuses on form, meaning, and function in the meantime. Cunnings worth (1984) and Harmer (1991) recommend that a teacher has to introduce a new peace of language structure by using various methods to teach forms, meanings, and uses.

Nonetheless, teaching grammar currently at Getachew Azanaw secondary school was not gaining effective way as it should be taught using different techniques, strategies and activities which could make it easily understandable to the learners. The researcher had chances to conduct supervisions in the English language classrooms and saw easily observable facts when teachers taught grammar. During his supervisions, he observed when teachers did not use the techniques, strategies and methods that are recommended by the Ethiopian curriculum and different scholars to teach English grammar for effective communicative purposes. Most teachers at this school who taught English were not effectively practicing English grammar as intended. They gave little emphasis to teaching grammar for communication purpose as they taught form oriented grammar deductively (explicitly). They preferred to teach only the grammatical part without integrating it contextually. To teach present perfect they use formulas like: (subject +has/have +v3). In light with this,(Nespor. 1987:324) say, due to the absence of clear guidelines about teaching of grammar particularly in situations when, the contexts and environments within which teachers

work, many of the problems they encounter are ill-defined and deeply entangled". This problem has led teachers to create their own personal theories about how to approach grammar in language classroom and these personal theories are derived from their belief system (Borg, 1998). As a result, it was very vital to explore teachers' practice of teaching English grammar in their actual class room so as to give them recommendations on what techniques, strategies and tasks they should use when they teach grammar in EFL classrooms.

In addition to the above, the problem that initiated the researcher to conduct this study was students' inappropriate use of Grammar while speaking in English when they learn in the classroom. Moreover, most students' perception in learning English was almost the same. They assumed that learning English Grammar for them was to know the forms and rules of English and preparing themselves for exams and tests and answering the questions using the forms and rules they had learned, but they did not know and understand when and how to use the grammar rule. It is obvious that teaching and learning grammar is for effective use of the language. In light with this, Harmer (1991:13) and Larson Freeman (1986:126) state that memorizing grammatical rules seems very simple. However, the more challenging is successfully using these for the language uses. Therefore, English teachers should be aware and need to consider the way they can make grammar teaching fun, memorable and meaningful to their learners. The current literature also states that grammar is being taught so as to develop the students' overall competence and the tasks designed in grammar teaching is also varied which allow the students to engage in a more meaningful, interactive manner and encourages EFL/ESL teachers to apply communicative activities. In relation to this, Saricoban and Metin (2000) explain that teaching is an art, which requires innovative and creative ideas to enrich its effectiveness and EFL teachers must not hesitate to use various communicative tasks such as games, simulations, role plays and all other available resources in the classroom. The authors further emphasize that the teaching of grammar should be supported by such techniques so as to enhance grammar.

Based on these easily observable facts, the researcher was inspired to identify the problem behind this and wanted to conduct a research on exploring the practice of teaching Grammar in grade 10 at Getachew Azanaw secondary school in order to identify the gap between the expectations set for the teachers and their actual implementation of teaching Grammar in EFL classroom at the specified school.

The researcher attempted to look studies carried out in Ethiopia and abroad in relation with the practice of teaching grammar. For example Abraham (2008) conducted an experimental study so as to check whether or not teaching grammar by integrated form, meaning and use is effective. He found out that, study group performed significantly better than the control group due to the exposure to integrated grammar teaching approach employed for eight weeks. Habtamu (2011) explore by considered on both teachers' and students' perceptions on grammar teaching. According to his findings the perceptions of subject teachers was implicit approach is effective approach to teaching grammar. Contrary to this, explicit approach is chosen as an effective approach by the students. Here it is clear that teachers' and students' perceptions are mismatched.

Haregewain (2008) also conducted a study on The Effect of Grammar on the Grammatical Accuracy of Students' Academic Writing an Integrated approach to TEFL. She recommended that grammar items should be presented in context so that students could be engaged in meaningful and purposeful activities. In similar way the recent study conducted by Aytenew (2015) on effects of teachers' beliefs about grammar teaching states that, teachers teach through traditional methods. They need to be given professional development training course to make them aware of their existing beliefs about teaching English grammar. This point shows that, there is a mismatched between the expected implementation and what is really happening in the actual classroom.

Although the above studies addressed related to grammar teaching, the researcher was initiated to conduct a research on Exploring the Practice of Teaching Grammar at Getachew Azenaw secondary school in grade 10 EFL classroom. Their studies focused on EFL teachers' and students' perception on grammar teaching in the classroom, the effect of communicative grammar on the grammatical accuracy of students' academic writing and integrated approach to TEF and the effect of teachers' beliefs about grammar teaching in the classrooms.

Thus, this study was different from the above studies in that it focused on exploring the practice of teaching Grammar at Getachew Azenaw secondary school in English language classrooms by concerning on the techniques, strategies and activities used by EFL teachers during teaching Grammar in grade 10. In addition, it was different in the grade level. Their focus was in grade 9 classes and universities. However this study was conducted in high school in grade 10 and it became second research gap in terms of grade level. Therefore, conducting this research in grade

10 students of Getachew Azenaw secondary school can prepare them to get the base for higher educational achievement was another issue that makes this research different from other researches above.

1.3 Objectives of the study

1.3.1 General objective

The general objective of the study was to explore the practice of teaching Grammar in Grade 10 at Getachew Azanaw secondary school.

1.3.2 Specific objectives

The specific objectives of the study were:

- To find out the techniques used by teachers in implementing the practice of teaching grammar.
- To identify the reasons behind teachers' use of their preferred strategies to teach grammar.
- To sort out the gap between the expectations set for the teachers and their actual implementation of teaching Grammar.

1.4 Research Questions.

- What are the techniques used by teachers in implementing the practice of teaching Grammar in EFL classroom?
- What are the reasons behind teachers' use of their preferred strategies to teach grammar?
- What is the gap between the expectations set for teachers and their actual implementation of teaching grammar?

1.5 Significance of the Study

The study will be important because it may give some clues to teachers how to teach Grammar effectively. In addition to this, the research may help as an input for teachers, learners, curriculum developers and text book writers.

- By reading the copy of the research in library, teachers will use effective techniques and strategies to teach Grammar in EFL classroom.

- It will give awareness for students how to learn and use effective Grammar.

- It will help curriculum developers and text book writers to design necessary materials for the teachers and learners.

- The findings will serve as a bridge for someone who would like to study more about the application of the practice of teaching Grammar.

1.6 Scope of the Study

The problem may be a countrywide that needs an extensive investigation. However, in order to make the study easily manageable, it was demarcated to the problems related to teachers and students that affect the implementation of teaching Grammar in EFL classroom at Getachew Azanaw Secondary School. At this school, inappropriate practice of teaching Grammar was observed by the researcher. Hence, it intended to include all English language teachers and sample of grade ten students in order to explore the practice of teaching grammar at the specified high school.

1.7. Limitations of the Study

Conducting a research is a tiresome work. It needs an overall personal qualification from the researcher to achieve the objectives or to identify the problems and put solutions. It would have been better if the whole studied group took part in the study in order to get better findings.

The problem the researcher encountered in the process of this study was the pandemic disease of covid 19 that made the researcher not to accomplish the study on the intended time. The major challenge the researcher encountered was also the war held in Tigray region and its trauma that influence the researcher on conducting the study.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

Under this chapter, the study reviews basic ideas and findings presented by scholars which are related to the topic that the researcher deals with. First it describes the two broad approaches of foreign language teaching. And then it attempts to discuss some basic concepts of grammar. It also reviews the techniques of grammar teaching that includes explicit, implicit and integrated grammar teachings, techniques of grammar teaching, and phases of grammar teaching. Finally the researcher attempted to review studies related to the topic which are conducted in Ethiopia.

2.2 Approaches to Foreign Language Teaching

It is clear that the purpose of language teaching is to enhance learners' communicative competence so that they can use it in their day to day communications, and to achieve this, there are different approaches given by different scholars that have a great role for the development of the languages that the people teach and learn. One cannot suggest an absolute and perfect approach to language teaching. Each approach has its own positive and negative sides on syllabus design, methods of teaching and procedures in classroom implementation. In this section an attempt is made to discuss the matter on the basis of two approaches, structural and communicative, with relation to theories about the nature of language and language learning that serves as the source of practice in language teaching.

2.2.1 The Structural Approach

The structural approach is the most traditional way of language teaching. It gives more emphases for the formal aspect of the language rather than function. Richard and Rodgers (2001: 17) ascertain that language is a system of structurally related elements for coding of meaning. Larson-Freeman (2001) further comments that communicative ends are best served through bottom up process through grammatical structures and lexical patterns until they are internalized.

According to this approach, communication in foreign language is possible if learners have very well acquired the basic sentence structures. Stern (1983: 140) indicates that the main concern of this structure centered approach is to help students know the language. It draws a special attention to correct sentence formation. This habit formation can be developed during the

repetition of grammatical systems that have been set in to pattern drills. Cook (2001) further states that learning a language is breaking the language in to smaller and smaller pieces so as to examine and know its form because they believe that the knowledge of linguistic form is the basis for language use.

The main purpose of structural approach is to provide a coherent structural foundation on the basis of which a genuinely spontaneous use of language can be achieved (Brumfit 1986:55). As a result, the learners need to be encouraged to practice the drills so they would master the language forms. Widdowson (1991) also says that the assumption behind the emphasis on the mastery of language structure is that once learners have achieved this semantic knowledge, then, they will be able to use it pragmatically to do things, to converse, to read, to write, to engage in communicative activity. It was assumed that the acquisition of these features will result in subsequent communicative abilities.

Most materials following the structural approach consisted of mechanical drills, such as substitution and transformation drills. Such activities are intended to enable the learners to solely internalize and memorize form without requiring them to use their knowledge of the form meaningfully. Tarone and Yule (1989) write that the traditional language teaching methods and materials that are based on this approach are characterized by concentrating on the development of grammatical competence. The students are expected to develop their grammatical competence ‘in the foreign language. The students understand the structure of the language but they do not use this knowledge for actual communication in real life situations. Cunningsworth (1984) and Widdowson (1978) argue that the acquisition of linguistic skills does not seem to guarantee the consequent acquisition of communicative abilities in a language, which are appropriate to the context of use, or to interpret the appropriacy of the utterances’

Peterson (1986: 2) explains that in this view’ the teachers should always act as questioner, initiator, teachers and formal instructor. “The teachers model the target language, control the direction and pace of learning, monitor and correct the learners’ performance whereas Peterson says that learners act as the role of listeners, respondents or formal class students. The teachers most of the time focus on accuracy. The learners do not have chance to express their own feelings and desires as they’ want since their role is too limited in this approach. The inadequacy of this approach in order to help learners comprehend and use the target language effectively

causes the emergence of other alternative approaches and methods in foreign language teaching to communicate meanings.

2.2.2 Communicative Approach

The communicative approach is referred to as a recent method of foreign language teaching that emphasizes the use and meaning of language items. This could be the product of educators and linguists who had 'grown dissatisfaction with the audio-lingual and grammar translation methods of foreign language instruction (Tudor, 1996: 7). They felt that students were not learning enough realistic, whole language. They also believed that the previous language teaching methods did not help learners to communicate using appropriate social language, gestures, or' expressions.

These criticisms and counterarguments lead to a new approach to language teaching which focuses on language function and use rather than the formal aspect of 'language (LarsenFreeman, 1986: 26).

In the communicative approach authentic language use and classroom exchanges where students are engaged in real communication with' one another became quite popular. It has provided a couple of developments in syllabus design, implementation and evaluation. This approach gives a special attention to the needs and interests of the learners (Richards & Rodgers, 2001; Hutchinson & Waters, 1994 & Harmer, 1991). Tudor (1996: 8) explains communicative language teaching provides a desire' to develop course design structures which are flexible and more responsive to students' real world communicative needs. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics (Thompson, 1996: 13). Petrovitz (1997) the communicative language teaching encourages learners to take part in 'and reflect on communication in as many different contexts as possible. This is because learners need to be given some degree of control over their learning since language is a system of choice. The learners must be given the opportunities to 'learn how to make choices. Halliday (1994) forwards as: 'The communicative approach' should not be narrow at all, but essentially adaptable to all the requirements of the classroom situation within its wide institutional and social setting. Communicative' does not mean having students practice communication in pairs and groups. It means making decisions, appropriate to the educational environment, about whether or not, or how often to have pair or groups work and about the

lesson's focus on speaking, reading writing, grammar, pronunciation, etc none of them precluded in communicative approach.'

Communicative approach to teaching second languages stresses the use of authentic materials as input and stimuli for the completion of interactive tasks relevant to students' interests, related with them' and integrated in skills. The goal of communicative language teaching is to acquaint students with the second language as it is used naturally in real contexts and to provide those opportunities to use the language in these contexts (Jones, 1993). Vatspatten (1998: 926) states communicative language involves learners from skill getting to skill using. He suggests the functional nature of language and how language teaching allows communication without a subsequent loss in grammatical accuracy and other areas of discrete language knowledge. Communicative activities should assist this process. The communication activities should invite students to interact. Sauvignon (1997: 8) defines communication as a continuous process of expression, interpretation and negotiation of meaning. Later she adds communicative competence applies to both written and spoken language, as well as too many other symbolic systems. Since the ultimate aim of language teaching is to develop communicative competence, the communicative language has to motivate them to express their own ideas and interests. It can also promote the process through material preparations and task design. The materials and the tasks can be designed to initiate learners for interaction. Sauvignon (1991) notes that the use of games, role plays, simulations, pair and small group activities have gained acceptance and widely recommended for inclusion in language teaching programs.

Learners' communicative needs provide a framework for elaborating the goal in terms of functional competence.

As a result, learners are active participant in the classroom tasks. They have freedom in the learning process. They negotiate meanings, interact with their groups and solve problems by themselves (Breen & Candling: 1980). In the structural approach of language teaching, the whole teaching learning process is under the teacher's control. There is no chance for students to practice the new language items by themselves. However, in communicative language teaching the role of teacher is limited (Little wood, 1981). It prevents unnecessary teachers' intervention.

They encourage students to enhance their communicative skills and initiate their creativity. They have roles not necessarily dominant. However, it does not 'mean that once a teaching activity is in progress, teachers should become passive observers. It is the teacher's responsibility to manage the activities, facilitate communication process, guide students to use the language appropriately and act as independent participant in the teaching learning group without dominating it (Little wood, 1981).

Brumfit (1986) comments that communicative language teaching places greater demands on the teachers than other widely-used approaches. This is because the lessons tend to be less predictable. Teachers have to be ready to know what learners say and just how they say it and to interact with them in a 'natural' way. They have to use a wider range of management skills than in the traditional teacher-dominated classroom (Brumfit, 1986). Thompson (1996) says there are some misconceptions about communicative language teaching regarding grammar teaching. There have been theorists and teachers point out that grammar is 'necessary for communication to take place efficiently. Thompson (1996) explains 'the importance of grammar teaching in communicative approach as follow.

It is now fully accepted that an appropriate class time should be devoted to grammar, this does not mean that a simple return to a traditional treatment of grammar rules. They view that grammar is too complex to be taught in that oversimplifying way from the teacher covering grammar to the learners discovering grammar. It is essential for learners to be exposed to new language with comprehensible context so that they are able to understand its function and meaning. It is clear that the communicative approach to language teaching is relatively all around. It does not ignore the teaching of structures and vocabulary.

In the case of grammar, it plays an important role. It encourages learners to use new items of language in different context. Students are initiated to expose the functional and structural parts of the language in use. According to Brumfit (1986: 61) and Brown (1994), the communicative approach is likely to 'produce the four kinds of competence namely grammatical competence, sociological competence, strategic competence and discourse competence. But others concentrate on one or two competence.

2.3 Concepts of Grammar

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 the native speakers of English already recognize the grammar of English. They also know the sound of these words, and different ways of putting words to make meaningful sentences (Brown, 2006).

Harmer (1987: 1) notes that “Grammar is the way in which words change themselves and group ‘together to make sentences.’” The grammar of a language informs what happens to words, when they become plural or negative, what word orders are used when we make question’s or join two clauses to make one sentence. As indicated grammar is a system of rules of syntax that decides the order and patterns in which words are arranged together to make sentence (Celce-Murcia, 1988: 16). However, some scholars argue that rules always may not be accurate. Grammar tells us more than rules. In the first place, it makes the meaning clear. And people use it to do certain functions like stating facts, introductions, accepting or ‘declining invitation, asking for or giving directions, advising and so on (Bloor 2004:247). It tells us the relationship between the participants and shows where the topic of the message. It is also a mean of expressing time when the action took place through tense’s 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 (Atkins, Hailom & Nuru, 1995).

Grammar refers to the language patterns that indicate relationship among words in sentences. Ur (1988:1) also says “Grammar is the way a language manipulates and combines words’ (or bits of words) so as to form longer units of meaning.” Therefore, grammar is not only the rule of how words can be combined in a sentence but also the different choices’ to be made in about which combinations to use for effective communications (Thompson 2003:11). Grammar is the means by which people organize messages in any ‘communicative activity as effectively and as efficiently as possible (Atkins, Hailom & Nuru 1995; Tudor, 1996:209). It is the part of the study of language which deals with the forms and structures of words and sentences and meanings. It is also’ the system of word structure and word arrangement in a given language at a given time (Webster, 1972: 21).

It is clear that the main purpose of language teaching is to help learners enable to use the language communicatively. Grammar plays a significant role in supporting learners to acquire language and use it accurately. It is recognized that grammar instruction helps learners acquire the language more efficiently, but it incorporates grammar teaching learning into the larger context of teaching students to use the language. In the teaching of grammar, students may need many opportunities to listen, read and practice a new structure before they internalize and produce it.

2.4 Techniques of Grammar Teaching

Although there is a general consensus among scholars on the importance of incorporating grammar in second language pedagogy, the issue about how it should be taught remains controversial. The source of such controversy is the absence of one best grammar teaching approach used for teaching all grammatical rules. (Petrovltz,1997). As a result, we have different options used for teaching grammar, such as explicit grammar instruction, implicit grammar instruction and the recently introduced approach- integrated grammar teaching approach.

2.4.1 Explicit Grammar Teaching

To begin from its definition, explicit grammar teaching refers to an approach which starts with direct presentation and explanation of grammatical rules, followed by examples. (Lock, 1990; Girma, 2005; Fortune, 1992; Thornsbury,1999). Some call it deductive approach to grammar teaching or rule- driven learning (Thornsbury, 1999). In a similar way, Harmer (1987:4) described explicit grammar teaching as:

Over grammar teaching means that the teacher actively provides the students with grammatical rules and explanations the information is openly presented. So, with over teaching we are explicit and open about the grammar of the language.

In the case of explicit grammar teaching, the primary focus is on the form aspect of the language and as a result the meaning aspect of the form is somewhat ignored. Most of the exercises given following explicit grammar teaching are more of accuracy- focused. However, as Seed house (1997), Ellis, et al., (2001) and other suggest that an exclusive emphasis on the form aspect of the language alone is not a sufficient condition for the development communicative competence. There must be also an emphasis that should be given for the meaning- focused or fluency-

focused activities that enable learners to interact freely without fear of committing grammatical errors. But, this does mean that explicit grammar teaching is irrelevant and it does nothing to help communication. It contributes a lot. How? The following scholars have the answer to it.

In the first place, as Ellis (1993), Azar (2007), Thornsbury (1999) and Haramar (1987) discussed, explicit grammar teaching has paramount significance in making L2 learners have the necessary and basic grammar knowledge which can form the basement in language acquisition process. This is mainly because, unless one has the basic linguistic knowledge as to how words are combined to form larger meaningful units of language, fluency- focused or meaning focused language instruction cannot exist. And this linguistic knowledge basement can be achieved through overt explanation of rules for learners. In this regard, Fotos (1998) stated, “Explicit instruction increases learner awareness of the target structure and improves accuracy in its use as well as providing opportunity for meaning focused comprehension and production of the target structure.”

The other importance of explicit grammar instruction is its positive role in monitoring. Krashen (1982) argued that explicit knowledge of grammar helps learners in the form of monitoring certain language performance. Ellis (1993) underlined that monitoring output constitutes one source of input. Despite this, Krashen (1982) argued that explicit knowledge of grammar cannot be converted into implicit knowledge and this condition will adversely affect students’ production skill. But, Ellis (1993) believed that explicit knowledge can be changed in to implicit knowledge through practice. In addition to this, Ellis (1993), Thornbury (1999) and Girma (2005) suggested that explicit knowledge of grammar helps learners to notice certain linguistic items in the later language acquisition process. It can function as a kind of ‘advance organizer’ which helps them to establish meaning- form relationship which in turn is very important to comprehend meaning. Despite all these, explicit grammar teaching has some shortcomings. Overt grammar presentation encourages a teacher fronted teaching and learning process. As a result, the teacher talking time will be too much, whereas students will have a very limited time as well as exposure to do certain communicative tasks that foster active learning. (Thornbury 1999). And it is self-evident that second language learning classroom are the only environment or place for learners to practice the target language in a communicative manner. This will highly affect learners’ fluency development, probably the end goal of second language learning.

2.4.2 Implicit Grammar Teaching

Unlike explicit grammar teaching grammatical rules and forms are not presented and explained for L2 learners overtly. Rather students are exposed to a number of examples which could be in the form of reading text, dialogue or conversation which embody the new grammatical form or rule. Then, students are asked to explore the new linguistic form presented in the given text by means of searching common features revealed in the text. Therefore, at the beginning of the lesson, students' attentions are drawn to the meaning or the message conveyed through that particular text, not to the grammatical aspect. That is way, some scholars call it, rule discovery, or learning through experience (experiential learning). (Cunningworth, 1984, Fortune, 1992, Thornsbury, 1992, Ellis, 1993). Harmer (1987:4) describes implicit grammar teaching as:

Cover grammar teaching is where grammatical facts are hidden from the students even though they are learning the language. In other words students may be asked to do an information gap activity or read the text where new grammar is practiced or introduced, but their attention will not be drawn to the text and not to the grammar. Some scholars, such as Thornsbury (1999), Cunningham (1984), and Krashen (1982) state that there is some sort of similarity or commonality between the way a child acquires the first language and the way an L2 learner learns his/ her second language through inductive or implicit teaching approach. In classes, the child as well as the L2 learners will be exposed to a 'massive amount' of compressible input which facilitates language acquisition. Here, as opposed to explicit grammar teaching, it is the students who take much of the class time talking, and thus, there is a shift as to the grammar teaching methods from the teacher covering (teacher-fronted) grammar to the learner discovering grammar. (Thompson, 1996). Discovery learning, (the key technique in implicit learning, encourages learners to involve more actively in the learning process and thereby, the rules they discovered will be more memorable, meaningful and serviceable. Beside this, if students engaged in a problem solving activity that can be done in group or in pair (Collaboratively) students will have more time to practice the target languages which foster the development of the communicative ability. On top of these, it may have also a positive impact to encourage learner autonomy. (Thornsbury, 1999; Harmer, 1987; Girma, 2005). However, despite the above merits of implicit grammar teaching, it has also a few shortcomings.

Thornsbury (1999:54) stated, “The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than means.” In connection with the time spent in the discovery activity, it may also take too much of the time allocated for production of the rules. In addition, it demands the classroom teacher to work hard in planning the lesson that can guide the learner to accurate formulation of the rules and so on (Thornsbury 1999).

In general, from the discussion we had so far, we cannot take side that inductive grammar teaching is relatively effective and beneficial than deductive and vice versa. We have no conclusive research findings that can clearly show either approach is effective (Thornsbury, 1999). Due to this, scholars such as Conning worth (1984) Thornsbury (1999) Lock (1996) and others suggest that either approach is acceptable as long as we can apply them according to the given situation as well as according to the kind of linguistic item presented. In this regards, as cited in Girma (2005), Dought and Williams (1998) suggest the following: “More often the nature of the form simply has an impact up on the decision as to whether to take an explicit or implicit possibility to drawing attention to form.” Due to different features that each linguistic form has, it sounds logical to combine explicit and implicit techniques (Azar 2007). The next section discusses on the grammar teaching that cover the form, meaning as well as the use/production.

2.4.3 Integrated-Grammar Teaching

One of the major rationales which support the claim that grammar teaching should integrate from meaning, and use emanated from the very nature and role of grammar in communication. When we talk about grammatical form and structures, our major concern is not only to discuss the rules, but also the meaning impact it has on what we speak, read, listen and write. In this regards, Dickins and Woods (1988) noted that, to say that some one knows a language, he/ she needs to have the ability to produce grammatically acceptable sentences, together with the ability to communicate using the form accurately as the occasion demand. These key points are good indicators of what the teaching of grammar should look like.

Thornsbury (1999) underlined that grammar communicate meaning as precisely as the writer or speaker wants to convey. Thus, the teaching of grammar should take the meaning making

potential of grammar into consideration in addition to the rules that underlie grammaticality and ungrammaticality of form and structures of the language.

Learning need to lean not only what forms are possible, but what particular forms will express particular meaning. Seen from these perspectives, grammar is a tool for making meaning. The implication for language teacher is that the learner's attention needs to be focused not only on the forms of the language, but on the meaning these form convey. (Thornsbury,1999: 4). In addition, Sysoyev (1999) suggested that integrative grammar teaching can serve as a possible solution by combining form based with meaning- based instruction. This is because; L2 learners need grammar for two purposes. They need grammar for communication and so they need learn to it through meaning- focused instruction. On the other hand, students need grammar because they are tested on at school and thus form- based grammar teaching is sought. In the same case, Thornsbury (1999) notes that L2 learners come to language classroom expecting that some of the periods will be allocated to studying grammar. At the same time, there are also many other L2 learners who come to language classes to practice or to put in to effect the grammar they have learnt for years. This is therefore, a way of answering student needs, which is recently, considered as one basic element to keep in mind when one designs teaching materials as well as when he/she is doing the teaching job. (Sysoyev, 1999). Thus, according to Zazr (2007) grammar based teaching should create awareness of form, meaning and appropriate use of structure. In a similar way as regard to the need to integrate form, meaning and use in grammar teaching. Larsen- Freeman (1992:280) pointed out, "... in dealing with the complexity of grammar, there are three dimensions of language that must be dealt with: the forms or structures themselves, their semantics or meanings, and the dramatic conditions governing their use."

The form refers to the question how a particular grammatical form or structure is formed. The meaning implies- what does the newly presented grammar item means (It could be lexical or grammatical meaning). And the use or pragmatic refers to the question when and why the given linguistic form is used including social, and discourse context (Larsen Freeman, 1992). All these questions are treated in the integrated grammar teaching approach. As a result, L2 learners can have a full understanding of the forms, meanings and also the experience of applying them in their communication.

Girma (2005:4) emphasized, “It can, therefore, be said that any option to grammar teaching should integrate the form, meaning and use of the target structures. To this end, both implicit and explicit forms of instruction can be used to present and practice structure.” To sum up, when we come to the situation in many Ethiopian high schools as to how grammar is being taught, the structural approach to grammar teaching is still dominant (Girma, 2005). The study which was conducted by Dereje Taddesse (2001) clearly showed that students have a mechanical view or static view of grammar learning. Students have more of product oriented perception towards grammar learning. This, I think, is a reflection of what sort of grammar teaching approach is being implemented in L2 classroom.

2.5 Communicative Grammar Teaching

Communicative grammar teaching is based on the principles of the communicative approach to second /foreign language teaching. It focuses on language structures which should be taught in an integrated way with the four skills such as listening, speaking, reading and writing. The teaching of grammar should not be at the sentence level only but it should also be presented at the discourse level (Dickins & Woods, 1988; Ellis, 2002).

The objective of the development of communicative grammatical competence is to use a structure of a language in a variety of situations spontaneously. The communicative approach goes beyond the presentation and development of linguistic structures as the only means of developing communicative ability. In line with this idea, Bygate and Tornkyn (1994: 19’) explain: Communicative grammar is an approach to grammar teaching in which its goal is to explore and formulate the relation between the formal events of grammar words, phrases, sentences and their categories and structure and conditions of their meaning and use.

In linguistic terminology, this means relating syntax and morphology to semantics and pragmatics. The teaching of grammar entails helping learners perceive the relationship between grammatical structure and other three dimensions of language such as social functions, semantics and pragmatics (Celce-Murcia & Hilles, 1988). They also emphasize the importance of teaching all aspects of grammar in context. Appropriate contextualization can only be achieved if a teacher finds or creates realistic social situations, language texts, and visual stimuli that are interesting and meaningful to students. A teacher must provide communicative practice for

students to achieve non-linguistic goals such as asking for permission to do something, getting someone to do something, giving' excuses, asking for help, etc. (Wilkins, 1972).

Thus, for students to use the language rules in real communication, the rules would have to be practiced in context in order to develop communicative competence. Communicative grammar teaching blends grammar with communicative practice opportunities. It ideally provides opportunities for creative use of structures. Communication practice is usually centered on the students' own lives, their opinions, experiences of real life situations including facts that they are trying to learn English. Grammar-based tasks often use classroom as context, building language practice around the people and objects and activities here and now in the classroom (Nitta & Garden, 2005). In grammar-based teaching, communicative practice means that people are communicating in real time about real things in a real place for a real purpose. Communicative grammar teaching creates awareness and understanding of the form, meaning and appropriate use of structures (Celle - Murcia, 1997). When we say we teach communicative grammar; we are valuing language use above that 'of form or meanings. Larsen-Freeman (2001) has a claim that every time language users' use language, they change the meaning of the language. The integration of form and meaning is gaining importance in the communicative language teaching.

Regarding grammar teaching, Chen (2003) explains An integrative theory of communicative competence may be regarded as one in which there is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions, and knowledge of how communicative functions can be combined according to the principle of discourse. Fotos and Ellis (1991) and Chen (2003) comment that in the teaching of grammar for communicative competence, one should focus on communicative framework based on tasks of communicative activities. Grammar activities should be compatible with contextualized practice in which 'rules are presented in discourse contexts. Nunan (1991:10) explains that grammar is fundamentally important in the communicative classroom. However, he adds that the' approach to teaching grammar in classroom requires principles of communicative language teaching.

2.5.1 Communicative Grammar Tasks

Grammar tasks help learners create and use original language. They help learners incorporate contexts or language meaningful to their own needs. In fact, activities and strategies employed in

a communicative classroom will differ from teachers to teachers (Wright, 1989:96). But students must have the opportunity to hear the target language being used in meaningful contexts or situations at a level appropriate to their stage of acquisition and be given the opportunity to communicate in the target language while carrying out tasks likely to be encountered in the target culture. The teachers must provide interesting, realistic inputs that include appropriate vocabulary and relevant grammatical structures (Nitta & Garden, 2005). .

Different educators and teachers propose several kinds of grammar teaching activities. Some suggest that task-based grammar teaching is advisable for teaching grammar communicatively. Fotos (1994), Fotos and Ellis (1991) recommend that a task-based approach to grammar instruction which involves EFL learners with grammar problem to solve interactively. They call it consciousness raising task. Even though students focus on the form of grammar structure, they are also engaged in meaning-focused use of the target language as they solve the grammar problem.

Little wood (1981:17) explains communication activities provide whole task practice, improve motivation, and allow natural learning and concrete a content which supports learning. Learning activities must demand achievements of a particular task other than manipulation of language rules. Communicative grammar tasks, thus, should be based on the development of the ability to use language in real life situations more than on manipulation of linguistic structures, which do not enable speakers to interact naturally in real communication. Nunan (1991:10) supposes good grammar exercises should be both meaningful and communicative.

According to Harmer (1987), Ur (1988) and Ellis (1997), there are different activities involved in grammar teaching the major ones are drills, interaction activities and written practices.

Drills: These are activities that give students rapid practice in using structural items. The main advantages of drills are that teachers can correct any mistakes that students make and can encourage them to concentrate on difficulties at the same time. Alkharat (2000), states that textbooks usually provide one or more of three types of drills which are mechanical, meaningful and communicative.

Mechanical drills: are controlled drills which help learners produce examples of structure which are predetermined by the teacher, and have to conform to very clear and closed end. They

are activities which learners need not pay attention to the meaning in order to successfully complete the practice. In addition, there is always one and only one correct response. These types of drills are the least useful because they bear little resemblance with real communication. They do not require students to learn anything; they only require parroting of a pattern or rules. As a result, students do not develop the ability to use grammar correctly in order for written interactions by doing mechanical drills because these kinds of drills separate form, meaning and use. The students only have to apply the correct grammatical form and do that without understanding or communicating anything. Here students may consider grammar is boring if the teacher concentrate on meaningless mechanical drills (Wright, 1989, Richards & Nunan1990).

Another important type of drills is **meaningful drills**. They can help students develop understanding of the workings of rules of grammar because they require students to make form meaning corrections (Harmer, 1987). Their resemblance to real communication is limited by the fact that they have only one correct answer. Meaningful practices are those in which the learner must pay attention to meanings in order to successfully complete the practice.

Communicative drills: finally require students to be aware of the relationships among form, meaning and use. In communicative drills, students test and develop their ability to use language ideas and information. Communicative practices are those in which the learners must pay attention to meaning to successfully complete the practice but the meaning contained in their response are unknown to the teacher (Lee & Van Patten, 1995). Communicative drills encourage students to connect forms, meaning and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example to practice questions and answers in the past tense in English, teachers and students can ask and answer questions about the activities of the previous evening(Wright, 1989: 19).

Interaction Activities: These are activities in which practice of language is enjoyable and meaningful. Information gap activities and charts can be examples of interaction activities (Harmer, 1987:45). In the case of information gap activities, students have to ask each other for information to fill the gap in the information which they have. Charts, on the other hand, are very useful to promote interaction between students. Students in order to complete them have to

question each other and write down the replies. They can move round the class questioning various classmates. At the end they can compare their results with other (Harmer, 1987).

Writing Practices of Grammar: Grammar practices are often done through writing. Students are frequently given homework exercises which ask them to practice specific language items. Harmer (1987:51) suggests there are written activities to use in the teaching of grammar items. Word order, sentence writing, parallel writing and the like are well known written grammar activities.

2.5.2 Integrating Grammar with Language Skills

Students have to be given a chance to practice and produce language that is structurally accurate but teachers should not forget the value of allowing students to discover the structure on their own in reading and listening. Learning to use a language takes a long time and it takes repeated exposure to structures and vocabulary as well as opportunities to practice it (Larson-Freeman, 1997).

Teachers ought to be able to make effective use of all the four language skills such as listening, speaking, reading and writing when they work on grammar with their students. Analysis of recorded dialogues is a good example. After learners listen to conversation on a tape ask them to find specific examples of grammar points (Rojas, 1995 & Ellis, 2002). The teachers ask them why the speaker chooses this particular form at this time and not another. If we want to teach grammar, we can present in a reading text, not just the sentence level only. It facilitates learners to understand the context of grammar at discourse level. Reading text is rich in different grammatical expressions. Learners will have ample opportunity to identify the way in which the structure of the language is used. These kinds of activities include text replication, text completion, text manipulation, text elicitation, grammatical judgment and text editing (Noonan, 2004).

Cloze passage and gapped text can be used for focus on particular grammatical forms, such as verb tense, the passive voice, use of preposition, etc. Text manipulation exercises, such as controlled composition, sequencing, and converting conversations into indirect speech are useful in getting students to practice their grammatical competence at discourse level (Ellis, 1995).

Short essay can be used to practice grammar. More advanced students may be given exercises in which they should determine grammar of a given text (Celce-Murcia 1991:149). Petrovitz (1997: 205) comments that “The working of semantically based rules could be pointed out and discussed reading and writing activities in which an extended context is present. Such approach is especially useful when the rules governing particular phenomenon are numerous and complex, as in the case of article usage.” It is also important to provide learners with grammar problems which they must solve interactively integrate with grammar instruction with opportunities for meaningful communication with relation to language skills (Fotos & Ellis1991: 605). These encourage foreign language learners to increase their knowledge of L2 rules and are able to use the language in different conditions.

2.6. Techniques of communicative Grammar teaching

Grammar teaching was considered as a structure based formal activity. After combination of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained new insight. Saricoban Metin (2000) claims that to make a grammar lesson more effective, beneficial and infesting, ELT teachers should use some well-developed and fascinating techniques and resource such as role- plays, games, pictures, graphs, poetry, songs and telling stories as follows:

2.6.1 Role- plays

This is one of the most common language teaching techniques; it is very useful to contextualize any grammar items. Effective uses of role- play help learners to improve their communication skills in language learning. It motivates them to use the target structure to describe a certain concept or ideas. It creates situations for second language learners to express their idea using their own words. As wright (1989) states, it can be funny and dramatic so students are able to pretend and learn a lot from each other. Role- plays contextualize the grammar lessons effectively. There are several ways of using role- plays at that classroom level. The interest and the age of the learners should be given a due attention. Petrovitz (1997) states that, role- play can be used to practice specific grammatical structure. Through acting the structure orally in the classroom learners become more deeply internalize it. It provides learners the opportunity to internalize the meaning and use of the language Wrigh (1989) indicate that role- play activities are usually based on real life situation. This gives the learners the opportunity to practice kind of

language they used outside the classroom. It provokes communication among the students since they may share background knowledge on the issue under relate with grammar item. When practicing a role- play, students should know what they are supposed to do and be clear about the purpose.

2.6.2 Games

Games promote learners to keep up their interest and work. It also help the teacher create contexts in which the language is helpful and meaningful. Rex (2003), celce- Murcia (1988) and Rinvolveri (1984) describe that a well-chosen games are invaluable as they give a break. They allow students to practice language skills and grammar items. They are highly inspiring since they are amazing and at the same time Challenging. It minimizes nervousness and allows the acquisition of input. Rinvolucris (1984) elaborates the pedagogic aims of language aims of language games which help the presentation of new language; controlled practice and rain communication of language games make students use the language in a Variety of ways.

2.6.3 Pictures

Harmer (1987) claims that pictures are one of the techniques which are useful for presenting grammar lessons. This author typically argues pictures are interesting technique for teaching grammar lessons in all phases (in presentation, in focused practice, communicative practice and for feedback and correction).

2.6.4 Graphs

Celce- Murcia (1988) claims that, it is possible to teach grammar point communicatively by using different kinds of graphs. The reason for this is that graphs are free to different interpretations and are able to entertain learners to different language usages.

2.6.5 Poetry

Poetry is one of the effective techniques used for contextualizing any grammar lesson and even for other skills. Poems like songs create image about cultural practice and reflect moral feelings of a society. Again the author (ibid) says that poem has the nature of repeating a definite grammar item and this repetition enhances the structure to be easily internalized.

2.6.6 Songs

Celce- Murcia (1988) explains that songs have the capacity to describe cultural practices and historical events of a community. At the same time; most songs are authentic materials and are rich in context. Therefore, they enable the learners to see how a particular song is applied in real life situation. For those reasons, the author says that songs are invaluable techniques for teaching grammar.

2.6.7 Telling Stories

Celce- Murcia (1988) proposes that if students are thought grammar points using the cultural practices and life experiences of their own community and others experiences as well, they can invest their mind deeply in learning the language. This surely motivates the students to learn language structures sub consciously.

2.6.8 Problem Solving Activities

Sarico ban and Metin (2000) remarks that problem solving activities provide favorable conditions and usage for extended communicative practice of grammar. They are also motivating and challenging as well. They encourage students to interact and communicate; they create meaningful contexts for language use. So far the techniques are classified; the teaching of grammar can be supported effectively by using such techniques. Saricoban and Metin (2000) state that teaching is a developing art, which requires innovative and creative idea to enrich its effectiveness; we must not testate to use such resources in our classroom. These techniques can assist our teaching of grammar by providing a relaxed atmosphere and motivating students. Larson freeman (1986) affirms that such activities are student centered; hence, by using them we give a chance to our students to express themselves and enjoy themselves during learning.

2.7 Phases of Grammar Teaching

Teaching In the previous discussion, it has been proposed different types of grammar teaching tasks and ways of grammar teaching. Ur (1988:7) and Celce-Murcia (1988:27) suggest that grammar should be presented gradually in step-by-step progression. They comment that when a teacher plans his work, he/she needs to take into consideration the stage of presentation, practice, production, and feedback and correction.

2.7.1 The Presentation Phase

This is the first phase of learning/teaching a new language item. Here the teacher provides the new information, the new piece of language; the learner concentrates on understanding it and remembering it. The teacher, therefore, performs different activities so as to realize this successfully because it is the most critical phase at which the effectiveness of the proceeding phases is determined in advance. Harmer (1991) states; One way of the teacher's job is to show how the new language is formed how the grammar works and how it is put together. One way of doing this is to explain the grammar in detail, using grammatical terminology and giving mini-lecture on the subject. This seems problematical, though, for two reasons; firstly many students may find grammatical concepts difficult, and secondly it will only be possible in monolingual group at lower levels if the teacher conducts the explanation in the students' mother tongue.

Harmer (1987:17) defines the presentation phase as the stage 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 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. The best way of doing this is to present the language item in meaningful context. Widdowson (1990) suggests that in foreign language-learning circumstances relation could be established with the local language (L1) or with what is already known of the foreign language (L2) or it could be set up with something non-linguistic such as picture, an object, an action, or a sound, course materials may use any or all of this procedures to structure and conceptualize the learning process.

As Widdowson explains, the context for introducing new language should have a number of characteristics. It should show what the new language means and how it is used. It should be interesting for students. It must provoke the students' needs. A good context will provide the background for a language use so that students can use the information not only for repetition of model sentences but also for making their own sentences. Harmer (1991:60) explains that the main purposes of this phase are to provide students with the opportunity to:

1. Realize the usefulness and relevance of the new language.
2. Concentrate on the meaning of the new language endeavor.
3. Pay attention to pronunciation, stress, intonation and spelling of the new language.

Teachers can use different techniques to present the structure of a language. According to Ur (1988, 7), "... to get the learner to perceive the structure the teacher can use real objects, pictures, actions and context." The presentation of grammar should be clear, natural, efficient, memorable, appropriate and productive.

Celce-Murcia (1988) explains at this stage, grammar can be introduced either inductively or deductively. The variety of techniques can also be used. Selections should be made according to strengths and preferences, and the nature of the structure. Ur (1988) also comments that this phase is the time of the introduction of grammatical structures or forms and meaning in speech and writing. It is possible to offer grammatical explanation, but it should be short, clear and concise.

Harmer identifies a model containing five procedures throughout the whole phases of teaching a language item; lead in, elicitation, explanation, accurate reproduction and immediate creativity.

2.7.2. The Practice Phase

The practice phase is the second phase of the organization of teaching grammar for communication purposes. At this phase, skills are learned by doing or through constant practice. Ur (1988) states that this is the phase at which learners are given intensive practice in new structure, but their production of the language is very carefully guided and controlled by the teacher, so that correct form and meaning are consolidated and the possibility of error is reduced to a minimum. As stated, learners have the opportunity to practice the language. The teacher models the language items. The practice of the language items is more controlled by the teachers. This makes the teacher's role decisive.

The most common techniques to practice the language are **drilling**. The purpose of drills is to involve the whole class together in the practice of grammar item. This also helps students to learn the useful purposes by heart. Therefore, teachers use **repetition drills, transformation drills, substitution drills, question and answer drills, explanation drills** and **situational drills**. For example, if we see situational drills, the teacher brings facts of real world and invites students to express their view. These types of drills are more natural and meaningful. Then they can be suitable to teach English in a communicative way and students can learn both form and meaning at a time. We should bear in mind when using practice material, it is necessary to select

appropriate and helpful exercises. Teachers should help learners avoid excessive error and gradually reduce the control. Ur (1988) describes that the final task is to move to relatively free production of the language.

2.7.3 The Production Phase

At the production phase, the learners use the language meaningfully to communicate and complete messages. Teachers focus on fluency, the ability to use the language rather than accuracy. The dominance of the teacher at this level is limited. Students try to express their feelings and ideas freely. They are transformed from controlled practice phase to free practice phase. The teacher first introduces students a new structure of the target language. And then they try to internalize it through the given structural practices. Finally they are offered different activities to do by themselves at this stage. Celce-Murcia (1988) explains at this that ideally at this stage, students are free to say whatever they want. They choose the direction of their conversation.

At the production phase, students have freedom to personalize the structure of the target language. The teacher may facilitate situations for communication in **pair** and **group works**. The teacher can give individual work to improvise in the classroom that helps them enhance their communicative competence. Ur (1988) suggests that the teacher can use different types of activities like jumbled sequence, problem solving activities, using pictures, and so on that initiate students to practice grammar item. Let us suppose the teacher teaches the learner about the present continuous tense where he/she facilitates his/her students to talk or write about continuous experience. The teacher can ask questions like: what are you doing? , what am I doing?. The students a head of time discuss a lot what are happening at that moment in pairs or small groups. Then students write one or two paragraphs. They can present it orally. In this process they can develop their communicative competence.

2.7.4 Feedback and Correction

CLT has its own discipline to handle students' errors. Thus, it is crucial to entertain errors and provide feedback and correction in communicative grammar teaching-learning practice. Feedback and correction must take place throughout the lesson. There are different kinds of error correction: peer correction, self-correction, and teacher correction. The teacher's correction may

vary according to the change of the phases of the lesson. Celce-Murcia (1988:27) states, in the practice phase, correction should be predominantly straightforward.

The same author also claims that global mistakes that violate the overall structure of a sentence should be given more emphasis than mistakes that cause only little problem in understanding the idea. It is very important to motivate learners for their correct responses. After a teacher introduces grammatical item, he/she asks them to practice the language. At this time supportive feedback is more useful to develop confidence to use the language. Markee (1997) says the focus of error correction should be on meaning, not merely on grammatical form. The teachers should tell how the meaning change occurs when the form is changed. Ur (1996), Prabhu (1987), and Seed house (1999) state that giving feedback (oral or written) on a friendly way to help learners use language for meaningful communication.

Tudor (1996:215) suggests that in the case of grammar, the first step with respect to error correction is establishment of certain basic parameters. Teachers use different manners to correct their students' errors such as guided corrections and controlled corrections. The teachers can direct students to arrive at the right way of using the language by repeating the students' sentences correctly. Both accuracy and fluency are desirable and cannot be taught in isolation. Teachers also should tell their students exceptions and complications on grammar rules. This may help them to avoid overgeneralization of the rule.

2.8 Studies on Grammar Teaching in Ethiopian Schools

In Ethiopia, it is assumed that English language is learnt in school by giving special focuses on grammatical structures. It is not usual to see students practice the grammatical forms that they have learnt to apply outside the school. Teachers are expected to create situations that provide learners opportunities to use the grammar for communicative purpose. To achieve this goal, teachers are supposed to use proper techniques and strategies to teach their students. There are several studies in Ethiopia which focus on how to teach grammar in language classes. For example, the study conducted by Haregewain (1992) suggests that using different kinds of strategies help learners to learn to communicate through interaction in the target language. She writes that role-play is useful in the language class in enhancing learners' communicative proficiency. She argues that it creates authentic situation for language learning and provides

opportunities for learners to focus not only on the language but also on the learning management process. She has concluded that role-play motivates learners to contribute their own personal experiences for classroom learning. As a result, it believed that to use communicative activities, strategies and techniques help learners to learn the language more successfully. These can make language learning more student-centered and interactive. Girma (2005) also conducted a research which indicates; in group work students can be involved in interaction and communication among themselves more than in lock-step class. As a result, using group and pair work activities are very helpful for learners to apply the structure of the target language in appropriate situations.

Moreover, the study carried out by Hailom Banteyerga (1982) compared the effectiveness of communicative approach versus the structural approach in the teaching of “English conditional sentences to first year students of Addis Ababa University.” The findings have indicated the results of communicative approach were better than the structural approach. Similarly, the study made by Worede Yishak (1986) compared the effectiveness of the structural approach and the form-function approach to the teaching of “English modal auxiliaries” to freshmen students in Addis Ababa University. The findings of the study revealed that the form-function approach showed better results than the structural approach. Geremew (1994) also conducted an experiment on the “effectiveness of teaching English as a foreign language through grammar consciousness raising activities to ninth grade students.” The findings revealed that consciousness-raising activities were more effective in the teaching of grammar.

As a result, it is believed that to use communicative grammar activities, strategies and techniques help students to understand the language more successfully. These can make language learning more students centered and interactive. Indeed, in line with all the facts and findings of different scholars discussed in this chapter, the researcher believes that the findings of this study will guarantee where grammar teaching is being effectively implemented in the case of grade 10 at getachew Azenaw secondary school.

CHAPTER THREE: RESEARCH METHODOLOGIES

3.1. Research Design

The main goal of the study was to explore the Practice of Teaching Grammar at Getachew Azenaw Secondary school in grade 10 EFL classrooms. In order to achieve this, the researcher used mixed research design. According to Onwuegbuzie and Leech (2004) mixed research method, that includes both quantitative and qualitative data collection and analysis are important and useful to draw the strengths and minimize the weaknesses of both in single research studies and across studies. The qualitative research design was used to analyze the data gained via open-ended questionnaire that was given for all English language teachers and 104 grade 10 sample students. It was also used to analyze the data obtained through classroom observation that was carried out in 5 sections of grade 10. On the other hand, it was used to analyze and interpret data in the form of frequency and percentages. The quantitative part of design was used to analyze the data obtained through close-ended questionnaires that was given for both teachers and students.

3.2. The study Area and Sample Population

3.2.1. The Study Area

The data collection was carried out in one government high school. The school was found in North Ethiopia, Welkayt Woreda, at Getachew Azanaw Secondary School. This secondary school was selected from the six secondary schools found in this Woreda, because the researcher has taught at the school for ten years. This was due to his interest to get necessary cooperation and support in gathering authentic, valid and reliable data. The reason why the researcher took all EFL teachers was that they were few in number and their teaching grammar was observed by the researcher in different grammar topics that helped him to gather reliable data.

3.2.2. Population of the Study.

There was a total population of 1040 students in in grade 10 and 9 English language teachers at Getachew Azanaw Secondary School in the academic year. The participants of the study in the questionnaire were 104(10%) grade ten students and all 9 English language teachers who were teaching in the school.

3.3. Sampling Technique of the Study

To select sample students, systematic random sampling technique was used. This technique was helpful to avoid bias and to get equal chance in the participation of the study. Therefore, from the total population of 1040 students in 16 sections in which each class consists of 65 students, 7 respondents from each class that was 104 students were the total sample size of the study. In addition, there were 9 English language teachers in the school. Since their number was limited, all of them were included through available sampling technique to collect relevant data for the study.

3.4. Data Gathering Tools

To conduct this study, two types of data collecting tools were used. Firstly questionnaires were prepared for both teachers and students of the secondary school. Secondly, by preparing a check list, classroom observation at 5 grade 10 EFL classrooms was also used. The necessary data was collected from respondents directly by distributing questionnaires in their own place at their own conveniences. In this way, the researcher had got good opportunity to meet and talk with the subjects to be able to avoid unnecessary faults and haziness. For example, the researcher by availing himself in the study site and delivered oral instructions in addition to the written directions given on those data gathering tool. To observe the classrooms, all he teachers were asked their willingness to be observed two times each and were voluntary.

3.4.1. Questionnaire

In order to obtain the necessary data for the study, questionnaires were designed and distributed for both teachers and students. The questionnaire consisted of a numbers of items intended to get information about grammar teaching techniques and strategies teachers used in EFL classrooms. Most of the questionnaire items were in the form of multiple choices which enabled the participants to put a tick (✓) mark in a space provided.

The questionnaires were distributed to the 9 teachers and 104 students of that secondary school by the researcher in collaboration with the vice principals and subject teachers of the school. These questionnaires were used to answer the teachers' use of strategies and techniques during grammar lessons in the classroom. The data gathered from questionnaires was categorized and tabulated under similarities of the responses. So it was analyzed and interpreted quantitatively

using descriptive statistics such as frequency and percentage. The questionnaire consisted of close-ended and some open-ended items. The questionnaires were adopted from Tiglu Gzaw(2008)

3.4.2. Classroom Observation

Classroom observation was the other data gathering tool that was carried out during the teaching learning of grammar in the classroom. The purpose of classroom observation in this study was to check the answers which were given by teachers and students in the questionnaires and to sort out the gap between the expectations set for teachers and their actual implementation of teaching grammar.

It was a very useful data collecting tool that enabled the researcher to gather data face to face in the actual classrooms while the grammar teaching learning process took place. To obtain the required information, 5 EFL teachers were observed twice each in different grammar lessons by having a checklist. The classes were chosen on the basis of the willingness of the teachers. The researcher sat at the back of the classroom and took necessary notes by looking at the check list while the grammar teaching learning process took place.

The checklist was used to gather data about grammar teaching related to teachers' use of teaching techniques and strategies during grammar lessons in the classroom. The data gathered from this classroom observation was analyzed using qualitative method.

3.5 Procedures for data collection

After getting a permission from the school's director to gather the required data, awareness was given for both teachers and students on the purpose of this study and they were asked their willingness to answer the questionnaires properly. After that, the first part of data was collected by giving a questionnaire for both teachers and students which was used to find out the techniques and strategies used by teachers to implement the practice of teaching grammar and to sort out the gap between the expectations set for the teachers and their actual implementation of teaching Grammar.

Next, the second part of data was collected by applying classroom observation which was used to explore what actually teachers did in their classroom to implement teaching grammar. The classroom observation was conducted to 5 sections.

3.6. Data Analysis Procedures.

This part of the study deals with presentation and analysis of data that was obtained through questionnaires and observation. Data was processed, analyzed, discussed and interpreted neatly and clearly. In analysis of the data both qualitative and quantitative data analysis methods were employed. The descriptive statistics of percentages and tables were used for quantitative data which were gathered through close- ended questionnaires. The data obtained from the open-ended questionnaire items and classroom observations were analyzed qualitatively in order to support the above quantitatively analyzed data. Finally the findings obtained from each form of data were analyzed descriptively and interpreted based on the implementation of grammar teaching in the classroom level at Getachew Azenaw secondary school in grade ten. At the end conclusions and recommendations were made carefully and clearly for the research work in order to get accurate findings.

CAPTER FOUR: DATA ANALYSIS, INTERPRETATION AND DISCUSSION

The study under this chapter deals with the analysis, interpretation and discussion of the data gathered from teachers' and students' responses through questionnaires. Data collected through questionnaire from both teachers and students was tabulated so that the number of respondents along with their percentage in each item was identified. In doing so, the data obtained from the teachers through questionnaire was analyzed first. Similarly, the data gathered from the students via questionnaire was secondly analyzed. The two major sources of data were teachers and students. These therefore were interpreted in to three different topics. The analysis, interpretation and discussion of data were relatively based on the responses of the majority of the sample population or the most frequent value.

To make this statement clear, whenever there was a need to present the findings from the questioner and from that of the classroom observation, the combined results presentation should have been done. But where there was no need combined analysis presentation, results were presented in line to the questioner or in line to the observation outcomes.

In sum, the prime target or objectives of this chapter was to present evidence based analysis results that might provide answers for the basic research questions that had initiated the researcher to conduct this study. These were:

- What are the techniques used by teachers in implementing the practice of teaching Grammar in EFL classroom?
- What are the reasons behind teachers' use of their preferred strategies to teach grammar?
- What is the gap between the expectations set for teachers and their actual implementation of teaching grammar?

4.1. Analysis of Teachers' Responses

Table 1: The subject teachers' statistics

Service years	Qualification						Total
	Diploma		Degree		MA		
	Male	Female	Male	Female	Male	Female	
Less than 5	-	-	-	-	-	-	-
6-10 years	-	-	-	1	-	-	2
11-15 years	-	-	3	1	2	-	6
16 and above	-	-	2	-	-	-	1
Total	-	-	5	2	2	-	9

As indicated in the subjects of the study, there were 9 English language teachers. Two of them were females and the rest were males. Seven of them were first degree holders and two of them were Ms. Holders major in English. They have been teaching for years ranging from 6 to 17 years. They were all teaching at Getachew Azanaw Secondary School in grade 10.

4.2 Questionnaire for teachers

1. Are you frequently implementing grammar teaching techniques and strategies in your EFL classroom to make grammar lesson easily understandable?

2. If your answer for the above question is 'yes' how? If 'No' why?

T1: explained his idea in the following way: Yes of course, as an English language teacher I have to know and it is mandatory to know how to use different techniques and strategies to make grammar lesson clear and understandable while teaching in the classroom to make our learners know why they learn it. Using variety of techniques and strategies in teaching grammar helps the

students to use it effectively although all we teachers do not know when and how to implement them and how they could be achieved.

As we are not given trainings about how to teach grammar topics, I implement techniques and strategies of grammar teaching rarely, when I teach in this way, I present grammar activities after which students draw rules of grammar. Most of the time, I teach it in deductive method in which I first present rules and then let students practice it. I often make grammar lesson more understandable and clear to students by giving them explanation on the rules and examples.

The researcher concluded from **T1** that although he knew the ways of teaching grammar properly, most of the time he did not implement them in his EFL classrooms.

T2. Gave his idea as follows: Even if I could not identify which one is a strategy and which one is a technique, most of the time, I present the rule of grammar to students and then I let them practice the lesson through the use of various activities: oral, written etc. according lesson in classrooms. As we are not given trainings about how to teach grammar lesson in the classrooms, we prefer to use the ways that we think are better.

The researcher concluded that teacher **2** did not use techniques and strategies to implement grammar lesson as he did not know what a strategies and what techniques are.

T3. Gave his reply as follows: Yes indeed. When I teach grammar, most frequently I teach inductively. That mean, I give students some activities and then let them draw rules from the activities.

Even if the classroom condition is difficult, we EFL teachers should change the old grammar focused teaching method in practical way in order to use the grammar ability for speaking and writing without emphasis on grammar rule. It is used for learners to talk whatever they want. However, when we come to the implementation the reverse is true due to what is effective for the improvements of students' competence and teachers' actual implementation.

So the teacher deduced that although teachers have positive attitude to teach grammar using different techniques and strategies, they didn't practice them in the classroom as intended.

T4. Gave his idea as follows: I teach a grammar in form focused grammar teaching methods depending on the topic .That means, when the topics needs the students to understand the form of the rule, I use explicit method of teaching grammar to make the students know the structure well. But when it needs to engage the students in grammar activity, I implement the activities first and then I make my students draw rules from the given activities.

Therefore, the researcher concluded that T4 implemented strategies of teaching grammar in his class room.

T5: For me, teaching grammar using its appropriate techniques and strategies in the classroom is essential. It means, to teach grammar in such a way as to help students to use it in class room for the intended purpose is very important. However, there are several challenges that I don't apply way of teaching grammar in my class room. One is constraint of time. Time is crucial factor. If we teach grammar inductively, there is the need to group students, give activities to the group, monitor the group etc. All grammar activities consume much time. The other challenge is large classsize, still the other and the crucial one is the attitude of the learners to practice grammar using the intended techniques and strategies.

So, the researcher concluded that **T5** did not apply teaching grammar techniques and strategies due to lack of time, large class size and the negative attitude of students towards grammar Learning.

T6: stated his idea as follows: Teaching English grammar using different techniques and strategies is very difficult to implement in a classroom within 40 minutes. As a result I rarely practice the essential techniques and strategies of teaching grammar in my class.

T6: did not implement the strategies and technics of teaching grammar in his classroom due to shortage of time.

T7: The grammar teaching activities which are found in the textbook by itself play an important role for the enhancement of the learners' grammatical competence. So I can say I use the techniques and strategies of teaching grammar by referring the teacher's guide in my class because it encourages learners to make an effective use of the grammar.

The researcher concluded that T7 applies the techniques and strategies of teaching grammar in his classroom.

T8: As long as it is my duty, I use different techniques that are used to develop students' grammatical skills. However, the students' previous experience, their background knowledge and large number of students in a class (65-70) impede me to use different techniques which are not advisable to implement in the classroom So, I teach grammar in lecture method.

So, the researcher concluded that **T8** implemented teaching grammar deductively.

T9: as far as I do not specifically know which one is strategy and which one is a technique, I do not teach my students using the appropriate technics and strategies of teaching grammar in EFL class room.

So, the researcher concluded that **T9** did not apply the inductive way of teaching grammar in his classroom.

Table 2: Teachers' responses on the way they make grammar lessons understandable

Item No. 3	Alternative	Frequency	Percentage
How do you often present grammar lesson?	A. consciously understanding grammar	2	22.2
	B. Engaging them in activities which are personally meaningful	7	77.7
	Total	9	100

In the table 2 above the majority, (77.7%) of the respondents thought that engaging learners in the tasks which were personally meaningful help to learn the language better. But 22.2% of the subjects thought that students learn the language better when they understand grammar consciously. As it can be seen in the table above, there were still some teachers who did not give

the grammar lesson inductively. Recently it is believed that providing learners with sufficient opportunity to meaningful practices help students to learn the language (Nunan 1989).

Table 3: The teachers' thought on what learners benefit from learning English grammar

Item NO. 4	Alternatives	Respondents	Percent
What do you think your students benefit from learning grammar?	Know and explain its rules	2	22.2
	Identify grammatically correct sentences	2	22.2
	Use it in different situations for communication	5	55.5
	Another	—	—

In response to the third item, presented in the table above, (5)56% of the respondents replied that they think their students gain from learning grammar the ability to communicate in different situations. The others, (2)22.2% of them responded that students were able to identify grammatically correct sentences from the incorrect ones. The remained 22.2 percent responded that their students get the knowledge of explaining the rules of the language. Thus, most of the respondents claim that learning grammar skills help the learners to use it in different contexts of genuine communication.

Even though most teachers believed that grammar helps the students to use in different writing and speaking contexts, some of them still believe that teaching grammar is to make their learners know, and explain structural rules and to identify grammatically correct sentences.

Table 4: The teachers' responses on the way they often make grammar lessons clear and understandable

Item No. 5	Alternatives	Respondents	Percent
How do you often make grammar lessons more clear and understandable to your students?	Giving detail explanation in the form of short note	2	22.2
	Giving its pattern like: S=S+V+O	1	11.1
	Translation-in to vernacular language	2	22.2
	Using contextualized examples in sentences	4	45
	Another	—	—

This table represents the respondents' response on the means through which they often make grammar lessons clear and understandable. Based on this, (4)45% of them replied that they use contextualized examples to make grammar lesson clear and understandable to their students. On the other hand, (2)22.2% of the respondents answered that they give detail examples in the form of short notes during grammar lessons. (2)22.2% also give their response how to teach grammar lesson that they think is better to make it clear and understandable by translating to their mother tongue language. This indicates that there are some teachers who still use translation method while they teach grammar lessons. The remaining (1)11.1% replied they do this by giving its patterns like present perfect= S+ has /have+V3.

This table generally indicates that most teachers use contextualized example in sentences and almost half percent of the respondents use giving detail examples in the form of short notes and translation into mother tongue language.

Table 5: The teachers' responses on the mechanism by which they check the learners' understanding of a grammar lesson

Item No. 6	Alternatives	Respondents	Percent
How do you examine that your students get clear understanding of a grammar lesson?	By asking students to identify ungrammatical sentences	–	–
	By asking students explain the pattern(rules) in short	5	56
	By asking them to construct grammatically correct sentences	1	11.1
	Another	3	33.3

This table represents the percentage of respondents on the mechanisms by which they check their students' understanding of grammar lessons. Based on this, (5)56% of them responded that they examine the students' understanding by asking them to explain the rules or formation of a language item. (1)11.1% of the respondents replied that they ask their students to construct grammatically correct sentences to examine that their students get clear understanding of grammar lesson. The remaining (3)33.3% replied they don't even check their students in the classroom rather they give them home take exercise. The respondents who gave their reply by selecting 'another' gave their reason and their idea is summarized as follows: we know what to teach and how to teach grammar skills, but we are not effectively practicing it because of certain inconveniences like large class size and shortage of time. There are about 60 to 65 students in a class, and it is time consuming to organize such a large number of students for group work. Though we organize them, we don't have adequate time to monitor their progress.

The class is full of uncomfortable seats to run effective classroom organization and to assess each group's progress that greatly contribute to their better understanding. The only alternative we can do is giving them homework which we may or may not check in the next class.

This implies that the problem seems very serious and deep-rooted for a long time in that most teachers stated relatively the same problem in the space given.

As can be observed from the responses given above, the teachers assess the students' understanding through asking them to explain the formation of the language in short form or by giving them home take tasks.

Table 6: The teachers' responses regarding the main focus of grammar lessons

Item No. 7	Alternatives	Respondents	Percent
When you teach grammar, it chiefly focuses on	The language pattern, rules or structure formation	2	22.2
	The meaning of the language item	2	22.2
	Both meaning and context in which it is used	5	56
	Another	—	—

This table discloses the percentage of teachers about the major emphasis of grammar lessons during classes. Accordingly, (5)56% of them replied that grammar instructions chiefly emphasize on meanings and contexts in which the language items are used. Another (2)22.2% of them answered that the lessons mainly focus on only the meanings. The remaining same percentage responded grammar instructions emphasize on the language pattern, rules or structure.

It is possible to conclude that grammar instructions mainly focus on both meaning and context in which they are used owing to the majorities' responses.

Table 7: Teachers' Opinions Concerning Grammar Teaching

No	Statement	Alternatives										
		SA(5)		A(4)		UC(3)		DA(2)		SDA(1)		M
		F	%	F	%	F	%	F	%	F	%	
8	The knowledge of grammar helps learners communicate efficiently and effectively			5	55.6	–	–	2	22.2	2	22.2	
9	We learned our first language without overt studying grammar. Thus, there is no reason to study grammar when we learn L2							4	44.4	5	56	
10	We should discuss grammar explicitly	1	11.1	2	22.2	1	11.1	4	44.4	1	11.1	
	Using a variety of techniques in grammar teaching enables learners to use the language communicatively											

Where: SA= strongly agree, A= agree, UN= uncertain, DS= disagree, and SDA= strongly disagree.

As indicated in the table above, in item No. 8 most of the respondents agreed that the knowledge of grammar helps learners to use the language efficiently and effectively. It has also been discussed in the review of related literature that learners face problems in producing accurate sentences unless they learn second language grammar rules. But the remaining (2)22.2 of the participants disagreed that grammar should be presented explicitly and similarly the same percentage of the respondents strongly disagreed that grammar should be presented overtly.

Besides, in Item 9, all the respondents disagreed that grammar is very useful in second language learning. It has also been discussed in the review of related literature that learners face problems in producing accurate sentences unless they learn second language grammar rules. Larson Freeman (2001) further comments that communicative ends are best served through bottom up process through grammatical structures and lexical patterns until they are internalized. According

to this approach, communication in foreign language is possible if learners have very well acquired the basic sentence structures. Stern (1983) indicates that the main concern of this structure centered approach is to help students know the language. It draws a special attention to correct sentence formation. This habit formation can be developed during the repetition of grammatical systems that have been set in to pattern drills

In Item 10, 44.4% of the teachers disagreed that grammar should be presented explicitly and similarly 11.1% of the teachers strongly disagreed that grammar should be presented explicitly. But 22.2% and 11.1% of the teachers agreed and strongly disagree consecutively to the idea of teaching grammar explicitly. Moreover, all the respondents in Table 7 item No. 1, all the respondents agreed or strongly agreed that using a variety of techniques and strategies in the teaching of grammar enable learners to use the language effectively.

Responses to the statements suggest that teachers believe grammar is one of the important aspects in language learning. They also agreed that using different techniques and strategies enable learners use the language appropriately at different conditions.

Table 8: Teachers response how often they present grammar using different technique and strategies

Item No12	How often do you use the following techniques and strategies to present grammar?	Frequency							
		Always		Sometimes		Rarely		Never	
A	Detailed explanation	F	%	F	%	F	%	F	%
B	Offering students grammar rule first with examples	5	55.6	3	33.3	1	11.1	–	–
C	Make students discover grammar rules by themselves	–	–	6	66.7	2	22.2	1	11.1
D	Using contexts and situations such as pictures, objects, actions to convey meaning of structure			2	22.2	6	67	1	11.1
E	Present it through reading text	3	33.3	4	44.4	2	22.2	–	–
F	Present it through short guided dialogue	1	11.1	7	77.8	1	11.1	-	-

As shown in Table 8 above, majority of the respondents show that grammar is more frequently presented in a detailed explanation. 55.6% of the subjects said they always explain grammar rules and 33.3% of them said they sometimes explained the rules. This accounts for 88.9%. The remaining 11.1% of the respondents said he/she rarely used explanation to teach grammar. Similarly 33.3% of the participants sometimes offer their students grammar rules first with one or two examples. And 66.7% of them always offered rule first with examples. The remaining 11.1% of the respondents said that he/she did not offer grammar rules first with examples. As can be seen from the table above grammar explanation is given more emphasis. But it was very important to give much time for oral and written practice and production activities to help learners adopt and use the rule in actual use of the language.

Concerning making students discover grammar rules by themselves, 66.7% of the respondents said sometimes they motivate their students to discover rules using the sample sentences and 22.2% of them said they rarely make students discover rules. And the rest 11.1% of them said that he/she did not make his/her students discover grammar rules by themselves. Teachers strictly follow the textbook so that there is no opportunity for learners to discover grammar rules in most cases. As indicated in Table 8, only 22.2% of the subjects said they sometimes use contexts and situations such as pictures, objects, actions to convey meaning of a structure. But the vast majority of the subjects 67% and 11.1 of them said they rarely and never present grammar items with such contexts and situations. We can understand from the table above that teachers spend most of their time in delivering detailed explanations rather than creating conditions to present using contexts and situations such as pictures, objects, actions to convey meaning of structure.

Regarding the presentation of grammar through reading texts, majority of the participants 35.71% said always and 44.4% of them also said they sometimes use them to present grammar item. But 22.2 of the subjects said that they rarely present grammar lessons through reading texts. Moreover, 11.1% and 77.8% of the respondents replied that they always and sometimes use guided dialogues to present grammar respectively. However, 11.1 of them said that he/she rarely use guided dialogues in presenting grammar in the classrooms.

From the above Table one can realize that grammar is still presented with detailed explanations. Presenting grammar in meaningful context is given less attention.

Table 9: The teachers' responses on the frequency they employ different techniques, methods and activities in teaching grammar (Item No 13)

How often do you use the following activities and techniques to practice Grammar teaching?	Respondents	Frequency				
		Always	Usually	Sometimes	Rarely	Never
Mechanical drills	No	-	1	4	-	4
	%	-	11.1	44.4	-	44.4
Substitution table	NO	-	-	2	5	2
	%	-	-	22.2	55.6	22.2
Meaningful activities	No		2	4	2	1
	%	-	22.2	44.4	22.2	11.1
Conversion drills	No	-	-	2	5	1
	%	-	-	22.2	55.6	11.1
Transformation drills	No	-	-	2	5	2
	%	-	-	22.2	55.6	22.2
Information gap activities	No	2	-	4	2	1
	%	22.2	-	44.4	22.2	11.1
Problem solving activities	No		2	4	3	-
	%		22.2	44.4	33.3	-
Games	No			2	5	2
	%			22.2	55.6	22.2
Role plays	No		2	2	4	1
	%		22.2	22.2	44.4	11.1
Offer students individual work	No	3	5	1	-	-
	%	33.3	55.6	11.1	-	-
Offer students pair work	No	5	3	1	-	-
	%	55.6	33.3	11.1	-	-
Offer students small group work	NO	4	3	2	-	-
	%	44.4	33.3	22.2	-	-

In Table 9 above, English language teachers of grade 10 were required to rate how frequently they use the above activities and techniques in grammar teaching in order to identify how grammar tasks are implemented in the classroom. Thus, 44.4% of the respondents replied that they sometimes use mechanical drills to teach grammar lessons in the classrooms. The same percentage of the subjects said that they never apply mechanical drills in the classrooms when they teach grammar. (1) 11.1% of them responded that he/she usually use mechanical drills. In the same table (2)22.2% respondents answered that they sometimes use substitution table, conversation drills, and transformation drills, and also 55.6% of them in each of the above three drills said that they rarely use them in their grammar lessons in the classrooms. Similarly 22.2% of the teachers for the three alternatives also replied that they never use them in their grammar lessons. Regarding to the activities given in the table above, 44.4% of the subjects said that they sometimes give their students meaningful, information gap and problem solving activities respectively, and 22.2% replied they usually give meaningful activities and information gap activities. But 11.11% in each of the activities given above said they never use them in their grammar lessons. 33.3% of the teachers also said that they rarely use meaningful activities and problem solving activities when they teach grammar.

The responses inTable9 also revealed that teachers attempted to use group work, pair work; individual work, game and role play in the classroom. For example, 33.3 % of teachers said they always offer individual work to do grammar exercise. 55.6% of them said they usually offer individual activities and 11.1% of them said he/she sometimes gives individual works during teaching grammar in the classroom. Besides, 55.6% of the teachers said they always give pair works for their students and 33.3% of them said that they usually give such activities. Finally 44.4% the respondents said they always provide group work activities to their students and 33.3% said they usually provide such activities to do grammar. The remaining, 22.2% of the subjects said they sometimes give their students group works in grammar lessons. Similarly in the same table above, 22.2% of the teachers responded that they usually apply game and role play to teach their students grammar lessons. 55.6% and 44.4% of the teachers also replied that they sometimes use game and role play respectively.

Table 10: Teachers’ responses as to how often they make their students express their own ideas using a new structure

Item No. 14	How often do you_____	Alternatives							
		Always		sometimes		rarely		Never	
		F	%	F	%	F	%	F	%
A	Make students write and speak on the grammar items which they have introduced?	1	11.1	1	11.1	5	55.6	2	22.2
B	Motivate students to use grammar items to say something about themselves?	1	11.1	1	11.1	4	44.4	3	33.3
C	Encourage students to produce their own feeling on the target structure	1	11.1	2	22.2	4	44.4	2	22.2

According to table 10 above, the teachers’ responses to “How often they make students express their own ideas using new structures?” was tabulated and presented based on three question items. Item ‘A’ is asked as to how do the teacher make students write and speak on grammar items which they have introduced. Here, 11.1% of the respondents have said, they make their students write and speak ‘always and sometimes’, 55.6% (the majority) have responded ‘rarely’ and the rest 22.2% have confirmed that they ‘never’ make learners write and speak.

The responses given to item ‘B’, indicated that 11.1% of the teachers said, he/she always motivates his/her students to say something about themselves. The same percentage of them also said sometimes does motivate them, 44.4% of the respondents have confirmed that they rarely motivate learners, and the rest 33.3% of the subjects showed that they never motivate them. The other crucial last item asked the teacher how often they encourage students to produce their own feeling through the target structure. Accordingly, 55.6% of the respondents said that they do that

rarely, 22.2%, replied, sometimes, 22.2 replied, they never encourage them and only 11.1% of the teachers said that they encourage their students always.

Since, the greater percentages of the respondents, in all of the three items responses, 55.6%, 44.4%, and 44.4%, respectively that they let their students to speak and write on the grammar items they had introduced “rarely” motivate students to use the items to express themselves, “rarely”, and encourage students to use the items learned to produce their own feelings on the target structure “rarely”. This indicates that the majority of the grammar activities are not accompanied with the practice level. The analytical outcomes above showed that learners’ involvement in the grammar lessons proved to be insignificant. Grammar tasks help learners create and use original language. They help learns incorporate contexts language meaningful to their own needs. Students must have the opportunity to hear the target language being used in meaningful context or situation at a level appropriate to their stage of acquisition and be given the opportunity to apply the target language while carrying out tasks likely to be encouraged in the target culture. The teacher must provide interesting, realistic input that include appropriate vocabulary and relevant grammatical structures (Nitta and Garden, 2005) Therefore, even though the theoretical aspect of students’ involvement is thought to be very significant, the results of this research reviled that students are hardly made involved in grammar lessons classroom.

Table 11: Teachers’ responses as to what strategies they use to correct their errors

Item No.15		Frequency							
		Always		Sometimes		Rarely		Never	
		F	%	F	%	F	%	F	%
A	Give your students a chance to correct themselves?	5	55.6	4	44.5	-	-	-	-
B	Invite other students to correct it?	6	66.7	3	33.3.....	-	-	-	-
C	Correct it immediately?	-	-	-	-	3	33.3	6	66.6
D	Tolerate it?	2	22.2	3	33.3	4	44.4	-	-

As the above table indicates, majority of teachers are not very serious to correct students' errors in the teaching learning process. They said that they either give a chance to the students to correct their mistake by themselves or invite other students to correct them. And 62.5% of the teachers said they never correct their students' mistakes immediately. And 25%, 37.5% of the respondents replied that they either always or sometimes tolerate their students' error in the teaching learning process. But 50% of them said they rarely tolerate their students' errors. From the above teachers' responses, one can conclude that teachers have awareness grammatical language teaching. Nevertheless, teachers do not apply it to teach grammar. As indicated on the ways grammar teaching, learners are not motivated to use the language in real life situations. Grammar activities are not said to be presented in meaningful contexts. The students are not encouraged to express their ideas freely in relation to the structure they are introduced.

Feedback and correction must take place throughout the lesson. The teacher's correction may vary according to the change of the phases of the lesson. In the practice phase, correction should be predominantly straightforward (Celce-Murcia 1988). It is very important to motivate learners for their correct responses. After a teacher introduces grammatical item, he/she asks them to practice the language. At this time supportive feedback is more useful to develop confidence to use the language.

4.3 Analysis of Students' Responses

Table 12: (The responses are given in rating scales of Strongly Agree =*SA Agree=*A Uncertain=*U Disagree=*D strongly Disagree= *SD)

Item No	Statement	Alternatives									
		SA		A		U		DA		SD	
		F	%	F	%	F	%	F	%	F	%
A	You need to know grammar rules to apply them in speaking and writing	59	56.7	45	43.3	-	-	-	-	-	-
B	The knowledge of grammar helps you to communicate efficiently effectively	62	59.6	31	29.8	5	4.8	4	3.8	2	1.9
C	Practicing grammar exercises communicatively in the classroom is essential to improve students ' communicating competence			3	3.8	5	4.8	43	41.3	53	50.9
D	It is very important to know form, meaning and use of grammar structure in language learning	65	62.5	35	33.7	4	4.8				
E	It is very important to know form, meaning and use of grammar structure in language learning	56	53.8	36	34.6	3	2.8	5	4.8	4	3.8
F	Learning grammar at discourse levels is boring			9	8.7	2	1.9	50	48.1	43	41.3
G	After you introduced and practiced a new grammar structure you talk and write in an involved way	21	20.1	15	14.4	2	1.9	38	36.5	28	26.9
H	Most grammar exercises in the new textbook motivate learners to express their own idea	14	13.4	26	25	4	3.8	28	26.9	32	30.7

The above table indicates that, 56.7% of the respondents strongly agreed that they need to know the grammar rules by applying them in speaking and writing. And 43.3% of the participants agreed that they need to know the structure of the language to use it in speaking and writing. The

vast majority of the subjects (93%) of them replied that they either strongly agreed or agreed that the knowledge of grammar helps them to use the language effectively and efficiently. But 4.8% 3.8% and 1.9% of them responded that uncertain, disagree and strongly disagree respectively. The above table also shows that 92.1% of the subjects disagreed to the statement mentioned in Item 3 which says there is no reason to study grammar of English since they did not study the grammar of our first language overtly. They believed that learning grammar is very important for second language learners. 95.8% of the students responded that grammar learning is interesting. Similarly 53.3% and 35% of the respondents strongly agreed and agreed respectively that it is very important to know form, meaning and use of grammar structure in language learning.

On the other hand, 90.6% of the participants disagreed that learning grammar at discourse level is boring. Based on the information given in Item 9, 36.6 % and 26.6 % of the participants responded disagree and strongly disagree that they talk and write in an involved way after they introduced and practiced a new grammar structure. Classroom observation revealed that the majority of the teachers spent their time by offering detailed explanation and doing some mechanical exercises. The teachers did not give due attention for production during grammar lessons.

Table 13: Learners' Responses as to How Grammar is Frequently Presented

Where A= always, S=sometimes, R=rarely and N=never

Item	Statement	A		S		R		N	
		F	%	F	%	F	%	F	%
A	Using sentences in isolation	83	79.8	14	13.4	8	7.5	-	-
B	Deductively/Explicitly	55	52.8	41	39.4	8	7.6	-	-
C	Inductively/ implicitly	6	5.8	13	12.5	60	57.7	25	24
D	Using short guide dialogue	18	17.3	70	67.3	16	15.3	-	-
E	Using actions, pictures to convey meaning of a structure	12	11.5	14	13.5	48	46.2	30	28.8

The above table indicates, 79.8% of the respondents said that grammar items are always presented using sentences in isolation and 13.4 % of them replied grammar is sometimes presented in isolated sentences. This indicates that grammar is presented dominantly at the

sentence level. Majority of the subjects (52.8%) also said that grammar is always presented deductively and 39.4% of them said it is sometimes presented explicitly. It is believed that most of the time grammar rules are provided first with some examples and followed by giving explanation rather than creating conditions and motivating students to discover the rules by themselves. On the other hand, 57.7% of the subjects responded that they rarely learn grammar inductively, and 24% of them said they never learn grammar implicitly in the classroom. In the same table, 67.3% of the learners said that they sometimes use short guided dialogues to learn grammar and 15.3% of them responded they rarely use short guide dialogues.

Finally, based on using pictures, actions and objects to convey meaning of a structure, 46.2% of the respondents replied ‘rarely’ and 28.8% of them ‘never’. It accounts about 74.4% of the total participants. This table shows that the presentation of grammar was mainly traditional. It is dominantly presented at the sentence level with explicit explanations. Using different meaningful contexts and situations is not practically done in the classroom situations.

Table 14: Learners’ responses as to how often they use different kinds of activities

Techniques and strategies in the teaching learning of grammar

Item No 3	How often do you use the following activities and strategies in the teaching learning of grammar	A		S		R		N	
		F	%	F	%	F	%	F	%
A	Substitution	14	13.5	45	43.2	17	16.3	28	26.9
B	objects Conversion drills	9	8.6	43	41.3	34	36.7	18	17.3
C	Role play	-	-	-	-	40	38.4	64	61.5
D	Games	-	-	-	-	30	28.8	74	71.2
E	Information gap activities	9	8.7	14	13.5	61	58.7	20	19.2
F	Group work activities	22	21.5	50	48.1	32	30.8	-	-
G	Pair work activities	9	8.7	44	42.3	51	49	-	-
H	Individual work	223	222.1	333	331.7	223	222.1	225	224

The responses are given in rating scales of *A= always, *S=sometimes, *R=rarely and *N=never)

Table3 above indicates that respondents were required to rate how frequently they used different kinds of activities, techniques and strategies in grammar teaching learning process. They were categorized as mechanical and communicative activities. The first two items show mechanical activities the rest are communicative. The majority of the subjects responded always or sometimes to use mechanical drills. Even though the percentage is different, the majority of the respondents showed that they used such kinds of activities very frequently. For instance, in the first Item (substitution drills) 43.2% of the respondents said that they sometimes use substitution and 13.5% of them said they always them. This accounts together for 56.7%. Similarly 41.3% of the respondents indicated that they sometimes use conversion drills in the classroom and 8.6% of the respondents replied that they always use them.

On the other hand, a smaller proportion of the learners frequently use grammar activities like role play, games and information gap. It can be seen in the above table that none of the respondents replied they use either role plays or games sometimes or always. But all of the respondents replied that they use these activities either rarely or never. Concerning information gap activities, 58.7% of them said they rarely use them and 19.2% of them replied they never use them.

Regarding group work, 21.5% of the subjects responded that they always use it in learning grammar lessons and 48.1% of them said they sometimes use group work activities in classroom context. On the other hand, 30.8% the students replied that they rarely use group work activities in practicing grammar exercises. Moreover, 49 % of them said they rarely work in pairs in grammar lesson activities. But, 42.3% of the respondents replied they use it sometimes and the remaining 8.7% of them responded that they always apply pair work in grammar activities .Finally 22.1% of the subjects responded that they always use individual work activities in grammar lessons and 31.7%of them said they sometimes work individually. But the remaining 21.1% and 24 % of them said rarely and never they work grammar exercises individually. Nevertheless, the classroom observation show that the exercises mainly focus on individual work. Teachers read the sentence and asked students to try the answer. The students were not encouraged to work together in groups and pairs in grammar activities .As a result, there is some discrepancy between what the students replied and what actually happened in the classroom in grammar teaching and learning.

In general, students' responses show that teaching grammar to enhance the language is not effective and sufficient. Though the participants believe that the knowledge of grammar helps them to improve their language skills, the way grammar is taught does not encourage them to use the language appropriately. They indicated that the grammar lessons are mainly presented in form-focused and mechanical drills. They also said that their teachers do not use different techniques and strategies in grammar lessons. Thus, they do not get opportunities to express their feelings using the structures they are introduced.

4.4. Analysis of Classroom Observation

It was believed that this critical observation of the classroom was one of the best ways to get first-hand information to evaluate the process of teaching grammar. The observation was made in five sections. These five selected sections were observed in consecutive days in grammar lessons. Here only useful points which were relevant to the study were discussed

In this observation, 14 checklist items were prepared .Using this checklist, 5 EFL teachers were observed two times each.

The topic of the observation contains motivation of learners in teaching grammar, teaching using pictures and visual aids, conducting lesson using different kinds of techniques and strategies and engaging students' on lesson activities. These were among the important facilities that should be fulfilled in teaching learning process. In line with this, the researcher observed whether each teacher conducted teaching grammar strategies in his /her classroom or not. However the result shows that teachers did not motivate their students to learn grammar using various techniques and strategies to develop their grammatical skills. Besides, majority of the teachers did not frame instructional activities to teach grammar strategies. In addition to this, the major tool i.e. questionnaire was made on teachers in teaching grammar strategy and the result of the questionnaire shows that majority, 4 sections did not used the appropriate grammar strategies. The researcher's observation result has shown that in almost all the observed classrooms the sitting arrangement was found to be traditional as this is the other factor in hindering the grammar lessons in the classroom.

In most of the observed classes there were no sufficient facilities. However, two of the observed classrooms were better in their arrangement and occupied with different facilities and teaching

aids decorated. With respect to teaching different kinds of technique and strategies the observation checklist item (E) indicates that majority (3) teachers in (3) sections did not let their students to practice English grammar inductively. Generally most of the observed teachers did not use different techniques and strategies when they teach grammar lessons; they treat learners on form and meaning than giving in grammatical activities. Learners were not given time to make practice in the grammar activities. Teachers were not able to motivate the students to write and speak freely after they have introduced certain grammar points. Teachers gave clear instruction and clarification for learners in grammar activities but did not use written or oral contexts to produce relevant information. In this classroom observation, the researcher did not almost observe the teachers when they used the appropriate techniques and strategies what is expected to be implemented in EFL classrooms.

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

As mentioned in chapter one, this study was mainly concerned with exploring the practice teaching grammar at classroom level. The study was conducted at Getachew Azenaw Secondary School in grade 10. 113 respondents were taken as the subject of the study. The study tried to give answers to 3 questions. These include: What are the techniques used by teachers in implementing the practice of teaching grammar? What are the reasons behind teachers' use of their preferred strategies to teach grammar? And third, what is the gap between the expectations set for teachers and their actual implementation of teaching grammar?

The data obtained through the questionnaire was analyzed and interpreted quantitatively using descriptive statistics such as frequency and percentage. And the Classroom observation was analyzed qualitatively.

5.2 Major findings

Based on the analysis, the following main findings were discovered:

Though few teachers practiced teaching grammar inductively, the finding shows that almost all of them didn't use different techniques and strategies in implementing teaching grammar in EFL class rooms as intended. In addition, the teachers' preferred strategies to teach EFL grammar lessons in their classrooms were deductively (explicitly) because of large class size, time constraint (40 min) and lack of training on how to teach grammar effectively and the classroom observation also disclosed that there was a gap between the expectations set for the teachers and their actual implementation of teaching grammar in their EFL classrooms. What they were expected to implement teaching grammar in their classroom was inductively (implicitly) but most of them applied teaching grammar deductively.

The major findings were further confirmed by the following findings:

- Getachew Azenaw secondary school teachers didn't use the appropriate techniques and strategies to implement grammar lesson in their class rooms.

- Teachers did not give due attention for production during grammar lessons.
- Teachers never implemented the grammar lessons inductively.
- Presenting grammar by teachers in meaningful context was given less attention.
- Students were hardly made involved in grammar lessons classroom.
- Students were not encouraged to express their ideas freely in relation to the structure they were introduced.
- Students' responses show that teaching grammar to use the language was not effective and sufficient.
- Teachers were not able to use teaching grammar properly due to lack of time, large class size and interest of students towards learning grammar.

5.3. Conclusions

Based on the finding of the study the following conclusion was made:

Teachers are expected to use teaching grammar to boost students' academic achievements. They must be committed to help students' learning progress and to engage them in various activities. However, the finding of the study revealed that at Getachew Azenaw secondary school, teachers didn't use the appropriate techniques and strategies to implement grammar lesson in their class rooms. According to the study, teachers should have used teaching grammar in their class rooms. Nevertheless, they did not give due attention for production during grammar lessons. This implies that teachers were not able to use different techniques such as visual aids, and pictures to increase their learners' competence towards grammar teaching. They also didn't apply teaching grammar inductively. They present grammar with detailed explanations, presenting in meaningful context is given less attention.

The education and training policy highly encourage teachers to practice grammar teaching strategies actively in their class rooms. However, students were not motivated to express their ideas freely in relation to the structure they were introduced. Finally, teaching grammar to develop the skill of the language was not effectively and sufficiently given to the learners. Students believe that the knowledge of grammar helps them to improve their language skills, the way grammar was thought did not encourage them to use the language properly. They indicated that the grammar lessons were mainly presented in form focused and mechanical drills.

5.3. Recommendation

Based on the finding of the study and the conclusion, the following recommendations were provided:

- English language teachers of Getachew Azenaw secondary school should use various appropriate techniques and strategies to implement teaching grammar in their EFL classrooms so as to help their students to have a clear and sufficient understanding in the language.
- To introduce grammar structure, teachers should use oral and written authentic materials. They should also allow students to discover the structure on their own by contextualizing the lesson.
- The government should employ adequate teachers to minimize the large class size that hinders teaching learning grammar. In addition, teachers should be given long and short training on how to teach English grammar lessons.
- Teachers should know the techniques and strategies of teaching English grammar for the learners to develop their grammar lessons by reading different reference books in order to enhance their knowledge on teaching the language.
- Teachers should motivate their students to practice the given grammar lessons by giving various activities in the classroom.

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Appendix A: Questionnaire for Teachers

This questionnaire is designed to gather information about the exploration of the practice of teaching grammar in English language class rooms at Welkayt Wereda, Getachew Azanaw Secondary School in Grade 10. The questionnaire is one of the instruments which the researcher uses to collect the required data for his MA Thesis in the teaching of English as a Foreign Language (TEFL). Your genuine and honest response to the questionnaire is worthwhile.

Thus, you are kindly requested to read the questions carefully and give your responses to each question. I am extremely grateful for your cooperation.

Thank you in advance

I. Personal information

- A. Qualification _____ major _____ minor _____
- B. Work experience as English teacher _____
- C. Grade level you teach _____
- D. Load in a week _____
- E. Average number of students in a class _____
- F. Sex F M

II. Choose or briefly write down your response to the following questions.

- 1 Are you frequently implementing CGT techniques and strategies in your EFL classroom to make grammar lesson clear and understandable?
2. If your answer for the above question is 'yes' how? If 'No' why?
3. In what way do you think students learn the language better?
- A. consciously understanding grammar
- B. Engaging them in activities which are personally meaningful to them.

4. What do you think your students benefit from learning grammar?
- A) Know the rule of the language and explain it.
 - B) Learn to identify grammatically correct sentences from the incorrect ones.
 - C) Learn to communicate at least through writing and speaking in situations.
 - D) Mention if any_____
5. How do you often make grammar lessons more clear and understandable to your students?
- A) By providing detail explanation about them.
 - B) By using short language pattern (e.g. simple past is formed by 'subj. +V2+obj.')
 - C) By using mother tongue language (translation)
 - D) by showing their meanings with the contexts in which they can be used.
 - E) Mention if any: _____
6. How do you examine that your students get clear understanding of a grammar lesson?
- A) By letting them identify a sentence containing wrong grammar.
 - B) By letting them explain the language pattern in focus briefly.
 - C) By letting them produce their own sentences based on the lesson.
 - D) Explain if any _____.
7. When you teach grammar, it chiefly focuses on:
- A. The language pattern, rules or structure.
 - B. The meaning of the language item.
 - C. The meaning and context at which the language item is best used.
 - D. Other, specify_____

III put a tick (√) mark using: Strongly agree, Agree, Uncertain, Disagree and Strongly Disagree concerning grammar teaching

No	Statement	Alternatives				
		SA	A	UN	DA	SDA
8	The knowledge of grammar helps learners communicate efficiently and effectively					
9	We learned our first language without overt studying grammar. Thus, there is no reason to study grammar when we learn L2.					
10	We should discuss grammar explicitly					
11	Using a variety of techniques in grammar teaching enables learners to use the language communicatively					

iv. Put a tick (x) mark the techniques you use when you teach grammar and indicate the most appropriate rating scale for each of the given item. (Responses are given using rating scale: Always, Sometimes, Rarely and Never).

Item No12	How often do you use the following techniques and strategies to present grammar?	Frequency			
		always	sometimes	Rarely	Never
A	Detailed explanation				
B	Offering students grammar rule first with examples				
C	Make students discover grammar rules by themselves				
D	Using contexts and situations such as pictures, objects, actions to convey meaning of structure				
E	Present it through reading text				
F	Present it through short guided dialogue				
Item No13	How often do you use the following activities and techniques to practice grammar?	Frequency			
		always	sometimes	Rarely	Never
A	Mechanical drills				
B	Substitution table				
C	Transformation drills				

D	Conversion drills				
E	Meaningful activities				
F	Information gap activities				
G	Problem solving activities				
H	Games				
I	Role plays				
J	Offer students individual work				
K	Offer students pair work				
L	Offer students small group work				
Item No14	How often do you_____	Frequency			
A	Make students write and speak on the grammar items which they have been introduced?	always	sometimes	Rarely	Never
B	Motivate students to use grammar items to say something about themselves?				
C	Encourage students to produce their own feeling on the target structure?				
Item No15	When your students make grammar mistakes, how often do you_____	Frequency			
		always	sometimes	Rarely	Never
A	give your students a chance to correct themselves				
B	Invite other students to correct it				
C	Correct it immediately				
D	Tolerate it				

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Appendix B: Students' Questionnaire

Dear Students,

This questionnaire is designed to gather information about the exploration of the practice of teaching grammar in the English language class room at Welkayt Wereda, Getachew Azanaw Secondary School in Grade 10. It is to explore how effectively the teaching learning of grammar in English classes takes place. Therefore, your genuine and honest response to the questionnaire is worthwhile. You are kindly requested to answer each question. The information will be kept strictly confidential, and will not be used to assess you in anyway. I am grateful for your cooperation.

Thank you in advance!

I. Personal information

A. School _____

B. Grade and section _____

C. Age _____

D. Sex _____

E. Number of languages you can speak_____

II. Put a tick () mark using Strongly agree, Agree, Uncertain, Disagree and strongly Disagree concerning grammar learning

Item NO	Statement	Alternatives				
		SA	A	UC	DA	SDA
1	You need to know the grammar rules to apply them in speaking and writing					
2	The knowledge of grammar helps you to communicate efficiently and effectively					
3	We learner our first language without overtly studying grammar. Thus, there is no reason for us to study grammar when we learn Englis					
4	Learning grammar is interesting					
5	It is very important to know form, meaning and use of grammar structure in language learning					
6	Learning grammar at discourse levels is boring					
7	After you introduced and practiced a new grammar structure you talk and write in an involved way					
8	Most grammar exercises in the new textbook motivate learners to express their own idea					

Put tick (✓) mark the strategies that your teacher uses to teach you and indicate the most appropriate rating scale for each given item you practice during grammar learning (Always, Sometimes, Rarely, and Never)

Item No11	Grammar lesson is presented_____	Frequency					Never
		Always	Sometimes	Rarely	Never		
A	Using sentences in isolation						
B	Deductively (explicitly)						
C	Inductively (implicitly)						
D	using short guide dialogues						
E	using actions and convey meaning of a structure						
F							
G							
H							
Item No 12	How often do you use the following activities and strategies in the teaching learning of grammar						
A	Substitution						
B	objects Conversion drills						
C	Role play						
D	Games						
G	Group work activities						
H	Pair work activities						
I	Individual work						

ሓባሪ ለ

አዲስ አበባ ዩኒቨርሲቲ

ማህበራዊ ሳይንሳትን ቋንቋታትን ናይ እንግሊዝኛ ቋንቋን ስነ-ፅሑፍን ክፍሊ ትምህርቲ

ክቡራት ተማሃሮ እዚ ቃለ መሕትት ብትምህርቲ ክፍሊ ቋንቋ እንግሊዝኛ ዝተዳለወ አብ ወልቃይት ወረዳ 2ይ ብርኪ ቤት ትምህርቲ ጌታሆው አዘናው 10ይ ክፍሊ አብ ዘሎ ናይ

ሰዋስው ከይዲ ምምሃር ምስትምሃር አፈፃፀም መረዳእታ ንምሰብሳብ ተሓሲቡ ዝተዳለወ እዩ። ንእንግሊዝኛ ቋንቋ ሰዋሱው ምምሃር ውፅኢታማ ብዝኸነ መንገዲ ንምምሃር እዩ። ስለዚ ነዚ ቃለ መሕትት ንአወንታዊ መልስኩም ዋጋ ዘለዎ እዩ ። ሕድሕድ ሕቶ ንክትምልሱ ብሃነደበተ ተጠይቅኩም አለኩም። እዚ መረዳእታ ብምስጢር ይተሓዝ። ከምኡ እውን ብማንም መንገዲ ንግኩም ገምጊሙ ድክመትኩም አብ ስራሕ ንምውዓል ወይ ንምንኣኣስ አይኮነን ንእትገብሩለይ ምትሕብባር አቀዲመ የመስግን

1.ናይ ግ ሊ መረዳእታ

ሀ ቤት ትምህርቲ-----

ለ ደረጃ ትምህርትን ክፍልን-----

ሐ ዕድሙ-----

መ ፆታ-----

መምርሒ- 1 ነዚ ዝስዕብ ሕቶ ብውኑ ብምንባብ መልሱ

1. ንምንታይ ኢኩም ሰዋስው ትማሃሩ?

ሀ ናይ ሰዋሱው ሕግታት ንምብርህራህን ንምርዳእን

ለ ንምርድዳእ እትጥቀምሉ ንምምሃር

ሐ ፈተና ንምሕላፍ

መምርሒ- 2 ሰዋሱው ብዘሓሸ መንገዲ እትመሃሩ መፃዝ ይመስለኩም?

ሀ ብግልፂ መብራህርሂ እንትወሃቡ

ለ ምስላታት ብምጥቃም ሕግታት እንትረክብ

መምርሒ-3 ናይ ሰዋሱው ትምህርቲ ብዝምልከት፡ ብጣዕሚ እስማዕ ማዕ

እስማዕማዕ ርግፀኛ አይኮነኩን አይስማዕማዕን ብጣዕሚ አይስማዕማዕን

አብ ዝብል ናይ ራይት ምልክት()ግበሩ

ቁፅሪ	ምሉእ ሓሳብ	ብጣዕሚ እስማዕማዕ	እስማዕ ማዕ	ርግፀኛአይኮነኩን	አይስማዕ ማዕን	ብ/አይስማዕ ማዕን
3	ብዝርርብን ብፅሑፍን ንምትግባር ናይ ሰዋሱው 3ሕግታት ምፍላጥ የድሊ					
	ናይ ሰዋሱው					

ፍልጠት ተማህሮ ብብቃቶችም ውሳኔነት ብዝሃነት መንገዱ ንክረዳድኡ ይሕግዝም						
ሰዋሰውበዘይ ምቁራፅ እንተይ አፅናፅናናይ መጀመርያ ቋንቋና ክንመሃር ንክእል ኢና ስለዚ እንግሊዝኛ እንትንመሃር ሰዋሰው ነፅናዓሉ ምንም ምክንያተ የለን						
ሰዋሰው ምምሃርደስ በሃሊ እዩ						
አብ ውሽጢ ቋንቋ ናይ ሰዋሰው አወቃቅራ ቅርባ ትርጉሙን አጠቃቅማንን ምፍላጥ ብጣፅሚ አድላይ እዩ						
ብዝርርብ ደረጃ ሰዋሰው ምምሃር አሰልቻዊ እዩ ሓዱሽናይ ሰዋሰው አወቃቅራ እንተፈለጥኩ ም ከምኡውን ተግባራዊ እንተገይርኩም						

ብድሕሪ ተነጋገርኩም ብተግባራዊ መንገዱ ክትዕሕፉ ትክእሉ					
እብዚሓዱሽ ናይመምሃ'ሪ መፅሓፍኩም ውሽጢ እብዝሓ ናይ ሰዋሱው መልመድታት ተምሃሮ ናይ ባዕሎም ሓሳብ ንክገልፁ ዘለዓዓል እዩ					

መምርሒ 4 ናይ መምህርኩም ሜላ አመሃህራ ብዝምልከትነዞም
ዝሰዕቡ ሕቶታት ትክክለኛእዩ ኢልኩም ዝኣመንኩም'ሉ' መልሲ ናይ
(✓) ምልክት ብምጥ ቃም መልሱ::

ሕቶ 1	ም'ሉእ ሓሳብ	ኩሉጊዜ	ሓሓሊፉ	ብጣዕሚ ውስኝ ጊዜ	በፍፁም
	ብዕምቆት('ብግልፂ				
	ብዕምቀት(ብግልፂ				
	ንባብ ብምጥቃም				
	'ናይ ምድማ'ዕክእለት ዘዕብዩ ዕሑፋት ብምጥቃም				
	ትርጉም ብዘለዎም ኩነታትን ዓውዳዊ ፍታሕን ብምጥቃም				
	ሓፀርቲ መ'ምርሕታትብምጥቃም				
	ድርጊት ስእልታትን' ብምጥቃም ናይ ሓደ መዋቅር ትርጉም ብምትሕልላፍ				
12	እዞም ዝሰዕቡ ተግባራትን ስልትታትን ክንደይ ዝእክል ትጥቀምሎም? ስለ ሰዋሱውስ እናተማሃርኩም ዲኩም				
ሀ	ምትክካእ				
ለ	ናይአቁሒት ምልውዋጥ ልምድታት				
ሐ	ናይ'ስግግራት ትምህርትታት				
መ	ግዴካምዕዋት				
ሰ	ፆወታታት				
ረ	ፀገም'ፈታሕቲ ድርጊታት				

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Appendix C: Classroom Observation

The purpose of the classroom observation in this study is to check the answers which will be given by teachers and students in the questionnaires and interview, and to get real information directly. The blending of the questionnaire, the interview and the observation is believed to enrich the data gathered.

The activities will be recorded in the category of yes or no on the bases of whether they are performed in the classroom or not. Each of the four EFL teachers will be observed three times in grammar lessons.

Please mark a tick (√) in the column provided that correspond to the statement

Table 4 When the Grammar Lesson is presented-----

No	Item	Teacher 1				Teacher 2				Teacher 3			
		L 1		L 2		L1		L2		L1		L2	
		Y es	N o	Ye s	N o	Ye s	N o	Ye s	N o	Ye s	N o	Ye s	No
A	The teacher gives you clear instruction and explanation.												
B	Dose the teacher give time for students to practice in the grammar lessons?												
C	Dose the teacher motivate the learners to write and speak freely to produce relevant information in the grammar lesson												
D	Presented the lesson using pictures and visual												

	aids												
E	Used different kinds of techniques and strategies												
F	Integrated the grammatical patterns with language skills												
G	Students work individually, in pairs, in groups												
H	Used communicative activities												
I	Students are motivated to manipulate the grammatical exercises												
J	Students are encouraged to use the new grammar item to make meaningful sentences												
K	Does the teacher present grammar items with detailed explanation and give some examples?												
L	Grammars are presented deductively												
M	Grammars are presented inductively												
N	Used written and oral context or situations to produce relevant information												