

**Addis Ababa University
Institute of Language Studies
Department of Foreign Languages and Literature
(Graduate Program)**

**An Evaluation of the
Design and Implementation of Grammar
Practice Activities/ Exercises in Grade Nine**

By

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Abstract

The main objective of this study was to investigate the extent to which the grammar practice activities/ exercises in grade nine English textbook (Revised edition, 2005) are designed and utilized in such a way that they meet the principles of communicative language teaching (or the objectives of teaching English at grade nine). In other words, the purpose was to see the extent to which the grammar practice exercises are communicative or interactive. The study was particularly targeted at analyzing and evaluating the grammar practice activities/ exercises using the criteria: their relevance to the objectives of teaching English at grade nine, their suitability to students' interest and level, the emphasis given to the aspects of grammar (i.e. form, meaning and use), context, approaches (i.e. deductive or inductive), authenticity, the variety of the activities, their adequacy for practice and their grading. In addition, attention was given to the evaluation of the implementation (methodological procedures or options) of grammar practice activities/ exercises in EFL classrooms particularly in three secondary schools of Addis Ababa city Administration.

The required data for the study were gathered through the analysis of the grammar practice exercises in the textbook, questionnaires (teachers' and students') and classroom observations. To analyze and interpret the data, the researcher used both the qualitative and quantitative methods.

The findings of this study generally indicate that almost all the teachers present a new grammar item deductively in decontextualized separate sentences; the vast majority of the grammar exercises in the textbook are form-focused, individual activities and do not occur in contexts; communicative and inductive grammar exercises are almost non-existent. In addition, more than half of the students responded that the exercises are difficult and not interesting to them. Classroom observations also indicated that class time was dominated by teacher-fronted mode of teaching, while pair and group work activities were rarely used in most of the classes observed. Therefore, the students were not given the opportunity to interact among and between them. Due to this, it was generally concluded that the design and the implementation (or performance) of the grammar practice exercises are not in harmony with the insights gained from the theories and practices of the communicative language teaching (CLT). In other words, the grammar exercises are not found to be meaningful and communicative activities as it was claimed by the textbook writers.

Finally, it is recommended that the Ministry of Education, textbook writers, teacher trainers and teachers should exert a maximum effort for designing communicative grammar tasks and for conducting workshops, seminars and other forms of training on the presentation and practice of a grammar point.

CHAPTER ONE

Introduction

1.1 Background of the Study

In the history of language teaching, grammar was viewed differently at different times. Grammar was defined as a list of do's and don'ts, rules that tell us we should say this one, not that one. Thus, it was believed that grammar learning took place through the process of verbal 'habit formation' and then teachers were expected to conduct pattern practice drills of various types: repetition, transformation, question and answer, etc. In this approach, habits were established through stimulus-response conditioning, which led to the 'over learning' of the grammatical patterns of language.

With the rise of generative grammar, this view was replaced by the view that looked at grammar as "an objective description of a language as it is actually spoken by native speakers with no comment concerning correct versus incorrect forms" (DeCarrico and Larsen-Freeman, 2002:19). Hence, language was viewed as a system of rules and thus grammar learning was seen to take place through a process of 'rule formation', which itself was brought about when students formulated, tested and revised hypotheses about grammatical structures in the target language. Thus, students were seen to play a much more active role in the classroom than they had earlier. Consistent with this perspective, students' errors were not to be feared, but rather welcomed as evidence that students were attempting to test their hypotheses and receive feedback, with which they could then revise hypotheses. In the classroom, students were given written grammar exercises; so, they could induce the grammatical rules that would allow them to generate and understand novel sentences (Bygate, Tonkyn and Williams, 1994; Batstone, 1995).

However, with the two views mentioned earlier, it was impossible to produce students who were communicatively competent. In other words, the students were found structurally competent but failed to use the structures (or forms) they learned outside their classrooms in the real-life communicative situations (DeCarrico and Larsen-Freeman, 2002; McDonough and Shaw, 2003). This problem was attributed to the kind of grammar activities (exercises) which were not contextualized and focused on sentence grammar.

With the shift toward a more communicative approach to language teaching, grammar is seen as having three interrelated (interconnected) dimensions such as morphosyntax

(form), semantics (meaning) and pragmatics (use) (Celece-Murcia and Larsen-Freeman, 1999). Here, grammar is viewed as not merely a collection of forms. Consequently, views of grammar learning changed once again. Krashen and Terrell (1983) held that grammar learning took place implicitly and most effectively when students' attention was not on grammar at all. In other words, they said that grammar was best learned subconsciously when students were engaged in understanding the meaning of the language to which they were introduced.

Nowadays, second language acquisition research makes clear to most researchers that some attention must be given to grammar by second language or foreign language learners. However, it is also clear that the attention to form should not come in the shape of decontextualized drills or isolated grammar exercises. If it does, little transfer to use in communication results. Furthermore, it is argued that learners will acquire the grammatical system according to their own internal syllabus and that teachers should pay less attention to structuring learning through imposing an external syllabus and more attention to facilitating learning by creating a classroom environment which is rich in varied input and which provides learners with opportunities to acquire language by performing a range of learning tasks (Hedge, 2000; Ellis, 2003)

1.2 Statement of the Problem

It is believed that students need to achieve not only a certain degree of formal accuracy but also need to use the structures meaningfully and appropriately as well. To this end, as Mosback (1984) points out, the Sri Lankan Ministry of Education has decided to make a heavily structured-based course more communicative because school-leavers in this country have shown a sound knowledge of structures but are increasingly unable to use English effectively in their daily lives. Therefore, material writers and teachers in Sri Lanka have been encouraged to move away from excessive drilling and individual working through of exercises to a more communicative pair work and group work.

In relation to this, Alamirew (1992) and Haregewoyin (1993) suggest that in order to enhance students' communication, materials should be prepared to teach grammar in a communicative way and thus grammar lessons should include games, role plays, simulations, pair works, group works, problem solving activities and information gap activities. Moreover, Petrovitz (1997) indicates that instead of presenting and practicing

grammar in a form focused way, teachers need to relate grammar to meaning and use. This means that students should be provided with situations or contexts that encourage them to ultimately use the rules in real life communication. With a similar view, Geremew (1994) suggested that the grammar consciousness-raising activities should be incorporated in the teaching of English in Ethiopia schools if the practice of grammar is to be more communicative. Moreover, Getachew (1984) indicated that an “intermediate approach”, which is based on the technique of creating communicative contexts for structural exercises, helps learners to cultivate the ability to associate linguistic forms with their use in different contexts. Thus, according to him, this approach facilitates meaningful and interesting language practice and hence by giving more student talking time, it promotes the confidence of students in using the language.

Similarly, since 1995 G.C., the Ethiopian Ministry of Education has been making efforts to prepare English textbooks for secondary schools based on the principles of communicative language teaching. Moreover, English teachers have also been trained to teach accordingly. Thus, the authors of grade 9 English textbook, which was published in 1996 G.C, claim that the textbook includes meaningful and communicative activities which could prepare students to communicate effectively in English at school, in everyday situations, and in the world of work. The authors of the textbook also indicate that care has been taken not merely to teach the form of the target structure. The various important uses of the structures are also demonstrated and discussed. They further note that the examples of the target structures are presented in separate sentences, in a short passage or in oral exchange. It is also claimed that the grammar exercises/activities are presented in context and situations to help students use the target structure meaningfully in pairs or groups.

However, according to the studies such as Girma (2005) and Tiglu (2008), Ethiopian secondary school students have failed to communicate their ideas, opinions and feelings in English either in classrooms or in their daily lives outside the classrooms. This low or poor language proficiency level of students may be attributed to the presentation of grammar points, the design of grammar exercises and their implementation in classrooms. Related to this, studies, such as Alemu (2004), Girma (2005) and Tiglu (2008), show that the analysis of grammar practice activities in grade 9 and 10 English textbooks (which were published in 1996) indicate that the majority of the grammar lessons are presented deductively and mechanical drills/exercises are more dominant

than meaningful and communicative activities. In addition, the results of these studies revealed that communicative grammar teaching at these grade levels is not effectively applied and the majority of the grammar lessons are not presented in meaningful contexts and situations. So, the students are not also encouraged to express their own feelings, attitudes, ideas and interests using the target structures; they are still given the grammar rules explicitly with one or two examples. They also do several mechanical drills after detailed explanations rather than meaningful and communicative activities. Therefore, teachers spend more time for their detailed explanations of grammar points and hence lessen the time for the practice of grammar points. In line with this, Girma's (2005) study indicated that the observed English teachers tend to concentrate on the form and rule of the grammatical structures, while paying little or no attention to the use and meaning aspects as proposed by the authors of the textbooks. In addition, according to him, there is clear disparity between the planned change in what and how to teach grammar in the current English textbooks and teachers' actual classroom practices. Moreover, these studies, in their rough evaluation of the design and implementation of the grammar practice activities/exercises in the textbooks which were published in 1996, claimed that the Ethiopian Ministry of Education prepared more communicative English textbooks which introduced some changes when compared to their predecessors. However, the studies also expressed that the textbooks published in 1996 were ineffective to go with the principles of communicative language teaching.

Again, the Ethiopian Ministry of Education has revised these textbooks in 2005 G.C. in order to make them more communicative. In addition, the English syllabus for grade 9 has listed the following objectives which students should achieve at the end of grade 9:

1. *Listen and respond to specific information*
2. *Use English effectively to ask questions about and discuss topics during the English lessons and in other subject lesson*
3. *Use English for social interaction when necessary*
4. *Read a wider range of English texts for information and enjoyment*
5. *Write compositions on a range of familiar topics*
6. *Complete a summary outline notes*
7. *Take a measure of responsibility for their own learning (2004:IV)*

Therefore, the purpose of this study is to evaluate whether or not the design of grammar practice activities in the revised edition of grade 9 English textbook and the implementation of these activities/exercises in classrooms go with the principles of communicative language teaching (or the objectives of teaching English at grade 9).

1.3 Objectives of the Study

It is known that the Ethiopian Ministry of Education has revised English textbooks for secondary schools in 2005 G.C. The authors of these textbooks have claimed that the textbooks have been prepared based on the principles of communicative language teaching and that hence students are encouraged to express their ideas, feelings, opinions and attitudes meaningfully and appropriately with correct grammar by using meaningful and communicative grammar practice activities or exercises. Therefore, this study has been carried out to ascertain these claims.

1.3.1 Main Objective

The overall objective of the study is to ascertain whether or not the grammar practice activities or exercises in grade nine English Textbook (revised edition 2005) are designed and implemented in such a way that they encourage students to use English communicatively for expressing their ideas. In other words, the aim is to see whether or not the practice of the target grammar is effective for achieving the objectives of teaching English at grade nine.

1.3.2. Specific Objectives

More specifically, this study tried to:

- i. Evaluate the grammar practice activities with respect to
 - ▶ their suitability for students' interest and level;
 - ▶ approaches (deductive or inductive);
 - ▶ emphasis to aspects of the target grammar (i.e. form, meaning or use);
 - ▶ the contexts in which they are presented;
 - ▶ adequacy, variety and grading for a particular grammar point;



- ▶ interactiveness (i.e. their proposed mode of classroom organization) and their authenticity.
- ii. Ascertain whether or not teachers are effective in playing their roles with regard to the presentation and practice of the target grammar.
- iii. Check whether or not students are active participants in doing grammar practice activities or exercises in their classrooms.

1.4 Significance of the Study

The results of this study may be useful to:

- A. Suggest ideas for textbook writers to develop grammar practice activities which are inductive, contextualized, more communicative and interactive
- B. Initiate teachers to prepare supplementary grammar exercises based on the needs and interests of their own students or when they feel that the activities in the textbooks are inadequate for practice
- C. Make teachers aware of the techniques and procedures used in introducing grammar practice activities and manipulating conditions during the practice stage of a grammar lesson for effective language development.
- D. Give ideas for textbook writers to prepare a variety of grammar practice activities which integrate aspects of a target grammar (i.e. form, meaning and use)

1.5 Limitations of the Study

Due to time and financial constraints, it was impossible to include more than three sample schools in the study. Thus, the study was based on only 34 English language teachers available in these schools. Again, only four sections of grade 9 from these schools were observed twice in consecutive periods of grammar lessons. Moreover, the analysis of the grammar exercises focused on the grammar exercises that are found in grammar sections of the textbook though the researcher thought that grammar has been integrated with other skills in the textbook. Similarly, the researcher could not use focused group discussion as an addition to the other data gathering tools in the study as the English teachers in these schools were very busy since it was a time for mid semester examination for grade 9 and model examination for grade 10.

CHAPTER TWO

Review of Related Literature

This chapter presents the theoretical background of the study and examines the available literature in the area that may help in analyzing the issues involved in the study. To this effect, the chapter is organized in to six sections. The first section deals with the rationale for using activities in language teaching and learning process. The second section presents the different definitions given to the word *grammar*. The third section focuses on the historical background of grammar teaching in different language teaching methods. The fourth section explains the principles that a language teacher should follow in the teaching of grammar. The fifth section discusses how the grammar component of a course book is designed and the underlying principles in doing so. Finally, the last section deals with the nature of grammar practice activities /exercises, types of grammar practice activities, the issues to be considered in designing grammar practice activities and the implementation (i.e. presentation and performance) of grammar practice activities/exercises in language classrooms.

2.1 Rationale for the Use of Tasks (or Activities) in Language Teaching and Learning Process

According to Krashen (1977), as cited in Johnson (1996), the essential requirement necessary for language acquisition to take place is the learner's 'participation in natural communication situations'. In line with this, Johnson (1996) comments:

Of course, the environment where this [language acquisition] is most likely to occur is the target language country, where the learner comes across the language in natural situations, and at least a degree of participation is likely. The classroom is a less favorable environment for this requirement to be met. But where the teacher's aim is to help facilitate acquisition by bringing about initial procedural representations, the road to follow is clear - the teacher attempts as far as possible to simulate in class the conditions under which natural acquisition will occur (P.131).

Although the classroom can never be like 'real life', adherents of 'natural' approaches (e.g Krashen, 1987) believe that classes should attempt to simulate 'real life' and dictate that this will be the best way of spending the restricted, admittedly inadequate resources classes do have. As Johnson (1996) points out, the basic strategy involved in attempting

to effect 'participation in natural communication situations' is clear-one tries to set up activities in which the students are involved in use of language.

Furthermore, the use of tasks in language classrooms will result in communicative acts that mirror those occurring outside the classroom. By doing so, tasks serve to create communicative contexts that foster language acquisition. As an addition to this, Ellis (2003) says:

... Through tasks, we can engage learners in the kinds of cognitive processes that arise in communication outside the classroom. These processes include top-down and bottom-up processing, noticing, negotiating meaning, lexicalized and rule-based production, scaffold production, private speech, and negotiating form. They involve the learner in attention to meaning and form in the context of using the L2 to achieve a communicative purpose. It is these processes, not the communicative acts themselves that create the conditions for acquisition to take place (P. 335-336).

By this, Ellis (2003) means that 'task' is seen not only as a tool for engaging learners in meaning-making but also as the ideal tool for achieving a focus on form. So, 'task' is used for creating the conditions for language acquisition.

In short, language learning is seen as a process that requires opportunities for learners to participate in communication where making meaning is primary and attention to linguistic form is secondary. Thus, the goal of language pedagogy is not just to provide opportunities for meaning-making but also to ensure that learners are motivated to attend to form-to notice new linguistic features in the input and to work with their interlocutors to construct new zones of proximal development (Ellis, 2003). This emphasizes that in the process of making meaning, learners need to attend to and become aware of linguistic form. Ellis (2003) also recommends that by manipulating the design features of a task and/or implementation procedures, learners can be encouraged to attend to form in the context of meaning. Then, tasks have to be designed, as Ellis (2003) suggests, in ways that will ensure a primary focus on meaning but also allow for incidental attention to form.

2.2 Definitions of Grammar

The word 'grammar' means different things to different people. For example, some scholars have defined it as follows:

- a "a set of rules specifying the correct ordering of words at the sentence level" (Nunan, 2003: 154).
- b "the rules by which we put together meaningful words and parts of words of a language to communicate messages that are comprehensible." (Bowen, Madsen and Hilferty, 1985:161).
- c "... chiefly a system of syntax that decides the order and patterns in which words are arranged in sentences" (Close, 1982: 13, quoted in Dickins and Woods,1988: 627)
- d "they (linguistic rules) combine with each other to form a system-grammar- which gives an explicit and exhaustive description of every sentence which goes to make up a language" (Smith and Wilson, 1979: 14, quoted in Dickins and Woods, 1988: 627).
- e "the grammar of a language consists of a set of rules which native speakers intuitively follow in the production of well-formed constructions" (Finch,2000:20).
- f "Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning." (Ur, P. 1988:4)
- g "There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who "knows grammar" is one who has mastered and can apply these rules to express him or herself in what would be considered acceptable language forms" (Ur, P. 1988:4).

In the above definitions, the term 'rule' is used. Finch (2000) gives an example of this rule: Knowing that regular verbs form their past tense by adding 'ed' is a rule of English morphology, and knowing that 'ed' may be pronounced as /t/, /Id/, or /d/, depending on the environment, is a rule of English phonology. According to this scholar, the term 'rule' has a special sense here: we tend to think of rules as externally imposed constraints which every one has to obey, like *Don't walk on the grass*, but linguistic rules are not of this kind. They are internal, as opposed to external, constraints and, as such, unconsciously present in the minds of native speakers. They are better understood as principles by which the language operates. Similarly, Bygate (1994) argues that the word 'rule' in the definition of grammar should be replaced by the word 'convention' and

defines grammar as "the conventions according to which lexical items, phrases and clauses are combined, their roles and relations are identified, in the communication of meanings" (P.239). In this definition, as Bygate (1994) notes, the term 'convention' is preferred to "rule", since conventions emerge through custom, whereas rules are formulated and applied.

Furthermore, as DeCarrico and Larsen-Freeman (2002) and other scholars note, grammar is also viewed differently by prescriptive grammars. For them, the term 'grammar' suggests a list of do's and don't's - rules that tell us what is right and what is wrong (e.g. say 'it is I', not 'It is me'). Here, grammar may also be seen as "the rules of grammar found mainly in written language", for example, rules that label sentence fragments as incorrect even though they are often found in spoken language (for example, 'working on a term paper' as a response to the question 'what are you doing?'). Thus, in this approach, there are rules that make distinctions between correct and incorrect forms. Likewise, this codifies certain distinctions between standard and non-standard varieties and often makes overt value judgments by referring to the standard varieties as correct, or 'good' English and the non-standard as incorrect, or 'bad' English.

On the other hand, for descriptive grammars (i.e., in generative transformational theory), grammar may mean "an objective description of the structure of a language as it is actually spoken by native speakers, with no comment concerning correct versus incorrect forms" (DeCarrico and Larsen-Freeman, 2002: 19). In this approach, no value judgments are made, but rather, the value-neutral terms 'grammatical' and 'ungrammatical' are used to distinguish between patterns that are well-formed, possible sentences or phrases in the language and those that are not. For example, *The cow ate the corn* is a grammatical sentence in English, but **Ate the corn the cow* is ungrammatical. (An asterisk indicates a form that is ungrammatical or inappropriate). Grammar in this sense consists of syntax, which specify how words and phrases combine to form sentences, and rules of morphology, which specify how word forms are constructed (for example, present and past tense distinction: love, loved; number distinctions: word, words) and so on. In general, for linguists, a descriptive grammar may also be a more detailed look at language, including not only syntax and morphology but also phonetics, phonology, semantics and lexis (that is, vocabulary).

For applied linguists (i.e. pedagogical grammars), grammar is not merely a collection of forms "but rather involves the three dimensions of what linguists refer to as (morpho) syntax, semantics, and pragmatics" (Celce-Murcia and Larsen-Freeman, 1999: 4). In other words, grammar is seen as involving interrelationships among form (structure), meaning (semantics), and contextualization (pragmatics). This can be illustrated by means of a pie chart divided into equal parts labeled 'Form', 'Meaning' and 'Use'.

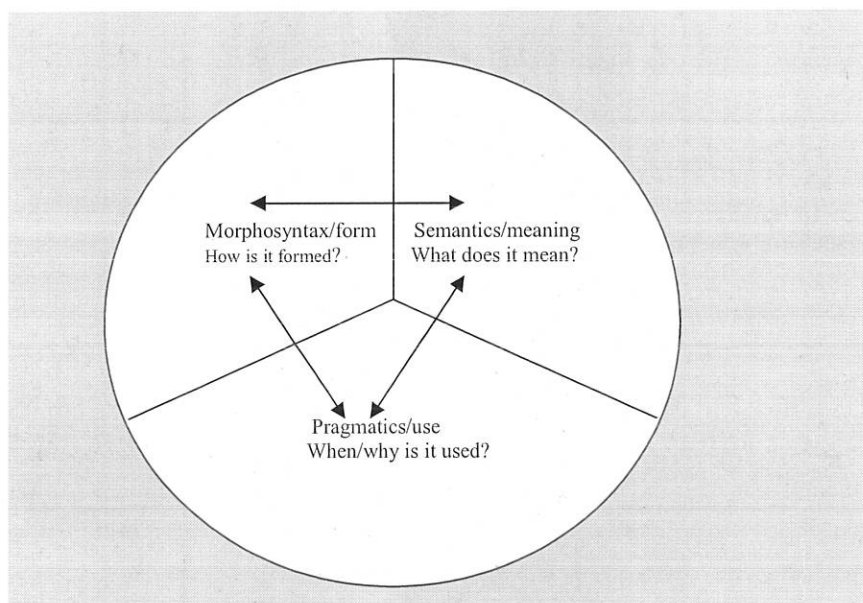


Fig.2.2. The Three Interconnected Dimensions of Grammar

Celce-Murcia and Larsen-Freeman (1999) feel that this pie chart is useful as a conceptual framework for teaching grammar as it serves as a reminder that learners need to achieve a certain degree of formal accuracy, but they also need to use the structures meaningfully and appropriately as well.

On their part, Tarone and Yule (1989: 67-68) further explain: "Grammatical competence involves knowledge about the phonological and grammatical structure, or form, of the language, and the ability to produce and understand those forms in speech and writing."

With a similar view, Dickins and Woods (1988) note what should be considered in the application of English grammar in producing utterances:

Whichever form one chooses, one must understand not only how words can be combined in certain patterns but also that there are choices to be made about which combinations to use. Further more, such choices are not made on a whim, but with the purpose of enhancing the message to be conveyed, so that its interpretation by the receiver will be not only accurate with regard to meaning but also made with an awareness of the attitude of the speaker (p. 628).

By saying this, they indicate how grammar is used in sending messages. They also further explained the role grammar plays in receiving messages. According to them, grammar is the resource available to indicate a number of elements crucial to the appropriate and accurate interpretation of utterances: (a) the relationship between the participants in an interaction, (b) the topic being discussed, (c) the time of the event, (d) the mood of the utterance(s), and (e) the attitude taken by the speaker. Furthermore, within grammar, there is constant interaction that brings all these functions together to allow a full interpretation of the message.

To summarize, the above definitions given to the word 'grammar' indicate that it is a word which is open to a number of different uses and interpretations. Some scholars limit its application to the domains of syntax and morphology while others use it in the larger sense in which it is seen to encapsulate the entire set of rules possessed by speakers: phonological, semantic, syntactic, morphological and pragmatical aspects (Finch, 2000). Further more, in recent years, the trend has been away from prescriptive and towards descriptive grammars. Thus, a pedagogical grammar resembles a descriptive grammar much more than a prescriptive one, especially in terms of the range of structures covered (Odlin, 1994, cited in DeCarrico and Larsen-Freeman, 2002:20). And while certain linguistic grammars tend to be narrowly focused, pedagogical grammars, as DeCarrico and Larsen-Freeman (2002) note, are typically more eclectic, drawing on insights from formal and discourse grammars, as well as work on corpus linguistics, discourse analysis and pragmatics. Therefore, as discussed above, we have seen that grammar has three interconnected dimensions (i.e., form, meaning and use). Because of this, in the teaching of grammar and in the design of communicative grammar, it should be noted that the aim is to help students not only produce grammatical structures that are formally accurate but also use them meaningfully and appropriately as well. Thus, the learning of grammar, as Ur (1988) says, should be seen in the long term as one of the means of acquiring a thorough mastery of the language as a whole, not as an end in itself.

2.3 Background to the Teaching of Grammar

It is known that changes in theories of the nature of language and language learning throughout history have brought changes in language teaching methods. As a result, focus on the teaching of grammar has also varied from time to time. This indicated that the place of grammar in the language classroom has had a rather checkered history.

Thirty-six years ago, language teaching and grammar teaching were synonymous in most language classrooms. The primary aim of teaching was to ensure that learners mastered the grammar, pronunciation and vocabulary of the language (Larsen-Freeman, 1986; Harmer, 1987; Rutherford, 1987; Prabhu, 1987; Roberts, 1998; Richards and Rodgers, 2001; Nunan, 2003))

Grammar-Translation, for instance, was introduced in the mid-nineteenth century and was a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language. Using this method, grammar is taught deductively- that is, by presentation and study of grammar rules, which are then practiced through translation exercises. However, this method was challenged in the 1950's and 1960s by the audio-lingual method, which is still very popular today and whose influence can be seen in a variety of drill-based techniques and exercises. This method was the first to be based on drill-based techniques and exercises. This method was the first to be based on a theory of learning-behaviorism, which viewed all learning as a process of forming habits, and on a theory of language-structural linguistics. In this method, teaching grammar rules is avoided. Instead, learners are helped to develop their skills through various kinds of drills and pattern-practice exercises. This is carried out by following this procedure: first, a dialogue is presented and memorized and then specific grammatical patterns are selected and become the focus of the various kinds of drill and pattern-practice exercises. (Richards, Platt and Weber, 1985; Richards and Rodgers, 2001; Nunan, 2003). In addition, grammar, as Roberts (1998) noted, is also taught inductively.

In the 1960s, behaviorism and structural linguistics were severely criticized as being inadequate representations of both the learning process and the nature of language. In place of behaviorism, psychologists proposed cognitive psychology while the linguist Chomsky developed a new theory called transformational-generative grammar. Both approaches emphasized thinking, comprehension, memory, and the uniqueness of language learning to the human species. Methodologists seized on the theories and developed a method known as cognitive code learning. This approach promoted language learning as an active mental process rather than a process of habit formation. Grammar was back in fashion, and classroom activities were designed that encouraged learners to work out grammar rules for themselves through inductive reasoning (Nunan,

2003). Furthermore, Chomsky, as cited in Richards and Rodgers (2001), argued that much of human language use is not imitated behavior but is created anew from underlying knowledge of abstract rules. Thus, sentences are not learned by imitation and repetition but 'generated' from the learner's underlying 'competence'. In relation to this, Richards and Rodgers (2001) expressed that there was a need for a view of learning that allowed for a conscious focus on grammar and that acknowledged the role of abstract mental processes in learning rather than defining learning simply in terms of habit formation. Consequently, practice activities should involve meaningful learning and language use and learners should be encouraged to use their innate and creative ability to derive and make explicit the underlying grammatical rules of the language.

In relation to this, Richards and Rodgers (2001) say,

For a time in the early 1970s, there was a considerable interest in the implication of the cognitive-code theory for language teaching... But no clear-cut methodological guidelines emerged, nor did any particular method incorporating this view of learning. The term 'cognitive code' is still sometimes invoked to refer to any conscious attempt to organize materials around a grammatical syllabus while allowing for meaningful practice and use of language (P.66).

The lack of an alternative to Audiolingualism led the 1970s and 1980s into a period of adaptation, innovation, experimentation, and some confusion. Several alternative method proposals appeared in the 1970s that made no claims to any links with mainstream language teaching and second language acquisition research.

A number of these methods were based on a humanistic approach to education. These methods emphasized the importance of emotional factors in learning, and proponents of these methods believed that linguistic models and psychological theories were less important to successful language acquisition than emotional or affective factors. They believed that successful learning would take place if learners could be encouraged to adopt the right attitudes and interests in relation to the target language and target culture. The best known of these methods were the silent way, suggestopedia, community language learning, counseling-learning and Total Physical Response. These methods attracted some interest at first but have not continued to attract significant levels of acceptance. The best introduction to humanistic learning within language education is Stevick (1997). Stevick became interested in humanism after he observed both audio-lingual and cognitive code learning in action. He concluded that particular classroom

techniques mattered less than establishing the right emotional climate for the learners. Other proposals since then have reflected developments in general education and other fields outside the second language teaching community, such as whole language, multiple Intelligences, Neurolinguistic programming, competency-Based Language Teaching and Cooperative Language Learning (Richards and Rodgers, 2001; Nunan,2003).

In the 1970s, a series of investigations were carried out that had (and continue to have) a great deal of influence on methodology. These came to be known as the morpheme order studies. These investigations set out to examine the order in which certain items of grammar were acquired. Prior to this, it had been assumed that the learners' first language would have a strong influence on the order in which grammatical items were acquired. It was also assumed that if a teacher taught a given item on a given day (and it was taught well), it would have a strong impact on what was learned. The researchers concluded from their investigations three significant points: one, that there was a 'natural order' in which grammar was acquired, i.e. learners from very different language backgrounds (Spanish and Chinese in the first instance) appeared to acquire grammatical items in the same order; two, that this order did not reflect the order in which items were taught, i.e., this order differed from the order in which items were taught in class and three, that the natural order could not be altered by instruction. In addition, the researchers came up with a surprising result that knowing a rule was no guarantee that the rule could be used for communication (Dulay and Burt 1973, 1974; Krashen, 1981, 1982, cited in Nunan, 2003).

As a result of their investigations, researchers concluded that acquisition orders were determined by the nature of the language to be learned, rather than through a contrast between the first language and the target language. The fact that individual grammar items appeared to be impervious to instruction, along with the fact that many learners could state rules, but then violated those very rules in communication, led to the notion that grammar instruction was of limited value. Stephen Krashen argued that grammar teaching led to conscious learning, where as what was wanted was subconscious acquisition. He went further in suggesting that grammar instruction was unnecessary for the acquisition of a second language. (Nunan, 2003).

More recently, the consensus seems to be that some form of grammar instruction is useful. For example, two researchers recently wrote:

Our view is that some degree of carefully timed and delivered focus on form is likely to be appropriate in most cases of L2 learning difficulty.... We believe that leaving learners to discover form-function relationships and the intricacies of a new linguistic system wholly on their own makes little sense. This does not mean, however, that we advocated a constant focus on all forms for all learners all the time (Doughty and Williams, 1998:11, quoted in Nunan, 2003).

The second development that had an important influence on the course of language teaching was a rethinking of the nature of language itself. Rather than being viewed as a set of linguistic systems (i.e., as interlocking sets of grammatical, lexical, and phonological rules), it was seen as a tool for communication (i.e. as a tool for expressing meaning). This reconceptualization led directly to the development of communicative language teaching. According to one of the researchers mentioned above, the implications for the classroom were clear: it was not necessary to drill grammar. All that was needed in order to teach another language was to 'engage learners in "natural" communicative tasks that were roughly pitched at their level of proficiency (Krashen and Terrell, 1983).

In the earliest version of Communicative Language Teaching, meaning was emphasized over form, fluency over accuracy. This reconceptualization also led to the development of differentiated courses that reflected the different communicative needs of learners. This needs-based approach also reinforced another trend that was emerging at the time—that of learner-centered education (Nunan, 1988)

In recent years, the broad approach known as CLT has been realized methodologically by task-based language teaching (TBLT). In TBLT, language lessons are based on learning experiences that have non linguistic outcomes, and in which there is a clear connection between the things learners do in class and the things they will ultimately need to do outside of the classroom. Such tasks might include listening to a weather forecast and deciding what to wear, ordering a meal, planning a party, finding one's way around town and so on. In these tasks, language is used to achieve non language outcomes. For example, the ultimate aim of ordering a meal is not to use correctly formed wh-questions, but to get food and drink on the table (Nunan, 2003).

Nunan (2003) also adds the empirical studies stated below:

...the insights provided by Krashen and others did help to advance the field, and many of his suggestions have found their way in to current methodological approaches. Out of the research just cited grew the question: what kinds of communicative tasks seem most beneficial for second language acquisition? A great deal of research has gone into this question in the last fifteen years. While results from this research are varied, one characteristic that seems particularly beneficial is required information exchange tasks. These are tasks in which two or more learners, working in pairs or small groups, have access to different information. This information needs to be shared in order for the task to be completed successfully... It is hypothesized that required information exchange tasks force students to negotiate with each other and this is healthy for language development because it "pushes" the learners to reformulate and extend their language (P.8).

However, subsequent research has demonstrated that a grammar focus in class does seem to be beneficial for most learners. The idea that says "as teachers all we need to do is to create opportunities for learners to be immersed in and to communicate in the target language and it is unnecessary to focus on form at all" is under question. Work carried out in immersion classrooms in Canada and elsewhere has shown that when a focus on form is entirely absent, the learners do not develop an adequate mastery of certain grammatical features. (Nunan, 2003).

Two recent related trends in language teaching are focus on form (Doughty and Williams, 1998), and Consciousness-raising (Fotos and Ellis, 1991). Focus on form refers to the practice of explicitly drawing students' attention to linguistic features within the context meaning-focused activities. In other words, communication comes first, and a focus on form comes second. The advantage of this reorientation is that "the learner's attention is drawn precisely to a linguistic feature as necessitated by a communicative demand" (Doughty and Williams, 1998:3). Learners are therefore more likely to see the relationship between language form and communicative function.

Consciousness-raising is a type of focus-on-form approach to grammar teaching. According to Larsen-Freeman (2001), these exercises do not require students to produce the target structures. Instead, students are made aware of the target grammatical item through discovery-oriented tasks.

Furthermore, Tarone and Yule (1989) briefly explore how grammatical competence was viewed by different language teaching methods at different times and comments as follows:

For the ancients, grammatical knowledge seems to have been demonstrated by the ability to state a series of rules... Even today, there seem to be some learners who approach the task of second language learning as one in which the ability to state grammatical rules is the perceived goal. Unfortunately, this kind of explicit knowledge about the language does not necessarily guarantee ability to use the language with grammatical accuracy. (P.69-70)

2.4 Principles for Teaching Grammar

Nunan (2003: 158-160) has listed and explained the three principles a language teacher should follow in teaching grammar:

A. Integrate both Inductive and Deductive Methods into Your Teaching

In the deductive classroom, the teacher gives a grammatical explanation or rule followed by a set of exercises designed to clarify the grammatical point and help the learners master the point. In deductive teaching, you work from principles to examples. Inductive procedures reverse this process. In inductive teaching, you present the learners with samples of language and, through a process of guided discovery, get them to work out the principle or rule for themselves.

So, which is better, deductive or inductive teaching? The answer is- it depends. It depends on the grammar point being taught, and the learning style of the student. Some learners appear to learn more effectively through a deductive approach, others appear to do better through an inductive approach. With regard to this, Nunan (2003) says the following:

In my own teaching, I try and combine both approaches. There are times when I will introduce a grammar point deductively and other times when I use an inductive approach. I know which approach most of my students prefer-deduction, I suspect because it requires less mental effort. I prefer induction because I believe that it demands greater mental effort and that this will result in more effective learning in the longer term (P. 158).

Therefore, the disadvantage of an inductive approach is that it takes more time for learners to come to an understanding of the grammatical point in question than with a deductive approach. However, inductive techniques appear to result in learners retaining more of the language in the long term.

With regard to these two types of exercises, Fortune (1992) has explained that in deductive exercises, students study grammar rules before applying these rules in doing

exercises whereas in inductive exercise, students are provided with specific language data to be used as a basis for the discovery of rules by the students themselves. Hence, this author believes that inductive activities engage the brain rather more than many familiar, mechanical, deductive exercises, and that the extra challenge motivates many students.

In line with this, Harmer (1987: 39) asserts that "Encouraging students to discover grammar for themselves is one valuable way of helping them to get to grips with the language" and that "the use of discovery techniques can be highly motivating and extremely beneficial for students' understanding of English grammar."

On top of that, Lewis (1986: 165, as quoted in Fortune, 1992: 161) claims that:

All learning theory suggests that those things we discover for ourselves are more firmly fixed in our minds than those which we are 'told' In place of blind 'learning', the emphasis is moved to the process of exploration which leads to genuine understanding.

B. Use Tasks that Make Clear the Relationship Between Grammatical Form and Communicative Function

Many grammar-based courses are relatively ineffective because they teach grammar as an abstract system, present the language as isolated sentences, and fail to give learners a proper context for the grammar point. Teaching was largely limited to the form of the new grammatical item. For example, when the passive voice was introduced, typically students were given a list of sentences in the active voice ("The boy broke the window." "The dog bit the man," etc.) along with a model of how to form the passive ("The window was broken.") The task for the students was to turn the active voice sentences into the passive. Such a procedure does not give students any insights into the communicative contexts in which they should use the passive rather than the active voice.

However, the solution proposed by some-do away with teaching grammar altogether-is no solution. The solution is to present the grammar in a context that makes clear the relationship between the grammatical form and the communicative function. For example, when teaching the passive voice, show WHY the passive voice is used-to place the emphasis on the action rather than the doer, to hide the identity of the doer, etc.

C. Focus on the Development of Procedural Rather than Declarative Knowledge

In the field of language learning, declarative knowledge is knowing language rules. Procedural knowledge is being able to use the knowledge for communication.

Most of us who have been teaching for any time at all know learners who can give a more-or-less standard textbook explanation of a grammatical rule or principle, but who violate the rule when using language communicatively. Nunan (2003) has provided us with the following example:

*.... I have students who can tell me that you have to put an S on the end of the verb when making third person singular declarative statements. When making such statements themselves, however, more often than not, they leave off the S. These students have declarative knowledge (they can state or declare the rule), but not procedural knowledge (they can't or don't use the rule when using the language to communicate)
(P. 160).*

There are also learners who have procedural but not declarative knowledge. In fact, the vast majority of native speakers fall into this category. Unless they have studied grammar formally, few native speakers can state the rule for third person S.

While declarative knowledge can facilitate the development of procedural knowledge, it is not a necessary and sufficient condition for the development of such knowledge. Students need to develop mastery of target language items, not by memorizing rules, but by using the target items in communicative contexts. This learning through use or learning by doing principle is one that has come to us through the approach to education known as experientialism.

2.5 The Design of the Grammar Component of a Course book

The design of the grammar component of a course depends on our views or assumptions about grammar and its teaching and learning. In other words, the methods or approaches that we advocate in language teaching will determine how grammar should be designed in a course book. That is to say, when there is a focus on language accuracy, the grammatical items will be used as the major organizing elements in the course design. However, if we are concerned with language as communication, then our primary focus will be on the purposes for which the language is being used and our secondary task will be to choose the forms to express those purposes (Hedge, 2000). Byrd (1994), on his

part, recommends that writers of grammar textbooks need to base their work on a combination of theory and practical knowledge of the language-teaching classroom, meeting the needs of both teachers and students.

Thus, as Richards and Rodgers (2001) point out, the role of instructional materials within a functional/communicative methodology might be specified in the following terms:

1. *Materials will focus on the communicative abilities of interpretation., expression and negotiation*
2. *Materials will focus on understandable, relevant, and interesting exchanges of information, rather than on the presentation of grammatical form.*
3. *Materials will involve different kinds of texts and different kinds of media, which the learners can use to develop their competence through a variety of different activities and tasks. (Richards and Rodgers, 2001: 30)*

In addition to this, Dickins and Woods (1988) have said that the rise of the notional /functional/communicative curriculum has sometimes been accompanied by a devaluation of grammar as one of the organizing principles in commercially available language-learning materials. However, Ellis (2003) criticized such recently designed courses as follows:

... there are few courses that are organized entirely around tasks but many that utilize more traditional designs involving the presentation and practice of discrete linguistic features with tasks providing opportunities for their free production. In other words, 'task' has generally been used not as the organizing principle of courses but as a methodological device for implementing the final step of a well-established methodological sequence, i.e., PPP (or presentation practice and production), in linguistically organized courses (P.320)

On the other hand, the selection and sequencing of grammatical items in a course have been found challenging and difficult. With regard to this, Hedge (2000) has pointed out that in any course design which attempts to present and sequence linguistic items as a way of organizing learning, two types of linguistic comparison have been useful in suggesting appropriate grammatical items to be selected and sequenced in a course. The first is between the learner's native language and the target language, and is known as contrastive analysis. The second is the learner's inter-language and the target language and is known as error analysis. Nevertheless, as Hedge (2000) indicates, the ELT course design based on these two comparisons has been criticized because of the fact that the

aim of grammar learning will be on accuracy rather than the other dimensions of grammar. Besides, contrastive analysis as a method of predicting difficulty for students is not dependable.

As noted earlier, it has been clear that using grammatical items as an organizing element in a course design has its own limitations. On the other hand, it is also more problematic to make the functional dimension primary in a syllabus for elementary students for, unlike grammatical items, functions are not amenable to sequencing. This means that it is much harder to apply a simple to a more complex order to functions (Hedge, 2000).

2.6 Grammar Tasks/Exercises

According to Richards and Rodgers (2001), differences among methods at the level of approach manifests themselves in the choice of different kinds of learning and teaching activities in the classroom. Teaching activities that focus on grammatical accuracy may be quite different from those that focus on communicative skills. Activities designed to focus on the development of specific psycholinguistic processes in language acquisition will differ from those directed toward mastery of particular features of grammar. Richards and Rodgers (2001) further illustrate that the activity types that a method advocates often serve to distinguish methods. For example, Audiolingualism uses dialogue and pattern practice extensively. The silent way employs problem-solving activities that involve the use of special charts and colored rods. Communicative language teaching theoreticians have advocated the use of tasks that involve an "information gap" and "information transfer"; that is, learners work on the same task, but each learner has different information needed to complete the task.

Thus, whatever language teaching methods/approaches we advocate, it is also believed that after the teacher's initial presentation and explanation of a structure, students need to be provided with practice exercises. These exercises are very useful for consolidating or facilitating the learning of the grammatical structures. According to Ur (1988), these kinds of exercises are given to students when students are assumed to have perceived the material and taken it into short-term memory but can not be said to have really mastered the structure yet. Moreover, Fotos and Ellis (1991) have explained that formal instruction and communicative language teaching can be integrated through the use of grammar tasks designed to promote communication about grammar. These grammar

tasks have two primary aims: to develop explicit knowledge of L2 grammatical features and to provide opportunities for interaction focused on an exchange of information. Thus, Fotos and Ellis (1991) have stated the importance of grammar tasks/exercises as follows:

... grammar tasks may contribute to L2 acquisition in two ways: they may contribute directly by providing opportunities for the kind of communication which is believed to promote the acquisition of implicit knowledge, and they may also contribute indirectly by enabling learners to develop the explicit knowledge of L2 rules which will later facilitate the acquisition of implicit knowledge (P.622).

We usually find in textbooks either 'communicative' activities designed to develop general fluency, or 'grammatical' exercises that are for the most part based on uninteresting manipulation of forms (Ur, 1988). Most traditional approaches to grammar teaching, as Ur (1988), Harmer (1991) and Hedge (2000) point out, are based on providing the learners with opportunities to use the target structure, first in controlled production and subsequently in free or communicative practice. As further explanation of this point, Ur (1988) has recommended that although at an early stage, we may ask our students to learn a certain structure through exercises that concentrate on virtually meaningless manipulations of language, we should quickly progress to activities that use it meaningfully. And even these activities will be superseded eventually by general fluency practice, where the emphasis is on successful communication and any learning of grammar takes place only as incidental to this main objective.

However, we feel most comfortable using a broadly communicative methodology in our teaching but are disappointed to find that our English textbooks include the grammar exercises which involve the manipulation of grammatical structures in uncontextualized isolated sentences. For example, Tarone and Yule (1989), expressing their dissatisfaction with these kinds of grammar exercises but supporting the necessity of communicative grammar tasks/exercises, argue as follows: "... we use our grammatical competence, in real life, to produce and to comprehend meaningful discourse, not to decide which item (from sets of alternative forms) will be correct in one single decontextualized test sentence after another" (P.71).

On the other hand, Ur (1988) expressed that the above kinds of grammar exercises are useful when the manipulated forms or structures are too complex to understand and to

use in utterances. She also suggested that such exercises should be included in textbooks to ensure the complete mastery of the grammatical structures by the students. Therefore she forwarded the question: Isn't it better for learners to absorb the rules intuitively through 'communicative' activities than to be taught through special exercises explicitly aimed at teaching grammar? and suggested the answer for this question as it is probably either a straight 'no' or at least a cautious 'not necessarily'.

Hence, supporting the inclusion of purely form-based grammar exercises in English textbooks, Ur (1988) says:

The fact that a Learning process is aiming for a certain target behavior does not necessarily mean that the process itself should be composed entirely of imitations of that behavior. In other words, ability to communicate effectively is probably not attained most quickly or efficiently through pure communication practice in the classroom- not, at least, within the framework of a formal course of study (P.5)

The quotation implies that if we want to develop the communicative abilities of students, our English textbooks should include not only 'communicative' activities but also grammar exercises which involve manipulation of forms/structures in uncontextualized isolated/single sentences.

2.6.1 Types of Grammar Tasks/ Exercises

Though it is difficult to classify grammar tasks (or exercises) neatly into categories according to a certain criteria, some authors (e.g., Widdowson, 1978; Rivers, 1981; Mosback, 1984; Ur, 1988; Ur, 1996; Ellis, 2003) have attempted to list them using their own way of viewing the exercises. Ur (1988: 8-9), for example, has described three types of grammar practice exercises.

- a) **Purely Form-based Exercises:** These involve manipulation of the written and spoken form, without relating particularly to meaning. Such practice is usually given through exercises based on 'discrete items' (a series of words, phrases or sentences with no particular connection between them, except insofar as they exemplify the structure to be practiced). These exercises are used when the formal rules of a structure are difficult to grasp. Commonly found exercises of this type are:

i. **Slot-fillers** (the learner inserts the appropriate item)

E.g. He is _____ boy. We have _____ umbrella (a, an)

Answer: He is a boy. We have an umbrella.

ii. **Transformation** (the learner changes the structure in some prescribed manner)

E.g. This is a woman (put into the plural)

Answer: These are women

Since these exercises give no practice in making meanings with the structure, they are usually not very interesting.

b. Meaning-based Grammar Practice Exercises: These exercises not only stress the production or perception of correct forms but also involve meanings, through as yet unlinked to any general situational framework, and can not be done without comprehension. Some examples are:

i. **Translation, to or from the native language**

ii. **Slot-filling, or multiple choice, based on meaning**

E.g. He (works, is working, worked) at the moment.

Answer: He is working at the moment.

iii. **Slot-filling, with choice of answers not provided**

E.g. Last night we _____ television

Answer: Last night we watched television

iv. **Matching**

E.g.

He	Is	an animal
I	are	soldiers
She	am	a women
The men		a student
The dog		a soldier

Answers: He is a soldier, etc.

The language is still not being used to 'do' things, but merely to provide examples of itself (it is, in other words, not 'communicative') - but at least the exercises can not be

done through mere technical manipulation. They are certainly more interesting to do than purely form-based ones.

c) **'Communicative Practice Exercises'**: These are probably the most productive and certainly most interesting type of exercises in which the stress is on the production or comprehension of meanings for some non-linguistic purpose, while keeping an eye, as it were, on the way the structures are being manipulated in the process. Such practice may be obtained through information - or opinion-gap communication techniques or through activities based on the production of entertaining ideas. For example, the student might discuss or write about the possibilities arising out of a dilemma situation using the modals *may, might, could, should*, etc or makeup stories to practice the past tense. Therefore, we can say that, as Ur (1988) explained the task the learners are asked to do may be overtly language-based ('Give me some examples of "yes/no" question') or apparently non-linguistic, producing use of the structure as a natural-by product ('Guess what I'm thinking of')

If all three of the types of practice exercises are used, they are likely to come in the order they have been laid out here though not always. We may in the course of a communicative activity find that the students are making consistent mistakes in a certain structure and decide to return temporarily to an exercise that focus on correct forms. Or it may be found feasible in some cases to do only one kind of practice (usually the third, as described above), if the structure is very easily mastered. Obviously, not every grammar practice procedure can 'cover' all aspects of the structure (grammar). Therefore, we shall need to use a series of varied exercises which will complement each other and together provide thorough coverage.

2.6.2. Issues to be Considered in Designing Grammar Tasks/Exercises

In the past, grammar and communication, as Dickins and Woods (1988) note, were considered as two independent features, that is, as autonomous elements, rather than as two complementary and integrated elements for effective language use. As a result of this view, the grammar exercises were those that encouraged the manipulation of grammatical structures but that took little or no account of the context in which these structures (may have) occurred. In contrast, current pedagogical practice places the emphasis on communication, and learners are more than likely to be presented with learning tasks primarily designed to promote interaction. Moreover, it is believed that the grammar-learning activities within the communicative teaching and learning

curriculum should illustrate how grammar relates to, and integrates with the other aspects of language competence such as notions, functions, skills, etc (Dickins and Woods,1988).

Therefore, in this section, I have listed the issues (or points) that should be considered in designing communicative grammar-learning tasks (or exercises) within the communicative teaching and learning curriculum. These key aspects of grammar-learning activities are collected and organized from Cunningsworth (1984), Ur (1988), Dickins and Woods (1988), Nunan (1989), Fotos and Ellis (1991), Ur (1996) and Hedge (2000).

2.6.2.1 Objectives of the Tasks/Exercises

According to Fotos and Ellis (1991), grammar tasks will need to aim at raising the learner's consciousness about the grammatical properties of the target language (English, here in our case). For example, the goal (or general purpose) of a task might be to practice the ability to describe objects concisely or to provide an opportunity for the use of relative clauses. The goal can be specified in terms of what aspect (s) of communicative competence the task is intended to contribute to. Canale (1983) distinguishes four aspects: linguistic competence, sociolinguistic competence, discourse competence, and strategic competence.

In line with this, Ur (1988) has explained that a task might have linguistic and non-linguistic objectives. Thus, as this author has illustrated, the task objective may be language-based, in which case it may be generally defined as 'getting the language right'. However, the objective 'getting the language right' on its own often leads to the composition of rather boring, meaningless language-manipulation tasks, such as putting a series of sentences into the past tense. If the main objective, however, is to get some non-linguistic result, the task is usually much more interesting and has more learning value-provided, of course, that achieving the objective involves using the grammar. This objective may be, for example, to solve a problem, to get someone to do something, to create some kind of pleasing composition, to explore a situation, to get to know one another. In most successful grammar exercises, as Ur (1988) states, the two kinds of objectives are combined, the non-linguistic one being the main motivating focus, while both teacher and students are aware of the 'secondary', linguistic one. You may say, for example: 'I want you to guess what I'm thinking of -and use "Yes/no" questions as you

do so. As this author and Nunan (1989) say, the objectives (goals) should be clear to students and teachers. Besides, the activities should be appropriate to the communicative goals of the tasks.

2.6.2.2 Authenticity

Authentic, as Nunan (1989: 54) defines it, means "any material which has not been specifically produced for the purposes of language teaching". Candlin and Edelhoff (1982), as cited in Nunan (1989: 60), point out that "the authenticity issue involves much more than simply selecting texts from outside the arena of language teaching, and that the processes to which the learner submits aural and written texts and the things he/she is required to do with the data should also be authentic." In line with this, Ellis (2003: 339) says: "A pedagogic task is situationally authentic if it matches a situation found in the real world and it is interactionally authentic if it results in patterns of interaction similar to those found in the real world".

Dickins and Woods (1988), on their part, explain that the activities should resemble the sorts of things learners required to do in the real world. This means that the activities are expected to be representative of and modeled on the processes that take place in real language use. Besides, the exercises need to provide the learner with a more adequate linguistic environment that more overtly integrates linguistic form and communicative intention. By doing so, the exercises can reflect authenticity in the construct of communicative competence.

2.6.2.3 Context

Context, as defined by Harmer (1991: 57), means "the situation or body of information which causes language to be used". Batstone (1995:136), on his part, defines it as it is "the social, psychological, and physical setting in which language use takes place". Batstone (1995) also notes that in actual communication, language users choose what to say, and how to say it, depending on the context. Thus, context should show what the new language means and how it is used (Harmer, 1991).

Moreover, when there is a context, students will attend to the choice of one form over another. For instance, a student might choose using passive sentence rather than active one in a certain text because of the influence brought by context. As Batstone (1994) notes, by giving learners some responsibility for the choices they make, we aim to increase their active engagement with grammar as a functional device for signalling meaning. As a result, grammar tasks/exercises should take account of the context in

which grammatical structures might have occurred. In short, as Dickins and Woods (1988) claim, the grammar exercises/tasks should actually engage learners in making decisions about grammatical choice or language use and appropriateness of grammatical forms on the basis of the function that these forms perform within the given context.

2.6.2.4 Suitability to Learners' Interest

As Ur (1988) notes, interest in language-practice procedures may derive to some extent from extrinsic motivation: for instance, a student may be motivated to take part and succeed in exercises if by doing so, he or she may earn class 'credit points' or 'stars', or if he or she badly needs to know the language for promotion at work. However, the extrinsic factors have nothing to do with the nature of the activity itself. Thus, as Ur (1988) says, in most practice activities, motivation has to derive rather from the intrinsic interest of the activity itself: its (non-linguistic) topic and the task to be done. This implies that a well-designed grammar practice should maintain learner interest and motivation through careful choice of topic, use of information-gap procedures, role play, visual focus (or visual aids), personalization, etc.

Regarding the selection of topics on which to base grammar practice activities, Ur (1988) has given a piece of advice as follows:

There is no single 'recipe' for the selection of subjects that will arouse learner interest, but it may help to ask yourself the following questions: Is my topic something my students can relate to because they know something about it and it arouses definite positive or negative reactions? Or alternatively, something they would like to find out more about, and can do so through participating in the task? Is it something which stimulates their imagination or curiosity? Or something they are already familiar or personally involved with and would like to discuss or tell others about? Is it something I am interested in and can communicate my enthusiasm about to the class? If the chosen topic gives a positive answer to one or more of these questions, it will probably be found interesting... (P.20).

On top of that, Ur (1988) says that learners who are bored find it difficult to concentrate, their attention wanders, and they may spend much of the lesson time thinking of things other than the learning task in hand. As a solution to this, this author recommends that students should be provided with something to look at (i.e. visual focus). Thus, an exercise that uses both aural and visual cues (e.g. a poster, a magazine cut-out, a slide or

overhead transparency, diagrams, pictures, etc) is likely to be more interesting than one that is only speech-based (Ur, 1988).

As an addition to the above solution, Ur (1988) also claims that a task that is open-ended allows for lots of different learner responses during its performance, and is therefore conducive to the production of varied and original ideas; however, it is not true to say that all close-ended tasks are boring. By this, this author implies that open-ended tasks are interesting to students. Besides, as this author says when information gaps is built into a classroom language learning tasks, the effect is to add a feeling of purpose, challenge and authenticity which improve learner interest.

Finally, Ur (1988) has suggested the following points to arouse students' interest:

- Exercises/tasks should relate to students' individual backgrounds (personal experience), thoughts (ideas), and feelings.
- A grammar practice activity should be made more enjoyable and interesting to do by the introduction of an element of pleasurable tension associated with game-playing.
- Grammar practice activities should involve entertainment (i.e. the reception or creation of ideas or graphic forms that are in some way aesthetically pleasing or amusing, or both).

In short, as noted above, we can say that the kinds of features within the activity itself (such as topic, visual focus, open-endedness, information gaps, personalization, pleasurable tension, entertainment and play-acting) arouse learners' interest and attention and make them want to take part in it.

2.6.2.5 Active Language Use

Active language use should provide for repeated exposure to or production of the structure(s) being practiced. In other words, our tasks/exercises must provide for 'volume and repetition' (Ur, 1988: 17). This means that there should be actual production of instances of the structure on the part of learners themselves. However, this is not always and in many cases learners are rather "perceiving, discriminating, understanding, or interpreting-processes which also involve a high degree of mental activity" (Ur, 1988: 17). Thus, active language use is an essential characteristic of a good language-practice task.

2.6.2.6 Variety

It is advised that grammar activities should be varied and the topics on which to base these grammar activities should also be varied. Moreover, the practice activities for new structures should be adequate in number (Cunningsworth, 1984; Ur, 1988).

In line with this, Ur (1988: 32) has suggested the following:

When planning a series of exercises for a particular grammar topic, it is very important to make sure that your programme is varied. That is to say, it should provide thorough 'coverage' of the different aspects of the structure (form and meaning-in context, written and spoken mode); it should be based on varied topics and task-types; and it should provide opportunities for different types of student activation.

Strengthening the point mentioned above, she also says that a common reason for the dryness of many language textbooks is the lack of variety of their subject matter. Thus, as she recommends, a good or wide range of subject matter on which to base grammar practice might include the following types:

- *Factual information on topics of general interest: history, geography, psychology, politics, science, etc.*
- *Controversial subjects of local or general interest*
- *Personal view points, experiences, feelings, tastes*
- *Fiction: novels, short stories, anecdotes, folk tales*
- *Amusing or pleasing ideas as expressed in poetry, proverbs, quotations*
- *Entertainment: films, plays, television programmes*
- *Personalities: locally known people, famous celebrities, and imaginary characters. (Ur, 1988: 20).*

2.6.2.7 Grading and Integration

Nunan (1988) defines grading as "the arrangement of syllabus content from easy to difficult" (P.158). Deciding which grammatical items are easy or difficult and grading of tasks is very complicated and difficult because there are so many different factors to be taken into consideration (Nunan, 1989; Ellis, 2003). In grading grammar tasks, Nunan (1991) says the following:

- A. Traditional Advice:** teach or order from easy to difficult. But, the question what does it mean by 'easy' or 'difficult' remains unanswered.
- B. Suggested Alternatives of Sequencing:** different views or suggestions are there:

- i. Use the structural difficulty order of the students' mother tongue as a base to decide. Make contrastive analysis.
- ii. Make the students' mother tongue acquisition order a base to the second/ foreign language learning sequence.
- iii. Establish a difficulty order of second language structure irrespective of their mother tongue.
- iv. Use your own assumption to make some common arrangements.
- v. Base on the *frequency* with which native speakers of second language use the structure.
- vi. Base the *utility* of the structure to the students' real life use.

These all arguments tell us that no one knows about what the optimum sequence of grammar elements in syllabus design should be. So, our emphasis should be on which structures we should include so that students learn best, rather than how we should sequence them. Thus, according to this author, the following factors should be considered in grading grammar tasks.

- a. **Survey students' needs:** design your lesson to meet their common needs
- b. **Reorder the sequence in the material:** Don't **adhere** strictly to the order in the textbook.
- c. **Recycle:** You can introduce, practice and then reintroduce a particular structure.
- d. **Individual 'bits' versus 'chunks'.** Provide various aspects of grammar developing simultaneously rather than a structure being mastered at a time.
- e. **Language in context:** Expose learners to practice use of grammatical items in different language contexts or functions.
- f. **Decide the situation:** Whether the lesson to be presented in formal or informal usage.
- g. **Move from manipulation to communication.**

However, whatever grading criteria are used, the tasks should be at the appropriate level of difficulty for the students. In addition, a range of macro skills should be integrated in the sequence of tasks and at the level of the unit or the lesson. Communicative tasks should be integrated with other activities and exercises designed to provide learners with mastery of the linguistic system (Nunan, 1989).

2.6.2.8 Assessment and Evaluation

In a textbook, there should be a means for a teacher to determine how successfully the learners have performed. This means that there should be tests on mastery of grammatical items in the units of a textbook (Ur, 1988; Nunan, 1989).

2.6.3 The Implementation of Grammar Tasks/Exercises in Foreign Language Classrooms

In this section, the researcher of this study has used the term 'implementation' to refer to the presentation and performance of grammar-practice activities in the classroom. According to Batstone (1995), teaching based on a linguistic content, whether this is specified in structural terms as a list of grammatical features or in notional/functional terms as in the weak version of CLT, has traditionally employed a methodological procedure consisting of present-practice-produce (PPP). That is, a language item is first presented to the learners by means of examples with or without an explanation. This item is then practiced in a controlled manner using what we have called 'exercises'. Finally opportunities for using the item in free language production are provided. It is in this "production" stage that tasks have been employed. Implicit in PPP is the idea that it is possible to lead learners from controlled to automatic use of new language features by means of text-manipulation exercises that structure language for the learner followed by text-creation tasks where learners structure language for themselves.

Although it is suggested that grammar activities may be performed in the order mentioned above, it is clear that teachers should get prepared or make decisions on methodological procedures before a lesson is due to take place. Similarly, prior to doing a grammar task or exercise, a teacher is expected to make preparations. So, in order for grammar-practice activities to succeed, Ur (1988: 32-33) has advised teachers to have clear in their mind in advance most of the following points:

- i) **Lesson context:** At what point in the lesson will the activity take place? Is there any way I can link it to what went before or what is coming after? If not, how will I make sure that the transition from one activity to the next is smooth?
- ii) **Introduction:** Do I need to do a brief review of the grammar before launching into the practice activity, to ensure that the latter will be done successfully? How will I introduce the activity and define its objectives? What instructions will I need to give, in what language, as to how to do the

task? Will I need to do a trial run or 'rehearsal' before starting the activity proper?

- iii) **Supplementary materials:** Do I need extra hardware, visuals, texts, or other supplementary material? If so, are they easily accessible and not too many or elaborate for easy manipulation in the classroom?
- iv) **Order:** If the procedure is multi-stage, do I know exactly what comes after what? If there are follow-up activities, are they ready, with necessary material?
- v) **Reserve:** Do I have some extra activities ready, in case my prepared exercise cannot be used for some reason, or does not go well, or finishes earlier than expected?
- vi) **Homework:** Have I planned what homework, if any, I am going to give to reinforce the practice? And do I have the necessary information and instructions ready to give the students?

Besides, according to Ur (1988), Batstone (1994), Bygate (1994) and Ellis (2003), teachers are expected to do various activities or to use methodological options so that they ensure the performance of the grammar tasks/exercises is maximally effective for language development. Some of the activities teachers can undertake in their classrooms are listed and explained below.

2.6.3.1 Introducing a Grammar Exercise

Ur (1988) says that before any classroom exercise, teachers usually make some brief comments to introduce it. The most important thing here is that, their introductions should be clear so that students could know exactly what the objectives of the activity are, and how they are expected to achieve them. In other words, a teacher should let his/her students know more precisely what he/she is going to practice with them. As this author states, this helps the students and the teacher to feel that there is a sharing of the responsibility for learning. The other advantage is that students are more likely to make an effort if they know exactly what it is for. Very often, particularly in the more communicative and game-like activities, as Ur (1988) explains, the language learning purpose is far from obvious; and if it is not explained, some students may feel they are wasting time doing them ("Why are we playing games instead of doing serious language work?"). If there is a non-linguistic objective, it also has to be explained. Related to this, Bygate (1994) states that it is desirable to cue students in advance to the purpose of the

task in order to focus their attention so that they know what they are working towards, which may help to integrate a focus on form into a communicative use of the language. It can also, as this scholar says, have the effect of helping students to relate the coming task to previous comparable language tasks.

Ur (1988) also suggests that if the class is to do any kind of independent (individual, group or pair) work in the process of the activity, it is vital for the instructions to be clearly given before they start. As this author says, this is the weak point of many inexperienced teachers: they give instructions that are clear to them, and then launch into the activity without checking that the students are sure what they have to do. The result is very often that the teacher has to stop the activity in the middle to reissue instructions, or that there is delay and a constant distracting buzz of talk as students consult each other.

There are, as Ur (1988) points out, various ways of making sure that instructions are clear: by slowing down delivery, repeating, and/or using the students' native language; by doing a 'trial run', or demonstration of an activity with the full class before letting them work independently; by simply asking them, before setting them to work, if there is any unclear point they would like to ask about.

The instructions for an activity based on independent (individual, group or pair) work, incidentally, should usually include some provision of ending how long the activity is expected to last, what the students should do after they finish, what happens if some finish early or late, what is to be done with any written or recorded results. In short, instructions, as Ellis (2003) has pointed out, should specify what the purpose of the task is, i.e. its outcome, and what the participants need to do to reach an outcome.

2.6.3.2 Ensuring that Students Adopt an Active Role in Doing Grammar Exercises/Tasks

Ellis (2003) says that one of the major goals of task-based teaching is to provide learners with an opportunity to participate fully by playing an initiating as well as a responding role in classroom discourse. A key element of being 'active' is negotiating meaning when communicative problems arise. One of the principal ways of ensuring this is through group/pair work. However, it is also possible to achieve it in whole-class participatory structures. Here, according to Ellis (2003: 263), the participatory structure of a lesson refers to "the procedures that govern how the teacher's and students' contributions to the

performance of the task are organized." Thus, the type of participation can be individual, i.e. each student works by him-or herself, or social, i.e. interaction occurs between the participants. In the case of social organization, various options are possible; the teacher can conduct an activity in lockstep with the whole class, a student can take on the role of 'teacher' and perform the task with the rest of the class or the students can be asked to interact among themselves in small groups or pairs. Therefore, we can say that the choice of participatory structure will influence to what extent there is interaction in the classroom and also its nature. With regard to this, Fotos and Ellis (1991: 619) say the following:

A survey of research on pair/group work conducted by Long and Porter (1985), together with the results of studies by other researchers (Doughty and Pica, 1986; Pica and Doughty, 1985; Porter, 1986; Rulon and McCreary, 1986), indicate that learners produce more in pair/group work, use longer sentences, and do not speak any less grammatically than they do in teacher-fronted lessons. Learners also negotiate meaning more, provided that the task requires information exchange. One disadvantage, though, is that the input they receive from other learners may be less grammatical than what they obtain from the teacher.

This implies that group work discussion can result in development of explicit knowledge. Similarly, according to Nation (1994), group work gives learners exposure to a range of language items and language functions. Thus, it provides more opportunities for the use of the new items compared to the opportunities in teacher-led classes.

However, as a teacher, we can vary our choice of participatory structures (i.e. students working independently, teacher-centered activities, peer teaching, group/pair work and whole class work) bearing in mind the aims of the phase of the lesson and the nature of the task itself. Besides, it is not good to argue that one participatory structure is superior to the other since each one of the participatory structures has a number of potential advantages and disadvantages. Therefore, by making choices between participatory structures, it is possible to cater to individual differences in students, allowing them to opt for an independent or social approach to the task in accordance with their personalities and learning styles.

2.6.3.3 Manipulating On-task Conditions

It is obvious that different practice conditions will facilitate learning to different degrees. According to Bygate (1994), there are a number of possible ways of varying the task

conditions. One is to vary processing time, so that learners are forced to do the task faster than they would if left alone, and so increase automation. Another way of varying task conditions is to alter preparation time, so that learners have less time to think about what they are going to say or how they are going to say it. It may also make a difference to vary the presence or absence of visual support (such as linguistic prompts, diagrams or pictures) so as to force learners to work from memory. Group size may itself increase the pressure on speakers. And by having students monitor each other (for example, by including one or more observers in each group), it is possible to increase the focus on form, since the presence of an observer provides the possibility of on-line feedback or delayed feedback. A final variant involves the simple choice between doing a given task orally or in writing.

2.6.3.4 Providing Supplementary Grammar Exercises

Teachers can make decisions on task selection depending on linguistic reasons. This may involve the issue of determining what features of language are practiced by different tasks; and whether the main task should be principally receptive or productive (Bygate, 1994). In line with this, Ur (1988) says that when the textbook gives plenty of form-based exercises, but few meaning-based ones; or when it is composed of test-like items with no latitude for student initiative or invention; or when the topics are too limited; or when there is too little oral work, in such cases, teachers need to add activities they invent or cull from other books.

2.6.3.5 Providing Feedback to the Students' Work

Feedback is very important in learning process and thus students must have the opportunity to receive feedback after performing or doing an exercise or a task. Johnson (1988), as cited in Ellis (2003), suggests that feedback should consist of mistake correction, i.e. negative evidence about the misuse of features that learners already have knowledge of but cannot yet use automatically. In addition, Johnson (1988: 93), as quoted in Ellis (2003: 147), emphasizes that for feedback to be effective learners "need to see for themselves what has gone wrong in the operating conditions under which they went wrong".

According to Ellis (2003), feedback can be of two types one is form-focused feedback, i.e. the teacher responds implicitly or explicitly to the correctness of students' utterances. The other is content-focused feedback, i.e. the teacher responds to the message content

of the students' utterances. On the other hand, Ur (1988) suggests that teacher activity in the course of the practice or task should be largely directed towards supporting and assisting the students in their production of acceptable responses rather than towards assessing and correcting.

CHAPTER THREE

Research Methodology of the Study

This chapter includes a discussion of the research design (i.e. the research methods followed in conducting the study). It also describes the respondents (data sources) of the study, the instruments (tools) employed in data gathering, the types of data generated from the instruments and the data analysis techniques used.

3.1 Methodological Approach

As previously mentioned, the main objective of this study was to identify whether or not the grammar activities or exercises in the new revised edition of grade 9 English textbook are designed and implemented according to the principles of communicative language teaching. In order to achieve this objective, the researcher, personally, believes that a mixture of both quantitative and qualitative research designs were appropriate because the problem under investigation has both quantitative and qualitative aspects. Thus, in analyzing the grammar exercises, it was necessary to group the exercises based on their particular characteristics and then to express them in terms of numbers and percentages for interpretation. On top of that, some typical examples of the grammar exercises have been analyzed and described in words.

Similarly, by using the teachers' and students' questionnaires, the researcher found it necessary to get information about the nature of the grammar exercises in the textbook and about the methodological procedures employed in the practice of grammar points. Then, the information obtained from these data sources was tallied and counted to express it using numbers and percentages in the course of interpretation of responses to the issues in the study. In addition, the researcher thought that it was reasonable to conduct classroom observations to get primary data. By doing so, the researcher analyzed and interpreted the data from these observations qualitatively. Therefore, the researcher could compare and contrast the findings from different sources. In short, though the research was a descriptive study, the researcher used both qualitative and quantitative methods for the reasons mentioned above (See the next sections for details).

3.2 Analysis of Grammar Practice Exercises/Activities

As stated earlier, in this study, an attempt has been made to analyze and evaluate the grammar practice exercises/ activities in grade 9 English students' book, which is a revised edition of 2005 G.C. In order to do this, I have first contacted English curriculum experts from ICDR (Institute of Curriculum Development and Research Center), the institution which is under Ministry of Education for Ethiopia. Then, these experts have given me a document which is called 'English syllabus for Grade 9' and Grade 9 English textbook. These materials, as it has been claimed by the authors, have been prepared based on the principles or insights gained from the communicative language teaching methodology. When seen or evaluated externally, the syllabus stated the objectives of teaching English at grade 9 level in line with the approaches/ theories advocated in communicative language teaching. Moreover, it is noted that the textbook includes meaningful and communicative activities and that the students are expected to be able to use the language meaningfully and communicatively.

Therefore, I have evaluated the grammar practice activities in the textbook for grade 9 in order to find out how well they reflect the principles by which they were designed. In doing so, I found 117 grammar practice exercises/activities in the textbook and evaluated them focusing on whether

- they are deductive or inductive
- they are contextualized or not
- they are form-focused, or meaning-based, or communicative
- there are variety of exercises for adequate practices of the target grammar
- they are graded from simple to complex or not
- they are individual work , pair work, group work or whole class work activities

3.3 Respondents of the Study

The respondents of this study were thirty-nine grade 9 English teachers, and one hundred and sixty grade 9 students of three schools. Thus, the study included people who get

directly involved in the presentation and practice of the target grammar in the classrooms.

3.3.1 Schools

In this study, three secondary schools from Addis Ababa city administration (i.e. W/ro Kelemework Tiruneh, Tikur Ambesa and Shimelis Habtie) were selected for sampling based on their accessibility, familiarity, and proximity to the researcher. Of these three schools, Shimels Habte Secondary School is the biggest. It has 31 sections of grade 9. However, Tikur Ambesa Secondary School and W/ro Kelemework Tiruneh Secondary School have 13 and 15 sections of grade 9 respectively. Totally, there are 59 section of grade 9 in the three schools. On average, each section has 55 students. The researcher of this study selected only 4 sections of grade 9 from the three schools for classroom observations. Of these, one was from W/ro Kelmework Tiruneh, one from Tikur Ambesa and two from Shimels Habte. 160 students were also selected from any of the sections of grade 9 from the three schools. However, there was a quota for each school (i.e. 80 students from Shimels Habte; 40 from W/ro Kelmework Tiruneh; and 40 students from Tikur Ambesa)

3.3.2 Teachers

Regarding the selection of teachers for filling in the questionnaire, there were a total of thirty-nine English language teachers of grade nine in the three secondary schools mentioned above. Of these, Shimelis Habtie Secondary School has 22 English language teachers whereas Tikur Ambesa Secondary School and W/ro Kelemework Tiruneh Secondary School have 9 and 8 English language teachers respectively. It was first intended to include all grade 9 English language teachers of the three schools (i.e. with a total of 39 English language teachers) for filling in the questionnnaire. However, thirty-four teachers filled in and returned the questionnaire. The other five teachers did not return the questionnaire administered to them. In short, the researcher has used convenience sampling, a type of non-probability sampling, for the selection of teachers.

3.3.3 Students

At first, one hundred and sixty grade 9 students from the three schools mentioned above were selected for filling in the questionnaire as the data sources for this study. Grade 9 students were selected for this study for two main reasons. Firstly, these students are studying English with the new revised textbook which has been published in 2005 G.C. and this helps to evaluate the newly published textbook. Secondly, because grade 10 students left the school compounds earlier, grade 9 students who remained in the school compounds were easily available when the researcher of this study started to gather data.

The selection was based on quota sampling, which is a type of non-probability sampling. Therefore, 80 students from Shimelis Habtie; 40 from W/ro Kelemework; and 40 from Tikur Ambesa were taken. In addition, the individual students were selected in collaboration with their English language teachers. In doing so, the researcher, together with their English teacher, selected from 3 to 5 volunteer students from any of the sections. This was done based on the number of the sections they teach. Therefore, a teacher having only one section of grade 9 assisted the researcher to select three students; a teacher having two sections of grade 9 assisted the researcher to select four students; and a teacher having three sections of grade 9 assisted the researcher to select five students. In short, the process of selection was also based on quota sampling. As a whole, I used non-probability sampling for two reasons: one is for reasons of economy and convenience; the other is for the study was exploratory or survey. However, one hundred and fifty-six students filled in and returned the questionnaire administered to them. The other four students did not return it.

3.4 Data Gathering Instruments (or Tools) of the Study

Different instruments (or tools) were used for data collection for this study. They were teachers' questionnaire, students' questionnaire and classroom observation. In addition to this, grammar exercises in the textbook were analyzed and evaluated using a certain criteria (see section 3.2).

3.4.1 Questionnaires

Questionnaires were the main instruments used for data collection in the study. Two different questionnaires (teachers' and students') were prepared and administered for data collection.

Each questionnaire was revised three times before its administration for data collection. First, the researcher designed the questionnaire forms and gave these to his supervisor for his comments. The supervisor gave constructive comments on the format and content of the questionnaire forms and returned them to the researcher.

3.4.1.1 Teachers' Questionnaire

The teachers' questionnaire had 26 items. It was designed to gather data on:

- Teachers' background (sex, qualification and work experience)
- Teachers' opinions on the nature of grammar practice activities/exercises in grade 9 English textbook
- Teachers' opinions on the implementation of grammar practice activities (or the practice of a target grammar) in their classrooms

The teachers' questionnaire consisted of two different types of closed-ended questions. The first one has used rating scales for agreement and the other has used rating scales for frequency. Closed-ended questions were used for two main reasons. First, information gathered through these items is much easier to collect and analyze than that gathered through open-ended type items. Second, since the questionnaire consisted of many items, the respondents might be reluctant to respond to all items in writing because they were time consuming.

The teachers' questionnaire was administered through department heads of each school. An attempt has been made to administer the questionnaire to all grade 9 English teachers. From these, the researcher collected thirty-four copies and the five copies were not returned. Then, information gathered from thirty-four teachers was used as data source for this study.

3.4.1.2 Students' Questionnaire

The students' questionnaire consisted of 17 items. It was designed to gather data on:

- students' background information (school name; grade and section, and sex),

- students' opinions on the nature and type of grammar practice activities they practice in their English lessons, and
- students' opinions on their English teacher's roles in the presentation and practice of a new grammar point.

Like teachers' questionnaire, the students' questionnaire was made up of closed-ended items which involved rating scales of agreement and frequency for the same reasons. Before administering this questionnaire to 160 students of grade 9 from the three secondary schools, the researcher has revised the items three times after consulting with his supervisor. In addition, the items have been translated into Amharic language and the clarity of the items have also been checked and improved after conducting a discussion session in one of the sections of grade 9. Finally, before the students filled in the questionnaire, the researcher has asked the students to study all the items in the questionnaire and clarified the concept of the items to the students using Amharic language.

Totally, one hundred and sixty copies of the questionnaire were distributed to the students. The researcher collected one hundred and fifty-six of them because the students filled in the questionnaire in the classrooms in his presence. Therefore, information gathered from 156 students was used for the data analysis.

3.4.2 Observations

The other data gathering tool used in the study was observing grammar lessons while they were being taught in classrooms. The purpose of the classroom observations in this study was to check the responses which were given by the teachers and the students in the questionnaire.

The schools selected for classroom observations were those that were selected for the administration of the teachers' and students' questionnaire. As said earlier, the researcher has selected only four sections of grade 9 from the three schools and each section was observed twice in different grammar lessons. These sections were chosen on the basis of willingness of the teachers. Here, quota sampling was also used in the selection of the sections in the three schools

During the classroom observations, the researcher sat at the back desk and took short notes only on those aspects related to the implementation of the grammar practice

activities. In doing so, the researcher used classroom observation checklist to collect data on

- the presentation of a new grammar point
- the type and nature of the grammar practice activities with respect to context, relevance, emphasis, grading and variety.
- students' and teachers' roles in the practice of a new grammar point
- the modes of classroom organization used during the practice of a new grammar point
- the nature of classroom interaction
- whether or not there is integration of form, meaning and use during the practice stage of a new grammar point
- teachers' ways of giving feedback and correction in grammar lessons.

3.5 Methods of Data Analysis

After gathering the relevant data for the study using analysis of the grammar exercises in grade nine textbook, questionnaires, and classroom observations, the researcher categorized the data thematically in order to interpret them. In the analysis of the grammar exercises, the exercises with respect to their emphasis (i.e. form, meaning and use), approaches (deductive and inductive), context, adequacy, variety, grading and modes of classroom organization have been assessed or evaluated. In doing so, the exercises were counted based on these characteristics and then they were expressed in numbers and percentages for interpretation. Besides, twenty typical grammar exercises from the textbook were analyzed and described in words.

In both questionnaires, a five-point likert scales of “strongly agree / strongly disagree” type and a four-point likert scales of “always/ never” were used. Then, to analyze and interpret the data gained from teachers' and students' questionnaires, a quantitative method involving a simple statistical data analysis (frequency and percentage) was used.

Finally, in the classroom observations, the data was organized using aspects from a check list and short notes of what was observed by the researcher for interpretation. Thus, the data obtained from classroom observations have been analyzed qualitatively for interpretation.

CHAPTER FOUR

Data Presentation and Discussion

This chapter describes the data obtained from the analysis of grammar practice activities/ exercises in grade nine English textbook (revised edition, 2005), teachers' questionnaire, students' questionnaire and the observed classrooms. Then, the data are analyzed quantitatively and qualitatively to describe the nature of grammar exercises and their utilization in EFL classrooms so that it is possible to interpret whether they are in harmony with the current objectives of teaching English at grade nine.

4.1 Data from the Analysis of Grammar Practice Activities in the Textbook

4.1.1 Deductive Vs. Inductive Grammar Exercises

Table 4.1.1 Deductive Vs Inductive Grammar Exercises

	Type of Exercise	F	%
A	Deductive	110	94
B	Inductive	7	6
	Total	117	100

As shown in the above table, 110 (94%) of the grammar exercises in the textbook are deductive while only 7 (6%) of them are inductive. This implies that almost all of the exercises are presented deductively. On the other hand, the number of inductive exercises is too limited and hence it is possible to say that they are very rare in the textbook. Examples of these two types of grammar exercises are as follows:

Example 1- Inductive Exercise

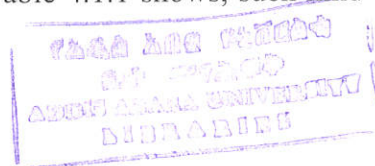
Exercise 1 (p.24)

Read the following sentences and check in your groups which verbs are followed by infinitives and which verbs are followed by '-ing'.

1. I hope to pass the exam this semester.
2. She likes playing piano.
3. The boy denied breaking the glass.
4. Soreti promised to send me some money.
5. Amanuel enjoys reading detective stories.

In the above example, students are required to identify *verbs followed by infinitives* and *those followed by '-ing'* by themselves. However, the verbs have been presented in isolated sentences. So, students' attention has been drawn only to the form or the patterns of the verbs. The meaning and use aspects of the verb patterns have been

ignored. Therefore, this exercise provides opportunity to students to discover only the form of the verb patterns by themselves. Nevertheless, as Table 4.1.1 shows, such kind of exercises are very few in the textbook.



Example 2: Deductive Exercise

Exercise 9 (p. 30)

Complete the following sentence by using the correct form of the verb in brackets.

1. You can't take that book. I haven't finished (read) it yet.
2. You keep (ask) me difficult questions!
3. My brother stopped (smoke) last year because it's bad for his health.
4. I enjoy (listen) to music.
5. Would you mind (open) the window please?
6. She always avoids (talk) to me.

In Example 2, we can see that students are required to apply the rules on the form of verb patterns to make correct sentences. Here, students are instructed to put the verbs into their correct forms only. Such kinds of exercises do not engage students' brain; they just ask students to manipulate forms. The textbook is full of these kinds of exercises.

In short, it can be concluded that since the majority of the exercises in the textbook are deductive and very few of them are inductive, the students are not provided with opportunities for discovering grammar rules by themselves from given language data. Hence, the students may lack interest in doing most of the grammar exercises in the text book.

4.1.2 Form-Focused, Meaning Based and Communicative Practice Exercises in the Textbook

Table 4.1.2 Comparison between Form-Focused, Meaning Based and Communicative Practice Exercises

	Type of exercises	F	%
A	Form-Focused (Mechanical) exercises	74	63.2
B	Meaning Based exercises	39	33.3
C	Communicative Practice Exercises	4	3.5
	Total	117	100

As indicated in the above table, of the grammar exercises included in the text book, 74 (63.2%) of the grammar exercises are form focused and 39 (33.3%) of them are meaning-based or meaningful activities. Only 4 (3.5%) of them are communicative

practice activities. This reveals that there is little opportunity for the students to use the language meaningfully and communicatively.

4.1.2.1 Form-Focused (Mechanical) Exercises

Although the writers of the textbook claim that the textbook contains meaningful and communicative activities, it has been found that, as the above table shows, the majority of the grammar exercises in the textbook are form-focused (i.e. mechanical). The vast majority of such exercises require students to produce particular correct linguistic forms through the manipulation of a stem form given in brackets. Examples of such exercises are given below.

Example 3

Exercise 3 (page 27)

Complete the following sentences by using the correct form of the verbs in brackets

1. She has decided (marry) him.
2. I forgot (bring) my homework.
3. My brother is learning (drive) a car.
4. Our teacher refuses (let) us go home early.
5. I hope (go) to university.
6. Do you want (come) to the party.
7. I don't need (borrow) any money.
8. They arranged (meet) outside the post office.

In Example 3, students are required to put the verbs in their correct forms without understanding the meaning and use of the sentences. The exercise provides opportunity to reinforce the form of verb patterns. This is because the verbs have been presented in separate sentences. Therefore, students could not produce their own sentences meaningfully and communicatively as it is close-ended exercise.

Example 4

Exercise 2 (page 48)

Change the verbs in brackets into their correct forms to get the probable or first type conditional sentences.

E.g.

If she (pass) the college entrance exam, she will go to Bahir Dar University.

Answer: If she passes the college entrance exam, she will go to Bahir Dar University.

If it rains tomorrow, the farmers _____ (sow) the grain.

Answer: If it rains tomorrow, the farmers will sow the grain.

1. If you go to an English language school, you _____ (improve) your language.
2. If you are willing to listen, I _____ (tell) you a story.
3. If you change the appointment, she _____ (be) angry with you.
4. I _____ (not come) if you don't telephone me.
5. If there _____ (be) anything wrong, call me quickly.
6. If any student disturbs, _____ (report) to the Director immediately.
7. If you _____ (mix) sodium and chlorine, you _____ (get) salt.
8. If he _____ (win) the race, I will give him a prize of 1000 Dollars

In Example 4, we can also see that the format of the exercise is filling the blank spaces with correct forms of verbs in the if-clauses or in the main clauses of probable conditional sentences. Here, students are required to put correct forms without comprehension of the meanings of sentences. Exercises of such kind do not help students produce their own conditional sentences to express themselves. Therefore, this exercise is used to practice the form of probable conditional sentences; the meaning and use aspects of probable conditional sentences have been ignored.

Example 5

- Exercise 3 (page 64)*
 Write passive sentences by using words in the brackets
1. Coffee (grow) in Ethiopia.
 2. Cars (make) in Japan.
 3. Dollars (use) in the USA.
 4. Kitfo (eat) in Gurage.
 5. Tigrigna (speak) in Tigray.

Similarly, Example 5 illustrates an exercise which involves putting the correct form of verbs in passive sentences. This requires students to manipulate forms without giving attention to the meanings and appropriacy of passive sentences.

Other form-focused exercises involve joining given pairs of sentences as shown in the examples below.

Example 6

- Exercise 1 (page 105)*
 Join the following pairs of sentences using 'so...that' to express result.
1. The rain fell heavily. The streets were soon flooded.
 2. The teacher was angry. He punished the whole class.
 3. The room was dark. We couldn't see anything.
 4. I couldn't drink the coffee. It was very hot.
 5. He fell very badly. He broke his leg.
 6. We walked to school slowly. We arrived late.
 7. We couldn't finish our work. We were tired.
 8. He is happy. He can't stop smiling.
 9. The fallen tree is heavy. It can't be moved.
 10. He treats his donkey cruelly. It never obeys him.
 11. He talks quickly. I can't understand what he is saying.
 12. I was afraid. I couldn't stop shaking.

In Example 6, students are required to combine pairs of sentences using *so...that*. Here, the purpose of the exercise is to practice the form or patterns of sentences in *so...that* construction. However, students do not get opportunities to express their own reasons using this construction.

Example 7

- Exercise 6 (page 256)*
 Join these sentences using 'whose'
1. There were a lot of people there. I can't remember their names.
 2. The policeman helped the man. The man's lorry had broken down.
 3. He's working for a company. The company's main office is in Addis Ababa.
 4. That is the boy. His mother is a Doctor.
 5. I've been talking to a man. His house was destroyed by the storm.

Likewise, the exercise in Example 7 involves joining sentences using *whose*. Here, the purpose is to practice sentence patterns/structures using *whose* for showing possession. Still, other form-focused exercises involve converting one form into another (e.g. changing a direct speech into report speech or an active sentence into a passive one). Two examples of such exercises are shown below.

Example 8

Exercise 3 (pages 77-78)

Change the following active sentences into passive sentences. Here is an example:

Active: A fire destroyed the factory.

Passive: The factory was destroyed by a fire.

1. *Alexander Fleming discovered penicillin.*
2. *The villagers gave the minister a big welcome.*
3. *The president will open the new hospital.*
4. *The police have arrested the robbers.*
5. *A lion ate a man.*
6. *Even her best friends are avoiding her.*
7. *They won't allow him to come.*
8. *Did your sister make this cake?*
9. *My sister made this cake.*
10. *The goalkeeper scored the winning goal.*

In Example 8, students are required to transform separate active sentences into passive ones. This also provides opportunity to practice sentence patterns. Since the contexts in which these sentences occur have not been given, the exercise is too mechanical. It does not help to practice the meaning and use of passive sentences according to contexts.

Example 9

Exercise 1 (page 137)

Change the direct speech statements into reported speech by using suitable reporting verbs provided below.

<i>added</i>	<i>admitted</i>	<i>reminded</i>	<i>agreed</i>
<i>remarked</i>	<i>promised</i>	<i>replied</i>	<i>warned</i>

1. *"I stole the jewelry," said the thief.*
2. *As I was leaving the house, my mother said, "it's starting to rain."*
3. *The Director said to us, "there will be a holly day tomorrow."*
4. *"I'll return your book on Friday," Anna said to Genet.*
5. *Genet said, "You can keep it till Monday if you want to."*
6. *"This exercise is very hard," said Hassen.*
7. *"It is quite difficult," our teacher said.*
8. *He said, "It is also very useful."*

The exercise in Example 9 provides practice in using the reporting verbs but the exercise is presented at sentence level. In other words, it is a practice of substituting the given verbs in sentences by other verbs which indicate the mood or manner of the speakers. However, this exercise is better than the above examples as it requires comprehension of the direct speech statements. In conclusion, it is possible to say that the exercise is form-focused as it does not require students to produce meaningful sentences. There are also exercises which require students simply to complete gapped separate sentences with the

given grammatical or linguistic elements. Example 10 and 11 illustrate such type of exercises.

Example 10

Exercise 1 (page 124)

Complete the following sentences using 'for' or 'since'.

1. It hasn't rained _____ over a month.
2. It hasn't rained _____ January.
3. She has been living in Dire Dawa _____ 11 years.
4. She has been living in Dire Dawa _____ she was married.
5. We've been good friends _____ a long time.
6. We've been good friends _____ we were in grade one.
7. I've been waiting for you _____ three hours.
8. I have been waiting for you _____ none o'clock.
9. I haven't seen him _____ several weeks.
10. I haven't seen him _____ we went to the football match.

In Example 10, students are required to put the words 'for' and 'since' in the incomplete sentences by using the key phrases (e.g. *over a month, January, three hours* etc) in the sentences as clues but without understanding the meanings of sentences as a whole. Therefore, we can say that the exercise gives practice in forms.

Example 11

Exercise 1 (page 158-59)

Complete the sentence. Use the words in brackets.

E.g. Most children are playing in the field. (most)

Some of this money is yours. (some)

1. _____ people never stop talking. (some)
2. _____ the shops in the city center close at 6:30. (most)
3. You can change your money in _____ banks. (most)
4. I don't like _____ the pictures in the living room. (any)
5. He's lost _____ his money. (all)
6. _____ my friends are married. (none)
7. Do you know _____ the people in this photograph? (any)
8. _____ birds can fly. (most)
9. I enjoyed _____ the film but I didn't like the ending. (most)
10. We can't find any place to stay. _____ the hotels are full. (all)

The exercise in Example 11 asks students to just put the words, which have already been given in the brackets, in the blank spaces of the sentences. Thus, the exercise is too mechanical as it requires no mental effort on the part of students. So, we can say the exercise is form-focused.

As can be seen above, the examples of form-focused exercises, which are typical examples of many similar exercises in the text book, require students to show their knowledge of the form of structures only. That means they do not get students to use the language structures meaningfully and appropriately.

4.1.2.2 Meaning-Based Exercises/Activities

Analysis of the grammar activities, as shown in Table 4.1.2 above, indicates that there are 39 exercises which involve meaningful practice of target structures. Although their number may be adequate, almost all of them ask students to write their own sentences about themselves or their experiences or other events/ actions using the newly introduced target structures. The following are examples of such exercises.

Example 12

Exercise 7 (page 29)

Write five sentences of your own using the verbs from the list above [i.e. verbs followed by an object plus infinitive]. Remember to put an object before the infinitive.

In Example 12, the exercise requires students to write meaningful sentences but no provision has been made for the students to produce such sentences including the verbs mentioned. As a result, the exercise does not provoke students' ideas.

Example 13

Exercise 1 (page 47)

Complete the following sentence about yourselves, and then try to write four other sentences about yourself also.

1. *If I catch AIDS, I _____.*
2. *If I am free of AIDS after blood test, I _____.*
3. *If my parents and I discuss AIDS without fear, we _____.*
4. *If I am faithful to my wife and if she is faithful to me, we _____.*
5. *We will control AIDS if we _____.*

Now write your own sentences about yourself following the same pattern.

1. _____.
2. _____.
3. _____.
4. _____.

In Example 13, the exercise seems better because of the following three reasons: one, it requires students to actively use probable conditional sentences; two, the exercise has become more personalized and this makes it interesting for the students; third, the exercise requires students to comprehend the meaning of the clauses to complete the conditional sentences. Therefore, this exercise is meaning-based.

Example 14

Exercise 5 (page 50). Write your own sentence.

1. *Write three conditional sentences about yourself or your family using probable condition.*
2. *Write three conditional sentences about general truths.*
3. *Write another three conditional sentences to give instructions.*
4. *Use 'unless' in three sentences of your own.*

In Example 14, the exercise asks students to make meaningful sentences but has the same problems as the exercise in Example 12. In addition, the textbook includes similar exercises which involve the practice of

- verbs followed by '-ing' → exercise 10 (page 30).
 - 'used to' → exercise 3 (page 67).
 - 'such a...that' → exercise 2 (page 184).
 - present perfect tense → exercise 1 (page 198).
 - improbable condition → exercise 3 (page 218).
 - probable, improbable and impossible condition → exercise 3 (page 222).
 - defining relative clauses → exercise 2 (page 254).
 - state verbs → exercise 1 (page 256).
 - non defining relative clauses → exercise 3 (page 273).
 - simple present tense → exercise 2 (page 274).
- (For details, see Appendix A)

Other exercises require students to ask and answer questions using the newly introduced target structural items. Examples of such exercises are illustrated below.

Example 15

Exercise 2 (page 144).

Answer each question using either 'for' or 'ago'.

1. *How long have you been in grade nine?*
2. *When did you start grade nine?*
3. *How long have you been learning English?*
4. *When did you start to learn English?*
5. *How long have you been doing this exercise?*
6. *When did you start doing this exercise?*

In Example 15, the exercise seems better for the same reasons mentioned in Example 13. So, this exercise is also meaning-based. Here, the students will be motivated to make meaningful sentences using *for* and *ago*.

Example 16

Exercise 6 (page 181).

- A. *Work in pairs. Go around and ask at least five classmates the questions below, and record their responses in your notebook.*
1. *Have you ever drunk camel's milk?*
 2. *Have you ever milked a cow?*
 3. *Have you ever visited any historical place?*
 4. *Have you ever ridden a horse?*
 5. *Have you ever eaten a mango?*
 6. *Have you ever seen an elephant?*
 7. *Have you ever met an Englishman?*
 8. *Have you ever seen a dead body?*
 9. *Have you ever travelled by bus?*
 10. *Have you ever travelled by train?*
- B. *Report what you recorded to your classmates.*

The exercise in Example 16 also requires students to work in pairs for making meaningful sentences. Here, students practice producing yes-no questions and short

answers using present perfect tense. In addition to the above example exercises, there are also similar exercises which provide practice in making questions and answers on:

- ❖ 'ago' →exercise 1 (page 144).
- ❖ Adjectives of quantity →exercise 3 (page 160).
- ❖ Time clauses →exercise 2 (page 162).

There are also other meaningful practice exercises with a different format. The following example shows this.

Example 17

Exercise 3 (page 49).

Match the following clauses. But before you match them, discuss with your partner the historical sites and natural beauty and other things found in different regions in Ethiopia. For example: you will see

the Abay waterfall if you go to Bahir Dar.
 the forty springs if you go to Arba Minch.
 the Ajora waterfall if you go to Wollaitta.

A

B

- | | |
|---------------------------------------|---|
| 1. If you go to Bahir Dar ... | a. you will see the Axum obelisks |
| 2. If you go to Axum ... | b. you will see the ancient rock churches. |
| 3. If you go to Lalibella... | c. you will see a variety of wild animals. |
| 4. If you go to the Bale mountains... | d. you will see the Jegol Walls. |
| 5. If you go to Harar, ... | e. you will see the castles and churches |
| 6. If you go to Gondar ... | f. you will see lake Taba. |
| 7. If you go to Addis Ababa ... | g. you will see beautiful tall buildings and monuments. |

In Example 17, the exercise requires students to match two clauses of a probable conditional sentence. This exercise also needs the comprehension of the meaning of the clauses in order to match the pairs of clauses for forming meaningful conditional sentences. Moreover, exercise 1 (page 163) and exercise 1 (page 217-218) are also similar exercises.

Generally, we can conclude that most of the meaningful practice exercises are open ended but they aim to give practice in patterns or structures of a target grammar with out any context.

4.1.2.3 Communicative Practice Exercises/ Activities

As can be seen in table 4.1.2, the number of communicative practices exercises is very few. They only cover 3.5% of the grammar exercise included in the textbook. Such exercise are exercise 2 (page 63), exercise 2 (page 80), exercise 2 (pages 159-160) and exercise 2 (page 233). This is the major drawback of the textbook since now a days, the

use of communicative language teaching methodology is advocated in Ethiopian secondary schools.

4.1.3 Variety, Adequacy and Grading of Grammar Practice Exercises/ Activities for Structures.

In the literature review, it has been explained that in the presentation and practice of grammar, the form, meaning and use of structures should be integrated. By doing this, students will be able to use the language structures meaningfully and communicatively. However, most of the exercises in the textbook give emphasis only to the practice of the form of structures. In other words, there are no a series of exercises for a particular grammar topic giving a careful coverage of the different aspects of a structure (i.e. its form, meaning and use). In the textbook, the following are some of the grammar topics which have been practiced by giving emphasis only to their forms (i.e. ignoring their meanings and uses).

- verbs followed by the infinitive, verbs followed by ‘-ing’, and verbs followed by an object plus an infinitive.
- using ‘so ... that’ to express result.
- direct speech and reported speech.
- the present perfect and present perfect continuous tenses

Hence, it can be said that since different grammar topics are practiced by using only form-focused exercises, the number of exercises for a particular grammar topic is not adequate or sufficient for practice of its meaning and use. Meaningful activities are also limited in number and communicative practice activities are almost non-existent. This implies that there is no a variety of grammar exercises.

Moreover, if we look closely at the formats of grammar exercises in the textbook, they are repetitive. Most of the grammar exercises involve completing sentences using the correct form of stem words in brackets. Others require students to join pairs of sentences, or converting one form into another (e.g. changing direct speech into reported speech), or completing sentences using one’s own words/ideas. Therefore, it can be concluded that the formats of the exercises are not varied since most of them are closed-ended.

With regard to the grading of exercises, it is expected that, as Nunan (1991) notes, grammar practice activities should progress from mechanical to meaningful and then communicative exercises. Nevertheless, in a series of exercises, students are asked to carry out only mechanical exercises (form-focused exercises) for the practice of different grammar topics from beginning to end. In short, it can be said nothing about their grading.

4.1.4 Contextualized Vs Uncontextualized Grammar Exercises/Activities

Table 4.1.4 Contextualized Vs Uncontextualized Grammar Practice Activities

Types of exercises	F	%
A. Contextualized	25	21.4
B. Uncontextualized	92	78.6
Total	117	100

As can be seen from the above table, 92 (78.6%) of the grammar exercises are not contextualized and 25 (21.4%) of them are contextualized. This shows that most of the exercises are not designed in such a way that students can make decisions about grammatical choice or language use and appropriateness of grammatical forms on the basis of the function that these forms perform within the given context.

To begin with, if we look at the nature of grammar exercises in the textbook with respect to their context, we can get exercises which appear at sentence level and those which occur at paragraph level or above. For the sake of brevity, I will not give details of all the grammar exercises, but provide some illustrative examples from the textbook with some explanations.

It is suggested that grammar exercises should engage students in decision-making activity, which specifically involves the choice of one form over another (e.g. selection between contrasting active and passive forms in a given text) and appropriateness of use, according to context (Dickins and Woods, 1988). When we turn to the grammar exercises in the textbook which have provided students with contexts and situations, they can be of two types – the ones which are based on linguistic context (a story, a paragraph or a dialogue) and the others which involve the use of non-linguistic context

(e.g. tables, charts, diagrams, pictures, etc). Example 18 is typical example of grammar exercises which involve linguistic context.

Example 18

Exercise 2 (pages 103-104).

Active or Passive?

Complete the following passage by supplying either the active or passive form of the verb in brackets.

The Work of Detectives

After a crime has been committed, police officers in the uniform soon arrive. Also police officers in ordinary cloths can (1. see). These officers (2. call) detectives. Their job is to find the criminals who (3. commit) the crime. The detectives must be able to prove that the criminals who (4. arrest) are guilty.

This (5. do) by collecting evidence or proof. The most useful evidence (6. provide) by witnesses. These are ordinary people who are present when a crime (7. commit). They can tell the police what happened and what the criminals (8. look) like.

The detectives (9. also help) by other police experts. For example, a fingerprint expert (10. study) the prints that are found at the scene of a rime and (11. compare) them with the prints that (12. keep) in the police records.

Police photographers (13. take) photographs of the scene of crime. These (14. then study) very carefully by the detectives. In the police laboratory, substances such as blood, hair and dust from someone's cloths (15. examine). Many criminals (16. find) guilty as a result of evidence like this.

In Example 18, the exercise is presented in a context (i.e. using a short story).As a result, students can make choices between active and passive forms. Here, the exercise requires students to understand the whole story and to use the active and passive forms appropriately.In the same way, Exercise 1 (page 103), Exercise 1 (page 185), Exercise 3 (page 200), Exercise 2 (pages 236-237), and Exercise 4 (pages 254-255), involve the use of paragraphs, passages and a letter as a linguistic context.

Moreover, the textbook includes exercises which involve the use of dialogues as a linguistic context for the manipulation of forms. Exercises of such type are Exercise 3 (pages 100-101), Exercise 4 (pages 120-122) Exercise 5 (pages 122-123), Exercise 2 (pages 124-125), Exercise 1 (page 178), Exercise 1 (pages 222), Exercise 2 (page 222-223), Exercise 1(page 236) and Exercise 1 (pages 273-274). One of these Exercises has been provided in example 19.

Example 19

Exercise 2 (pages 222-223).

Here is a conversation between a teacher and a student. Work in pairs. One of you should be the teacher and then other one should be the student. Change the verbs in brackets into the correct form of the present perfect or the perfect continuous tense. Where possible, use short forms.

Teacher: (you finish) the exercise yet?

Student: No, teacher, I haven't. I (talk) to Tsega.

Teacher: What (you talk) about? You should have been working.

Student: Tsega asked me to help him. He was absent last week. He didn't understand the question.

Teacher: (you explain) it to him?

Student: Yes, I have.

Teacher: I hope you (not tell) him the answer.

Student: No, I (just tell) him what to do.

As noted earlier, in the textbook there are also other grammar exercises which involves the use of non-linguistic context (e.g. pictures, tables and charts). Exercises of such type are Exercise 2 (page 63), Exercise 2 (page 80), Exercise 2 (pages 159-160), Exercise 5 (page 180), Exercise 9 (page 183) and Exercise 2 (page 233).

In general, it is possible to conclude that almost all of the above grammar exercises though involve the use of linguistic or non-linguistic context may help the students to master the form of structures how they are written and said. However, they are by no means meaningful and communicative. Moreover, they are limited in number and to few structures.

On the other hand, in the textbook, the vast majority of grammar practice exercises, as indicated in Table 4.1.4, provide practice in correct sentence construction and concentrate on separate sentences in isolation from a context. Since such kinds of exercises are excessively used in the textbook, for the sake of brevity, I have provided only one example as follows.

Example 20

Exercise 2 (page 218).

Complete the following sentences by using the correct forms of the verbs in brackets. Do not forget that you are improving your knowledge of the improbable condition.

1. If governments _____ (stop) buying guns, the world would be safer.
2. If Doctors _____ (find) a cure for cancer, people wouldn't suffer.
3. If there _____ (be) fewer cars in cities, cities wouldn't be polluted.
4. If there were no war and drought, people _____ (not migrate) to cities so continuously.
5. If we ate balanced food, we _____ (be) healthier and stronger.
6. If people did more exercise, there _____ (be) less cases of heart disease.
7. If family planning _____ (be practice) strictly, it _____ (contribute) to our poverty reduction policy.

In example 20, we can see that the grammar exercises ask students to fill in gaps with correct forms in unrelated, uncontextualized sentences. In example 8, we also observe that the students are instructed to manipulate uncontextualized sentences into passive. In conclusion, we can generalize that the majority of the exercises do not involve the use of context.

4.1.5 Proposed Participatory Structures (or Classroom Organizations) for the Grammar Practice Exercises in the Textbook

Table 4.1.5 Grammar Exercises and Their Proposed Participatory Structures

	Types of participatory structures	F	%
A	Individual work activities	85	72.7
B	Pair work activities	22	18.8
C	Group work activities	10	8.5
D	Whole class work activities	0	0
	Total	117	100

As shown in the above table, of the grammar exercises in the textbook, 85 (72.7%) of them are proposed to be done individually while the number of exercises which are to be carried out in pairs and small groups is 22 (18.8%) and 10 (8.5%) respectively. On the other hand, there are no grammar exercises which are proposed to be done in whole class discussion.

Thus, this data implies that the majority of grammar exercises in the textbook are not done interactively, with students cooperating through the activities or negotiating meanings. In other words, there is little opportunity for students to communicate with each other or to create meanings. In addition to this, it can be clearly seen that the words 'work in pairs' and 'work in groups' are written in the instruction of grammar exercises which do not encourage such participatory structures (or classroom arrangements).

4.2 Data from the Teachers' Questionnaire

4.2.1 Background of the Teachers

In the teachers' questionnaire, the teachers from the three secondary schools (W/ro Kelemework Tiuneh, Tikur Ambesa and Shimels Habte) were asked to provide data about their personal background and professional experience.

4.2.1.1 Sex of the Teachers

Table 4.2.1.1 Sex of the Teachers

Sex	Responses	
	Frequency	Percent
Male	27	79.4
Female	7	21.6
Total	34	100

As indicated in the above table, 79.4 % the teachers who were involved in this study were male, while 21.6 were female. This clearly shows that the questionnaire was filled by the majority of grade 9 English teachers who were male.

4.2.1.2 Qualification of Teachers

Table 4.2.1.2 Qualification of teachers

	Qualification	Responses	
		Frequency	Percent
A	12+1	0	0
B	Diploma	0	0
C	BA	34	100
D	MA	0	0
	Total	34	100

From the above table, it can be seen that 100% of English teachers in the three schools are BA degree holders. Thus, it is possible to state that the qualification of the teachers is adequate enough for teaching English at grade 9.

4.2.1.3 Work Experience of Teachers

Table 4.2.1.3 Work Experience of Teachers

	Years	Responses	
		Frequency	Percent
A	1-5	3	8.8
B	6-10	6	17.65
C	11-15	5	14.7
D	16-20	4	11.8
E	21-25	3	8.8
F	26-30	6	17.65
G	Above 30	7	20.6
	Total	34	100

From the data given in the above table, it is clearly seen that 20.6% of the teachers have above 30 years of working experience. This is followed by teachers having working experience of within the ranges 6-10 and 26-30, which each comprises of 17.65 % of the teachers. In short, it is possible to conclude that the majority of the teachers have above 5 years of working experience and hence they are well-experienced teachers for the grade level.

4.2.2 Teachers views/ perceptions of the Nature of Grammar practice Exercises/Activities in the Textbook

4.2.2.1 Relevance of Grammar Practice Activities to the Objectives of Teaching English at Grade 9

Item1, in section II of the teachers' questionnaire, was designed to investigate what teachers think about the relevance of the grammar practice activities in the textbook to the objectives of teaching English at grade 9. The following table shows their responses.

Table 4.2.2.1 Relevance of Grammar Exercises to the Objectives

	Choices	Responses	
		Frequency	Percent
A	I strongly agree	17	50
B	I agree	13	38.2
C	I have no idea	0	0
D	I disagree	4	11.8
E	I strongly disagree	0	0
	Total	34	100

According to the information in the above table, half (50%) of the teachers have expressed their strong agreement to the relevance of the exercises to the objectives

aimed at and the other 38.2 % of the teachers have shown simply their agreement. On the other hand, only 11.8% of the teachers have shown their disagreement regarding their relevance. This implies that the majority of the teachers think that the exercises are related to the objectives of teaching English at this level.

4.2.2.2 The Extent to Which the Grammar Practice Activities are Communicative and Interactive

Items 2 and 6, in section II of the teachers' questionnaire, were designed to see whether the grammar exercises in the textbook help students engage in using the newly introduced grammar item and in working in pairs or groups respectively. In other words, the purpose of these two items was to investigate their suitability for students' interaction. The responses of teachers with regard to this have been shown in the table below.

Table 4.2.2.2 Suitability of Grammar Activities to Students' Interaction

Items	Responses											
	I strongly agree		I agree		I have no idea		I disagree		I strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Item 2: Use freely the new grammar item introduced	5	14.7	10	29.4	3	8.8	16	47.1	0	0	34	100
Item 6: Work in pairs or groups	4	11.8	14	41.2	1	2.9	15	44.1	0	0	34	100

The above table shows that 47.1% of the teachers have expressed their disagreement to the communicativeness of the grammar activities in the textbook while 29.4% the teachers have shown their agreement to it.

Moreover, when we look at the information in the table as a whole, we can see that the number of teachers expressing their disagreement is almost equal to the number of teachers expressing their agreement. Thus, almost half of the teachers think that the grammar activities are not communicative and hence students could not use the newly introduced grammar item freely in the spoken or written modes.

On the other hand, 44.1% of the teachers, as shown in the above table, think that the grammar activities do not engage students to work in pairs or groups. However, almost equal number of teachers (i.e. 41.2%) has reported that the grammar activities help

students to work in pairs or groups. Looking at the data in the above table as a whole, it is possible to conclude that almost half of the teachers have agreed that the activities have the capacity to engage students to work in pairs or groups.

4.2.2.3 The Context of the Grammar Practice Exercises/Activities in the Textbook as Viewed by Teachers

Item 5, in section II of teachers' questionnaire, was designed to examine teachers' views about the capacity of the grammar activities in allowing students to make choices over grammatical forms from one another and to use them appropriately based on the context given. The table below shows the teachers' responses with regard to whether the exercises are contextualized or decontextualized.

Table 4.2.2.3 Teachers' Views about the Context of the Grammar Exercises

	Choices	Responses	
		Frequency	Percent
A	I strongly agree	4	11.8
B	I agree	22	64.7
C	I have no idea	2	5.9
D	I disagree	6	17.6
E	I strongly disagree	0	0
	Total	34	100

As the above table depicts, 64.7% (i.e. more than half) of the teachers agreed that the grammar practice exercises/activities in the textbook are presented in context while 17.6% of the teachers did not agree. This implies that, according to the responses of many of the teachers, the activities are contextualized but the researcher of this study, in his analysis of the grammar exercises in the textbook, has found that the vast majority of the exercises were not contextualized.

4.2.2.4 The Variety and Adequacy of the Grammar Exercise for Practicing particular Grammatical Structures

Items 3 and 4, in section II of teachers' questionnaire, were designed to investigate teachers' views regarding the variety and adequacy of the grammar exercises/activities in the textbook respectively. Therefore, the following table shows teachers' responses with regard to whether the activities/exercises are varied and adequate enough for practicing the use of the target grammatical items.

Table 4.2.2.4 Variety and Adequacy of Grammar Exercises/ Activities for Practicing the Use of Particular Structures

Items	Responses											
	I strongly agree		I agree		I have no idea		I disagree		I strongly disagree		Total	
	F	%	F	%	F	%	F	%	F	%	F	%
Item 3: There are variety of grammar activities or exercises in the textbook	14	41.2	18	52.9	0	0	2	5.9	0	0	34	100
Item 4: Grammar activities or exercises in the textbook are adequate enough to help students practice the use of the target grammar items	6	17.7	15	44.1	3	8.8	10	29.4	0	0	34	100

As shown in the above table, 52.9 % of the teachers have expressed that they agree to the variety of exercises/activities in the textbook while the other 41.2% of them have strongly agreed to it. However, only 5.9% of them have expressed their disagreement. All in all, this shows that the majority of teachers think that there is variety of exercises/activities in the textbook. Nevertheless, the researcher of this study, in his analysis of grammar activities in the textbook, has found that this was not true.

Regarding the adequacy of the exercises/activities for practice, as the above table shows, 44.1% of teachers have expressed their agreement and 17.7% of them have agreed strongly. On the other hand, 29.4% of teachers have expressed that they disagree to their adequacy. From this, it is possible to conclude that more than half of the teachers think that the grammar exercises/activities in the textbook are adequate enough to help students practice the use of the target grammar item.

4.2.2.5 Suitability of the Grammar Exercise/Activities to Students' interest

Item 7, in section II of teachers' questionnaire, was designed to investigate what teachers think about students' interest to grammar exercises in the textbook. The following table shows the teachers' responses to this.

**Table 4.2.2.5 Students' Interest to Grammar Exercises
as Viewed by Teachers**

	Choices	Responses	
		Frequency	Percent
A	I strongly agree	2	5.6
B	I agree	13	38.9
C	I have no idea	13	38.9
D	I disagree	4	11.1
E	I strongly disagree	2	5.6
	Total	34	100

As indicated in the above table, 38.9% of the teachers agreed that the exercises are interesting to students while the same percent of teachers did not want to give an idea about it. However, 11.1% of them did not agree that the exercises are interesting to students. As a whole, this implies that though the rating of their agreement varies, a total of 15 (44.5%) of teachers out of the 34 teachers think that the exercises/activities in the textbook are interesting to students.

4.2.3 Teachers' Views of Their Methodological Procedures in the Presentation and Practice of Grammar

4.2.3.1 Teachers' Techniques in the Presentation of Grammar

Items 9, 10, 11 and 12, in section III of teachers' questionnaire, were designed to elicit teachers' views of how often they use the grammar teaching techniques for introducing a new grammar point for the first time or for recycling a point that has already been introduced. Therefore, the table below gives their responses.

Table 4.2.3.1 Teachers' Rating of How often They Use Grammar Teaching Techniques for Introducing a New Grammar Point

Grammar Teaching Techniques for introducing a new grammar point	Responses									
	always		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Item 9: I first present the new grammar rule and then use examples before letting students do grammar exercises	25	73.5	8	23.5	1	3	0	0	34	100
Item 10: I present the new grammar item in contexts (e.g. dialogues, short texts, etc) to show how the grammar item is used	10	29.4	15	44.1	9	26.5	0	0	34	100
Item 11: I give students several sentences in which the new grammar item is used and encourage students to draw the rule by themselves	5	14.7	9	26.5	16	47	4	11.8	34	100
Item 12: When necessary, I use visual aids, such as pictures and diagrams, to explain the meaning of the target grammar items	2	5.9	11	32.4	8	23.5	13	38.2	34	100

The above table reveals that 73.5% of the teachers always apply the technique of presenting new grammar rule using examples before letting students do exercises while 23.5% of them sometimes apply the same technique. The remaining 3% of them rarely apply this technique. From this, it is possible to conclude that the technique is always applied in EFL classrooms by majority of the teachers. This is in line with what the teacher of this study has observed in classrooms.

The above table also shows that 44.1% of the teachers sometimes present the new grammar item in contexts while 29.4% of them always present the item in context. However, 26.5% of them rarely present the new grammar using this technique. This implies that nearly half of the teachers sometimes use the technique. Moreover, as indicated in the above table, 47% of the teachers rarely encourage students to draw the rule by themselves from the given example sentences containing the new grammar item while 26.5% of them sometimes do so. Besides, it is shown that 14.7% of the teachers always apply this technique whereas 11.8% of them do not apply it. When the data is

seen as a whole, more than half of the teachers fail to apply the technique though there are differences in the rating of their utilization of the technique.

Finally, we can also see that, as the above table indicates, 38.2% of the teachers did not use visual aids in their explanation of a new grammar point whereas 32.4% of the teachers sometimes used them but only 5.9% of the teachers always used them. In short, it is possible to conclude that more than half of the teachers rarely or never use visual aids.

In general, comparing the teachers' use of the four grammar teaching techniques, we can conclude that a large number of teachers always use the technique of giving explanation of grammar rules first and then using examples. In other words, they more frequently use deductive way of teaching. On the other hand, greater number of teachers sometimes uses contexts; and teachers' use of visual aids and inductive way of teaching are rare. The researcher of this study in his classroom observation has also got the same findings.

4.2.3.2 Teachers' Ratings of Their Emphasis to Form, Meaning and Use of the Target Structure in EFL Classrooms

Items 13, 14 and 17 in section III of teachers' questionnaire were designed to examine teachers' emphasis to different aspects of a structure (i.e. form, meaning and use) during the practice stage. The next table provided us with teachers' response with regard to this.

Table 4.2.3.2 Teachers' Emphasis to the Aspects of a Structure During the Practice Stage



Teachers' emphasis to aspects of a structure in the practice stage	Responses									
	Always		Sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Item 13: I gave sentences in which students practice the form of the target grammar	19	55.9	13	38.2	2	5.9	0	0	34	100
Item 14: I allow students to practice the use of the target grammar freely	10	29.4	8	23.5	13	38.2	3	8.9	34	100
Item 17: I give emphasis to form, meaning and use of the target grammar	7	20.6	12	35.3	15	44.1	0	0	34	100

As indicated in the above table, 55.9% of the teachers expressed that they always let their students practice the form of a structure while 38.2% of them also expressed that

they sometimes do so. However, only 5.9% of the teachers responded that they rarely give emphasis to form of a structure in the practice. This implies that more than half of the teachers always give emphasis to form of a structure at practice stage.

The above table also depicts that 38.2% of the teachers responded that they rarely allow their students to practice the use of a structure freely while 29.4% of the teachers expressed that they allow students do so. In addition, it is indicated that 23.5% of the teachers responded that they sometimes do it and the other 8.9% of the teachers said that they never do it. Therefore, it is possible to conclude that nearly half of the teachers sometimes or always apply this practice whereas the other half rarely or never allow students to practice the use of a target grammar.

From the above table, we can also see that 44.1% of the teachers expressed that they rarely give emphasis to three aspects of a structure (i.e. its form, meaning and use) and 35.3% of the teachers responded they sometimes give emphasis to these three aspects. Moreover, 20.6% of the teachers responded that they always give emphasis to form, meaning and use of a structure. This implies that nearly half of the teachers do not integrate the three dimensions/aspects of a target grammar more frequently at the practice stage (or while doing grammar exercises).

In general, from the above table, it is possible to conclude that the greater number of teachers provide emphasis to the form of a target grammar ignoring the other two dimensions (meaning and use) in doing grammar exercises/activities. This is similar to what the researcher of this study has found during his classroom observations.

4.2.3.3 Teachers' Rating of How often They use the Different Modes of Classroom Organization in Doing Grammar Exercises/Activities

Items 16 and 22, in section II of teachers' questionnaire, were designed to investigate how often teachers use the different modes of classroom participation when allowing their students to do grammar practice exercises or activities. The table below gives the teachers' responses with regard to this.

Table 4.2.3.3 Teachers' Rating of How often They use the Different Modes of Classroom Organization When Doing Grammar Practice Exercises/Activities

Modes of classroom participation	Responses									
	Always		sometimes		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Item 16: I organize students in small groups to help them practice the use of the target grammar	7	20.6	10	29.4	15	44.1	2	5.9	34	100
Item 22: I use different interaction patterns or formats (individual work, pair work, small group work and whole class work) in performing grammar exercises or activities	13	38.2	19	55.9	2	5.9	0	0	34	100

As the above table depicts, 44.1% of the teachers responded that they rarely organize students to work in small groups for free production of the target grammar item whereas 29.4% them responded that they sometimes employ this mode of classroom organization. Besides, it is depicted that 20.6% of the teachers always allow students to work in small groups while only 5.9 % of them never do this. Then, the implication of this data is that only some teachers always organize their students to work in small groups for practicing the use of target grammar whereas most of them rarely or sometimes do it.

The above table also shows that 55.9% of the teachers sometimes use different interaction patterns while 38.2% of them always do so. However, only 5.9% of the teachers rarely employ the different interaction pattern in their language classroom. This data, therefore, implies that the majority of the teachers always or sometimes employ the different classroom participation mode. On contrary, the researcher of this study, in his classroom observations, has seen that what the teachers responded regarding the use of different interaction patterns was found to be not true. In their classrooms, it is observed that the majority of teachers use only individual work and whole class discussion. On the other hand, some teachers were seen having no idea or intention of modes classroom organization. In other words, they do not attempt to organize their students; they just ask students to do the exercises.

4.2.3.4 Teachers' Rating of How often They Give Feedback and Correction to Their Students' Work

Items 19 and 21, in section III of teachers' questionnaire, were designed to investigate how often teachers give feedback and correction when students do grammar practice exercises or activities. The next table gives the teachers' responses with regard to this.

Table 4.2.3.4 Teachers' Rating of How often They Give Feedback and Correction to Students' Work

Items	Responses									
	Always		Sometime s		Rarely		Never		Total	
	F	%	F	%	F	%	F	%	F	%
Item 19: I correct students' grammatical error whenever they make it.	20	58.8	10	29.4	3	8.8	1	3	34	100
Item 21: I provide feedback to students paying attention not only to the grammatical correctness of their utterances but also to the meaning of the utterances	14	41.1	17	50	2	5.9	1	3	34	100

As indicated in the above table, 58.8% of the teachers responded that they always correct students' grammatical errors whereas 29.4% of them expressed that they sometimes do it. On the other hand 8.8% of them responded that they rarely do it while only 3% of them never correct their students' grammatical error. This implies that the majority of teachers do not refrain themselves from correcting students' grammatical errors.

Likewise, in the above table, we can also find that 50% of the teachers responded that they sometimes give feedback focusing on both grammatical correctness and meaning of students' utterances whereas 41.1% of them expressed that they always give feedback. From this, it is possible to conclude that almost all the teachers, though their rating varies, give feedback to the grammatical correctness and meaning of students' own sentences. Nevertheless, classroom observations do not indicate such occurrences. Most teachers provide feedback focusing only on the grammatical correctness.

4.2.3.5 Teachers' Time Allotment for Practicing the Target Grammar in Their Classrooms

Item 18, in section III of teachers' questionnaire, was designed to investigate whether teachers provide enough time for their students in practicing the target grammar or in doing grammar practice exercises/activities. The following table gives the teachers' responses to this.

Table 4.2.3.5 Teachers' Rating of How often They Give Enough Time for Students to Practice the Target Grammar

	Item 18: I give enough time to students in practicing the target grammar	Responses	
		Frequency	Percent
A	Always	25	73.5
B	Sometimes	6	17.6
C	Rarely	2	5.9
D	Never	1	3
	Total	34	100

As depicted in the above table, 73.5% of the teachers always give enough time for practicing the target grammar whereas 17.6% of them sometimes give enough time to their students for practice. However, 5.9% of them rarely give enough time for their students and only 3% of them do not give enough time for their students when doing grammar practice exercises/activities. This implies that the majority of the teachers give enough time to their students for practicing the target grammar. Nevertheless, data from students' questionnaire show that most teachers spend the class time by giving explanation of grammatical rules.

4.2.3.6 Teachers' Rating of How often They Clearly Introduce Grammar Exercises/Activities to Students

The following table gives teachers' responses to this Item 20, in section III of the teachers' questionnaire, was designed to investigate how often teaches give clear explanation to students on how the grammar exercises or activities are to be done and on the purposes/objectives of doing the grammar exercises.

Table 4.2.3.6 Teachers' Rating of How often They Clearly Introduce Grammar Exercises/Activities to Students

	Choices	Responses	
		Frequency	Percent
A	Always	30	88.2
B	Sometimes	4	11.8
C	Rarely	0	0
D	Never	0	0
	Total	34	100

The above table indicates that 88.2% of the teachers always give clear introduction to the grammar exercises whereas 11.8% of them sometimes do so. Thus, it is possible to conclude that the vast majority of the teachers introduced clearly the grammar exercises and their objectives/purposes. However, data from the classroom observations shows that some teachers do not give clear introduction. As a result of this, students were seen confused and asking their teachers for clarity while doing the exercises.

4.2.3.7 Teachers' Rating of How often They Provide Supplementary Grammar Exercises to Their Students

Item 15, in section II of teachers' questionnaire, was designed to investigate how often teachers' provide supplementary grammar exercises in the textbook are inadequate to practice the three dimensions (i.e. form, meaning and use) of target grammar. The next table gives the teachers' responses to this:

Table 4.2.3.7 Teachers' Rating of How often They Provide Supplementary Grammar Exercises to Their Students

	Choices	Responses	
		Frequency	Percent
A	Always	4	11.8
B	Sometimes	6	17.6
C	Rarely	11	32.4
D	Never	13	38.2
	Total	34	100

The above table shows that 38.2% of the teachers never give supplementary grammar exercises whereas 32.4% of them rarely give supplementary exercises. On the other hand, it also shows that 17.6% of the teachers sometimes give the exercises and 11.8% of them always give those exercises. This implies that most teachers do not give supplementary exercises. However, data from the analysis of grammar exercises in the textbook indicates that vast majority of grammar exercises are form-focused and hence there is a need for supplementary exercises for adequate practice of meaning and use of the target grammar.

4.2.3.8 Teachers' Views on Their Students' Effectiveness in Doing the Grammar Exercises Given for Homework

Item 8, in section II of teachers' questionnaire, was designed to investigate how effective the students re in doing the grammar exercises given for homework. The following table gives teachers' responses to this.

Table 4.2.3.8 Teachers' Rating of Their Views about the Effectiveness of Their Students in Doing Homework Exercises

	Item 8: Students do their homework on grammar exercises effectively		
	Choices	Responses	
		Frequency	Percent
A	I strongly agree	1	3
B	I agree	7	20.5
C	I have no idea	2	5.9
D	I disagree	24	70.6
E	I strongly disagree	0	0
	Total	34	100

The above table depicts that 70.9% of the teachers do not agree that the students do their homework effectively whereas 20.5% of them agree that the students do their homework on grammar exercises effectively. Therefore, it is possible to conclude that most of the teachers responded that their students do not do their homework effectively.

4.3 Data from Students' Questionnaire

4.3.1 Sex of Students

The students who filled the questionnaire were randomly selected from W/ro Kelemework Tiruneh Secondary School, Tikur Ambesa Secondary School and Shimels Habte Secondary School. The questionnaire was distributed to 160 grade 9 students from different sections of these three schools. However, 4 students did not return it. The table below shows the sex of those students who filled in and returned the questionnaire.

Table 4.3.1 Sex of Students Who Filled in and Returned the Questionnaire

Sex	Frequency	Percent
Male	72	46.2
Female	84	53.8
Total	156	100

The above table indicates that 53.8% of the students who filled in and returned the questionnaire were females while 46.2% of them were male. This implies that more than half of the students were females and hence greater number of female participated in the study.

4.3.2 Students' Opinion of the Grammar Practice Exercises/Activities in the Textbook

4.3.2.1 Suitability of Grammar Practice Exercises/Activities to Students' Level and Interest

Item number 1 and 2, in section II of students' questionnaire, were concerned with examining students' opinion about whether or not the grammar activities in the textbook are interesting and difficult. The following table shows students' responses with regard to this.

Table 4.3.2.1 Students' Opinion of the Suitability of Grammar Practice Activities to Their Levels and Interest

Item No.	The grammar practice activities/exercises in the textbook are	Responses											
		I strongly agree		I agree		I have no idea		I disagree		I strongly disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
1	Interesting	20	12.8	39	25	4	2.6	81	51.9	12	7.7	156	100
2	Difficult	64	41	27	17.3	2	1.3	35	22.4	28	18	156	100

The above table indicates that 51.9% of the students disagreed that the grammar exercises are interesting whereas 25% of them agree that the exercises are interesting. As a whole, the data might imply that more than half of students' reported that the exercises are not interesting though their rating scales of agreement are different.

On the other hand, as the data in the second row of the above table shows, 41% of the students strongly agree that the exercises are difficult. As a whole, the data might imply that more than half (or greater number) of students agree that the exercises are difficult.

4.3.2.2 Students' Opinion of the Effectiveness of the Grammar Practice Activities for Interaction

Items number 3 and 4, in section II of the students' questionnaire, were designed to investigate whether or not the grammar practice activities/exercises in the textbook are interactive. Therefore, the following table gives the students' responses with regard to this.

Table 4.3.2.2 Students' Opinion of the effectiveness of Grammar Practice Exercises for Interaction

Item No.	The grammar practice exercise/activities in the textbook	Responses											
		I strongly agree		I agree		I have no idea		I disagree		I strongly disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
3	Encourage us to work in pairs or groups	16	10.3	49	31.4	7	4.5	51	32.7	33	21.1	156	100
4	Enable us to work individually	94	60.3	41	26.3	2	1.3	14	8.9	5	3.2	156	100

As indicated in the above table, 32.7% of the students claim that the activities do not encourage them to work in pair or groups while 31.4% of the students agree that the activities/exercises encourage them to work in pairs or groups. As a whole, from the data, it is possible to conclude that more than half of the students do not agree to the interactivensness of the grammar practice activities/exercises in the textbook.

On the other hand, 60.3% of the students expressed their strong agreement by saying that the activities enable them to work individually whereas 26.3% of the students just agree to this. Therefore, this might imply that the majority of the students agree that the grammar activities in the textbook enable them to work individually.

4.3.2.3 Students' Opinion of the Integration of Form, Meaning and Use in Grammar Practice Activities

Item numbers 5 and 6, in section II of the students' questionnaire, were designed to examine whether the grammar, practice activities in the textbook are form-focused or meaning/use-focused. The table below shows the students' response with regard to this.

Table 4.3.2.3 Students' Opinion of the Integration of Form, meaning and Use in Grammar Practice Activities of the Textbook

Item No.	The grammar practice activities/exercises in the textbook	Responses											
		I strongly agree		I agree		I have no idea		I disagree		I strongly disagree		Total	
		F	%	F	%	F	%	F	%	F	%	F	%
5	Enable us to practice the form of the target grammar	76	48.7	59	37.8	4	2.6	17	10.9	0	0	156	100
6	Enable us to practice the meaning or use of the target grammar	41	26.3	36	23	1	0.7	57	36.5	21	13.5	156	100

As indicated in the above table, 48.7% of the students responded that they strongly agree that the activities are form-focused while 37.8% of the students agree that they are form-focused. However, 10.9% of the students disagree to this. In general, it is possible to conclude that the majority of the students think the grammar practice exercises/activities are form-focused.

On the other hand, the above table shows that 36.5% of the students do not agree that the grammar practice exercises enable them to practice the meaning or use of the target grammar while 26.3% of the students strongly agree that the activities give emphasis to meaning or use of the target grammar. However, 13.5% of the students strongly disagree to this. In general, this might imply that half of the students agree that the activities give practice to meaning or use of the target grammar and the other half disagree to it.

4.3.3 Students' Opinion of their Teachers' Roles/Duties in the Practice of the Target Grammar in EFL Classrooms

4.3.3.1 Students' Opinion of Teacher Speaking Time Vs Their Speaking Time In Grammar Lessons

Item 7, in section III students' questionnaire, was designed to investigate how the class time is spent during grammar lessons. Therefore, the following table shows students' responses to this.

Table 4.3.3.1 Students' Opinion of Teacher Speaking Time Vs Their Speaking Time in Grammar Lessons

Item No.	Our English teacher	Responses									
		always		sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%
7	Spends most of the class time by giving detailed explanation of the rule of a grammar point	73	46.8	29	18.6	54	34.6	0	0	156	100

As the above table shows, 46.8% of the students reported that their English teacher always spends most of the class time by giving detailed explanation of the rule of a grammar point. However, 34.6% of the students responded that their English teacher rarely does this. The remaining students which constitute 18.6% of the students said that their English teacher sometimes does the action mentioned above. In general, it is possible to conclude that most of the students responded that most of the class time is spent by teachers' explanation of rule of a target grammar.

4.3.3.2 Students' Opinion of Teachers' Encouragement, Feedback and Correction to Their Work

Item numbers 8, 9, 10, and 11, in section III of the students' questionnaire, were related to students' opinion about their English teacher's way of giving encouragement (or support), feedback and correction to students' work. The following table shows the students' responses to this.

Table 4.3.3.2 Students' Opinion of Teachers' Way of Giving Encouragement (or Support), Feedback and Correction to Students' Work

Item No.	Our English teacher	Responses									
		Always		sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%
8	Provides us support and encouragement while doing grammar exercises	74	47.4	59	37.8	23	14.8	0	0	156	100
9	Corrects our grammatical mistake immediately	81	51.9	43	27.6	27	17.3	5	3.2	156	100
10	Gives feedback focusing only on form or rule of the target grammar	94	60.3	21	13.4	41	26.3	0	0	156	100
11	Gives feedback focusing on meaning or use of the target of grammar	37	23.7	23	14.7	82	52.6	14	9	156	100

As the first row of the above table shows, 47.4% of the students reported that their English teacher always provides support and encouragement while they are doing grammar exercises while 37.8% of the students reported that their English teacher sometimes does so. However, 14.8% of the students reported their English teacher rarely gives support and encouragement. In general, it is possible to conclude that the majority of students responded that of their teacher gives such support and encouragement.

As the second row of the above table shows, 51.9% of the students reported that their English teacher always correct their grammatical mistakes immediately whereas 27.6% of the students said that their English teacher sometimes does so. However, 17.3% of the students said that their teacher rarely does this. The remaining students who constitute 3.2% claimed that their teacher never does such action. Therefore, this might imply that the majority of English teachers sometimes or always correct students' grammatical mistakes as soon as they occur.

From the above table, the third row shows that 60.3% of the students responded their English teacher always gives feedback focusing only forms of a structure whereas 26.3% of the students said that their English teacher rarely does this. The others who constitute 13.4% of the students said that their teacher sometimes does such action. So, this might imply that the majority of the students responded that their teachers give feedback focusing only form of a target grammar.

The fourth row of the above table shows that 52.6% of the students responded their English teacher rarely gives feedback focusing on meaning or use of the target grammar

while 23.7% responded their teacher always does so. Moreover, 14.7% said that their teacher sometimes does such action. The remaining 9% reported that their teacher never give such kind of feedback. This implies that more teachers rarely give feedback focusing on meaning or uses of the target grammar. In conclusion, it is possible to say that more teachers give encouragement and support but their feedback focuses on form of the target grammar.

4.3.3.3 Students' Opinion of Teachers' Mode of Classroom Organization

Item number 12 was used to investigate if teachers encourage students to work in pairs or groups. The table below gives students' responses to this.

Table 4.3.3.3 Students' Opinion of Teachers' Mode of Classroom Organization

Item No.	Our English teacher	Responses									
		always		Sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%
12	Encourages us to work in pairs or group	23	14.7	41	26.3	78	50	14	9	156	100

As the above table indicates, 50% of the students responded that their English teacher rarely, encourages them to work in pairs or groups whereas 26.3% of the students responded that their teacher sometimes does so. In addition to this, 14.7% of students said their teacher always does not do so. In general, this might imply that more teachers do not encourage their students to work in pairs or groups.

4.3.3.4 Students' Opinion of Teachers' Emphasis to Aspects/Dimensions of a Grammar Point

Item number 13 and 14 were designed to investigate teachers' emphasis to the aspects/dimensions of grammar (i.e. form, meaning and use) in the practice of the target grammar. The following table shows students' responses with regard to this.

Table 4.3.3.4 Students' Opinion of Teachers' Emphasis to Aspects/Dimensions of a Grammar Point

Item No	Our English teacher	Responses									
		always		sometimes		Rarely		Never		Total	
		F	%	F	%	F	%	F	%	F	%
13	Encourage us to practice the form of the target grammar	103	66	39	25	14	9	0	0	156	100
14	Encourage us to practice the meaning or use of the target grammar	26	16.6	33	21.2	77	49.4	20	12.8	156	100

As the above table shows, 66% and 25% of students responded their teachers' always' and 'sometimes' encourage students to practice the form of the target grammar respectively. The remaining 9% said their teacher rarely does so. Therefore, this might imply that more teachers encourage students to practice the form.

On the other hand, as the above table shows, 49.4% of the students said their teacher rarely encourages the practice of the meaning or use while 21.2% responded their teacher sometimes encourage them to practice these two aspects. As a whole, this data implies more teachers do not encourage students to practice the meaning and use of the grammar point. In general, we can conclude that teaches give more emphasis to form.

4.4 Data from Classroom Observations

From the classroom observations, the researcher of this study obtained data which shows the techniques English teachers employ in practicing a new grammar point and the ways by which they introduce a grammar practice activity. In addition, the data depicts the nature and type of the grammar practice activity, modes of classroom organization used, how teachers treat students' errors and students' participation in carrying out the grammar activities/exercises.

Therefore, the data obtained is very useful in evaluating the design of the grammar practice activities, and their implementation in language classrooms. As noted earlier, the grammar practice activities should be evaluated whether or not they integrate form, meaning and use of grammar point for enabling students to communicate their ideas meaningfully and appropriately. To this end, it is believed that this critical observation of language classrooms is one of the best ways to get first-hand information.

The observation was made in the selected four sections of the three secondary schools. Each section was observed for two consecutive periods in grammar lessons. Nevertheless, there was no plasma television broadcasting during observations of all the sections because of electric power interruption. Here, only useful points which are relevant to the study have been discussed. The observations have been described as follows.

Section one

This section was 9J of W/ro Kelemework Tiruneh Secondary School. The section has 52 students. In this section, two grammar lessons were observed and described as follows.

Lesson 1

It was observed on Thursday April 2, 2009 from 4:20-5:03. First, the teacher greeted the students and introduced the researcher of this study to the students. Then, the teacher wrote the topic “improbable conditions (unreal conditions)” on the board. As there was no plasma television, the teacher began the lesson by asking students the following question:

“How many kinds of conditional sentences do we have?”

A student raised his hand and said “there are three” and then again the teacher said “Yes you are right.” Again, the teacher asked a second question: “who can tell me these three kinds of conditional sentences?” But the students became silent for sometime. Then, the teacher wrote the following on the board:

1. *Probable condition*
2. *Improbable condition*
3. *Impossible condition*

The teacher asked another question: “who can give me an example sentence for the first type of condition?” A female student replied: “If I study hard, I will pass my English test” The teacher said “very good, Eleni!” and write this sentence on the board. Next, the teacher explains the parts of this sentence by saying:

Look! This sentence has two parts. The first part is if-clause and the part after the comma is main clause. The first part is simple present tense and the second part is future tense

Then the teacher illustrated this by writing on the board:

If I study hard, I will pass my test

If-clause main-clause

Next, the teacher introduced the second type of conditional sentence- *Improbable* condition by writing the following on the board:

If I studied hard, I would pass my English test

Study+-ed would+V1

After this, the teacher asked students to turn their books to page 216 and read together with them the sentences such as:

- If we had enough rain, we would not worry about irrigation systems
- If I were a bird, I would fly to my home now.

Next, the teacher explained the forms in bold type and showed the meaning of sentences by reading their meanings given in brackets. Then, she asked students to write their own sentences in their exercise books. When the students did this activity, the teacher was moving around students' desks in the mean time; he was talking to individual students. Thirteen minutes were spent for this individual activity. Then, the teacher asked students to tell their sentences to the class. But only a few students answered by saying the sentences below:

"If my mother came, I would go to Legehar"

"If I had 50 birr, I would buy a T-shirt"

"If I were you, I would kiss her"

Next, the class laughed when a male student made a sentence about the girl in the section by saying:

"If Melat loved me, I would buy her a gold ring"

The teacher also smiled but did not give feedback to the student.

Finally, the teacher instructed students to do the exercise on page 217. Then the students did the exercise individually; but the instruction read, "work with partners" the teacher roughly checked students' exercise books. After 4 minutes, the teacher asked the students to tell their answers. One student raised his hand and responded to the meaning of the sentence in question number 1 by saying:

"Gashe Abera Molla works hard but our city is not clean."

However, the teacher said "No" and asked another student. The other student also did not give the correct meaning of the sentence. So, the teacher explained the meaning of each sentence herself and told them to do the exercises on page 218. Then it was the end of the lesson.

Lesson 2

It was observed on Friday (April 3, 2009) from 3:04-4:05. There were 46 students in the classroom indicating that some students were absent.

The teacher greeted the students and the researcher sat at the back desk. Then the teacher asked the students what they had learned yesterday. One student raised his hand and said “about conditional sentences”. The teacher said “good”; again said “please open your exercise books” and checked exercise books of some of students. Next, the teacher said, “Let’s do the homework” and as she got the answers the teacher wrote on the board as follows:

<u>Answers</u> <u>Exercise 2 page 218</u>	
1. <i>Stopped</i>	5. <i>Would be</i>
2. <i>Found</i>	6. <i>Would be</i>
3. <i>Were</i>	7. <i>Was practiced, would contribute</i>
4. <i>Would not migrate</i>	

However, when doing this exercise, the teacher did not ask a particular student. Instead, she asked the whole class and the class gave answers together. Then the teacher wrote their answer on the board as demonstrated in the above Table.

After finishing this exercise, the teacher said “look at the next exercise!” [that is, Exercise 3] on page 218 and asked students, “Have you done this at home?” The students responded together by saying “yes! yes! ...” Then, the teacher said “Ok! who can answer the first question?” A female student raised her hand and said the following:

“If I had a special skill, I will be rich”

The teacher said, “No ... can we say ‘will be’ in the main clause here?”

The question was forwarded for this student only but soon some other students answered together, “would be”. The teacher again asked other students to complete the same if clause with other main clause by using their own ideas or words; but the class kept silent.

Then the teacher asked students to complete the second question which reads “If I were the governor of the city, _____.” One student immediately raised his hand and said:

If ...I were...the governor of the city, I ...

This student paused after reading each word of the sentence and failed to complete the sentence. Some students began to laugh at him but the teacher asked the students, “Have you forgotten what improbable condition is?” then said, “we can complete this sentence by saying: If I were the governor of the city, I would give support for the beggars in the street” But some students started to disturb the class. The teacher warned one of the disturbing students. In order to control the disturbance, the teacher spent about 4 minutes. Then the teacher began to ask students to complete the third question; but the students did not give an answer to her question. The teacher became angry and instructed the students to do the other questions in this exercise. Finally, the teacher gives home work to read the note on page 219 and 220 in their textbooks and to do the exercises on pages 220 and 221. Then, the lesson ended.

From the above two lessons, it was observed that the teacher first gave explanation of the rule or form of conditional sentences. This means that the teacher presented the grammar point deductively using isolated decontextualized sentences and did not use visual aids. The teacher did not clearly introduce the grammar exercises as students did not continue doing questions in exercises. The teacher encouraged the students to work only individually and her feedback focused only on form. The teacher corrected students' mistakes immediately. The exercises were corrected students' mistakes immediately. The exercises were open-ended and meaningful activities however they were not interactive. The students did not interact actively and disturbed the class during the practice stage of the target grammar points. Moreover, the teacher asked questions which require students' declarative knowledge (knowledge about rules) rather than procedural knowledge (applying the rules in communicative).

Section Two

This section was 9¹² of Tikur Ambesa Secondary School. This section has 63 students and the teacher is very old. He told me that he has worked for 34 years as a teacher. In this section, two grammar lessons were observed and described as follows.

Lesson 1

It was observed that on Wednesday (April 8, 2009 G.C) from 2:45-3:24 local time. There were 54 students. The teacher let me enter the classroom and I took a seat at the back, which was already prepared for me. The teacher started the lesson by writing the words “since” and “for” on the board. Then he explained the use of “since and for” and wrote on the board as follows:

➤ *Since + starting time of an event*

e.g. *Since 1982*
Since December
Since Monday
Since I was a child
Since 8 o'clock

➤ *For + a length or duration of time during which an action has taken place*

E,g *For two years*
For twenty minutes
For three hours

Then the teacher asked students to read the dialogue on page 198-199 in pairs. Some students at their desks read the dialogue while other students who did not have textbook started talking about things not related to the lesson. The class became very noisy but, the teacher wrote the words containing 'since' and 'for' from the dialogue on the board as follows:

<i>-For an hour</i>	<i>-since I was 7 years old</i>
<i>-Since you arrived</i>	<i>-for 8 years</i>
<i>-Since morning</i>	<i>-since you came to Addis</i>
<i>-for 6 hours</i>	

After this, the teacher asked two students to read loudly the dialogue turn by turn to the class while the students were reading, the teacher pointed to the words written on the board.

Next, the teacher asked students to do exercise 1 on page 200. The teacher told them to stop doing the exercise after four minutes. However, he did not tell them the time they should do the exercise. Immediately, the teacher asked students to complete question numbers 1-7 such as:

1. *Kalkidan has been in Awasa _____ last month*
2. *Kalkidan has been in Awasa _____ one month.*
3. *My uncle has lived in Nekemt _____ 15 years*

One student raised her hand and said 'for last month' while answering question number 1 'No, you are wrong!' said the teacher. Then he corrected it by saying 'since last month'. He went on doing the other questions in the exercise in a similar way. After

finishing doing 7 questions, the teacher moved to the next exercise in the same page. The questions of this exercise were:

Exercise 3 (page 200)

Complete the sentences with 'for' or 'since' by adding the necessary verbs in present perfect tense. The first one is done for you.

1. *Prime Minister Tony Blair is in Addis Ababa. He arrived two days ago. He has been in Addis Ababa for two days*
2. *My aunt is here. She arrived on Saturday she has _____*
3. *It is raining. It started an hour ago. It has _____*

(It continues like this)

The teacher asked students to work in small groups. Then, he asked each student by calling their names. When the students made mistake, he become angry and corrected them. After finishing this exercise, the teacher gave homework to students to read the notes on page 201 and 202 and then to do the next exercise on page 202.

The lesson ended. As there were tests on the next days in the school, I made arrangement with the teacher to meet on next Tuesday (April 14,2009G.C) and said goodbye to him.

Lesson 2

It was observed on Tuesday (April 14, 2009 G.C) from 7:24-8:06 local time. There were 36 students in the classroom. The teacher began the lesson by writing the topic "The present perfect continuous Tense" on the board.

T. Last time, we learned about the use of 'since' and....

S₁. for

T. Ok! Can any one tell me the use of 'since'?

S₂. 'since' comes before the name of the days, months.....um.....

T. yes, you are right! 'since' comes before stating time of an event. Can you tell me one example?

S₃. Since four months

T. No! you've not read your notes in your exercise book?

Any way, you, all of you! Please read the notes.

Then the teacher continued giving explanation about the form of present perfect continuous tense by writing the following on the board:

Has +been+v-ing Have -She has been studying for 4 hours -They have been studying for 4 hours

T. Now, please turn your book to page 201 and read the notes about present perfect continuous tense.

Then, the teacher asked the students to practice the dialogues on pages 201 -202 in pairs. In the second dialogue, the students practiced a role play, one being a husband and the other was a wife. Next, the teacher selected two students to play the role play in front of the class.

After this, the teacher asked the students to read exercise 1 on page 202. Again, the teacher instructed the students to work in pairs and to complete the blank space using the statement and question form of present perfect continuous tense. When the students were working on the exercise, the teacher stood in the front of the class reading his textbook. But some students were not working. Instead, they just were making noises without giving attention to the exercise. After waiting for 13 minutes, the teacher asked students to be ready for answering the questions. The teacher read each question and the students gave answer in chorus. Then, the lesson ended after the teacher given homework on the next page.

From observations of the two lessons, it is possible to conclude that the teacher presented the grammar points deductively but the examples were contextualized. The teacher asked the students to work in pairs and groups. The teacher's feedback focused on form. When the students made grammatical mistakes, the teacher gave corrections himself immediately. The grammar exercises were not interactive since they were close-ended. The students did not participate actively and showed no interest in doing the exercises. Moreover, the teacher asked questions which require students' declarative knowledge (knowledge about rules) rather ha procedural knowledge (Applying the rules in utterances).

Section three

This section was 9¹⁹ of Shimels Habte Secondary School. This section has 57 students and the teacher is very young. He has taught only for six years. In this section, two grammar lessons were observed and described as follows.

Lesson 1

It was observed on Thursday (April 23, 2009 G.C) from 5:03-5:45 local time. During this period, there were 54 students. 15 minutes before this period, I told the aim of my observation to the teacher and I got permission from him to enter his classroom. First, he introduced me to the class. Then, he asked the students to leave the seat at the back and I sat at the back so that I could observe everything that happened in the classroom.

First, the teacher asked the students to open their books on page 251 and then started his discussion of *non-defining relative clauses* using English and Amharic. Here, **T** represents Teacher, **S** represents a student, and **SS** denotes students.

T. Ok! Keep silence! Today, our topic is *relative clauses*. We have two kinds of relative clauses. The first one is *defining relative clause*. It is used to identify or define a person or a thing. Is that clear? Ok! The other one is *non-defining relative clause*. It is used to give extra information about a person or a thing. Ok! Now look at the exercise on page 251.
(The teacher read the instruction and explained it to students)

Then, the students started to work with their classmates at the same desk. However, the teacher did not instruct the students to work in pairs or groups. The students took about eight minutes to do this exercise.

T. Ok! Who can try the first one? Yes, Lamrot!
Lamrot: Non-defining relative clause
T. How do you know that it is?
Lamrot.um....there is only one doctor for my motherthe information is additional.
T. Is she right, students?
S₁. No, it is defining relative clause
T. Yes, you are correct! We have many doctors in hospitals. We talk about one of these. So, we use the information that says '*who helped my mother*' to define him

The teacher asked students to answer only using the phrases '*defining*' and '*non-defining*'. However, he did not ask a reason for their answers. Then, the students and the teacher finished doing this exercise. Next, the teacher continued discussing *relative pronouns in defining relative clauses*.

T. In English, the relative pronouns are *who*, *which*, *that*, *whom*, and *whose*. *Who* is used for...?
 S₁. People
 T. what about the use of *which*?
 S₂ it is for things
 T. Good! *That* is used for both people and things.
Whose is used to indicate possession. Now, let us look at the examples on page 253.

The teacher wrote the words *who*, *which*, *that*, *whom*, and *whose* on the board but the board was not well cleaned.

After discussing and reading the examples on pages 253 with the students, the teacher recapped the lesson. The lesson ended after the teacher given homework on page 254 and 255.

Lesson 2

It was observed on Friday (April 24, 2009 G.C) from 5:45-6:27 local time. During this period, there were 48 students.

Then the teacher began the lesson at 5:49 local time. The teacher said the following:

T. Yesterday, you learned relative pronouns used in defining relative clauses. These relative pronouns are.....
 S1. *Who, which, whomum...*
 S2. *That, whose*
 T. Ok! Good! Let's do the following exercise on page 254. Before that, look at and read the *relative pronouns* in the table which is at the top of the page.

Then, the teacher read the examples in Exercise 2 on page 254:

- *A bachelor is a man who is not married*
- *A mother is a woman who has a child*

The teacher explained that we can give definitions of people by using defining relative clauses. After this, the teacher asked students to make their own sentences about the list of people in the exercise. The students worked individually.

- | | |
|------------------------|-----------------------|
| 1. <i>A vet</i> | 6. <i>A detective</i> |
| 2. <i>A neighbor</i> | 7. <i>A beggar</i> |
| 3. <i>A president</i> | 8. <i>A merchant</i> |
| 4. <i>A headmaster</i> | 9. <i>A murder</i> |
| 5. <i>A thief</i> | 10. <i>A liar</i> |

In this lesson, the blackboard was not well cleaned but the teacher wrote the above words on the board. However, he did not check or monitor the students' activities.

After 15 minutes, the teacher asked the students to tell him their own sentences about the list of words.

T. Ok! I think it is clear to you. Now, you define the words. Who can define 'a *vet*'? (But the students became silent).

T. You don't know what a *vet* is? A *vet* is a veterinarian. So, a *vet* is some one who gives treatment to animals. In the same way, who can define the next word?

S1. (caughs) a neighbor is a person who lives next door.

T. That is right! Excellent! Is there anyone who can define it in a different way? (The students became silent). Who can try question *number 3*? Yes, Henok!

Henok: A president is ...um...err..a president is a person who governs a country

T. Very good! You can finish the others by yourselves. For now, let's do *exercise 3* on page 254.

Here, the teacher did not give enough time for the students. He immediately asked students to tell him their own sentences using:

1 *Rickettsia*

2 *Protozoa*

3 *Bacteria*

However, the students did not give their own sentences. Then, the teacher himself defined them and explained the words to the students.

Next, the teacher asked the students to do *exercise 4* on pages 254-255. The exercise required students to complete gaps in a text with *the relative pronouns*.

Finally, the teacher wrote the answers for the exercise on the board and gave homework on the next pages. Then the lesson ended.

From the observations of the two lessons, it is possible to conclude that the teacher presented the grammar points deductively using isolated, decontextualized sentences. The teacher introduced the grammar exercises clearly but did not ask students to work in one of the modes of classroom organizations (i.e. individually, in pairs or in groups). The exercises were meaning-based but not interactive. The teacher himself did the questions instead of encouraging the students to do them. However, when students answered questions correctly, he gave support and encouragement by saying "very good" or "excellent". The teacher himself gave correction to students' grammatical mistakes. The students did not interact actively. In addition, the teacher asked questions

which require students' declarative knowledge (knowledge about rules) rather than procedural knowledge (using the rules).

Section four

This section was 9²³ of Shimels Habte Secondary School. This section has 62 students and the teacher is young. He told me that he has worked for 10 years. Similar to the other sections, two grammar lessons were observed in this section and described as follows.

Lesson 1

It was observed on Monday (April 27, 2009 G.C) from 3:24-4:06 local time. During this period, there were 60 students. The lesson began at 3:27. The teacher wrote the topic "using the present simple tense to express facts". Then, the teacher said:

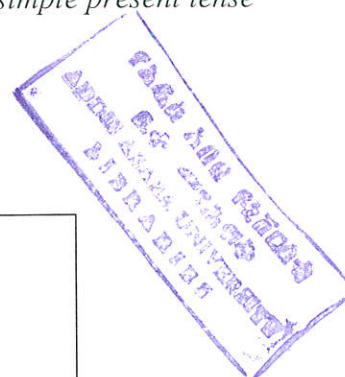
T. Last week, you learned how compound nouns are formed. I think we have finished doing the exercises on it

SS. Yes, we have finished. But Teacher!, you told us to give us a test on it. (The students shouted loudly)

T. No, your test will be given next week. Ok! Now, let's discuss *the simple present tense to talk about facts*.

Then, the teacher wrote the following on the board:

Using present simple to talk about facts
 $S+V+-s/\phi$
e.g *She walks*
We walk
He goes



After this, the teacher instructed the students to read the examples on pages 232-233.

The teacher explained the form and meaning of each sentence

The examples were:

- Gases expand when heated
- Water boils at 100⁰c at sea level
- It takes me 20 minutes to get to school.
- My brother lives in Hargele. He has a lot of camels.

After discussing these sentences, the teacher wrote the following on the board:

Present continuous tense
Subj+am/is/are+V-ing
e.g. - I am sitting.
- You are reading

Next, the teacher instructed the students to do *exercise 1* on *page 233*. The teacher encouraged the students to work in pairs. He gave about 10 minutes to finish the exercise. After this, the teacher asked the students to tell him their answers about the difference in form and in meaning between the following sentences:

E.g. 1. *The woman is working on a farm.*

The woman works on a farm

About three students participated in doing this exercise. Next, the teacher asked students to do *exercise 2* on *page 233* and let the students work in groups. However, most students did not work in groups. The students made noises and disturbances.

After 13 minutes, the teacher said:

T. Now, Stop working! Silence please! You! What are you doing? Ok! Who can read this

paragraph about water cycle?

S1 First. the sun shines and heats water.....er.....er... Then water vapor rises....um..form...form...er...clouds.

T. Good. Who can finish his paragraph? Start from where he stopped!

S. This forms clouds. Then clouds move to land

T. That is enough! You are correct. You can finish this paragraph by yourself. Is it clear to you?

SS: Yes ...Yes. .Yes

T: Now let us do *exercise 3* on *page 234* very quickly. Who can try number 1?

S1: The sun rises in the east and sets in the west

(The student read the sentence putting the verbs in their correct forms)

The lesson continued like this. The teacher wrote the students' answers on the board. Finally, the lesson ended but the teacher did not give homework.

Lesson 2

It was observed on Tuesday (April 28, 2009 G.C) from 5:45-6:27 local time. During this period, there were 58 students. The lesson began at 5:50 local time.

T. Ok! Who can tell me what you learned in the last lesson?

S₁. It was about *present simple tense*

T. We use *present simple to talk about facts*. As you know, we add 's' to the verb when the subject is third person singular but we do not add 's' to the others. So, we say '*water boils at 100^oc.*' Here, the subject '*water*' can be replaced by '*it*'. We add 's' to the verb '*boil*' because '*water*' is third person singular. Can you give me another example? Yes, Mintesinot!

Mintesinot: A magnet attracts iron fillings.

T. Very good! Now, we are going to talk about state verbs. Who can tell me what state verbs are?

(But the students became silent). Ok! *State verbs are not used in the continuous forms*. For example, which one is correct? (The teacher wrote the following sentences on the board)

<p><i>I love my mother very much</i> <i>I am loving my mother very much</i></p>

S₂: Both sentences are correct!

T. (smiles) Can we....can we say 'I'm loving my mother very much'?

Ss. We don't say.

T. Good! Now, please turn your book to page 254. There! Stop talking! You're always disturbing the class. (The teacher slapped the face of a student.) Ok! Let's discuss *these groups of state verbs* which are not used in the continuous forms. The first one is *verbs of sense*. These are related to our sense organs. Can we say: '*I'm seeing the dog*'? No! We don't say. But we can say '*I am looking at the dog*'.

(Then, the teacher discussed *verbs of sense, verbs of liking and disliking, verbs of thinking, verbs of wanting, verbs of belonging, and some other state verbs* one by one with their examples in the students' book.)

T. Ok! Let's do *exercise 1* on *page 236*. Please work in pairs. One student will read part of A and the other student will read part of B. I will give you about 10 minutes for this.

(The students made noises. Some were working on the exercise. Others were playing with their classmates: fighting each other, murmuring or whispering to each other.)

T. Ok! Finished? You two students, please stand up! Read to the class (The students read and the exercise was finished) Please do the next exercise very quickly. (The students started working but the bell rang, indicating that the period was over). Do 'this exercise' at home! (The lesson ended. Then, I left the classroom)

From the observations of the two lessons, we can conclude that the teacher presented the grammar points deductively using decontextualized isolated sentences. The teacher introduced the grammar exercises clearly and encouraged students to work in pairs or groups but the students did not participate actively. In the first lesson, the exercise was communicative activity but in the second lesson, it was form-focused. The teacher did not give feedback and correction to students' work. Finally, the students had disruptive behavior and this might indicate that they were not interested in the exercises.

CHAPTER FIVE

Conclusions and Recommendations

This chapter presents conclusions drawn from the data presentations and discussions made in chapter four. Based on the conclusions drawn, it gives recommendations on the measures that should be taken on the design and implementation of grammar practice activities/ exercises in foreign language classrooms.

5.1 Conclusions

The objective of this study was to investigate the extent to which the grammar practice activities/exercises are designed by textbook writers and implemented by the grade nine English language teachers in classrooms in such a way that they meet the principles of communicative language teaching (the objectives of teaching English at grade nine). To get an answer for this, the grammar exercises in the textbook were analyzed; teachers and students were asked using questionnaires and language classrooms were observed. Then the data obtained were analyzed and interpreted. Finally, the conclusions that were reached have been discussed in the following paragraphs.

From the analysis and evaluation of the grammar exercises in the textbook, it has been found that the majorities (i.e. 94%) of the exercises are deductive and hence inductive exercises are very rare in the textbook. Besides, form-focused (i.e. mechanical) exercises, which constitute 63.2% of the exercises included in the textbook, are the most dominant. 33.3% of the exercises are meaning-based (meaningful activities) and 3.5% are communicative practice activities/exercises. Therefore we can say that communicative practice activities/exercises are almost non-existent. There are also no varieties of grammar exercises for a particular grammar topic since the majority of the grammar exercises give practice to form rather than meaning and use. On top of that the formats of the grammar exercises in the textbook are repetitive. In other words, they are not varied. Most of the exercises involve completing sentences using the correct form of stem words in brackets, converting one form into another form in separate sentences (e.g. changing a series of separate active sentences into the passive ones; or changing active speech into reported speech, etc.), joining the given pairs of sentences, and completing sentences using one's own words. Thus, most of these exercises are close-ended. In other words they do not provide opportunities for students to use the target grammar in their own utterances. Moreover, the grammar exercises/ activities do not

resemble the kind of activities/tasks in the real world language use. This means that they are not authentic. Similarly the cognitive processes involved in real language use are not represented in the grammar exercises.

We can also see that the grammar exercise in the textbook do not progress from mechanical (form-focused) exercises, to meaningful activities and then to communicative activities since almost all of the series of exercises for practicing the target grammar are form-focused. In addition, the majorities (i.e. 78.6%) of the grammar exercises are presented at sentence level and hence are not contextualized. They provide practice in correct sentence construction and concentrate on separate sentences in isolation from a context. In short, the exercises do not involve the use of context. Consequently, the majority of the grammar practice exercises are not done interactively with students cooperating through the activities or negotiation meanings. This means that there is little opportunity for students to communicate with each other using the target grammar. Finally, it is also found that the proposed mode of classroom organization (or participatory structures) of the grammar exercises are not appropriate for the nature of exercises. For example, grammar exercises which are to be done individually are proposed (instructed) to be done in pairs/groups but the exercises do not encourage such participatory structures. Therefore, the vast majority of the exercises are individual activities.

Teachers' responses to the questionnaire indicate that the majority (i.e. 88.2%) of the teachers believe that the grammar exercises in the textbook are relevant to the objectives of teaching English at grade nine. However, almost half of the teachers responded that the grammar exercise in the textbook do not encourage students to work in pairs or groups and that they do not provide opportunities for students to use the newly introduced grammar item freely in the spoken or written modes. Besides, more than half (i.e. 64.7%) of the teachers thought that the grammar exercise in the textbook are contextualized and the majority (i.e. 94.1%) of the teacher think that there is a variety of grammar exercises in the textbook. More than half (i.e. 61.8%) of the teachers think that the grammar exercise in the textbook are adequate enough to help students practice the use of the target grammar item. In addition, less than half (i.e. 44.5%) of the teachers agreed that the exercises/ activities are interesting to students while 16.7% of them think that they are not. The others, i.e. 38.9%, did not have any idea about it. All these data might imply that the teachers are not aware of the drawbacks or limitations of the

grammar exercises in the textbook and so they are not in a position to adapt other activities from other books or to modify the existing exercises in the textbook.

Further more, data from the teachers' questionnaire showed that the majority (i.e.73.5%) of the teachers always present the rule of the new grammar point first and then use examples for explanations before letting students do the exercises. This means that they present the target grammar deductively. Teachers' responses indicate that nearly half (i.e.44.1%) of the teachers sometimes present the target grammar in linguistic contexts (using dialogues, short texts, etc) whereas 29.4% always do so. The others (i.e.26.5%) rarely use this technique. Besides, the teachers responded that more than half (61.7%) of the teachers 'rarely' or 'never' use visual aids as a non- linguistic context in explaining the meaning of the target grammar item. More than half (i.e.55.9%) of the teachers always give emphasis to the form of the target grammar during the practice stage. This mean that a greater number of teachers always give emphasis to the form of the target grammar rather than the two aspects (its meaning and use)

Data from the teachers' questionnaire also show that most of the teachers 'sometimes' or 'rarely' organize their students to work in small groups for practicing the use of the target grammar. However, the majority of the teachers also responded that they 'always' or 'sometimes' employ the different interaction patterns in their classrooms. Nevertheless in classroom observations, the observed teachers use only individual work and whole class work and some teachers do not attempt to organize their students; they just ask students to do the exercises. In addition, the majority of the teachers did not tolerate students' grammatical .mistakes and they immediately gave correction to them. Again, the teachers' responses indicate that almost all(i.e.91.1%)of the teachers 'sometimes' or 'always' give feedback to the grammatical correctness and meaning of students' own sentences. However, classroom observations indicate that most teachers provide feedback focusing only on the grammatical correctness (i.e. its form).

The majority of the teachers also responded that they give enough time to their students for practicing the target grammar. Nevertheless, data from students' questionnaire show that most teachers spend the class time by giving explanation of grammatical rules. In addition, the majority of the teachers said that they introduce clearly the grammar exercises and their objectives or purposes to students. In contrast, data from class room

observations show that some teachers do not give clear introduction. As a result, students were seen confused.

Most of the teachers responded that they 'rarely' or 'never' give supplementary grammar exercises to their students. However, the analysis of the grammar exercises in the text book indicates that the vast majority of the exercises are form-focused and hence there is a need for adequate practice of meaning and use of the target grammar. Further more, most of the teachers responded that their students do not do their homework effectively.

Regarding the nature of the grammar exercises in the text book, more than half of the students responded that the exercises are difficult and boring. More ever, they said that the exercises do not encourage them to work in pairs or in groups. Thus, the majority of the students agree that the exercises enable them to work individually and are form-focused

Besides, as data from students' questionnaire show, the majority of the students responded that their English teacher always provides them support and encouragement when they're doing grammar exercises. They also said that their teacher always corrects their grammatical mistakes immediately and that their teacher's feedback is always form-focused. On top of that, more than half of the students responded that their English teacher 'rarely' or 'never' encourages them to work in pairs or groups. The majority of the students also said that their teacher always encourages them to practice the form of a target grammar rather than its meaning and use.

Finally, classroom observations of grammar lessons show that almost all the teachers present a new grammar point deductively using separate sentences in isolation from context. In addition, the teachers ask the students to show their declarative knowledge (i.e. knowledge about grammatical rules) rather than procedural knowledge (i.e. applying the rules in the communication of one's own ideas).It has also been observed that the teachers heavily depend on the explanations or the notes given in the textbook and their methodology of the presentation and practice of a new grammar point has also been influenced by it. The grammar exercises did not stimulate or create interaction between and among students. The teachers' feedback focused on form rather than meaning and use of the target grammar In addition, the observed teachers asked students to do exercises individually or in chorus. They did not invite students to work in pairs or groups.

Generally, the study concludes that the grammar practice activities/exercises in the textbook are not prepared or designed in such a way that they go in line with the principles of communicative language teaching or the objectives of teaching English at grade 9. This is because the grammar exercises in the textbook are not interesting to more than half of the students and the majority of the exercises are form-focused and individual activities. Hence, they are not interactive and communicative. Moreover, classroom practices or methodological procedures are teacher-centered and students are often encouraged to work individually. This is in contrast to what was claimed by the textbook writers.

5.2 Recommendations

Based on the findings of this study, the researcher of this study feels that there is a need to revisit the grammar practice activities/exercises in the textbook and their implementation in foreign language classrooms. Therefore, the following recommendations have been made.

A. Textbook writers should

- attempt to integrate the form, meaning and use of the target grammar in grammar activities
- make sure that there are a variety of grammar practice activities in the textbook
- incorporate individual activities, pair work and group work activities in the textbook
- maximize students' interaction by adding a pleasing feature in the activities.
- present grammar practice activities/exercises using linguistic and/or non-linguistic context so as to develop students' decision making skills in making choices on one form over the other
- pilot grammar practice activities/exercises before putting the textbook in to use
- assess the interest of students for the selection of grammar practice activities and the topics on which to base these activities

B. Teachers trainers should

- develop an independent course on 'the presentation and practice of grammar' since grammar is the heart of all language skills and areas

- conduct short-term training for in-service English teachers on the design and implementation of grammar practice activities

C .Teachers should

- utilize the different techniques of presenting a target grammar, which increase students' interaction or involvement
- provide supplementary grammar exercises which stimulate or create students' interaction by adapting from other books or by improving the exercises in the textbook
- make use of a number of methodological options during the practice stage of a target grammar by manipulating conditions (such as time, mode of classroom organization, treatment of mistakes, and method of giving feedback; and others)
- evaluate the effectiveness of grammar practice activities at the end of a lesson and make notes of it so as to improve them for future use
- attempt to personalize the grammar practice activities in order to increase students' involvement
- make students aware of the purposes/objectives of a grammar practice activity
- help students develop the ability to use the form through meaningful, contextualized and communicative activities

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Appendices

Appendix A Analysis of Grammar Practice Activities

Unit	Grammar Topics	Exercises	Page	Deductive or Inductive?	Purely form focused (mechanical)	Meaning based	Communicative practice	contextualized	Not contextualized	Participatory structure				
										Ind. work	Pair work	Group work	Whole class work	
1	Part 1: Verbs followed by the infinitive and verbs followed by –ing A. Verbs followed by the infinitive B. Verbs followed by an object plus an infinitive C. verbs followed by-ing	Exercises 1	24-25	I	✓				✓					
		Exercise 2	26	D	✓						✓			
		Exercise 3	27	D	✓							✓		
		Exercise 4	27	D	✓		✓							
		Exercise 5	28	D	✓				✓					
		Exercise 6	29	D	✓							✓		
		Exercise 7	29-30	D	✓				✓					
		Exercise 8	30	D			✓						✓	
		Exercise 9	30	D			✓							✓
		Exercise 10	32	D			✓							✓
2	Part 2: ways of expressing purpose Part 2 using problem conditional sentences a) ways about or give instructions	Exercise 1	32-33	D	✓								✓	
		Exercise 2	47	D	✓									✓
		Exercise 2	48	D	✓									✓
		Exercise 3	49	D			✓							✓
		Exercise 4	50	D	✓									✓
		Exercise 5	50	D	✓									✓

unit	Grammar Topics	Exercises	Page	Deductive or Inductive?	Purely form focused (mechanical)	Meaning based	Communicative practice	contextualized	Not contextualized	Participatory structure					
										Ind. work	Pair work	Group work	Whole class work		
3	Part1: The passive	Exercise1	62	I	√				√			√			
		Exercise2	63	D				√			√				
		Exercise3	64	D		√						√			
		Exercise4	64-65	D		√						√			
	Part2: Used to	Exercise1	65-66	I			√						√		
		Exercise2	66-67	D			√						√		
		Exercise3	67	D			√						√		
		Exercise1	67-68	D		√							√		
	Part3: Grammar Review -Probable condition	Exercise1	76-77	D		√							√		
		Exercise2	77	D		√							√		
		Exercise1	77-78	D		√							√		
		Exercise2	78	D		√							√		
Part4: The passive Revision	Exercise3	79	D		√							√			
	Exercise2	80	D				√						√		
	Exercise1	81	D		√							√			
	Exercise2	81-82	D		√							√			
5	Part 1: Reporting Information (Reported speech 1) A. Tense change	Exercise 1	97-98	D	√							√			
		Exercise 2	99-100	D	√							√			
		Exercise 3	100-101	D			√					√			

Unit	Grammar Topics	Exercises	Page	Deductive or Inductive?	Purely form focused (mechanical)	Meaning based	Communicative practice	Contextualized	Not contextualized	Participatory structure					
										Ind. work	Pair work	Group work	Whole class work		
5	Part 2 Drawing conclusions - must - must - have	Exercise 1	101	D	✓				✓						
		Exercise 2	102	D		✓			✓						
		Exercise 3	102	D		✓			✓						
	Part 3 Grammar Review A. The passive B. Using 'because', 'since' and 'as' to express reason C. Using 'so ... that' to express result	Exercise 1	103	D					✓						
		Exercise 2	103-104	D		✓			✓						
		Exercise 3	104	D						✓					
		Exercise 1	105	D			✓			✓					
	6	Part 1 Reporting information (Reported speech 2) A. Changing Expressions of Time B. Reporting verbs' and Tense Changes	Exercise 1	117-118	D	✓				✓					
			Exercise 2	119	I		✓								
		C. More about Tense changes Part 2 'for' and 'Since'	Exercise 3	119-120	D		✓				✓				✓
Exercise 4			120-122	D			✓								
Exercise 5			122-123	D			✓							✓	
Part 2 'for' and 'Since'		Exercise 1	124	D		✓				✓					
		Exercise 2	124-125	D		✓									

Unit	Grammar Topics	Exercises	Page	Deductive or Inductive?	Purely form focused (mechanical)	Meaning based	Communicative practice	contextualized	Not contextualized	Participatory structure					
										Ind. work	Pair work	Group work	Whole class work		
7	Part 1 Reported speech 3 A. Using Different Reporting verbs B. Reported questions and Reported commands	Exercise 1	137	D	✓				✓	✓					
		Exercise 2	138	D	✓				✓						
		Exercise 3	139	D	✓				✓			✓			
		Exercise 4	140	D	✓				✓						
		Exercise 5	140-141	D	✓				✓				✓		
		Exercise 6	141	I	✓				✓						
	Part 2 'that' clauses A. Using 'that' clauses as the objects of verbs B. Using 'so' instead of a 'that' clause Part 3 'ago'	Exercise 1	142-143	D	✓				✓						
		Exercise 1	144	D	✓				✓						
		Exercise 2	144	D			✓			✓					
		Exercise 1	158	D			✓			✓					
		Exercise 2	159-160	D				✓		✓					
		Exercise 3	160	D					✓						
Part 2; Time clauses	Exercise 1	161	D			✓			✓						
	Exercise 2	162	D			✓			✓						
	Exercise 1	163	D			✓			✓						
	Exercise 2	163-164	D	✓					✓						
	Exercise 3	164	D						✓						
	Exercise 1	165	D						✓						
Part 3: Expressing result 1 Type 1 'So...that' Type 2 'For this reason', 'As a result', 'Therefore', 'Consequently' Type 3 'so'	Exercise 1	163	D						✓						
	Exercise 2	163-164	D						✓						
	Exercise 3	164	D						✓						
Part 4 Grammar Review: Reported Speech	Exercise 1	165	D						✓						
	Exercise 2	165	D						✓						
	Exercise 3	165	D						✓						

Unit	Grammar Topics	Exercises	Page	Deductive or Inductive ?	Purely form focused (mechanical)	Meaning based	Communicative practice	contextualized	Not contextualized	Participatory structure				
										Ind. work	Pair work	Group work	Whole class work	
9	Part 1: The present perfect Tense the use of present perfect Tense Using the present perfect with Adverbs of time	Exercise 1	178	I	✓			✓			✓			
		Exercise 2	178-179	I	✓				✓			✓		
		Exercise 3	179	D	✓					✓				
		Exercise 4	179	D	✓					✓				
		Exercise 5	180	D			✓		✓					
		Exercise 6	181	D			✓			✓				
		Exercise 7	182	D	✓					✓				
		Exercise 8	182-183	I	✓					✓				
		Exercise 9	183	D			✓		✓					
		Exercise 1	183-184	D			✓			✓				
10	Part 2: Expressing Result Type 4 'Such a ...that' Part 3 Reported Speech Talking about what somebody has done or what has been done by using the present perfect tense '-Since' and 'for' The present perfect continuous Tense Reporting what is going on in your classroom	Exercise 3	184	D	✓				✓					
		Exercise 1	184	D	✓				✓					
		Exercise 2	185	D	✓				✓					
		Exercise 1	185	D	✓					✓				
		Exercise 1	185	D			✓			✓				✓
		Exercise 2	198	D			✓			✓				
		Exercise 3	200	D	✓					✓				
		Exercise 1	200	D			✓		✓					
		Exercise 1	202	D	✓					✓				
		Exercise 2	203	D			✓			✓				

Unit	Grammar Topics	Exercises	Page	Deductive or inductive?	Purely form focused	Mechanically based	Communicative practice	Contextualized	Not contextualized	Participatory structure						
										Ind. work	Pair work	Group work	Whole class work			
11	Part 1: Expressing Conditions and Results: Improbable and Impossible conditions Improbable conditions (Unreal conditions) Impossible condition Probable, improbable and impossible conditions Part 2: Grammar Review The Present Perfect an present perfect continuous tenses	Exercise 1	215	D					✓							
		Exercise 1	217-218	D					✓							
		Exercise 2		D	✓											
		Exercise 3		D												
		Exercise 1	220-221	D	✓											
		Exercise 2		D	✓											
		Exercise 3	222	D						✓						
		Exercise 1	222	D		✓										
		Exercise 2		D	✓											
		Exercise 3		D	✓											
12	Part 1: Using the present simple Tense to express facts Part 2: State verbs Part 3 Grammar Review probable and impossible condition	Exercise 1	233	I					✓							
		Exercise 2	233	I				✓								
		Exercise 3	234	D		✓										
		Exercise 1	236	D		✓										
		Exercise 2	236-237	D		✓										
		Exercise 1		D		✓										
		Exercise 1	251	D		✓				✓						
		13	Giving essential and extra information about somebody or something by using relative clauses Part 1: Relative clauses 1 -Defining Relative clauses -Relative pronouns used in defining relative clauses	Exercise 2	254	D					✓					
				Exercise 3	254	D					✓					
				Exercise 4	254-255	D		✓								
Exercise 5	D					✓										

Unit	Grammar Topics	Exercises	Page	Deductive or Inductive?	Purely form focused (mechanical)	Meaning based	Communicative practice	Contextualized	Not contextualized	Participatory structure			
										Ind. work	Pair work	Group work	Whole class work
13	Using 'whose' to show possession Part 2: State verbs 2	Exercise 6	256	D	√				√				
		Exercise 1	256	D		√			√				
14	Part 1 Relative clauses 2 Non-defining relative clauses	Exercise 1	272	I	√				√			√	
		Exercise 2	272-273	D	√				√				
		Exercise 3	273	D		√			√				
		Exercise 1	273-274	I	√			√				√	
	Simple present Tense	Exercise 2	274	D		√			√				

Key D = Deductive
I = Inductive

Appendix B

A questionnaire to be filled by Grade 9 English Language Teachers

Dear teacher

This questionnaire is prepared for a study purpose. Its main aim is to gather data on the nature of grammar exercises/activities in Grade 9 English textbook and how they are being utilized in EFL classrooms. The success of the study depends on the genuine responses you give to the questionnaire. Therefore, you are kindly requested to give honest responses.

Thank you in advance for your cooperation

I. General Information

1. Name of the school _____

Indicate your responses by putting a tick (✓)

2. Sex Male Female

3. Qualification A/ 12+1 B/ Diploma C/ B.A Degree D/ M.A Degree

4. Experience

A) 1-5 years B) 6-10 years C) 11-15 years

D) 16-20 years E) 21-25 years F) 26-30 years G) Above 30 years

II. Tick (✓) as appropriate to you about the following statements

No	Statements	I strongly agree	I agree	I have no idea	I disagree	I strongly disagree
1.	Grammar activities/exercises in the textbook are related to the objectives of teaching English at grade 9					
2.	Grammar activities/exercises in the textbook engage students in using freely the new grammar item introduced					
3.	There are variety of grammar activities or exercises in the textbook					
4.	Grammar activities or exercises in the textbook are adequate enough to help students practise the use of the target grammar item					
5.	Grammar activities/exercises in the textbook engage students to use the target grammar items appropriately according to the given context.					
6.	Grammar activities/exercises in the textbook engage students to work in pairs or groups.					
7.	Grammar activities/exercises in the textbook are interesting for the students to do them.					
8.	Students do their homework on grammar exercises/activities effectively					

III. Tick (✓) as appropriate to you about the following statements to show how often you do regarding the introduction and practice of grammar exercises/activities

	Statements	Always	Sometimes	Rarely	Never
9.	I first present the new grammar rule and then use examples before letting students do grammar exercises				
10.	I present the new grammar item in contexts (e.g dialogues, short texts, etc) and to show how the grammar item is used.				
11.	I give students several sentences in which the new grammar item is used and encourage students to draw the rule by themselves.				
12.	When necessary, I use visual aids, such as pictures and diagrams, to explain the meaning of the target grammar item.				
13.	I give sentences in which students practise the form of target grammar				
14.	I allow students to practise the use of the target grammar freely				
15.	I provide supplementary grammar exercises where it is inadequate				
16.	I organize students in small groups to help them practice the use of the target grammar				
17.	I give emphasis to form, meaning and use of the target grammar				
18.	I give enough time to students in practising the target grammar				
19.	I correct students' grammar error whenever they make it.				
20.	I give clear explanation to the students on how the grammar exercises are to be done and on their objectives.				
21.	I provide feedback to the students paying attention not only to the grammatical correctness of their utterances but also the meaning of the utterances.				
22.	I use different interaction patterns or formats (individual work, pair work, small group work and whole class work) in performing grammar exercises or activities				

Appendix C

A Questionnaire to be filled in by Grade 9 students

Dear students

This questionnaire is prepared for a study purpose. Its main aim is to gather data on the nature of grammar exercises or activities in Grade 9 English text book and how they are being utilized in EFL classrooms. The success of the study depends on the genuine responses you give to the questionnaire. Therefore you are kindly requested to give honest responses.

Thank you in advance for your cooperation

Tadele Mammo

TEFL MA student

I. Background Information

Writer your responses on the space provided

1. School Name _____
2. Grade and Section _____
3. Sex _____

II. Place a tick (✓) in one of the boxes in each item as appropriate to you

Item No	The grammar exercises in the textbook	I strongly Agree	I agree	I have no idea	I disagree	I strongly disagree
1	Are interesting					
2	Are difficult					
3	Encourage us to work in pairs or groups					
4	Enable us to work individually					
5	Enable to practice the form of the target grammar					
6	Enable us to practice the meaning or use of the target grammar					

III. Put a tick (✓) in the columns to indicate how often your English teacher does the activities below.

Item No	Our English teacher	Always	Sometimes	Rarely	never
7	spends most of the class time by giving detailed explanation of the rule of a grammar point				
8	provides us support and encouragement while doing grammar exercises				
9	corrects our grammatical mistakes immediately				
10	gives feedback focusing only on form or rule of the target grammar				
11	gives feedback focusing on meaning or use of the target grammar				
12	encourages us to work in pairs or groups				
13	Encourages us to practice the form of the target grammar				
14	encourages us to practice the meaning or use of the target grammar				

Appendix D

በፃፍ ክፍል ተማሪዎች የሚሞላ የሰው ምዕራፍ መጠይቅ ውድ ተማሪዎች፡-

ይህ መጠይቅ የተዘጋጀው ጥናትና ምርምር ስሜት ሲሆን ስላሳይውም በ1997 ዓ.ም ተሻሽሎ በቀረበው ስዲስ የፃፍ ክፍል ስንግሊዝኛ መማሪያ መሳሪያ ውስጥ የሚገኙትን የሰው ምዕራፍ መጠይቅ (grammar exercises) ሁሉንም በተመሰከተና በመማሪያ ክፍል ውስጥም እንዲህ መጠይቅዎች በሚሰጡበት ወቅት የስንግሊዝኛ መምህራችሁ ሚና (ተግባር) ምን እንደሚመስል መረጃ ስመሰብሰብ ነው። ስለሆነም ስዲስ ጥናት ስላሳይ መሳካት የስንግሊዝኛ መጠይቅ ወሳኝ በመሆኑ እውነተኛ መረጃ እንድትሰጡ ስለ በታላቅ ትህትና እጠይቃለሁ።

ስትብብራችሁ በቀድሞ ስመሰግናለሁ።

ታደስ ማሞ

ስዲስ ስበባ ዩኒቨርሲቲ

I

አጠቃላይ መረጃ

መደብ/ሽን በተሰጠው ባዶ በታ ሳይ ዳፍ/ፎ።

1. የት/ቤት ሥም _____
2. ክፍልና ሴክሽን _____
3. ሃታ _____

II. ደህን (✓) ምዕክት በተሰጠው ሳጥን ውሥጥ በማስቀመጥ መሰል/ሽ።

ተ.ቁ	መማሪያ መሳሪያ ውስጥ የሚገኙት የሰው ምዕራፍ መጠይቅ	እጅግ በጠም እስማማለሁ	እስማማለሁ	ሀሳብ የለኝም	አቃወማለሁ	እጅግ በጣም አቃወማለሁ
1	ማራኪና አዝናኝ ናቸው።					
2	ከባድ ናቸው					
3	በጥንድ ወይም በቡድን እንድንሰራ ያበረታታሉ					
4	በግል ስመሰራት ያስችላሉ።					
5	የሰው ምዕራፍ ወይም የቋንቋውን ቅርጽ (form) ስመሰማመድ ያስችላሉ።					
6	የሰው ምዕራፍ ነገሮች ትርጉም ስማወቅና የሰው ምዕራፍ ህግ በመጠቀም ሀሳቦችን ስመግለጽ ያስማምዳሉ።					

III. የእንግሊዝኛ መምህር/ሽ ክዚህ በታች የተዘረዘሩት ተግባራት በመማሪያ ክፍል ውስጥ ምን ያህል ጊዜ እንደሚያከናውኑ ሰማሳዩት ይህን (✓) ምልክት በተሰጠው ሳጥን ውስጥ አስቀምጡ/ጭ/

ተ.ቁ	የእኛ እንግሊዝኛ መምህር	ሁሉ ጊዜ ያደርጋሉ	እንዳንዴ ያደርጋሉ	በጣም አስፎ አስፎ ያደርጋሉ	በፍጹም አይደርገውም
7	እስ ሰዎሰው ህግ ወይም ቅርጽ ማብራሪያ በመስጠት በተመደበው ክፍል ጊዜ ውስጥ ረጅም ጊዜ ያጠፋሉ።				
8	መሰጠጃዎችን ስንሰራ ድጋፍና ማበረታቻ ይሰጣሉ።				
9	የሰዎሰው ስህተት ሥንሰራ ወዲያው ማስተካከያ(ስርማት) ይሰጡናሉ።				
10	የሰዎሰው ህግ ወይም ቅርጽ ስህተት ሳይ ብቻ ያተኮረ ስርማት ይሰጣሉ።				
11	በአርፍተ ነገሮች ትርጉም ወይም በምናስተሳሰረው መሰረትና ተገቢነት በሚሰሩ ስህተት ሳይ ያተኮረ ስርማት ይሰጣሉ።				
12	ክፍል ውስጥ በጥንድ ወይም በቡድን እንደገና ማበረታቻ ይሰጣሉ።				
13	ክፍል ውስጥ የሰዎሰውን ህግ ወይም ቅርጽ እንደገና ማመድ ያበረታታሉ።				
14	የሰዎሰው ህግ ወይም ቅርጽ ተጠቅሞን አርፍተ ነገሮችን እንደገና ሰራ ወይም ሰራዊቶችን እንደገና ማደርጋሉ።				

Appendix E

Classroom Observation Checklist

Name of the School _____ Date of Observation _____
 Grade and Section _____ Time Duration of the Observation _____
 Number of Students _____
 Topic of the Lesson _____


Item No.1	In presenting the grammars point, the teacher	Visit 1	Visit 2
A	Gave explanations about grammatical rule and then wrote examples of the rule on the blackboard		
B.	Gave several examples of the grammar point before explaining the grammatical rule		
C.	Used actions diagrams, tables, pictures and objects (or visual aids) convey meaning of a structure		
D	Encouraged students to discover the grammar rule by themselves		
E	Presented the grammar point using sentences in isolation		
F	Presented the grammar point indirectly in the context of written language (e.g. using dialogues or short text and pointed out this to students)		
Item No. 2	At the practice stage, the teacher		
A	Made a brief review of the newly introduced grammar point before launching into the grammar practice activity		
B	Made clear the instruction of the grammar practice activity to students		
C	Made clear objective or purpose of the grammar practice activity to students		
D	Provided enough time for students to complete the grammar practice activity		
E	Personalized the grammar practice activity		
F	Provided homework to students as a way of extending classroom exercises and newly introduced grammar point		
G	Gave situation or topic as contexts for practice		
H	Asked a students to use the new grammar point to make meaningful sentences		
I	Used visual aids/materials		
J	Used a variety of grammar exercises/activities for adequate practice		
K	Provided encouragement to students		
L	Provided feedback to students' work		

Item No.3	As a mode of classroom organization, the teacher encouraged students to work		
A	Individually		
B	In pairs		
C	In groups		
D	In whole class discussion		
Item No.4	The teacher gave feedback to students' work focusing on		
A	Form		
B	Meaning		
C	Use		
Item No.5	When students made grammar mistakes, the teacher		
A	Gave students a chance to correct themselves		
B	Invited other students to correct it		
C	Corrected it immediately		
D	Tolerated it		
Item No.6	In this lesson, the grammar practice activity		
A	Seems to be pertinent/useful in realizing the objectives of the lesson		
B	Asked students to manipulate structures/forms of the new grammar point		
C	Enabled students to use the grammar point communicatively		
D	Required students to speak and write using the grammar item		
E	Was interactive		
F	Was close-ended		
G	Was open-ended		
Item No. 7	During the practice of the new grammar point, the students		
A	Interacted actively		
B	did the practice activity with full concentration		

Declaration

I, the undersigned, declared that this is my original work, which has not been presented for a degree in this or other university, and that all sources of materials used for this thesis have been fully acknowledged

Name Tadele Mammo

Signature 

Place Addis Ababa

Date of Submission 25/10/2001 E.C.