



ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
SCHOOL OF GRADUATE OF STUDIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

MA THESIS:

**ASSESSING THE EFFECTIVENESS OF TEACHING AND LEARNING
ENGLISH LANGUAGE GRAMMAR AT KILINTO NO.2 HIGH SCHOOL:
GRADE 9 STUDENTS IN FOCUS**

**A RESEARCH THESIS SUBMITTED TO DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE FOR THE PARTIAL FULFILLMENT
OF ARTS DEGREE IN TEACHING ENGLISH AS FOREIGN LANGUAGE
(TEFL)**

BY: MOTUMA DIRIBA

ADVISOR: TAYE REGASSA (PHD)

AUGUST, 2024
ADDIS ABABA, ETHIOPIA

ADDIS ABABA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
SCHOOL OF GRADUATE

**ASSESSING THE EFFECTIVENESS OF TEACHING AND LEARNING
ENGLISH**

**LANGUAGE GRAMMAR AT KILITO NO.2 HIGH SCHOOL: GRADE 9
STUDENTS IN FOCUS**

BY: MOTUMA DIRIBA GUDETA

**A Thesis submitted to department of English language and literature for the
partial fulfillment of degree of arts in teaching English as foreign language
(TEFL)**

AUGUST, 2024
ADDIS ABABA, ETHIOPIA

CERTIFICATION

This is to certify that this thesis entitled “Assessing the effectiveness of English language grammar: KilintoNo2 high school in focus” submitted partial fulfillment of the requirement for the award of the degree of Master of Art in Teaching English as a foreign Language from the school of graduate studies at Addis Ababa University is done by Motuma Diriba Gudeta ID.No GSk/4954/10 is in authentic work carried out by him under my guidance.

Hence I recommended that the thesis be submitted as fulfilling the thesis requirement

Advisor	Signature	Date

As the member of the board of examiners of M.A thesis opened defense examination, we certify that we have read and evaluated the thesis prepared by Motuma Diriba Gudeta. We recommended that the thesis accepted as it fulfilled the thesis requirement for the degree of the Masters of Art in teaching English as a Foreign Language (TEFL)

Chairperson	Signature	Date

Internal examiner	Signature	Date

External examiner	Signature	Date

APPROVAL SHEET
ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES

Submitted by:

PG Candidate	Signature	Date

Approved by:

Advisor	Signature	Date

Co-advisor	Signature	Date

Department head	Signature	Date

College/institute dean	Signature	Date

Dean school of graduate studies	Signature	Date

ACKNOWLEDGEMENTS

First and foremost, all my praise goes to Almighty God who gave me health, peace, knowledge and potential to bring this study to the end. Next, I would like to express my deepest gratitude to my advisor Dr. Taye Regassa, who has been a great source of knowledge and inspiration; without his constant support and guidance this work would have been incomplete. His remarkable scholarly advice will help me so much even later for further professional growth. No words can express the contribution Zemene Mokonini & Ato Alemu Tadesse by sponsoring me the laptop computer to complete this study. Without his support starting from the beginning to the end, the study would not have come to reality. My special thanks go to Kilinto No2 high school principals, for their contribution through the year. My sincere gratitude also goes to KilintoNo2 secondary school teachers and students particularly the English language teachers for their support during the data collection. Without their assistance and participation, this study would not have been successful. Thank you all!

ACRONYMS AND ABBREVIATIONS

ESL: English as second language

EFL: English as foreign language

ELT: English language teaching

L2: Second language

L1: First Language

TEFL: English as foreign language

C1: Class one

C2: Class two

C3: Class three

Table of Contents

CERTIFICATION	ii
ACKNOWLEDGEMENTS	i
ACRONYMS AND ABBREVIATIONS	ii
<i>ABSTRACT</i>	vi
CHAPTER ONE	1
1.1. BACKGROUND OF THE STUDY	1
1.2. Statement of the Problem	3
1.3. The Objectives of the Study.....	5
1.3.1. General Objectives of the Study.....	5
1.4. Research Question	5
1.5. Significance of the Study	6
1.6 .The Scope of the Study	6
CHAPTER TWO	7
2. REVIEW OF RELATED LITERATURE	7
2.1. Approaches to Foreign Language Teaching	10
2.1.1. The Structural Approach.....	10
2.1.2. Communicative Approach.....	12
2.2 Procedures for Communicative Grammar Teaching.....	13
2.2.1 The Presentation Stage.....	14
2.2.2 The Practice Stage	14
2.2.3 The Production Stage	15
2.3 Definition of Grammar	Error! Bookmark not defined.
2.4 Why we should teach grammar.....	Error! Bookmark not defined.
2.5 Problems in grammar teaching	15
2.5.1 Function and form	16
2.6 Grammar Teaching Approach.....	17
2.6.2 Deductive Grammar Teaching Approach.....	19
2.6.3 Integrated-Grammar Teaching Approach.....	20

2.7 Grammar Learning Strategies	22
2.7.1. Direct Strategies	22
2.7.2. Indirect Strategies	24
CHAPTER THREE	26
3. RESEARCH DESIGN AND METHODOLOGY	26
3.1. Research Design.....	26
3.2. The Study Area	26
3.3. The Participants	26
3.4. Sampling Techniques.....	27
3.5. Data Collection Tools	27
3.5.1. Questionnaire	27
3.5.2. Classroom Observation	28
3.5.3. Interview for Teachers	29
3.6. Data Collection Procedure	29
3.7. Methods of Data Analysis.....	29
CHAPTER FOUR.....	30
4. DATA ANALYSIS AND DISCUSSION.....	30
4.1. Data Analysis and Discussion based on students' questionnaire.....	30
4.1.1 Analysis of Students' Responses	30
4.2 Data Gathered from Classroom Observations	41
4.3 Analysis of Interview Response.....	43
4.3.1 Analysis of teachers' interview that are related to teaching and learning of English grammar in classroom	43
5. Summary, Conclusion and Recommendation	50
5.1 Summary	50
5.3. Recommendations.....	52
REFERENCE.....	54
APPENDIX 1	59
APPENDIX 2.....	63
APPENDIX 3.....	Error! Bookmark not defined.

LIST OF TABLES

Table 1: Students' response towards their interest in learning English language grammar in classroom...	30
Table 2: Students' understanding during learning english language grammar.....	31
Table 3: Students' interest to learn English grammar in Skills -----	32
Table 4: Students' difficulty face during learning English language grammar -----	33
Table 5: Students' response why they learn English grammar in classroom. -----	33
Table 6: Students' responses the importance of learning English language grammar -----	34
Table 7: Students' response concerning the importance of grammar learning-----	35
Table 8: Students' response how the following activities is applied in learning grammar -----	35
Table 9: Students' response how they practice grammar in skills-----	36
Table 10: Students' response to correct their mistake during grammar learning-----	36
Table 11: Students' response in which they learn English grammar -----	37
Table 12: Students response the techniques they use learning English language grammar -----	37
Table 13: Students' response about English grammar learning challenges -----	38
Table 14: How often the following activities and strategies applied in learning of grammar?.....	39
Table15: Analysis of classroom observation	43

ABSTRACT

This study aimed at assessing the effectiveness of teaching and learning English language grammar at kilinto no.2 high school grade 9 in focus. The study was conducted at kilinto no.2 secondary school as a sample. The questionnaires were distributed to 228 selected students and interviews were made with 7 teachers of grade 9 English language teachers in the school. In addition, three grade 9 English classes were observed for three consecutive periods. Moreover, interviews were also conducted to know the effectiveness of English grammar teaching and learning in classroom. During this study, descriptive survey research was used through both quantitative and qualitative data collection methods.

The results of the study revealed that the participants recognize the teaching learning English language grammar is not effectively taught and learned in classroom. And also the findings of the study indicated that teachers still teach grammar following structural approach which has been criticized as traditional, teacher-centered and focus on accuracy or grammatical correctness.. English language teachers should not only know grammar well enough to explain to their students, but they should also use different techniques when they present grammar in their classes.

Hence, the overall finding of this study throws light on the positive aspects and effectiveness of grammar teaching and learning integrated the form and meaning during English classroom.

CHAPTER ONE

INTRODUCTION

1.1. BACKGROUND OF THE STUDY

English served in different status in different countries. Kachru (1992) in his book *The Other Tongue: English across Culture* and Kachru (2005) in his book *Asian English beyond the Canon* discussed countries in which the English language had developed extensively and stated within which group or circle those countries belonged. English may serve as the first language, the second language, or as a foreign language. There are five countries speak English as their first language, namely, the United States of America, the United Kingdom, Australia, New Zealand, and Canada. Some countries such as Singapore, Philippines, Hong Kong, and India appoint English as the second language..

Other countries, such as Thailand, Japan, Korea, and Indonesia learn English as a foreign language. English is learned and taught at schools and universities in those countries including Ethiopia. The trend of globalization has spread and developed English around the world and this provided unlimited access to many fields such as intercultural understanding as well as entertainment, in addition to science and economic (British Council, 2013). The trend and the dynamic force in global age have affected English as a Second Language (ESL) or as a Foreign Language (EFL) spread worldwide. There has been a great demand in English instruction that results in competent English users both in Western and Asian countries. In English language teaching, it is necessary to identify language performance that can use the language grammar in appropriate ways. Because, as Larsen-Freeman (2001) Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints. In another definition grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey (Thornbury, 1999). In second language teaching and learning, making students aware of grammatical facts is one of an important aspect in language teaching that a teacher should do. It is helpful for students to learn other language skills. Ellis (1997) explains that grammar teaching is one of the cornerstones in enabling learners to communicate meaningfully and accurately and advance their communicative skills in second language proficiency. Grammar is part of language teaching that assess learners develop the skills essential for their success in diverse environments where English is spoken. Ellis (ibid)

adds that recent research results on EFL/ESL learning show that without grammar instruction learners frequently fail to achieve advanced level of communicative competence.

It is crucial to include grammar in language curriculum through communicative tasks. The communicative grammar instruction can improve the quality of foreign language learning/teaching (Byrnes 2007, White 1987, Fotos and Ellis 1991 and Petevitz1997). Traditionally, second language teaching approaches have mainly dealt with the achievement of linguistic knowledge which is one important part of language learning. But instead of teaching grammar in a form focused only, teachers need to relate teaching grammar to meaning and use.

In other words, language structure should be taught in context that involves some basic principles of communicative language teaching (Petrovitz, 1997). In grammar teaching, it is important to make the language as realistic as possible. The teacher should provide students with suitable situations and contexts that encourage them to ultimately use the rules in real life communication (Zhenhui, 2005). As Sysoyev (1999) quoted in Encyclopedia of Applied Linguistics, "Communication cannot take place in the absence of structure, or grammar, a set of shared assumption how language works..." This is because grammar is a means by which we organize messages to convey meaningful communication (Atkins, Hailom and Nuru, 1996).

To emphasize this point, let us think of the proportion of English content words and structural words. This means that the way it makes meaning out of them may probably be difficult without consideration of structural words. Thus, the issue of grammar becomes worth and very critical in ELT. This does not mean that we have to give little attention or ignore other language skills, which are equally important. As a result, specific grammar structures should be taught and practiced in contexts which are natural and necessary to learning. It is decisive to prepare materials to teach grammar in a communicative way. Grammar lessons should include games, role plays, and simulations, pair works, group works, information gap and problem solving activities to enhance students' communication (Haregewain, 1993 and Alamirew, 1992). These activities help learners to express their own feelings and interests. Grammar is very essential in language teaching as it shows how language is used. It refers to the way in which words change themselves and join together to make sentences (Harmer, 1987). Grammar teaching is one of the essential elements of language that enables learners to communicate efficiently and meaningfully so as to develop their communicative skills.

Providing grammar lesson is successful when it deals with grammatical points that enhance communication (Nunan, 1991). With regard to how people perceive about the teaching of grammar, various scholars wrote different points. Crystal (2004: 6) pinpoints that “grammar is one feature of the English language classroom that few love, but many hate”. Likewise, Vannestal (2007) explains that “mentioning the word grammar brings up bad memories for some, from their own grammar teaching experience”. However, Grammar is very essential in language teaching as it shows how language is used. It refers to the way in which words change themselves and join together to make sentences (Harmer, 1987).

Grammar teaching is one of the essential elements of language that enables learners to communicate efficiently and meaningfully so as to develop their communicative skills. Providing grammar lesson is successful when it deals with grammatical points that enhance communication (Nunan, 1991). This states that grammar plays an important role in the success of mastering a language. It is nevertheless, noticed that the roles of grammar are still underestimated in different EFL contexts and grammar oriented examinations are explicitly in practice rather than teaching grammar communicatively. Cunnings worth (1984:32) and Harmer (1991) suggest that to introduce a new piece of grammar for a class, a teacher has to use various methods to teach forms, meanings, uses and functions of grammatical items.

Teachers should teach different aspects of grammar items that help learners to communicate in the language. Consequently, many EFL learners are seen to be good at grammar but still cannot communicate fluently and accurately because of grammar. To accomplish this goal it is indispensable to use all possible options which can bring better results in grammar teaching and learning. In the light of this idea, this study attempted to examine the effectiveness of teaching and learning English language grammar at kilito no.2 High School in grade 9.

1.2. Statement of the Problem

English is an important international language that is used all over the world for different purposes. It is used as a business, scientific, technological, educational and diplomatic language of the world. It is thus, taught and learned as a foreign language in many countries including Ethiopia. For instance, Wartenberg (2001:18) argues that, “the English Language is indispensable, because it is the language of instruction for secondary schools (9-12) and for higher education”. And it is clear that it is the medium of instruction in our country from the

beginning of high school to university level. This makes learners possess adequate proficiency in the language. Teachers should be aware that they teach English language not only to help learners to pass examinations but also to help them to understand other subjects and use the language in real life situations.

According to Saricoban and Metin (2000) teaching is an art, which requires innovative and creative ideas to enrich its effectiveness and EFL teachers must not hesitate to use various communicative tasks such as games, simulations, role plays and all other available resources in the classroom.

However, using the language for communicative purposes is not satisfactory in most high schools. It is frequently pointed out that students confuse *lie* and *lay*, do not choose *who* and *whom* correctly, say *infer* instead of *imply*, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc, and that these mistakes are evidence of their need to study grammar (Tabbert, 1984). This states that, Learners' seems less required ability to meet academic demands in the school and they there are still complaints on the part of teachers about students being communicatively incompetent which incorporates also their grammatical incompetence.

Regarding the teaching of grammar, Atkins, Hailom and Nuru, (1995) point out that grammar plays a primary importance in language teaching. The writers indicate that traditionally, grammar is regarded as a structure based-structural approach. They say that this traditional grammar focuses on asking questions about the 'form' of the grammar items rather than the 'meaning' of the sentence in a context. . In a similar vein, Habtamu (2011) conducted research entitled "Teachers' and Students' Perceptions of Effective Grammar Teaching." His findings have also indicated that there is a match between teachers' and student' beliefs about teaching English grammar and their classroom practices of teaching it.

In relation to this, Dereje (2001) conducted study on An Investigation of Students' Beliefs about EFL Grammar Teaching & Learning, & Strategy Use. This showed that students have a 'static' or a 'machine-like' belief about the learning and teaching of grammar. Most of the English language teachers have a tendency to rely on a form-focused/accuracy-focused ways of teaching English grammar and the tests they set were mostly intended to measure learners' knowledge of correct grammatical forms and structures. According to this view, teaching English language

grammars that rely on only form focused /accuracy based did not measure learners' knowledge of English language grammar teaching and learning.

Therefore, in this study, the researcher examined assessing the effectiveness of teaching and learning English language grammar integrated with form and meaning at kilinto no2. high school. And there was no specific study which has investigated so far on this topic at Kilito no.2 High School. Thus, this problem motivates the researcher to conduct the study on assessing the effectiveness of teaching and learning English language grammar at kilinto no2 High School grade 9 in focus.

1.3. The Objectives of the Study

1.3.1. General Objectives of the Study

The general objective of this study was to assess the effectiveness of teaching and learning English language grammar at Kilinto no.2 Secondary School grade 9 in focus.

1.3.2. Specific Objectives

The specific objectives of this study were to:

- 1) Look into forms of grammar teaching and learning in EFL classroom
- 2) See the awareness of teachers with regard to teaching grammar in meaningful contexts.
- 3) Identify the techniques teachers and learners used in teaching and learning English grammar.

1.4. Research Question

More specifically, this study seeks to address the following basic questions:

1. How forms of English grammar is effectively taught and learned in the classroom?
2. Do teachers teach grammar items in the contexts in which students make meaning?
3. What are the specific techniques EFL teachers and learners use in English grammar?

1.5. Significance of the Study

In our country Ethiopia English serves as a medium of instruction in high schools, colleges and universities. Students' success in learning other subjects is likely to be dependent on their mastery of the language skills of which knowledge of grammar is an important one. Therefore, the result of this study might be useful to: Firstly, the teachers of Kilinto no.2 secondary school get knowledge to revise their methods of teaching grammar by making the necessary of effective grammar teaching and learning. Secondly, it motivates high school students to read more to improve their difficulties in grammar learning. Thirdly, motivation for Klinto no.2 secondary school, Educational Bureau of Akaki kaliti District, Capacity Building to create attractive effective grammar teaching and learning. Fourthly, the study may help curriculum designers, educators and other concerned body to give special attention effective grammar teaching and learning comprehension. Moreover, this research may initiate other individuals or researchers to do detailed research on similar issues that are not being addressed this research.

1.6 .The Scope of the Study

This study was conducted in Addis Ababa City Government, Akaki Kaliti Subcity, Kilinto No2 High School. The study has been restricted to the assessing of the effectiveness of teaching and learning English language grammar; the case of grade 9 at Kilinto No.2 High School.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Definition of Grammar

The word 'grammar' is used in a variety of senses to identify different types of grammar, ranging from linguistic topics to linguistic competence. Hornby (1994) defines grammar as the study and practice of the rules by which words change their forms and are combined into sentences. There are two basic elements in this definition: the rules of grammar, and the study and practice of the rules. According to Hornby (1999), the rules of grammar concern how words change and how they are put together into sentences. For example, our knowledge of grammar tells us that the word 'walks' changes to 'walked' in the past tense. This is an example of a word changing its form. Our knowledge of grammar also tells us what to do if we want to put the phrase 'not many' into a sentence: 'There are oranges on the shelf - 'There are not many oranges on the shelf.'

This is an example of how words are combined into sentences. Grammar, then, is the way in which words change themselves and group together to make sentences (Harmer, 1987: 1). Watkins and Davids (1991:3) argue that the term 'grammar' comprises the knowledge of language possessed by the speakers which enables them to communicate. The idea of 'grammar' being a 'linguistic knowledge' is embraced by Vander Walt (1993:5) who asserts that this knowledge of language is generally regarded as linguistic or grammatical competence, and that the notion of grammar as knowledge suggests that it is unconsciously stored in the mind. Bald et al. (1990:21) contend that the grammar of a language refers to what happens to words when they become a plural or negative, or what word order is used.

2.2. Why we should teach grammar

Grammar instruction should not be ignored. About grammar teaching, Krahnke (1985) suggests that much of the effort spent arguing against the teaching of grammar might be better spent on convincing true believers in grammar instruction that grammar has a newly. Terrell, (1991) defines the useful role to play in language teaching and in showing them what it is. For a better language improvement, grammar plays a crucial role.

To be an effective language user, learners should study grammar because grammar skills will help learners to organize words and messages and make them meaningful. The goal of teaching

grammar and textual patterns should go beyond students' label-ling of various grammatical categories; it should centre on goals such as clearer expression of thought, more convincing argumentation, more careful logic in reasoning, more coherence, precision, and imagination in speaking and writing, and knowing how to choose words and grammatical and textual structures that are more appropriate to the audience or readership. The goal here centre on the gradually more powerful conversion of 'knowledge about' language into a resource for effective reading, listening, viewing, writing, speaking and designing.

Knowing more about grammar will enable learners to build better sentences in speaking and writing performances. A good knowledge of grammar helps learners to make sentences clear enough to understand. Improper use of grammar will not convey meaningful messages. Tabbert stresses the importance of grammar simply as: It is frequently pointed out that students confuse lie and lay, do not choose who and whom correctly, say infer instead of imply, mismatch subjects and verbs, mix up pronoun reference, use double negatives, etc., and that these mistakes are evidence of their need to study grammar (Tabbert, 1984). To establish an effective communication, learners need grammar skills; therefore, without grammar, speech gets meaningless. Grammar is an essential aspect to communicate effectively. Moreover, grammar simply is creating well-organized reading and writing performances.

The chief usefulness of grammar is that it provides a convenient and, indeed, as English is taught today, an almost indispensable set of terms to use in talking about Language (Tabbert, 1984). Grammar will give learners the competence how to combine words to form sentences. To create fully-developed sentences, grammar knowledge is indispensable. With little understanding of how language functions, learners cannot develop their language skills. Just as there are careful and effective drivers who do not know what makes a car run, so there are those who, through practice and skillful observation, have become satisfactory, even effective, writers with very little understanding of the mechanics of the language. But it follows that the more you know about the form and function of the parts that make up the larger unit, the sentence, the better equipped you are to recognize and to construct well-formed sentences (Emery, et al, 1978).

Grammar instruction holds an important place in foreign language learning. It needs to be noted that grammar skills will make great contribution to language competence. The study of the structure and history of language, including English grammar, is a valuable asset to a liberal education and an important part of the English program. It should, however, be taught for its own

sake, not as a substitute for composition, and not with the pretense that it is taught only to improve writing (Commission on Composition, 1974). Teaching grammar is to show how language works. Accurate teaching of grammar guides learners how to use the language correctly. Azar highlights the significance of teaching grammar as: One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning.

Grammar is the weaving that creates the fabric (Azar, 2007). To establish precise sentences, grammar knowledge is essential. In another idea about why teaching grammar is important Ellis writes: Grammar teaching involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it Meta linguistically and / or process it in comprehension and / or production so that they can internalize it (Ellis, 2006). Language acquisition without grammar will be confusing. Learners will fail to use the language correctly without grammar skills. People now agree that grammar is too important to be ignored, and that without a good knowledge of grammar, learners' language development will be severely constrained (Richards, Renandya, 2002). Richards and Renandya (2002) point out two good reasons for teaching grammar.

a) Comprehensibility: Knowing how to build and use certain structures makes it possible to communicate common types of meaning successfully. Without these structures, it is difficult to make comprehensible sentences. We must, therefore, try to identify these structures and teach them well.

b) Acceptability: in some social contexts, serious deviance from native-speaker norms can hinder integration and excite prejudice- a person who speaks badly' may not be taken seriously, or may be considered uneducated or stupid. Students may therefore want or need a higher level of grammatical correctness than is required for mere comprehensibility.

Teaching grammar will help learners to understand the nature of language. Azar notes down the benefits of grammar teaching as: One of the principal benefits of GBT (Grammar-Based Teaching) is that it helps students gain an understanding of grammar concepts: concepts such as subordination and coordination; concepts of expressing time relationships through the use of verb forms; concepts of nouns and adjectives, subjects and verbs, clauses and phrases. Students

can understand grammar concepts with simplified terminology, with a minimum of Meta language and grammatical analysis, and even without definition of key terms such as noun or verb, (Azar 2007). With a good knowledge of grammar, the relationship between grammatical concepts gets clear. Being aware of this relationship facilitates understanding the language.

Grammar skills will enable learners to be aware of parts of a language such as verbs, and nouns. Learners will understand and use the grammatical concepts better if they study grammar. Mulroy states the importance of grammar teaching as: Sentences always have and always will consist of clauses with subjects and predicates and of words that fall into classes fairly well described as verbs, nouns, adjectives, adverbs, pronouns, prepositions, conjunctions, and interjections. Individuals who understand these concepts have a distinct advantage over others where the use of language is involved and that mean everywhere.

2.3. Approaches to Foreign Language Teaching

It is generally accepted that the central purpose of language teaching is to help learners enhance communicative competence. To achieve this goal, different approaches are used by different scholars. One cannot suggest an absolute and perfect approach to language teaching and learning. Each approach has its own impact on syllabus design, methods of teaching and learning procedures in classroom implementation. In this section an attempt is made to discuss the matter on the basis of two approaches, structural and communicative, with relation to theories about the nature of language and language learning that serves as the source of practice in language teaching the country.

2.3.1. The Structural Approach

The structural approach is the most traditional way of language teaching and learning .It gives more emphases for the formal aspect of the language rather than function. Richard and Rodgers (2001:17) ascertain that language is as system of structurally related elements for coding of meaning. Larson-Freeman (2001) further comments that communicative ends are best served through bottom up process through grammatical structures and lexical patterns until they are internalized. According to this approach, communication in second language is possible if learners have very well discovered the basic sentence structures. Stern (1983:140) indicates that the main concern of this structure centered approach is to help students know the language. It draws a special attention to correct sentence formation. This habit formation can be developed

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

Parts of the language are taught separately and step by step that acquisition is a process of gradual accumulation of part until the whole structure of the language has been built up. At any one time, the learner is being exposed to deliberately limited sample of language. The main purpose of structural approach is to provide a coherent structural foundation on the basis of which a genuinely spontaneous use of language can be achieved (Brumfit, 1986:5). As a result, the learners need to be encouraged to practice the drills so they would master the language forms. Widdowson (1991) also says that the assumption behind the emphasis on the mastery of language structure is that once learners have achieved this semantic knowledge, then, they will be able to use it pragmatically to do things, to converse, to read, to write, to engage communicative activity.

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

The students understand the structure of the language but they do not use this knowledge for actual communication in real life situations. Peterson (1986:2) explains that in this view the teachers should always act as ‘‘questioner, initiator, teachers and formal instructor.’’ The teachers model the target language, control the direction and pace of learning, monitor and correct the learners’ performance whereas Peterson says that learners act as the role of listeners, respondents

or formal class students. The teachers most of the time focus on accuracy. The learners do not have chance to express their own feelings and desires as they want since their role is too limited in this approach. The inadequacy of this approach in order to help learners comprehend and use the target language effectively causes the emergence of other alternative approaches and methods in foreign language teaching to communicate meanings

2.3.2. Communicative Approach

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

These criticisms and counterarguments lead to a new approach to language teaching which focuses on language function and use rather than the formal aspect of language (Larsen-Freeman, 1986:26). The communicative approach should not be narrow at all, but essentially adaptable to all the requirements of the classroom situation within its wider institutional and social setting. 'Communicative' does not mean having students practice communication in pairs and groups. It means making decisions, appropriate to the educational environment, about whether or not, or how often to have pair or groups work and about the lesson's focus on speaking, reading, writing, grammar, pronunciation, etc none of them precluded in communicative approach.

In the communicative approach authentic language use and classroom exchanges where students are engaged in real communication with one another became quite popular. It has provided a couple of developments in syllabus design, implementation and evaluation. This approach gives a special attention to the needs and interests of the learners (Richards and Rodgers2001, Hutchinson and Waters1994 and Harmer1991). Tudor (1996:8) explains communicative language teaching provides a desire to develop course design structures which are flexible and more responsive to students' real world communicative needs. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics

(Thompson 1996:13). Petrovitz (1997) the communicative language teaching encourages learners to take part in and reflect on communication in as many different contexts as possible.

This is because learners need to be given some degree of control over their learning since language is a system of choice. The learners must be given the opportunities to learn how to make choices. Halliday (1994) forwards this: The communicative approach should not be narrow at all, but essentially adaptable to all the requirements of the classroom situation within its wider institutional and social setting.

‘Communicative’ does not mean having students practice communication in pairs and groups. It means making decisions, appropriate to the educational environment, about whether or not, or how often to have pair or groups work and about the lesson’s focus on speaking, reading, writing, grammar, pronunciation, etc none of them precluded in communicative approach. However, it does not mean that once a teaching activity is in progress, teachers should become passive observers. It is the teacher’s responsibility to manage the activities, facilitate communication process, guide students to use the language appropriately and act as independent participant in the teaching learning group without dominating it (Littlewood, 1981). Brumfit (1986) comments that communicative language teaching places greater demands on the teachers than other widely-used approaches.

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

2.4. Procedures for Communicative Grammar Teaching

Ur (1988:7) and Celce-Murcia (1988:27) suggest that grammar should be presented gradually in step-by-step progression. They comment that when a teacher plans his work, he/she needs to take into consideration the stage of presentation, practice and feedback and correction.

2.4.1 The Presentation Stage

This is the first stage of learning/teaching a new language item. Here the teacher provides the new information, the new piece of language; the learner concentrates on understanding it. Celce-Murcia (1988) explains at this stage, grammar can be introduced either inductively or deductively. The variety of techniques can also be used. Selections should be made according to strengths and preferences, and the nature of the structure. Ur (1988) also comments that this stage is the time of the introduction of grammatical structures or forms and meaning in speech and writing. It is possible to offer grammatical explanation, but it should be short, clear and concise. Harmer (1987:17) defines the presentation stage as the stage which students are introduced to the form, meaning and use of a new piece of language. When students are learning how the new language is constructed, they learn what it means and how it is used. He says the teacher should show students every aspect of rule to understand and internalize it.

2.4.2 The Practice Stage

The practice stage is the second stage of the organization of teaching grammar for communication purposes. At this stage, skills are learned by doing or through constant practice.

This is the stage at which learners are given intensive practice in new structure, but their production of the language is very carefully guided and controlled by the teacher, so that correct form and meaning are consolidated and the possibility of error is reduced to a minimum (Ur , 1988). As stated, learners have the opportunity to practice the language. The teacher models the language items. The practice of the language items is more controlled by the teachers.

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

2.4.3 The Production Stage

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

The teacher may facilitate situations for communication in pair and group works. The teacher can give individual work to improvise in the classroom that helps them enhance their communicative competence. Ur (1988) explained, teacher can use different types of activities like jumbled sequence, problem solving activities, using pictures, and so on that initiate students to practice grammar item. Let us suppose the teacher teaches the learner about the simple past tense where he/she facilitates his/her students to talk or write about their past experience. The teacher can ask the question like: What did you do last week? How did you spend your weekend? The students at the beginning discuss a lot what they did at the weekend in pairs or small groups. Then students write one or two paragraphs. They can present it orally. In this process they can develop their communicative competence.

2.5 Problems in grammar teaching

Harmer (1987:9) points out that the teacher of English as a second language experiences difficulties during the course of teaching grammar in the classroom. Harmer states that the teacher faces three important problems in the teaching of grammar. These problems are: the clash between function and form, the similarities and differences between the students' own language and the second language, and various exceptions and complications that all languages seem to suffer from (Wilson, 1988: 116).

2.5.1 Function and form

Most English second language teachers, if not all, do not realize that there is a clash between function and form, such that to them, for example, all sentences in the present progressive tense appear to refer to the action taking place now, in the present moment. In this case, Beaumont and Granger appear to refer to the action taking place now, in the present moment.

In this case, Beaumont and Granger (1992:11) point out that there are different ways in which the present progressive can be used; for example, it can be used to talk about something which is in progress at the moment of speaking: "Where are the children?"; "They are playing in the garden."; "What are you doing at the moment?"; "I am writing a letter". The progressive tense can also be used to talk about something which is in progress around the present, but not necessarily exactly at the moment of speaking: "You are spending a lot of money these days"; "Sue is looking for a job at the moment". The present progressive can be used as well to talk about situations which are changing or developing around the present time: "Your children are growing up very quickly." We also use the present progressive tense to talk about the future: "I am meeting Yvonne on Saturday evening"; "I am going to meet Tula on Saturday evening". All the sentences above use the present progressive tense, but not all of them refer to the present. With the exceptions of the first example, which refers to the action which is in progress at the moment of speaking, the second example alludes to a repeated habit. The third one refers to a future arrangement. The teacher should understand, though, that the same form (the present progressive) can be used to mean many different things: the form functions in more ways than one (Beaumont & Granger, 1992:13).

Harmer (1987: 10) argues that in conversation, it is possible that the same function can have more than one form. This is illustrated by a situation in the future which expresses it in many different ways. For example, "I'll drive into town later on"; "I'll be driving into town later on"; "I'm driving into town later on"; "I'm going to drive into town later on", "I'm to drive into town later on"; "I Drive into town later on". All these grammatical constructions are different in meaning, denoting the forms of the future which are already planned, or which are part of a regular routine (Harmer, 1987:10). Since there are so many other examples like the ones given above, which the teacher uses in the classroom, it is important to be aware of similar problems.

It is suggested that ESL teachers have to try to create suitable teaching situations for themselves in order to meet the grammatical requirements of the students: they have to make decisions about what structure (form) to teach, and what use (function) the structure is to be put to (Higgins, 1988:28). Another verb problem almost certainly comes from the confusion between English and the students' mother tongue. A sentence like: 'I am living here since two years' has two problems: the use of the present continuous verb form and the misuse of 'since'. So the teacher must be well prepared in order to be able to identify such problems and correct them. Harmer (1987:14) points out that a teacher who anticipates the problems that students are going to have, then, is in a better position to deal with these problems when they occur.

2.6 Grammar Teaching Approach

Grammar is a sound, structure and meaning system of language. All languages have their own grammar. People who speak the same language are able to communicate since they intuitively share the grammar of the language. Students who are the native speakers of English already recognize the grammar of English. They also know the sound of these words, and different ways of putting words to make meaningful sentences (Brown, 2006). Harmer (1987) notes that "Grammar is the way in which words change themselves and group together to make sentences."

The grammar of a language informs what happens to words, when they become plural or negative, what word orders are used when we make questions or join two clauses to make one sentence. And people use it to do certain functions like stating facts, introductions, accepting or declining invitation, asking for or giving directions, advising and so on (Bloor and Bloor 2004:247). It tells us the relationship between the participants and shows where the topic of the message. It is also a mean of expressing time when the action took place through tenses and time words. It informs us the mood such as certainty, obligation or probability through helping verbs and whether the messages are statements or questions (Atkins, Hailom and Nuru 1995). Grammar refers to the language patterns that indicate relationship among words in sentences. Ur (1988:1) also says "Grammar is the way a language manipulates and combines words (or bits of words) so as to form longer units of meaning."

Therefore, grammar is not only the rule of how words can be combined in a sentence but also the different choices to be made in about which combinations to use for effective communications (Thompson, 2003). Grammar is the means by which people organize messages in any

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

Grammar plays a key role in supporting learners to acquire language and use it accurately and properly. It is recognized that grammar instruction helps learners acquire the language more efficiently, but it incorporates grammar teaching learning into the larger context of teaching students to use the language. In the teaching of grammar, students may need many opportunities to listen, read and practice a new structure before they internalize and produce meaning. To do so, there are three distinct ways of presenting, induction grammar teaching, deduction grammar teaching and integrative grammar teaching.

2.6.1. Inductive Grammar Teaching Approach

Inductive grammar teaching is one of the most known techniques in which learners become involved in the process of acquiring the language and developing their own language strategies. In this grammar teaching, learners are presented with several examples which embody the rule and asked to identify similarities between examples. In such grammar teaching, a teacher supports the students to acquire and practice the language but they do not draw conscious attention to any of the grammatical fact of the language. The teacher may ask the class to work in pairs and groups and write down any rules. They can induce from the examples that they have been working with to elicit their own examples based on the model (Kelly, 1990). In first language acquisition, rules are not taught explicitly but learners acquire the structure of the language and produce grammatical sentences (Wright, 1989).

Researchers like Ellis (1993), Brown (1972) and Batstone (1994) felt that this way of grammar teaching is stronger as it engages learners in a more learning process and makes them active. The advocates of this method argue that students should be allowed to learn grammar implicitly without direct instruction from the teachers since this is based on how people learn to use their first language. In line with this, Harmer (1987) supports the teaching of grammar at the beginner level to be inductive since the main aim is to get students practice and use the language as much as possible. As the students learn more, however, the balance would change and at intermediate levels the students would be in more communicative activities and would have less grammar teaching (Ibid). The teaching of grammar could be more overt when they get more advanced since they can study the grammar rules activity in a more deductive way.

Besides, Cunningsworth (1995) and Rott (2000) argue that using inductive approach in course books is very helpful to develop students' communicative competence. Since many learners will get additional materials that give explanations and rules in straightforward language together with practice exercises on each grammar points. Humboldt (1974) says one may begin with language itself with a text in which certain specific problems occur. Taking the sentences which involve these linguistic problems from the text and a number of well formulated questions help our students examine and scrutinize the existence and recurrence of these specific forms and constructions. In the inductive method, teachers should help learners observe, compare and analyze language till they have found a definite form.

2.6.2 Deductive Grammar Teaching Approach

In the teaching of grammar, one may state the rule, and give one or several examples and point out that language conforms to the given rule. In other words, we begin with abstractions; verify its correctness through several examples and proceed to construct language synthetically. In this case our presentation is deductive, for we infer or deduce language from a rule (Humboldt (1974). In deductive way of grammar teaching, the teacher explains the rule and the meaning to the learner. Then the learner is expected to apply the rules and provides his/her instances of language guided by an example or two. This is basically the reverse of inductive method. Deductive grammar teaching refers to the presentation of grammar rules explicitly. In other words, the teacher explains how a particular sentence or phrase is formed by stating the rules. For example, to teach conditional type one a teacher may explain the rule If + subject + V1 in if clause and subject+ will +V1 in main clause by writing exemplary sentences. The adherents of

the deductive method propose this type of grammar teaching has many advantages. In the first place, it is helpful for the learner to offer explanation of the structure and its use. It is also very time effective (Cunning sworth 1984, Harmer 1987, Ellis1991, and Fortune 1998).

Brown (1972:269) further stated that; since adults are capable of deductive reasoning and abstract formal operational thought, grammatical explanations can also serve vital purpose if the grammar itself is real, and the teacher is communicating meaningfully. Here, reference to existing knowledge and motivating sets is of utmost importance, and the students must see purposive in explanations. It is obvious that adult learners appreciate and benefit from direct instruction that allows them to apply critical thinking skills to the language learning. Teachers can take the advantage of this by providing students with descriptive understanding of each point of grammar (Larson- Freeman, 1986).

Based on the rules, students are expected to construct sentences of their own (Thornbury, 1997).It encourages teachers to present grammar rules before anything else. It encourages teachers to teach grammar explicitly to their students (Bygate and Tornkyn 1994 and Harmer1987).When teachers choose to teach grammar they have couple of choices as to how to go about it. The adherents of the deductive method propose this type of grammar teaching has many advantages. In the first place, it is helpful for the learner to offer explanation of the structure and its use. It is also very time effective (Cunnings worth 1984, Harmer 1987, Ellis1991, and Fortune 1998). Brown (1972:269) further stated that since adults are capable of deductive reasoning and abstract formal operational thought, grammatical explanations can also serve vital purpose if the grammar itself is real, and the teacher is communicating meaningfully.

Here, reference to existing knowledge and motivating sets is of utmost importance, and the students must see purpose in explanations. It is obvious that adult learners appreciate and benefit from direct instruction that allows them to apply critical thinking skills to the language learning. Teachers can take the advantage of this by providing students with descriptive understanding of each point of grammar (Larson-Freeman, 1986).

2.6.3 Integrated-Grammar Teaching Approach

One of the major rationales which support the claim that grammar teaching should integrate form produced from the very nature and role of grammar in communication. When we talk about grammatical form and structures, our major concern is not only to discuss the rules, but also the

meaning impact it has on what we speak, read, listen and write. In this regards, Dickins and Woods (1988) noted that, to say that some one knows a language, he/she needs to have the ability to produce grammatically acceptable sentences, together with the ability to communicate using the form accurately as the occasion demands. These key points are good indicators of what the teaching of grammar should look like. Thornsbury (1999) underlined that grammar communicates meaning as precisely as the writer or speaker wants to convey.

Thus, the teaching of grammar should take the meaning making potential of grammar into consideration in addition to the rules that underlie grammaticality and ungrammaticality of form and structures of the language. Learners need to learn not only what forms are possible, but what particular forms will express particular meaning. This is because; L2 learners need grammar for two purposes. They need grammar for communication and so they need learn to it through meaning-focused instruction. On the other hand, students need grammar because they are tested on at school and thus form-based grammar teaching is sought.

Thus, according to Azar (2007) grammar based teaching should create awareness of form, meaning and appropriate use of structure. In a similar way as regard to the need to integrate form, meaning and use in grammar teaching, Larsen-Freeman (1992: 280) pointed out, ". . . in dealing with the complexity of grammar, there are three dimensions of language that with: the forms or structures themselves, their semantics or meanings, and the pragmatic conditions governing their use." The form refers to the question how a particular grammatical form or structure is formed. The meaning implies- what does the newly presented grammar item means (It could be lexical or grammatical meaning). And the use or pragmatic refers to the question when and why the given linguistic form is used including social, and discourse context (Larsen Freeman, 1992). All these questions are treated in the integrated grammar teaching approach.

As a result, L2 learners can have a full understanding of the forms, meanings and also the experience of applying them in their communication. Girma (2005:4) emphasized, "It can, therefore, be said that any option to grammar teaching should integrate the form, meaning and use of the targets structures. To this end, both implicit and explicit forms of instruction can be used to present and practice structure."To sum up, when we come to the situation in many Ethiopian high schools as to how grammar is being taught, the structural approach to grammar teaching is still dominant (Girma, 2005). The study which was conducted by DerejeTadesse (2001) clearly showed that students have a mechanical view or static view of grammar learning.

Students have more of product oriented perception towards grammar learning. This, I think, is a reflection of what sort of grammar teaching approach is being implemented in second language classroom.

2.7 Grammar Learning Strategies

There are many language learning strategies which have been studied and classified in various ways by many researchers. Rubin (1981) distinguished between learner actions that directly contribute to learning such as clarification, monitoring, memorization, and practice as direct strategies, and processes that contribute indirectly to learning as indirect strategies such as creating opportunities for exposure to the target language or motivation to practice (cited in Lee, 2010). In the other strategy classification by O'Malley & Chamot (1990), three main strategy categories are identified. These are Cognitive, Meta cognitive and Social/affective strategies. Cognitive strategies directly related to the performance of information processing (e.g., translation, note taking, repetition). Meta cognitive strategies attempt to regulate language learning (e.g., planning, monitoring, and self-evaluation). Social/affective strategies are related to interactions with others in leaning (e.g., cooperation, asking for the clarification of questions).

Later Oxford (1990) proposed a comprehensive classification system of language learning strategies using the two major groups proposed by Rubin's (1981) model; direct and indirect strategies. The present study uses Oxford's classification of language learning strategies because the taxonomies are comprehensive, systematic, and detailed and they are applicable to most language skills in different learning contexts.

2.7.1. Direct Strategies

According to Oxford (1990), direct strategies are directly related to learning/ producing the target language. They are subdivided in to three subcategories: Memory, Cognitive, and Compensation strategies.

2.7.1.1 Memory Strategies

These strategies help learners to relate new information to existing ones or relating one grammatical rule or word to another in order to create association in memory but do not necessarily involve deep understanding (Oxford, 1990; 2003). In this case the learners use various memory related strategies to be able to learn and retrieve grammatical rules. According

to Oxford (1990) memory strategies enable learners to create mental linkages of one grammatical rule with another by grouping, associating/elaborating, and by using the rules in a context. That is, learners learn grammar by classifying or reclassifying the grammar part into meaningful units, either mentally or in writing (e.g., ordering them together according to tense relationship, similarity or dissimilarity in form, meaning, etc). Therefore, learners can make grammar learning easier to remember by reducing the number of discrete elements. Similarly, learners can also relate new grammar structure to the rule already in memory. So that they create associations in memory as it is meaningful to them, either in a simple or complex manner. Besides, learners use the new structure in meaningful oral or written utterances (for instance, using in sentences, conversations, or stories) in order to remember it.

2.7.1.2 Cognitive Strategies

According to Oxford (1990), Cognitive strategies enable the learners to manipulate grammatical rules by practicing the grammar rule meaningfully like by recognizing and using a combination of rules in sentences repeatedly and apply the new pattern in a realistic setting such as, by participating in conversation, reading a book or article, listening to a lecture, or writing a letter in the new grammar structure. Learners also practice grammar structures by saying or writing them several times, listen to them again and again, rehearsing, and imitating a native speaker.

On the other hand, learners send messages by applying a combination of patterns as it can be comprehensible and understandable by the receiver and at the same time they exercise how to understand the main idea of the received message as much as quickly. In order to do so, they might use two techniques: skimming and scanning. Using skimming learners can determine the central idea the speaker wants to get across, whereas using scanning they can search for specific details of interest.

2.7.1.3. Compensation Strategies

Compensation occurs not only in understanding the new language but also in producing it. There for, compensation strategies help the learners to use the language for either comprehension or production though there are limitations in information. These strategies serve as auto fillers in learning a language where information gaps occur in understanding or applying grammar rules (Oxford, 1990; 2003). So, learners overcome their limitations by guessing intelligently using linguistic and non-linguistic clues to compensate the absence of complete grammatical

knowledge. Learner's background knowledge of the target language, his/her own language or some other languages can provide linguistic clues to the meaning of what is heard. Learners can use clues like word order, word formation, and so on to their grammatical comprehension. On the other hand, Learners prevail their limitation in speaking and writing with the appropriate grammatical rule by switching to the mother tongue for expression, asking someone for help for the missing expression by hesitating or explicitly asking the person, using gesture during speech, and altering the message by omitting some items of information.

2.7.2. Indirect Strategies

Indirect strategies are those that enable or support direct strategies to occur and/or increase their successful application (Oxford, 1990). Indirect strategies are divided in to three subgroups: Meta cognitive, affective, and social strategies.

2.7.2.1. Meta cognitive Strategies

Meta cognitive strategies allow learners to evaluate their own grammar learning pattern and coordinate the learning process (Oxford, 1990; 2003). Oxford believes that Meta cognitive strategies are essential for successful language learning though learners rarely or unconsciously use these strategies. These strategies are used for centering learning by paying attention on certain grammar tasks, activities or materials such as, paying attention to the rules from reference books. Additionally, learners can be effective when they can be able to arrange and plane their language learning by setting goals and objectives that they want to achieve, and create opportunities to practice grammar rules by communicating with others in natural situations (e.g., looking for people they can talk to in English).

2.7.2.2. Affective Strategies

Affective strategies help learners gain control and regulate personal emotions, attitudes, and values; which are the necessary elements for successful language learning (Oxford, 1990; 2003). Knowing how to control one's emotions and attitudes may influence grammar learning process positively since it will make the learning more effective and enjoyable. It is also known that negative feelings hinder progress. Good language learners often know how to control their emotions and attitudes while learning grammar. Therefore, lowering anxiety using progressive

relaxation, deep breathing and meditation can enable learners to perform grammar activities and tasks effectively.

Besides, listening to soothing music and using laughter (i.e., watching funny movie, listening to jocks and so on) is help learner positive statements can make one self to be more self-confident, enable to take risk wisely, and rewarding oneself is also essential for achieving goals. Similarly, taking emotional temperature in the process of grammar learning by writing feelings in a checklist, diary or a piece of paper, and talking with another person (e.g., friends, or teachers) contributes for a healthy language learning process. Oxford (1990: 140) claims that “the effective side of the learner is probably one of the very biggest influences on language learning success or failure.” So, learners need to give attention to their personal feeling.

2.7.2.3. Social Strategies

Social strategies are actions taken by learners so as to seek support or interact with other learners or more proficient speakers of the language (Oxford, 1990; 2003). Communication between and among people is required to learn language effectively since language is a form of social behavior. So that learners develop cooperation with others. As a result, they will have the chance to learn from their peers for instance if learners work different grammar activities in groups, there is a possibility that less successful learners use strategies used by successful learners. Additionally, learners can be equipped with the correct grammatical form by asking questions and/or clarifications for the complex issues they confront with from more proficient friends, native speakers, or teachers. Moreover, social strategies enhance learners’ ability to understand people’s emotions and feelings and develop cultural understanding.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The main goal of the study was to assess the effectiveness of teaching and learning English grammar at Kilintono2 secondary school grade 9 in focus. The researcher employed the following method mainly because he believes that it was suitable and relevant for the study which looked into what actually happened in the classroom in the teaching learning process. This researcher has been used questionnaire, interview and class observation to obtain relevant information from teachers and students.

3.1. Research Design

Kumer (2006) stated that descriptive research design aims at describing behaviors and people's perceptions, opinions, attitudes, and beliefs about a current issue in education. In this study, descriptive survey research was used through both quantitative and qualitative data collection methods. These techniques would be chosen because they can provide information concerning the current EFL grade nine students' assessing the effectiveness of teaching and learning English language grammar integrated the form, meaning and techniques in the high school. Therefore, both qualitative and quantitative techniques helped the researcher to collect relevant information about effectiveness of teaching and learning English language grammar and these techniques would be used during analysis.

3.2. The Study Area

The study was carried out in one school in Akaki Kality Sub City Addis Ababa, called Kilinto No.2 Secondary School and it is 1km far from the town. This school was selected through purposive sampling based on its convenience. The first reason to select this school is that, there was no study that has been conducted so far on this topic at this school. Second, the staff members are familiar to the researcher. Therefore, it was assumed to be suitable to make classroom observation and to get required collaboration for the study.

3.3. The Participants

The major aim of this study was to assess the effectiveness of teaching and learning English language grammar at grade nine (9) students. The participants of the study were grade nine (9)

students; and all English teachers who were assigned to teach English language. So both participants of the study were selected as the main sources of gathering data. The students and teachers were the one who can be regularly involved in grammar teaching and learning of ELT classroom. Therefore, the participants were expected to reflect their idea in teaching and learning of English grammar.

3.4. Sampling Techniques

The total number of students learning in grade nine in 2016 E.C/2024 G.C academic year were 710 (315 males and 395 females) and seven English language teachers with (8) sections. For this study, the researcher took 228 students for sample size. From each section, 8 students were selected as the sample by using simple random sampling. In this sampling technique, the lottery method was applied. And seven English teachers through the availability of sampling would provide information or data through interview. Thus, 228 students were doing questionnaires and three English language teachers were selected for class observation.

Therefore, data was collected from 228 students by providing questionnaires and seven English language teachers interviewed to identify the effectiveness of teaching and learning of English language grammar with the integration of form, meaning and techniques in ELT classroom.

3.5. Data Collection Tools

The researcher employed questionnaires, classroom observation and interview to get relevant information because single source of information might not be adequate. Information has been gathered from primary source through distribution of questionnaires among students. Interview was conducted with teachers and classroom observation was made during teaching and learning English grammar. The classroom observation and interview were used to collect qualitative data; questionnaires were used to gather quantitative information.

3.5.1. Questionnaire

According to Best and Kahan (1989) and Sharma (2000) that questionnaire enables the researcher to collect data from large of individuals within a short period of time and it is also easy to administer to a number of subjects in one place at a time. In this study, a questionnaire consisted of different items relating with the effectiveness of teaching and learning English language grammar integrated the form meaning and techniques. This questionnaire was

translated from English language to their mother tongue (Afan Oromo) for sample students. The questionnaire prepared on the basis of Likert scale which have five-point scales (strongly agree, agree, disagree, and strongly disagree) and frequency scale (always, sometimes, rarely and never). All the items of the questionnaire were basically the same in terms of content although some can be worded slightly different.

The questionnaire divided into four parts. The first part of the questionnaire includes three items are based on students' personal back ground. The second part of the questionnaire includes ten items. Students were required to indicate the rate of their level of agreement on each item with respect to a five Likert scale and yes or no responses.

The third part of the questionnaire consisted of six items. Therefore, students were asked to level how often by saying: always, sometimes, rarely and never. The fourth part which is used to asked students to obtain students activities and strategies during grammar teaching and learning. Except the background of the student (3 items) and the fourth part, the rest three parts all were based on five point Likert Scale and yes or no responses. Regarding students, after gathering the sample students in a classroom from grade 9, the researcher distributed the questionnaire and read for students and explained the objective of the study. And the respondents have been given one week to answer the questions.

The questionnaire administered by collecting all students together. It has been taken an hour to finish. Here, generally, Likert scale is the most widely used scale in descriptive research because when responding to a Likert questionnaire item, respondents specify their level of agreement to a statement and they also use other ordered continuum response and categories like frequency.

3.5.2. Classroom Observation

Classroom observation is major data collection tool in teaching- learning process of second language acquisition researches, because it allows the study of the phenomena at close range with many of the contextual variables present (Selinger and Shohamy, 1989). The other data gathering tool in this study were observing English language grammar lessons as they are taught and learned in classroom. The purpose of classroom observation in this study was to check the answers given by students in the questionnaire. To obtain the required information, I observed three classes in each period because of time constraints in different grammar lessons and limited in consecutive periods. During the classroom observation, the researcher sat in the class and

took short notes to register events related to grammar teaching and learning in the adopted checklist. The checklist has been used to collect data about grammar teaching and learning related to teachers teaching methodology and students' performance. The researcher evaluated the effectiveness of how grammar was presented and the types of the activities include in it. It is felt that different ways of data collection lead to valid results on the teaching of grammar.

3.5.3. Interview for Teachers

The other instrument that the researcher employed in gathering data was interview. Researcher used interview to get relevant information from the teachers. Roger (1997) clearly emphasizes the importance of interview as it is the most flexible means of obtaining information. The researcher selects seven English language teachers for interview and he used both structured and unstructured interview. The procedure of interviewing held through note taking while the interviewee was explaining his/ her ideas about English grammar teaching in ELT classroom.

3.6. Data Collection Procedure

Data were collected in the following steps. First, questionnaire was prepared and distributed to the respondents. Next, class observations were carried out. Finally, interview was conducted in order to triangulate the collected data.

3.7. Methods of Data Analysis

The data that were gathered from students and teachers through interview and questionnaire were analyzed, interpreted and discussed using descriptive analysis method. Accordingly, the data obtained through actual classroom observation and teacher's interview presented and analyzed in qualitative because such data were difficult to numerate. However, the data obtained from students' questionnaires were presented in tabular form and analyzed quantitatively as well as qualitatively. Lastly, based on the findings of the study and the conclusions, recommendations were made.

CHAPTER FOUR

4. DATA ANALYSIS AND DISCUSSION

This chapter incorporates analysis and discussion of the data obtained through questionnaire, classroom observation and interview. The chapter has three sections. Section one is analysis of students' questionnaire. Section two discusses what is actually observed in classroom while section three presents teachers' interview.

4.1. Data Analysis and Discussion based on students' questionnaire.

In this section an attempt was made to assess to the effectiveness of teaching and learning English grammar integrated the form, meaning and techniques in the classroom.

Section one: Students' responses concerning effectiveness of teaching and learning English grammar.

4.1.1 Analysis of Students' Responses

KEY: The responses are given in rating scales of **SA**-strongly agree, **A**-agree, **DA**-disagree, **SDA**-strongly disagree

Table 1: Students' response towards; their interest in learns English language grammar in classroom.

Item 1	You need to learn English language grammar to explain and understand grammar form and meaning	Frequency	Percentage
Variable	Strongly agree	55	43.6
	Agree	69	54.7
	Disagree	2	1.6
	Strongly disagree	0	0
	Total		100

In the line with the above table item 1, majority 124 (98%) of student respondents have need to learn the form and meaning of English grammar. This higher result or response shows that

majority of the students were in positive position about learning English grammar with form and meaning. The rest 2(1.6%) of the students responded that they have no interest to learn English language grammar to understand form and meaning. Accordingly, the generalization of the above finding or result shows that students have higher interest to learn grammar if they are supported by their teachers' and they have positive attitude to learn English grammar in classroom. The researcher's experiences of learning and teaching support the students' response that teachers did not consider the grammar that the students familiar with.

Table 2: Students' understanding during learning English language grammar

Item 2	Your teacher taught you a grammar lesson clear and in understandable way	Frequency	Percentage
Variable	Strongly agree	16	12.7
	Agree	14	11.1
	Disagree	42	33.3
	Strongly disagree	54	42.8
	Total		100

In the line with the above table item 2, majority (76%) of student respondents they agreed that they did not learn grammar lesson clear and in understandable way. This higher result or response shows that the majority of students were in negative position to learn English grammar clear and in understandable way. The rest (24%) of the students respondents disagreed that the students they learn English grammar lesson clear and in understandable way. Therefore, the finding reveals that the teachers did not tell or teach them the students the grammar lesson clear and understandable way. However, if they taught the students clear and in understandable way, their background knowledge and understanding of grammar increased. And at the same time, initiate the passive or weaker students to build confidence learning grammar.

Table 3: Students' interest to learn English grammar in skills

Item 3	You need to use the grammar form to apply in writing and speaking	Frequency	Percentage
Variable	Strongly agree	48	38
	Agree	56	44.4
	Disagree	14	11.2
	Strongly disagree	8	6.4
	Total		100

As indicated in the table above item 3, the highest (82.4%) of student respondents said that they strongly disagreed and disagreed to use grammar form in speaking and writing. The lower (17.6%) of the respondents said that they agreed and strongly agreed to use English grammar form in speaking and writing. From the majority point of view, it is possible to reveal that students agree or need to use the grammar form to apply in skills like writing and speaking for developing grammar comprehension in speaking and writing.

Therefore, the finding shows that the students need to learn English grammar form to apply in writing and speaking and if they do that, their background knowledge, and understanding of grammar easily increased in learning of English language and they strongly agreed that they need to know the grammar rules to apply them in speaking and writing. Though sometimes it is presented with the reading passages from section one, it was presented in isolation. The listening texts also ignored so as to use to present structure of a language

Table 4: Students activity and difficulty face during learning English language grammar

Item 4	Most exercises of grammar activities in the textbook are not understandable and can't be done by students less difficulty	Frequency	Percentage
Variable	Strongly agree	43	34
	Agree	49	39
	Disagree	29	23
	Strongly disagree	5	4
	Total		100

The above table item 4 is concerned with the activities in the textbook are not understandable and cannot be done by students less difficulty. In line with this idea , majority(73%) the result shows that most English activities in text book is difficult for students to understand easily and clearly during English grammar classroom. The rest (27%) of students' response shows that they can easily understand the activities in the text book. From the above higher result we can simply generalize that most English grammar exercises in the text book is difficult for students in order to understand form and meaning of sentences.

Table 5: Students' response why they learn English grammar in classroom

Item 5	There is no reason for us to study the grammar when we learn English language	Frequency	Percentage
Variable	Strongly agree	-	-
	Agree	-	-
	Disagree	60	48
	Strongly disagree	66	52
	Total		100

In Item 5 which says there is no reason to study grammar of English since we did not study the grammar of our first language overtly. They believe that grammar learning is very important for second language learners. So, it indicated that (48%) disagreed and (52%) strongly disagreed revealed that they were reasons for them to learn English language grammar. So the implication shows that students are reasonable to learn English language grammar.

Item 6	English language grammar is important to learners to communicate effectively and efficiently	Frequency	Percentage
Variable	Strongly agree	66	52.4
	Agree	56	44.4
	Disagree	3	2.4
	Strongly disagree	1	0.8
	Total		100

In the table above item 6, the majority of the respondents (96.8%) either strongly agreed or agreed that the knowledge of grammar helps them in order to use the language effectively and efficiently whereas (3.2%) of them responded disagreed that English grammar is not important to learners to communicate effectively and efficiency. Therefore, as illustrated in above, English language grammar is very essential for learners to communicate efficiently and effectively for overcoming comprehension about grammar.

Table 6: Students' responses the importance of learning English language grammar

Item 7	To know English language, learning grammar is essential	Frequency	Percentage
Variable	Strongly agree	37	29.3
	Agree	53	42
	Disagree	25	19.8
	Strongly disagree	11	8.7
	Total		100

In line with this idea, the majority (71.3%) of the students' respondent agreed and strongly agreed that to know English language grammar, learning grammar is very essential. The lower (28.7%) of the students were disagreed and strongly agreed to know English, learning grammar is not interesting respectively. The responses, therefore, show that the majority of the students seemed to believe that they need to acquire the ability to elicit grammatically acceptable sentences in the target language as occasion demands. From the above higher result, we can

generalize that in order to know language learning grammar is very critical. Therefore knowing grammar knows language.

Table 7: Students’ response concerning the importance of grammar learning

Item 8	It is very important to know form, meaning and use of English in language	Frequency	Percentage
Variable	Strongly agree	61	48.4
	Agree	53	42
	Disagree	9	7.2
	Strongly disagree	3	2.4
	Total		100

As revealed in the above table item 8, the higher (90.4%) result shows that it is very important to know form, meaning and use of English language. The rest (9.6%) of the respondent said that it is not so much important to know the form, meaning and use of English language grammar. Therefore, the finding indicated that know language, it is important to understand form, meaning and use of grammar. And to do that, the students’ background knowledge about grammar is important. This shows that students believe that grammar is very essential for second Language learners to communicate in the language

Table 8: Students’ response how the following activities is applied in learning grammar

Item 9	Learning grammar at sentence level is boring	Frequency	Percentage
Variable	Strongly agree	62	49.2
	Agree	58	46
	Disagree	4	3.2
	Strongly disagree	2	1.6
	Total		100

As indicated in the table above item 9, majority (95%) of the respondents strongly agreed and either agreed that learning grammar at discourse level is boring. From this point of view, learning English language grammar at discourse level is very difficult for the learners in order to understand form and meaning of sentence in a written text. So, according to the information

given above the participants disagreed that learning grammar at discourse level is difficult to overcome the message.

Table 9: Students’ response how they practice grammar in skills

Item 10	After you are introduced and practice a new grammar form ,you speak and write in an involved way	Frequency	Percentage
Variable	Strongly agree	6	4.8
	Agree	9	7.1
	Disagree	59	46.8
	Strongly disagree	52	41.3
	Total		100

According to the information given in Item 10, majority (88.2%) of the participants disagreed or strongly disagreed that they talk and write in an involved way after they introduced and practiced a new grammar structure. The rest (12%) of the respondents said that they agreed to practice a new grammar form in speaking and writing form. However, it is very important for learners to provide personally meaningful activities that help them to express their ideas in grammar learning. Therefore, the finding reveals that , majority of respondents practice a new grammar form, which is not involve in speaking and writing skills.

Table 10: Students’ response to correct their mistake during grammar learning

Item 11	When you make grammar mistake, your teacher give you a chance to correct your mistake	Frequency	Percentage
Variable	Strongly agree	22	17.5
	Agree	31	24.6
	Disagree	32	25.4
	Strongly disagree	41	32.5
	Total		100

As illustrated in the above table item 11, majority of the students (57.9%) disagreed that when they make grammar mistake, their teacher did not give a chance to correct their mistake to get comprehension about grammar, while (42.1%) of them said that they agreed when they make

grammar mistake, their teacher give them a chance to correct their mistake in order to understanding grammar form, meaning and use. So the implication shows that the teachers did not give a chance for students to correct their mistake in order to improve grammar mistake in learning English language and regarding correcting student' mistake, teachers have lower attention on it.

Table 11: Students' response in which they learn English grammar

Item 12	Learning and teaching English language grammar in context create a situation for students.	Frequency	Percentage
Variable	Strongly agree	43	34.1
	Agree	38	30.1
	Disagree	27	21.4
	Strongly disagree	18	14.3
	Total		100

In line with the above table item 12, the majority (64.2%) of the students 'agreed and either strongly agreed that learning and teaching English language grammar in context can create a situation for students. While (35.8%) of them said that disagreed and strongly disagree that learning and teaching English language grammar cannot create a situation for them respectively. From the above higher result, we can generalize that learning and teaching grammar can create a situation for the learners during English language grammar lesson. Finally, responses to the statements imply that students believe that grammar is one of the important aspects in language learning. Presenting grammar in meaningful context is given less attention. As a result, they fail to use such contexts and situations to learn the meaning and use of structures.

Table 12: Students response the techniques they use learning English language grammar

Item 13	Using specific techniques in grammar learning enables you to use the language communicatively	Frequency	Percentage
Variable	Strongly agree	32	25.4
	Agree	55	43.6
	Disagree	27	21.4

	Strongly disagree	12	9.5
	Total		100

The above table item 13 indicated that 87 (69.1%) of the student respondents strongly agreed and agreed that using specific techniques in grammar learning enables them to use the language communicatively. The rest 39(31%) of them responded that they disagreed and strongly disagreed using specific techniques in grammar learning enables them to use the language communicatively. From the above higher result, it is possible to conclude that specific techniques in grammar learning can make the language learner or user effective communicator.

Table 13: Students’ response about English grammar learning challenges

Item 14	You face some challenges during learning English language grammar in classroom	Frequency	Percentage
Variable	Strongly agree	61	48.4
	Agree	65	51.6
	Disagree	-	-
	Strongly disagree	-	-
	Total		100

In line with the above table item 14, all the responses (100%) show that they face some challenges during learning English language grammar in classroom. This implies that students have comprehension problem at elementary school which is very important stage to train how to improve their grammar knowledge during teaching learning process.

From the above major response it is easy to generalize that teachers give lower attention teaching English grammar lesson and did not support their students in appropriate ways. This can be deducing that grammar is still presented with detailed explanations which were excluded learners.

Section 2: How grammar is Presented in classroom?

Learners' responses as to how often they use different kinds of activities, techniques and strategies in the teaching learning of grammar in classroom.

Table 14: How often do you apply the following activities and strategies in Learning of grammar?

No	Items	Response							
		Always		Sometime		Rarely		Never	
		F	%	F	%	F	%	F	%
	Learners' responses as to how often they use different kinds of activities, techniques and strategies in the teaching learning of grammar in classroom								
1	Vocabulary or word meaning	3	2.4	15	11.9	41	32.5	67	53.2
	Types of tenses	10	7.9	36	28.6	47	37.3	33	26.2
2	Comparisons	25	19.8	35	27.8	54	42.8	12	9.5
3	Adverbs	16	12.7	36	28.6	48	38	26	20.6
4	Using meaningful context			2	1.6	54	42.8	70	55.6
5	Speaking	22	17.5	39	32.9	54	42.9	11	8.7
6	Reading text	20	15.9	36	28.6	55	43.6	15	11.9
7	Listening texts	2	1.6	14	11.1	62	49.2	50	39.7
8	Individual work	18	14.3	39	30.9	66	52.4	3	2.4
9	Pair work activities	11	8.7	31	25.2	63	50	21	16.7
10	Group work activities	21	16.7	40	31.7	58	46	7	5.7

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

In the above Table students are required to rate how frequently they use different kinds of activities, techniques and strategies in grammar teaching. They were categorized as vocabulary or word meaning, tense form, and comparisons. The first five items indicated majority of the students did not always use and other said sometimes. Though the percentage is differs, the majority of the respondents showed that they did not use such kinds of activities very frequently.

For example, for the first five Item (vocabulary, tense form, comparison, adverb and meaningful context) less of the respondents said they always the activities and majority sometimes use the activities and the majority of them said they rarely and never use it. This accounts together for 30.9%. Similarly 42.2% of the respondents indicated that they sometimes use speaking in the classroom and 17.5% of the learners replied that they always use them. The group work activities, 1.6% of them said sometimes they use these types of activities. And 4.8% of them responded that they rarely use it in learning of grammar and 55.6% responded said that they never use these techniques.

One can see from the above Table that most of the respondents said they use either speaking or listening rarely or never. But less of the respondents said that they always use these activities and the other said some time. Similarly, 88.9% of students said they rarely use listening and 10.1% of students said that they either always use the skill. 16.7% of the subjects said they sometimes use communicative activities in grammar learning. Concerning using meaningful context, 55% of them said they rarely use them and 20% of them replied they never use them, which together account for 75% of them. Regarding group work activities, 16.7% of the learners said they always use it in grammar lessons and 48.3% of them said they sometimes apply group work in classroom context. On the other hand, 30.8% the students replied that they rarely use group work activities to practice grammar exercises. Moreover, 50 % of them said they rarely work in pairs in grammar activities.

However, 42.5% of the participants said they sometimes use and the remaining 7.85% of them responded that they always apply pair work in grammar activities .Finally 25.5% of the students responded that they always do individual work in grammar activities and 31.7%of them said they sometimes work in pair activities. But the remaining 21.7% and 24.2%of them said that they

sometimes and rarely work grammar exercises in class. Nevertheless, the classroom observations show that the classroom activities and exercises are mainly focus only on individual work. Teachers read the sentence and asked students to try the answer. The students were not encouraged to work together in groups and pairs in grammar activities. As a result, there is some discrepancy between what the students replied and what actually happened in the classroom in grammar teaching and learning.

4.2 Data Gathered from Classroom Observations

Table: 15 Analysis of classroom Observation

No	Items	C1		C2		C3		TOTAL	
		yes	No	yes	no	yes	no	Yes	no
1	The teacher reminds the previous grammar lesson		✓	✓			✓	1	2
2	The teacher introduces the day's grammar lesson	✓			✓		✓	1	2
3	Detailed grammar explanation is given		✓		✓		✓	-	3
4	Activities given to students are related to the grammar in the text		✓		✓		✓	-	3
5	The teacher asks students the form and meaning of sentence	✓			✓		✓	1	2
6	Students understand the instruction		✓		✓		✓	-	3
7	Students perform accordingly		✓	✓			✓	-	2
8	During activities students call their teachers for help	✓			✓	✓		2	1
9	Teacher give corrective feedback for students	✓			✓		✓	1	2
10	The teacher's written and oral context can produce relevant information		✓		✓		✓	-	3
11	Teacher's used different kinds of techniques		✓		✓		✓	-	3
12	Students work individually	✓		✓			✓	2	-
13	Students work in pair		✓	✓			✓	1	2
14	students work in group	✓			✓		✓	2	1
15	students used communicative activities		✓		✓		✓	-	3
16	Students are practiced to use the new item to make meaningful sentences		✓		✓		✓	-	3
17	Each student has got text book		✓		✓		✓	-	3

C1 – First classroom observation **C2-** Second classroom observation **C3-**Third classroom observation

As regards my observation, I observed grammar lesson at Kilinto No2 secondary school. I limited myself observing three classes three times because of time constraints. I took my checklist and tick depending on the process of teaching and learning English grammar. In this part of the analysis presents the situations of the classrooms observed focusing mainly identifying the ways that was observed in the three classes in light of teaching and learning English grammar. From the three observations conducted, it is possible to deduce that C1, C2 and C3 tried their best to engage students in pair and group works to teach grammar in their classroom management. According to class observation checklist, C2 prepared two questions those include list other adjective words and describe objects in the classroom which were not included in the students' text book which indicate her attempt of creativity though the way C2 presented the questions was not encouraging students' to learn English grammar appropriately.

To begin with, even if C2 tried to revise the previous lesson, it was vague and in both C1 and C3 classes, there was no attempt to activate students' prior knowledge and to connect the previous learned grammar topic with the new one. In a similar way, both C1 and C3's lessons were not contextualized rather they tried to present the grammar lesson prefix simply its definition and examples. In relation to the best way to present grammar lessons, Here, it could be possible to infer that both C1 and C3's lessons were mainly teacher-centered which is being criticized as being ineffective or not recommended for young learners like secondary school students rather it can be effective with learners who already know the basic structures of the language.

Besides, C1 and C3 used simply lecture method to introduce the new grammar item; nevertheless, Cunnings worth (1984:32) recommends that "to introduce a new piece of grammar for a class, a teacher has to use various methods". The other point was about C1 and C3's use of the textbook, teacher center and the 'what' of the teaching of grammar, though there were a few attempts made especially by C2, both of them were teaching textbook dependent; no activate students and they focused on teaching the form of the grammar item instead of presenting the lessons in a meaningful context which allows the students to use the language. Thus, even if C2 tried to vary some questions, the lesson was simply teacher-centered because when students were failed to answer C2's questions, he began to explain and gave example by herself instead of

trying to simplify the questions and helping students while they were working in pairs and in groups.

To sum up, all C1, C2 and C3's lessons were followed form focus which is traditional and focusing or giving due emphasis on accuracy rather nowadays, what is favored is communicative approach which aims to balance the form, meaning and use. In connection with the integration of the three grammars teaching focus areas. The integrated grammar teaching approach is suitable in promoting pair work, group work and discovery technique in language teaching. It is also effective to enable learners acquire and understand the meaning of grammatical forms and their roles in communication. From the three observations conducted, it is possible to understand that teachers have less consideration to teach English language grammar in classroom. Generally we can conclude that the classroom observation checklist show what the actual practice of teaching English grammar is in the classroom. Depending on the result teachers are not using their maximum effort in guiding, encouraging and supporting the students to be effective in grammar teaching.

4.3 Analysis of Interview Response

As it has been pointed out in the chapter three, an interview conducted with the teachers to obtain further information. Therefore, in this section an attempted was made to discuss briefly finding of the interview response.

4.3.1 Analysis of teachers' interview that are related to teaching and learning of English grammar in classroom

The interview with the teachers revealed some interesting information. In line with for how you think your students learn English language grammar better were obtained. The following extract is taken from interview responses:

---Students learn English grammar better when I teach them the forms or structures of sentences related meaning (T1and 6).

---They learn English language better when I give them examples and practice themselves in pairs or individual (T2and 5).

---Students learn English language very well when I tell them the form, use and meaning of words in given sentences (T3 and 7).

---They learn English grammar better when I teach English grammar communicatively (T4).

As can be seen from the above responses, majority of teachers responded that students can learn English language grammar better when teacher give them examples of English language grammar which shows the form meaning and of sentences in the lesson. The interviewers' responses were almost similar. For instance, with regard to their beliefs about whether grammar should be taught or not, because it has become a controversial issue, both interviewers believed that grammar is very essential so as to help students to construct meaningful and error free sentences. To this end, Crystal (2004) also clarifies that grammar is a part of language that helps the learners to express themselves. Hence, it should be taught.

Concerning how do you usually teach English language grammar to enhance learner's comprehension on the lesson. The following extract is taken from interview responses:

--I rarely teach communicative grammar in order to enhance learner's understanding on the grammar lesson (T1)

--I sometimes teach English grammar lesson to enhance student's comprehension on the grammar lesson (2)

--Rarely I teach English language grammar lesson in classroom with the integration of the four skills (3)

Concerning what types of techniques would you use to teach grammar in ELT classroom? As teachers respondents (T1) and (T3) reply that they rarely taught English language grammar in classroom with the integration of four skills. They replied that both form and meaning should not be taught and the way students use grammar in meaningful' context in skills were almost none. The second respondent (T2) sometimes teaches English language grammar to enhance students' comprehension on grammar lesson. strongly argued that the form should be taught first before the students were given chance to understand the meaning because students did not identify the forms by themselves; however, prominent scholars such as Prabhu (1987) argues that for language learners, meaning should be more emphasized than the form.

Besides, other researchers and scholars also stat about the purpose of language teaching and the how of teaching as it should not be only the form because it cannot make the students users of the language and even the way to teach should not be only what was presented in the textbooks or using pictures and context though they are also helpful, but they are not adequate.

In line with what types of method would you use to teach grammar in ELT classroom, the teachers are also reflected their points openly. The following points of view are taken as follows:

---Most of the time I use lecture or teacher center method in order to teach English language grammar in classroom (T2, and T, 6)

---Always I use teacher center method than student's center method to teach English grammar in classroom (T3, 4 and T 7)

---sometimes I use lecture method and sometimes student's center method to teach English language grammar to give more comprehension about the lesson (T 1 and T 5)

From the above responses, it is possible to generalize that majority of teachers regularly teach English language grammar using lecture or teachers center method to give comprehension about lesson. A few teachers sometimes use students' center method of teaching English language grammar to give comprehension on lesson. And the class observations share the same idea with teachers' interview. Cunnings worth (1984:32) recommend that "to introduce a new piece of grammar for a class, a teacher has to use various methods". But it is better to flexible for teachers and use method to teach English grammar to give more understanding on lesson.

In line with the statement 'How would you teach grammar integrating the four language skills'? The teachers reflected their points differently. The following extracts are from the interviews responses.

--I teach grammar four language skills when the students practice the skills of speaking and writing only (T5)

--I teach English language grammar and the four language skills alone (T6 and T7)

-- I teach English language grammar when the students practice writing skills (T4)

-- I rarely teach English grammar in four skills (T1, T2 and T3)

As can be seen from the above responses, majority of teachers rarely set grammar teaching integrating with the four skills. In interview, a few of them reported that they were sometimes set English grammar teaching and learning integrating with the four skills. And the classroom observations share the same idea with teacher's interview. But it is better to be flexible for teachers and preparing their own grammar teaching and as teachers responded that they never made their students speak and write using the language items.

Concerning how do you usually present grammar items in meaningful contexts, that the teachers have also reflected their point openly that they did not frequently presents grammar in meaningful context. The following points of view are taken;

---I rarely tell them students about grammar item in meaningful context because of lack of earlier experience, understanding of grammar knowledge and comprehension (T2 and T5)

--I sometimes present the students about grammar items in meaningful context because of lack of time or limitation of time (T1 and T4)

--I sometimes present the students about grammar items in meaningful context because of poor comprehension about it (T3 and T6)

In interview, majority of them reported that they did not usually presented grammar items in meaningful context because of earlier experience, poor understanding about English language grammar in meaningful context. The result of this study also reveals that the students scarcely have reached secondary school without some proficiency about grammar. Accordingly, the teachers' responses toward interview and classroom observation checklist were the same and majority of them said that the teacher did not give them clear explanation about grammar items in meaningful context during the lesson. Thus, Harmer (1987) states that the best way to introduce the grammar lesson is to present the language item in a meaningful context.

In line with statement 'when you teach grammar, do you chiefly present at sentence or discourse level?' The teachers reflected their point differently. The following extracts are taken from the interview responses:

---I sometimes teach English grammar at sentence level (T1, T2 and T4)

---I never present English grammar at discourse level rather I use at sentence level (T3 and T5)

---I teach them at word level because students have no proficiency to understand at discourse and sentence (T6 and T7)

As understood from the teachers' responses, it is possible to conclude that a few of teachers presents English language grammar at words and sentence level. And none of them presents English language grammar at discourse level because of earlier experience, poor understanding about English language grammar. But it is surprising that few teachers did said nothing about level of grammar teaching and learning in classroom. The actual observations checklists also support the teachers' points of view. So that students scarcely have reached the secondary school without enough proficiency of English language grammar at sentence and discourse level.

In line with how do varieties of English language grammar teaching techniques enables learners to use the language communicatively and efficiently? The teachers have also reflected their points of views different ways. The following extracts are taken from the interview response;-

--When I teach them English grammar integrating with form, meaning and use (T2 and T3)

--When students' practices English grammar in pair or group works (T1 and T4)

--When I teach them English grammar in writing and speaking skills (T5 and T 6)

As understood from the teachers' response, the participants believe that the knowledge of varieties of English grammar techniques helps students to improve their language effectively and efficiently. However, the grammar lessons are mainly presented in form-focused and mechanical drills. The actual observations checklists also support the teachers' points of view. So that teachers did not use varieties of techniques enables students to use language communicatively and efficiently. Anderson,(1990) states that the use of various language learning strategies can be helpful in teaching grammar more effectively. However, teachers can not apply it to teach grammar and this indicated that the ways grammar teaching does not motivate learners to use the language in real life situations and the activities are not presented in meaningful contexts. Again students are not encouraged to express their ideas freely in relation to the structure. Thus, they do not get opportunities to express their feelings using the structures they introduced.

Concerning what is the main goals of teaching grammar in ELF classroom? The researcher tried to ask and get information and the teachers provided their point of view in different ways. The following extracts are taken from the interview responses:-

--To develop learners' knowledge in communicative skills (T4 and T6)

--To know the forms and meaning of English language easily (T3 and T5)

--To understand the context and use of language during examination (T1 and T2)

As it is possible to understand from the teachers' response, the main goal of grammar is to develop learners' in communicative skills and enhance students' knowledge about the form, meaning and use of language in meaningful ways. Accordingly, the classes observations check list were the same and most of them said that main goals of English grammar teaching were to make learners communicate the language effectively and efficiently. Nevertheless, teachers can not apply it to teach grammar and this indicated the ways grammar teaching does not motivate learners to use the language in real life situations. Crystal (2004) also clarifies that grammar is a part of language that helps the learners to express themselves.

The interview with the teachers revealed some interesting findings. In line with do you let your students to practice form, meaning and use of grammar? Different responses were obtained. The following extract is taken from; interviews response.

--Yes, I sometimes let students to practice form, meaning and use of grammar (T1 and T5)

Yes, I rarely let learners to practice form, meaning and use of English grammar (T3 and T7)

--No, I never let students to practice form, meaning and use of English language grammar (T2, T4 and T6)

As can be seen from the above responses, the majority of teachers rarely and never let their students' to practice form, meaning and use of English language grammar teaching and learning. And some teachers let their students to practice grammar during learning and teaching process. But it is surprising that few teachers did said nothing about practicing students in grammar teaching and learning in classroom. Accordingly, teachers' responses towards interview and classroom observation checklist were the same and majority of them said the teacher did not practice students' grammar form, meaning and use in classroom.

Ellis (2002) demonstrated that focus-on-form and meaning contributed to faster language acquisition, higher levels of accurate oral or written language production, and longer retention of forms when compared to pure meaning-focused implicit learning. This shows that the majority

the grammar activities are not beyond the practice level but it is very important to make the activities personalize to encourage learners to express their own feelings orally or in written form. This could make the grammar section more attractive and interesting rather than dealing with only mechanical drills.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1 Summary

The primary purpose of this study was aimed at finding out effectiveness of teaching and learning English language grammar at grade nine levels. The study raised four questions that the study aimed at identifying. 'Firstly, how forms of English grammar is effectively taught and learned in the classroom?' Secondly, 'do teachers teach grammar items in the contexts in which students make meaning?' .Lastly, 'what are the specific techniques EFL teachers and learners use in English grammar? In seeking answers to these three questions, the source of data in the study were grade nine students; grade nine English teachers and the principals of in KilintoNo2 secondary school. The study employed questionnaires, interviews, actual observation. The data obtained was analyzed using percentages and descriptive analysis.

Quantitative and qualitative analysis were made on the gathered data and revealed the following findings.

- The result of the study also revealed that the students have low understanding on grammar lesson due to inefficient grammar teaching at primary level.
- Majority of the samples said that the teachers rarely encouraged the students practicing English grammar teaching lesson. So, the finding shows that English grammar teaching lesson focused on only teacher center method which did not lets the students in activities.
- The majority of the respondents indicated that grammar teaching and learning in classroom was not effective and efficient to enable learners to acquire and understanding the meaning of grammatical forms, meaning, techniques and their roles in communication.
- The finding of the study indicated that teaching grammar that presented by teachers during classroom was not related with what learners easily understand and familiar with them. This implies that the teachers were not aware of English language grammar lesson and have lack of teaching techniques.

As far as effective grammar teaching and learning were concerned, teaching English grammar were focused on accuracy than fluency which didn't balance the form, meaning and techniques of teaching and learning, low understanding of students on grammar due to inefficient grammar teaching in lower grade, teachers rarely engaged the students practicing the skills in English grammar lesson, and lack of teachers' awareness on English grammar lesson and simple teaching techniques were identified.

5.2 Conclusion

Based on the information gathered through questionnaires, interview and classroom has been found that the effectiveness of English language grammar teaching and learning integrated the form, and meaning at Kilinto No2 secondary school. Based on the analysis, interpretation and discussion of the data, the following data were drawn.

- The finding in this study shows that majority of teachers did not play their roles during grammar teaching and learning in classroom. In line with this, they expressed several reasons that prevent them playing their role in teaching grammar in classroom. Among the reasons, the most prominent ones mentioned by the teacher were lack of time
- On the other hand, the finding shows us that the teachers' center of teaching grammar did not train the students to improve their comprehension on grammar in different context. This shows that there is a great problem on the awareness of teachers towards teaching method and usage of grammar.
- The result of the study also revealed that the students have low understanding on grammar due to inefficient grammar teaching in lower grade. So, order for the students to use English language in a real communicative context, emphasis should be given to lessons of grammar which is related the form, meaning and use. This encourages communicative interaction between learners through which learners can develop their communicative competence
- As the review of the research about grammar teaching revealed that the effectiveness of grammar teaching and learning aim is to balance the form, meaning and use of English grammar. However, the finding of the study indicated that teaching grammar that presented by teachers during classroom was not related with what learners easily understand and familiar method. This implies that the teachers were not aware of English grammar lesson and lack of simple teaching method.

- The questionnaires, interview, and observation checklist revealed that both teachers and students were not effective in English language grammar teaching and learning. However, the students' academic success in all subjects largely depends on the extents of students' grammar ability in English language. So, this research would be useful for teachers, and students to overcome some students and teachers related factors of English language grammar teaching and learning at the high school level.
- Generally, the final conclusion focuses on inviting further researches to the problem under the study because this research did not cover all the area of the study. Because this course would be fruitful to teachers and students in overcoming issues which regard to teaching English in classroom. So, the researcher hopes that this cannot be the last study; therefore, anyone can use it for further study.

5.3. Recommendations

The following recommendations were made on the basis of the above findings of the study.

- In order to make learners accurate and fluent speaker of English language, the English language teachers should motivate the students to practicing the form, meaning and techniques of English language grammar in classroom
- The effectiveness of grammar teaching and learning approach was found suitable when teachers activate students in pair and group work activities. It is very important to make the activities personalize to encourage learners to express their own feelings orally or in written form. Therefore, English language teachers should encourage students in pair and group work activities.
- In order for grammar effectively and accurately, it is better to be flexible for teachers to make their students communicate effectively. Because English language teachers should not only know grammar well enough to explain to their students, but they should also use different techniques when they present grammar in their classes This encourages communicative interaction between learners through which learners can improve their communicative competence.
- Teachers should make a lot of effort in engaging learners in the process of English language grammar lesson. Integrate grammar items with language skills to develop accuracy and fluency. So, teachers should allow students to practice the form and meaning of grammar in four skills.

- Teachers should give corrective feedbacks while the students made grammar error during the practice of different English language grammar in classroom.
- Concerned bodies also should give trainings to teachers regarding teaching English language grammar techniques to improve learners' knowledge in English language grammar lesson.
- Generally, the final recommendation focuses on inviting further researches to the problem under the study because this research did not cover all the area of the study. This is important as they teach English language which includes teaching of English language grammar. The course would be fruitful to teachers and students in overcoming issues which regard to teaching English in classroom. English language teachers should not only know grammar well enough to explain to their students, but they should also use different techniques when they present grammar in their classes.

REFERENCE

- Abraham, D. (2008). “**The effectiveness of the teaching of English grammar as foreign language through the integration of form, meaning use.**”(Unpublished) M.A. Thesis, Addis Ababa: Addis Ababa University.
- Alamirew, G. (1992). “**The Applicability of Group Work in Learning English.**” (Unpublished) M.A. Thesis, Addis Ababa: Addis Ababa University.
- Al-kharat, M.C (2000).**Deductive and Inductive lesson for Saudi EFL Freshman Students**
- Anderson, R. (1990). **Second language: A cross linguistic perspective.** Rowley, Mass. Newbury House
- Atkins, J. Hailom, B. and Nuru, M. (1995). **Skills Development Methodology.** Addis Ababa. AAU Printing Press.
- Azar B. (2007). **Grammar-Based Teaching: A Practitioners Perspective.** The Internet TESL-EJ. 11/2. 1-15.
- Batstone, R. (1994). **Grammar.** London: Oxford University Press.
- Bloor, T. and Bloor, M. (2004). The **Functional Analysis of English.** Arnold. Hadder: Headline group.
- Brown, D. (1972). **The Psychological Reality of Grammar in the ESL Classroom.** JSTOR: TESOL Quarterly50/1.pp.263-279.
- Brown, D. (1994). **Principles of Language Learning and Teaching.** London: Prentices Hall Regents. Teaching. ELT Journal 1/2, 89-99
- Brumfit, J. (1986). **The Communicative Approach to Language Teaching.** London: Cambridge
- Brumfit, C. (1984). **Communicative Method in Language Teaching.** Cambridge: Cambridge University Press.

- Bygate, M. and Tornkyn,A. (1994). **Grammar and Language Teachers**. UK: Longman
- Byrnes, H. Wager-Gunthar, P.H. and Sprang, k. (2007). **Educating for Advanced Foreign Language**
- Celce- Murcia, M. (1991). **Grammar Pedagogy in Second and Foreign Language Teaching**. TESOL Quarterly 25/3:459-80.
- Chen, T. (2003). **In Search of an Effective Grammar Teaching Model**. English Teaching.Vol.33 No. 3. pp 58-60.
- Cook, V. (2001).**Second Language Learning and Language Teaching**. Oxford: Oxford University Press.
- Creswell,J.W. (2003). **Research Design: Qualitative, Quantitative, and Mixed Methods Approaches**. London: Sage Publication Inc.
- Crystal, D. (2004). **Rediscover grammar**. London, UK: Longman
- Cunningsworth, A. (1995). **Choosing Your Course Book**. London: Heimmann.
- Dereje Taddesse (2001). **An Investigation of Students' Beliefs about EFL Grammar Teaching & Learning,& Strategy Use**. Unpublished M.A. Thesis, Addis Ababa University.
- Dickens, P. and Woods, E (1988). **Some Criteria for the Development of Communicative Tasks**. J STOR: TESOL Quarterly. Vol.22. No. 4
- Ellis, R. (1997).**SLA Research and Language Teaching**. Oxford: Oxford U Press. University.
- Ellis, R. (2002). **Methodological Options in Grammar Teaching Materials: New Perspectives on Grammar Teaching in ESL Classrooms**. Mahwah: Lawrence Erlbaum associates.
- Ellis, R. (2003). **Making an Impact: Teaching Grammar through Awareness Rising**. Hong Kong: Longman.
- Emery, D. (1978). **English Fundamentals, 6th Ed**. New York: Macmillan
- Fortune, A. (1998). **Survey Review: Grammar Practice Books**. ELT Journal 52/1, 605-625.

- Fotos, S. (1994). **Integrating Grammar Instruction and Communicative Language through Grammar Consciousness-raising Tasks**. TESOL Quarterly, 28/2,323-51.
- Fotos, S. and Ellis, R. (1991). **Communicating about Grammar**. JSTOR: TESOL Quarterly, 32/1.
- Girma Gezahegn. (2005). **“A Study of Secondary School English Language Teacher’s Implementation of Methodological Innovations: The Teaching of Grammar in Focus.”** PhD. Thesis. (Unpublished).Addis Ababa: Addis Ababa University.
- Humboldt. (1974). **Presenting Grammar Inductively**. JSTOR: Modern Language Journal 12/6,440-445.k
- Hailom Banteyrga. (1982). **“English Conditional sentences: A Comparative Analysis of Structural and Communicative Approach in Teaching to Non-native Speakers.”**M.A. Thesis. (UN published).Addis Ababa: Addis Ababa University.
- Halliday, M. (2004). **An Introduction to Functional Grammar**. London: Edward Arnold.
- Hammerely, h. (1987). **The Immersion Approach**. Modern Language Journal, 19/2, 33159
- Haregewein Abate. (1993). **“The Feasibility and Value of Using Role Play to Improve Communicative Skills**. In Ethiopian Senior Secondary Schools.” M.A. Thesis. (Unpublished) Addis Ababa: Addis Ababa University.
- Harmer, J. (1987). **Teaching and Learning Grammar**. London: Longman.
- Harmer, J. (1991).**The Practice of English Language Teaching**. London: Longman.
- Higgins, M. (1988). **Elementary grammar workbooks 1, 2 and 3**. London: Longman
- Horn by, A. (1994). **Oxford advanced learner's dictionary of current English**. Oxford: Oxford University Press
- Hutchinson, T. and Waters, A. (1994).**English for Specific Purpose**. Cambridge: Cambridge University Press.

- Jones, L. (1993). **Communicative Grammar Practice**. *The Modern Language Journal* 77/1. Cambridge University Press.
- Kelly, L. (1990). **25 Centuries of Language Teaching**. New York: Newbury House Publishers.
- Krahnke, (1985). **The Natural Approach**. *TESOL Quarterly* 19: 591-603.
- Larson-Freeman, D. (1986). **Techniques and Principles in Language Teaching**. Oxford: Oxford University Press.
- Larson-Freeman, D (2001). **Teaching Grammar in Teaching English as a Second or Foreign Language**. Boston: Heinle and Heinle.
- Littlewood, W. (1981). **Communicative Language Teaching**. Cambridge University Press
- Malley, J., & Chamot, U. (1990). **Learning Strategies in Second Language Acquisition**. Cambridge: Cambridge University Press.
- Oxford, R. (1990). **Language Learning Strategies: What Every Teacher Should Know**. New York, NY: Newbury House.
- Oxford, R. (1996). **Employing to Assess the Use of Language Learning Strategies**. *Applied Language Learning*, 7(1), 25-45.
- Oxford, R. (2003). **Language Learning Styles and Strategies: An Overview**. *GALA*, p 1-25.
- Nunan, D. (1989). **Designing Tasks for Communicative Classroom**. London: Cambridge University Press
- Nunan, D. (1991). **Communicative Tasks and the Language Curriculum**. *TESOL*
- Peterson. (1986). **ESP in Practice**. London: Macmillan Publisher Ltd. *Quarterly*, 25/2, 279-296.
- Petrovitz, W. (1997). "The role of Context in the Presentation of Grammar." *ELT Journal* vol.51/3
- Richards, J. (1983). **The Context of Language Teaching**. New York: Random House Inc.
- Richards, J. and Rodgers, T. (2001). **Approaches and Methods in Language Teaching**. New York: Cambridge University Press.

- Rott, S. (2000). **Teaching German Grammar through Communicative tasks: Some Suggestions.** J STOR: DieUnterrichtspraxis.Vol.33. No.2. pp125-133
- Rubin,J. & Thomson, (1982). **How to be a more successful language learner.** Bostons, Mass. Heinle and Heinle
- Saricoban, A. and Metin, E. (2000). **Songs, Verse and Games for Teaching Grammar.** The Internet TESL Journal, vol. VI, no.10. <http://itesis-org/>
- Stern, H. (1983). **Fundamental Concepts of Language Teaching.** Oxford: Oxford University Press.
- Sysoyev, P.V. (1999). **Integrative L2 Grammar Teaching: Exploration, Explanation and Expression.** The InternetTESLJournal,Vol.V,No.6.<http://iteslj.org/>
- Savignon, S. (1997).**Communicative competence: Theories and classroom practice.** New York: McGraw-Hill.
- Tarone and Yule (1989).**Focus on language learners.** Oxford: Oxford University Press.
- Thompson, G. (1996). **Some Misconceptions and CLT.** ELT Journal 50/1, 9-15.
- Tudor, I. (1996). **Learner-Centeredness as Language Education.** Cambridge: Cambridge University Press.
- Vanpattern, B. and Candierno, J. (1993). **Explicit Instruction and Input Process Studies in Second Language Acquisitions.** Hispania Vol.80.No .4,
- Wartenberg, D. (2001).**'Ethiopia's Path towards a New Education Policy' In Education in Ethiopia.** (Ed.) 17-49 Hamburg:Verlag Dr. Kovac.
- Webster, N. (1997). **Webster's new 20th c Dictionary of the English Language.** Boston
- White, L. (1987). **Against Comprehensible Input .The Input Hypothesis and the Development of SL Competence.** Applied Linguistics, 8,95-110. 73
- Widdowson, H (1990). **Aspects of Language Teaching.** London: Oxford Universe Press
- Wilkins (1972). **Notional Syllabuses.** London: Oxford University Press

- Wilson, G. (1988). **The meaning markers: Children learning language and using to learn.** London: Hodder and Stoughton.
- Wright, A. (1989). **Pictures for Language Learning.** New York: Cambridge University press.
- Zhenhui, Rao. (1993). **Modern Vs Traditional Language Teaching.** English Teaching Forum online. Exchanges. state. gov. forum/vol.37.no.3

APPENDIX 1

ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

GRADUATE PROGRAM

Questionnaires to be filled by grade nine students

Dear student,

Currently, I am conducting a postgraduate research study entitled “ Assessing the effectiveness of teaching and learning English language grammar at Kilinto No.2 high school” The purpose is to describe the existing situation in the classroom with regards to research objectives. As a result, your response will have much contribution to the success o the intended study. So, please read each items carefully and give your genuine responses. You are not required to write your name.

Thank very much in advanced for your cooperation.

Direction: 1 Circle the answer of your choice

I. Question related to students’ effective grammar learning

1. You need to learn English language grammar to explain and understand grammar form and meaning A. Strongly agree B. Agree C. Disagree D. Strongly disagree
2. Your teacher taught you a grammar lesson clear and in understandable way
A. Strongly agree B. Agree C. Disagree D. strongly disagree
3. You need to use the grammar form to apply in writing and speaking
A. Strongly agree B. Agree C. Disagree D. strongly disagree
4. Most exercises of grammar activities in the textbook are not understandable and can’t be done by students less difficulty
A. Strongly agree B. Agree C. Disagree D. Strongly disagree

5. There is no reason for us to study the grammar when we learn English language
A. Strongly agree B. Agree C. Disagree D. Strongly disagree
- B. English language grammar is important to learners to communicate effectively and efficiently A. Strongly agree B. Agree C. Disagree D. strongly disagree
6. To know English language, learning grammar is interesting A. Strongly agree B. Agree C. Disagree D. strongly disagree
7. It is very important to know form, meaning and use of English in language
A. Strongly agree B. Agree C. Disagree D. strongly disagree
8. Learning grammar at sentence level is boring
A. Strongly agree B. Agree C. Disagree D. strongly disagree
9. After you are introduced and practice a new grammar form, you speak and write an involved way A. Strongly agree B. Agree C. Disagree D. strongly disagree
10. When you make grammar mistake, your teacher give you a chance to correct your mistake A. Strongly agree B. Agree C. Disagree D. strongly disagree
11. Learning and teaching English language grammar in context create a situation for students A. Strongly agree B. Agree C. Disagree D. strongly disagree
12. Using specific techniques in grammar learning enables you to use the language communicatively A. Strongly agree B. Agree C. Disagree D. strongly disagree
13. You face some challenges during learning English language grammar in classroom
A. Strongly agree B. Agree C. Disagree D. strongly disagree

II, Question related to how often the following activities and strategies applied in Learning of grammar?

Direction 2: Decided your responses by saying, always, sometimes rarely and never and put your responses in X marks in boxes. Key. 1- Always 2- sometimes 3- Rarely 4- Never

item	Learners' responses as to how often they use different kinds of activities, techniques and strategies in the teaching learning of grammar in classroom	1	2	3	4
1	Vocabulary or word meaning				
2	Types of tenses				
3	Comparisons				

4	Adverbs				
5	Using meaningful context				
6	Speaking				
7	Reading text				
8	Listening texts				
9	Individual work				
10	Pair work activities				
11	Group work activities				

APPENDIX 2
ADDIS ABABA YUUNIVERSITII

APPENDIX 2
ADDIS ABABA YUUNIVERSITII

MUUMMEE AFAAN INGILIFFAA FI HOGBARRUUTTI

BARUMSA DIGIRII LAMMAFFAA KUTAA QO’ANNOO AFANII

Gaaffilee Barattotaaf Qophaa’e

Jaalatamoo Brattotaa,

Ani digirii lammaffaaf qo’annoo gaggeessaan jira. Qo’annoo koo kan xiyyeeffatu “ haala seerluugni afaan ingiliffaa kan kutaa 9ffaa barsiifamuufi baratamuudha”. Gaafannoo kanaaf of eeggannoo kennuu qabdu. Sababiin isaa ragaan isin kennitan qo’annoo kanaaf waan guddaa fayyada. Kanaafuu gaaffilee hundaaf seeraanii fi amanamummaadhan akka naaf guuttan kabajaan isin gaafadha.

Odeeffannoo waan naaf kenniteef baay’ee si galateeffadha.

I: Kaallatti 1 Hub: Yaadota armaan gaditti kennaman dubbistee erga hubatteen booda deebii sirridha jettetti mari.

1. Barsiisaan kee seeruuga afaan ingiliffaa haala hubachuu dandeessun si barsiisa.

A. Baay’ een walii gala **B.** waliin gala C. Nan morma D. Baay’een morma

2. Hiikaa fi caasaa seerluugaa hubachuuf, seerluuga afaan ingiliffaa barachuu qabda.

A. Baay’ een walii gala **B.** waliin gala C. Nan morma D. Baay’een morma

3. Caasaa Seerluugaa qooyyaboota akka bareessuu fi Dubbisuu keessatti ni fayyadamta

- A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma
4. Irra caalaan seerluuga gilgaaloota irra jiranii haala salphaatiin barattotaaf hubatamu.
- A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma
5. Yeroo afaan Ingiliffaa barattu, sababni nuti seerluuga barattuuf hin jiru
- A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma
6. Hasawaa keessatti sirritti wal hubachuuf, seeruulgni afaan Ingiliffaa barbaachisaadha
- A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma
7. Afaan Ingiliffaa beekuuf, seerluuga barachuun barbaachisaadha
- A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma
8. Caasaa, hiika fi faayyidaa afaan Ingiliffaa beekuu baay'ee barbaachisaa dha
- A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma
9. Seerluuga sadarkaa himatti barachuu baay'ee nuffisisaadha
- A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma
10. Erga seerluuga afaan Ingiliffaa shaakaltee booda, barreessuu fi dubbisuu keessattis ni fayyadamta
- A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma
11. Yeroo seerluuga dogoggortu, barsiisaan kee akka dogoggora kee sirreefattuf carraa siif kenna
- A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma
12. Seerluuga afaan Ingiliffaa akkaataa galumsaa isaatiin barsiisuun, barattootaf mijatadha

A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma

13. Haalli ati seerluuga afaan Ingiliffa itti barattu, akka ati afaanicha ittin walii galtu si Fayyad

A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma

14. Yeroo seerluuga afaan Ingiliffaa daree kessatti barattu, haalootni si midatan jira

A. Baay' een walii gala B. waliin gala C. Nan morma D. Baay'een morma

II: Seerluuga barachuuf gochoota armaan gadii haggam fayyadamta?

Kallatti 2: Deebii kee yeroo hunda, darbee darbee, baay'ee xiqqaa, gonkumaa jechuun murteessi. Deebii keef (X) saanduuqa keessa gochuun muldhisi. Hub. 1- yeroo hunda 2- darbee darbee 3- baay'ee xiqqaa 4- gonkumaa

lakk	Haala seerluuga afaan ingiliffaa baruu fi barsiisuu keessaatti, gochoota armaan gadiia akkamiin fayyadamta	1	2	3	4
1	Hiikkaa jechootaa				
2	Gosoota xumuraan				
3	Ibsa maqaa wal dorgomsisuun				
4	Xumuraan				
5	Galumsa jechootaan				
6	Dubbachuun				
7	Kitaaba dubbisuun				
8	Dubbisa dhaggeeffachuun				
9	hojii dhuuffaan				
10	Hojii garee tiin				

APPENDIX 3
ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

GRADAUTE PROGRAMME

Observations checklist

This checklist is intended to assess effectiveness of teaching and learning English language grammar with the integration of form, meaning and techniques grade nine students' grammar in ELT classroom.

No	Items	Alternatives	
		Yes	No
1	The teacher reminds the previous grammar lesson		
2	The teacher introduces the day's grammar lesson		
3	Detailed grammar explanation is given		
4	Activities given to students are related to the grammar in the text		
5	The teacher asks students the form and meaning of sentence		
6	Students understand the instruction		
7	Students perform accordingly		
8	During activities students call their teachers for help		
9	Teacher give corrective feedback for students		
10	The teacher's written and oral context can produce relevant information		
11	Teacher's used different kinds of techniques		
12	Students work individually		

APPENDIX 4

ADDIS ABABA UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

GRADUATE PROGRAMME

Teachers' interview

Dear Teacher

Good morning/afternoon: my name is Motuma Diriba. I came from the department of English Language and Literature, Kilinto No.2 high school to study on English as a foreign language.

The purpose of this interview is to gather information related to your experience, feelings and opinions about the effectiveness of teaching and learning English language grammar. Therefore, this interview has been designed to gather relevant data for the study. As a result, your response has much contribution to the success of the intended study. I would like to assure you that data used only for the research purpose. I know you will give me a genuine cooperation. Thank you very much for devotion your time.

Teachers' Interview Questions

1. How do you think you teach English language grammar better? Mention them
2. How do you usually teach English language grammar to enhance learner's comprehension on lesson?
3. What types of techniques would you use to teach grammar in ELT classroom?
4. How would you teach grammar integrating the four language skills?
5. Do you usually present grammar item in meaningful contexts? How, explain it.
6. When you teach grammar, do you chiefly present at sentence level or discourse level? Why and why not?
7. How do varieties of English language grammar teaching techniques enable learners to use the language communicatively or effectively?

8. How do you think you teach English language grammar better? Mention them
9. How do you usually teach English language grammar to enhance learner's comprehension on lesson?
10. What types of techniques would you use to teach grammar in ELT classroom?
11. How would you teach grammar integrating the four language skills?
12. Do you usually present grammar item in meaningful contexts? How, explain it.
13. When you teach grammar, do you chiefly present at sentence level or discourse level? Why and why not?
14. How do varieties of English language grammar teaching techniques enable learners to use the language communicatively or effectively?
15. What is or are the main goals of teaching grammar in ELF classroom? Tell me briefly.
16. Do you let your students to practice form, or structure of grammar? Please, tell me your students' experiences briefly.