

ADDIS ABABA UNIVERSITY
COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM
AND COMMUNICATION
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
(GRADUATE PROGRAM)

THE APPLICATION OF COMMUNICATIVE APPROACH TO
GRAMMAR TEACHING IN HIGH SCHOOL EFL CLASSES: THE CASE
OF SOME SELECTED HIGH SCHOOLS IN ADDIS ABABA.

BY

REGA HAILU

MAY, 2014

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**A THESIS SUBMITTED TO
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DECLARATION

I, the undersigned graduate student, hereby declare that this thesis is my original work, and that all sources of the materials used for this thesis have been duly acknowledged.

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ACRONYMS

CLT: Communicative Language Teaching

CA: Communicative Approach

EFL: English as a Foreign Language

ESL: English as a Second Language

ELT: English Language teaching

TEFL: Teaching English as a Foreign Language

ABSTRACTS

The purpose of this study was to assess the application of CA to grammar teaching in EFL classes of government high schools in Addis Ababa. To attain this objective, three secondary schools were selected for the study. The data were gathered through questionnaires (for teachers and students), classroom observation, and interview (for teachers). The data obtained through the questionnaire were analyzed and discussed quantitatively whereas the data obtained through the classroom observation and the interview were analyzed and described qualitatively. The results of the study revealed that EFL teachers and students have good perceptions about the application of CLT to grammar instructions. However, the results also showed that their perceived CLT principles were not practiced in the actual classroom in most cases because of low proficiency levels of teachers and students, lack of teachers and students interests, lack of materials and problem of large class sizes. At last, recommendations were made based on the findings of the study. The recommendations forwarded include: teachers should be better equipped to reconcile beliefs and practices in order to provide more effective use of CLT principles to grammar instruction; despite their positive perceptions about the CLT principles, teachers should also be given workshops and other in- service programs that maximize the practical implementations of the approach, and the schools and other concerned bodies should provide carefully designed textbooks, supplementary materials and other facilities.

CHAPTER ONE

INTRODUCTION

1.1. Background of the Study

For some time, the second language teaching of grammar was highly influenced by the traditional approach of language teaching method. As Richards (2006) notes, the traditional approaches- based grammatical competence as a goal of language proficiency and deductive approach was used to teach grammar. Besides, accurate production or building of sentences with grammar rules was meant to be language learning.

However, throughout the history of language teaching, since important concern has been given to the foreign language teaching and learning, the language proficiency that learners need has been given recognition. As a result, in the late 1960s, the new language teaching method – communicative language teaching was introduced (Richards & Rodgers, 2001). In this innovated language teaching methodology, in contrast to the traditional one, the language structures are used for communication and the goal of learning foreign language is communicative competence. In addition, Littlewoods (1981) states teaching the structure of foreign language is insufficient; rather, learners must be taught how to relate these structures to communicative functions for meaningful communication in real life situations. Thus, learners develop their communicative competence through the process of communicating with it and teachers should recognize this.

As the goal of foreign language instruction shifted from grammatical competence to communicative competence, the need to assess whether the practice to make use of CLT principles to grammar instruction is effective or not. Consequently, the researcher believes that communicative approach should be implemented in teaching grammar, for the purpose of teaching and learning English language is meaningful communication.

1.2. Statement of the Problem

As discussed above, because of the continuous development and changes of knowledge in the world, language teaching methodology /approach has changed from time to time. Among the different methods / approaches, communicative approach – whose purpose is to develop the learners’ communicative competence, has been accepted widely throughout the world.

On the other hand, there is doubt whether foreign language grammar teaching is effective and whether the communicative approach is actually practically practiced even though it is accepted widely. In addition to the four English language skills, grammar knowledge is important when it is taught and practiced communicatively for effective communication. In relation to this, Canale and Swain (1980), cited in Sauvignon (2002), state the importance of language form along with the interests of the participants in communicative events and when it is situated within communicative competence.

Besides, in order to make use of language in communicative situation, the learner should have grammar knowledge to be applied in that communicative situation because it is considered as a means towards communication. But, grammar should be taught communicatively. In relation to this, Richards & Rodgers (2001:161) stated:

1. Language is a system for the expression of meaning.
2. The primary function of language is for interaction and communication.
3. The structure of language reflects its functional and communicative uses.
4. The primary units of language are not merely its grammatical and structural features, but categories of functional and communicative meaning as exemplified in discourse.

Here in the fourth point, it doesn’t mean that the statement is anti- grammar as grammatical competence is one integral part of a wider communicative competence. Hence, grammar items should be presented within the contexts that motivate learners to involve in creating meaningful communication among them.

The other issue that needed to be considered with the application of CA to grammar teaching is to be sure that this approach is effectively perceived by ELT teachers. It has been believed that CLT is the more recent English language teaching method; therefore this makes doubt if teachers effectively use it to teach grammar. Because the structural approach in which the role of students is less and teachers simply teach grammar by in isolated fashion without different situations has been practiced for many years. But with the CLT, one can understand it from its principles that it gives more chances for students to practice.

In relation to this, Sauvignon (2002:44) states “Although communicative language teaching (CLT) is widely promoted through pre-service and in-service programs, workshops, and university courses, little is actually known about what teachers understand by “CLT” and how they implement it in the classroom”. In another way, though the principles and theories of CLT are almost universal, beliefs or perceptions about the theory are not consistent. However, in order to implement CLT to grammar teaching in the actual classroom instructions, EFL teachers’ perceptions play a significant role. Thus, it is essential to find out teachers’ views regarding the implementation of CA to grammar instruction.

Even though grammar plays an important role in language learning, how teachers teach it and students react to it needs to be determined for the purpose of creating meaningful communication among students. Sometimes only the classroom teachers can decide what really happens in their classrooms even though policies and curricula support the adoption of CLT in language instructions. Hence, the actual classroom practice of CLT principles in teaching grammar items is another issue to be investigated. Besides, it was aimed to identify other challenges that may affect the application of this approach to grammar teaching in addition to situational aspects such as large class sizes, teachers’ and students’ low proficiency. So, the researcher believes that it is important to assess the practice and perceptions of teachers and to identify the probable causes of problems in implementing the approach to grammar instructions. Hence, in general, the need to assess the application of CLT to grammar teaching of EFL classes of some selected high schools in Addis Ababa is aroused.

1.3. Objectives of the Study

The general objective of the study was to assess the application of communicative approach to grammar teaching in some selected high school EFL classes in Addis Ababa: Asco Secondary School, Kolfe Secondary School and Millennium Secondary and Preparatory School. The specific objectives of the study are to find out:

- How CLT principles are perceived by EFL teachers to grammar instruction;
- The gaps that may exist between CLT principles and actual classroom practices in grammar instruction employed by EFL teachers;
- Whether there are challenges to the application of CLT to grammar teaching.

1.4. Research Questions

The study tries to answer the following questions:

- How do EFL teachers perceive CLT principles to grammar instruction?
- How do they practice CLT principles to grammar instruction?
- What are the challenges that may affect the application of CLT to grammar teaching?

1.6. Significance of the Study

As it could be discussed previously, the main emphasis of the study are assessing EFL teachers' perceptions and practices of the CLT method to grammar teaching and challenges that may affect the implementation of the method to grammar teaching. Consequently, in addition to the four English language skills, grammar is also an important skill that second language teachers should teach based on communicative language teaching method. Thus, the researcher believes that the study would contribute to the application of CA to grammar teaching in the following areas:

- It would help teachers to implement communicative language teaching to grammar teaching;
- It would help the teachers to know about the perceptions they have to the CA to grammar teaching;
- It would suggest ways to minimize the factors that may affect the implementation of CA to grammar teaching;

- It would help other English language practitioners to overcome the most serious factors that affect the practice of CA to teaching grammar items and work on them by considering why EFL teachers fail to practice and suggesting what factors can promote to implement the approach.
- It might help the EFL teachers to improve their designing of grammar activities and materials that encourage students' communicative competence, and
- It would help other researchers to conduct further studies and extended research on the same area in different contexts.

1.6. Scope of the Study

The study was delimited to EFL teachers and grade 9 students of three high schools in Kolfe Karaniyo Sub-city of Addis Ababa. The study also focused on assessing the application of communicative approach to grammar teaching.

1.7. Limitations of the study

This study is believed to have certain constraints. Primarily, it was challenging for the researcher to conduct this study on more than three (3) schools, and even to conduct pilot study, though there are 31 such similar schools in the city, Addis Ababa. Mainly, it is worth keeping in mind that the sample size of the study was limited to only 28 teachers and 100 students selected from three schools. This could often create danger on the generalizability of the study. It would have been better and more effective if several other schools and participants were included in the study to gather sufficient information to obtain better results. The other challenging factor to the researcher was the incompatibility created during data gathering process. That is, some English teachers in the sample schools were not willing to participate in the study, especially, in participating in the interview. Consequently, the researcher conducted interview with only four (4) teachers. The other is that percentage and mean methods of simple statistical data analysis should have been involved in analyzing the data gathered through the questionnaires.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Language Teaching Methodology

Historically, there were discussions in innovating modern method on how to teach foreign languages. As Richards and Rodgers (2001:1) “the method concept in teaching- the notion of a systematic set of teaching practices based on a particular theory of language and language learning – is powerful one, and the quest for better methods was a preoccupation of many teachers and applied linguists throughout the twentieth century.”

In relation to this, different language teaching approaches/methods have been used to teach English before the emergence of CLT. For example, grammar - translation method, which focuses on grammatical sections, has been used from the 1840s to 1840s, and continues to be used in some parts of the world today. Direct method, which makes students guess, or workout the rules of the language, was also used after reform movement in relation to the grammar translation method. Another method used was situational language teaching which was developed by British linguists in 1920s. In this method, grammar was viewed as the underlying sentence patterns of the spoken language. In the same time, audio-lingual method was also introduced by American linguists. Alternative approaches and methods like Total Physical Response, Silent Way, Counseling Learning, Suggestopedia, and more recently Neurolinguistic Programming and Multiple Intelligences were developed around particular theories of learners and learning in the 1970s and 1980s (Richards and Rodgers 2001; Freeman,2000; Krashen, 1982; Stern,1983).

Moreover, in the twentieth century, there was change and improvement on the issue of language teaching methods. In the change, theories and nature of language learning were also concerned. This innovation continued to be paid attention after it had been recognized. Then, the importance of foreign language teaching methods and language learning became widely concerned with by many linguists throughout the time, for the fact that language teaching methods from many factors play a significant role in influencing the language teaching /learning. This has been initiating many educators to change the language teaching methods by considering how language

is best taught and learnt. In this case, grammar instruction has been one of the important issues in making the improved language teaching method. For example, in the traditional method of language teaching which was given due attention up to the late 1960s, before the communicative approach was proposed, grammar issue was concerned importantly. Consequently, during the traditional approach, as Richards (2006:6) states:

The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and then given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves.

During the traditional approach, producing sentences with correct grammatical rules and patterns accurately was assumed to be learning language. Students were learning language in controlled practice. No attention was given to students' interests. In other words, grammatical competence was focused on to learn the language. The concept of grammatical competence is related to the traditional approach as Richards (2006:3) states:

Grammatical competence refers to the knowledge of, and ability to use, the grammatical resources of a language. It is the ability to understand and express meaning by producing and recognizing well-formed phrases and sentences. Grammatical competence is viewed as integral to all language skills, which learners have to master progressively to arrive at a high degree of accuracy.

In general, in the traditional method, language learning is seen as a mechanical process of habit formation. Besides, effective way of language learning is considered as the mastery of its structural forms through pattern practice and the importance given to the form is higher than that of its meaning. Consequently, the main purpose of 'grammar teaching' in the structural approach is to provide the learner with knowledge of the language system so that he/she can use it in various communicative activities. It has been assumed that the means by which the learner internalizes this knowledge is through performing different activities that help him/her practice the language skills. However, the principal aim of the activities is to enable the learner master the language system. Hence, more emphasis is given to the knowledge of the linguistic system than its use. This kind of teaching according to H.G. Widdowson (1990) is less natural and

'inconsistent with the communicative ends of learning'. Therefore, it fails to help the learner to learn for him/her-self how to use linguistic knowledge in communication. To this end, there was a great deal on the issue how foreign languages can be best learned and innovating best language teaching methods was continued (Brown, 2007; Freeman, 2000; Richards, 2006; Richards and Rodgers, 2001; Stern,1983).

2.2. Origins of Communicative Language Teaching

As it could be discussed earlier, before the origin of communicative approach, traditional approach which was ineffective one has been used to teach the language. The traditional/ situational language teaching also represented the major British approach to teaching English as a foreign language. During then, language was taught by practicing basic structures in meaningful situation based activities. In line with this, as Richards (2006:8) indicates, “In the 1970s, a reaction to traditional language teaching approaches began and soon spread around the world as older methods such as Audiolingualism and Situational Language Teaching fell out of fashion. The centrality of grammar in language teaching and learning was questioned, since it was argued that language ability involved much more than grammatical competence.” Consequently, the Communicative Language Teaching (CLT) found in the changes in the British language teaching tradition. Afterward, it was widely developed in scope and then accepted widely. In relation to this, Richards & Rodgers (2001:154) states:

The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson, and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of these ideas by textbook writers; and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers, and even governments gave prominence nationally and internationally to what come to be referred to as the Communicative Approach, or simply Communicative Language Teaching.

Catalyst to this approach was Hymes (1972) ‘communicative competence’ which gave birth to the communicative movement. In Hymes's view, a person who acquires communicative competence acquires both knowledge and ability for language use with respect to:

1. Whether (and to what degree) something is formally possible;
2. Whether (and to what degree) something is feasible in virtue of the means of implementation available;
3. Whether (and to what degree) something is appropriate, (adequate, happy, successful) in relation to a context in which it is used and evaluated;
4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails Richards and Rodgers (2001:159).

Moreover, Brown (2007:241) offers the following four interconnected characteristics as a definition of CLT:

1. Classroom goals are focused on all of the components of CC and not restricted to grammatical or linguistic competence.
2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus but rather aspects of language that enable the learner to accomplish those purposes.
3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students ultimately have to use the language, productively and receptively, in unrehearsed contexts.

In summation, communicative approach is said to be a reaction to pedagogical failure of the previous methods in enabling language learners use the target language for communication. It basically provides teachers with pedagogic principles that emphasize the “functional and communicative potential of language” in which students and teachers are supposed to work on (Richards and Rodgers, 2001:153). In other words, CLT focuses on developing students’ communication proficiency rather than a mere mastery of grammatical structures by involving them in tasks and activities with real communication purposes or simulated activities. However, in CLT, there is no explicit discussion of learning theory from which its learning tasks and activities have been developed and organized, despite that fact underlying learning theory can be implied from CLT practices. Therefore, in one way or the other, communicative language

teaching has been developed from various assumptions of language functions and process of communication as well as different perspectives of theory of learning.

2.3. Communicative Competence

The main purpose of teaching English as a foreign/second language is to develop students' communicative competence which CLT sets as its goal. As a result, here, communicative competence and its origin will be discussed below.

The concept of communicative competence was proposed by Hymes, who claimed that the study of human language should place humans in a social world. It entails knowledge of the language and the ability to use the knowledge in context. As Richards (2006:8) notes,

The notion of communicative competence was developed within the discipline of linguistics (or more accurately, the sub-discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not simply grammatical competence, should be the goal of language teaching.

He also notes the following aspects of language knowledge that can be included in Communicative competence:

- knowing how to use language for a range of different purposes and function
- knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations)
- knowing how to maintain communication despite having limitations in one's language knowledge (e.g. through using different kinds of communication strategies)

In addition, communicative competence includes four key components. These components are: grammatical, sociolinguistic, discourse and strategic competences. Each component is discussed as follows.

1. *Grammatical competence* - As Richards (2006:3) “ grammatical competence is the focus of many grammar practice books, which typically present a rule of grammar on one page, and provide exercises to practice using the rule on the other page. The unit of analysis and practice is typically the sentence.” As Canale & Swain (1980:29) cited in Brown (2007:220), grammatical competence is that aspect of communicative competence that encompasses "knowledge of lexical items and of rules of morphology, syntax, sentence-grammar semantics, and phonology." Its main purpose is providing learners with knowledge of how to determine and express accurately the literal meaning of utterances.
2. *Discourse competence* - According to Canale & Swain (1980) cited in Richards & Rodgers 2001:160), “discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text.” Describing discourse competence as a complement of grammatical competence, Brown (2007:219-220) states, “it is the ability we have to connect sentences in stretches of discourse and to form a meaningful whole out of a series of utterances. Discourse means everything from simple spoken conversation to lengthy written texts (articles, books, and the like).”
3. *Sociolinguistic competence* – “Sociolinguistic competence refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction’ Richards & Rodgers (2001:160). As Brown (2007:220) it is “the knowledge of the socio-cultural rules of language and of discourse.” Similarly, as Sauvignon (1983) cited in Brown (2007: 220), this type of competence "requires an understanding of the social context in which language is used: the roles of the participants, the information they share, and the function of the interaction. Only in a full context of this kind can judgments be made on the appropriateness of a particular utterance."
4. *Strategic competence* – as Canale & Swain (1980:30) cited in Brown (2007:220) described strategic competence as "the verbal and nonverbal communication strategies that may be called into action to compensate for breakdowns in communication due to performance variables or due to insufficient competence”. Besides, as Sauvignon (1983) cited in Brown (2007:220) described, “the strategies that one uses to compensate of

imperfect knowledge of rules – or limiting factors in their application such as fatigue, distraction, and inattention.”

Therefore, to achieve communicative competence, learners need to be competent in four aspects, for each competence plays a significant role in the acquisition of communicative competence. Even if it is sometimes said that grammar instruction has little role in developing one’s communicative competence, these components of communicative competence imply the importance of grammar learning in order to achieve a higher level of communication. Thus, in order to help students develop their communication competence, a variety of learning activities that reinforce communication is supposed to be used in language classroom.

2.4. Principles of CLT Pertaining to Grammar Instruction

In English language teaching, what the language teachers should know to practice communicative approach to grammar teaching is principles of such approach. In relation to this, Berns (1990:104) provides a useful summary of eight principles of CLT listed below:

1. Language teaching is based on a view of language as communication. That is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner’s competence is considered in relative, not in absolute, terms.
4. More than one variety of a language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers’ communicative competence, in both their first and subsequent languages.
6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners’ competence in each.
8. It is essential that learners be engaged in doing things with language—that is, that they use language for a variety of purposes in all phases of learning.

In addition, Richards (2006:11) summarizes the overarching principles of communicative language teaching methodology as follows:

- make real communication the focus of language learning
- provide opportunities for learners to experiment and try out what they know
- be tolerant of learners' errors as they indicate that the learner is building up his or her communicative competence
- provide opportunities for learners to develop both accuracy and fluency
- link the different skills such as speaking, reading and listening together, since they usually occur so in the real world
- let students induce or discover grammar rules

Besides, as Larsen-Freeman (2000:129) states “the most obvious characteristic of CLT is that almost everything that is done is done with a communicative intent.” Students use the language a great deal through communicative activities.

A teacher evaluates not only the students' accuracy, but also their fluency. A teacher can informally evaluate his students' performance in his role as an advisor or co-communicator. For more formal evaluation, a teacher is likely to use an integrative test which has a real communicative function. In order to assess students' writing skill, for example, a teacher might ask them to write a letter to friend. Errors of forms are tolerated during fluency-based activities and are seen as a natural outcome of the development of communication skills (Harmer, 2001; Cunningsworth, 1995; Larsen - Freeman, 2000; Brown, 2007;, Richards, 2006; Richards and Rodgers, 2001).

Used primary with basic learners, this communicative approach gave no formal grammar instruction but rather presented quantities of meaning - focused input containing target forms. The assumption was that the learners would acquire the forms naturally, during the process of comprehending and responding to the input, similar to the way a child learns the first language. Learners develop their communication skills in the process of real communication when they are exposed to many facets of language use, such as listening, speaking, and reading. Thus communicative approach of language teaching does not feature explicit grammar teaching.

Students are encouraged to work out for themselves how language forms are constructed and used. There is an emphasis on communication rather than the accurate use of structure or form. Fluency is given priority over accuracy as errors are seen as part of the learning process. CLT claims that grammar should never be taught as an end itself but always with reference to meaning, social factors, or discourse- or a combination of these factors.

Rather than emphasizing the explicit explanation of grammatical rules, CLT pays less attention to the overt presentation of grammar (Brown, 2007). However, CLT does not exclude grammar. CLT suggests that grammatical structure might be better understood “within various functional categories” (Brown, 2007:242). In CLT classes, both accuracy and fluency should be taken into consideration in language teaching, but the aim is to build fluency. However, fluency should not be built at the expense of clear communication (Brown, 2007). During fluency-based activities, errors are considered natural and tolerable. Language functions might be emphasized over forms. Typically, although not always, a functional syllabus is used. Students work with language at the suprasentential or discourse level (Larsen-Freeman, 2000).

2.5. Teachers’ Perceptions and Classroom Application of CLT to Grammar Instruction

2.5.1. Teachers’ Perceptions of CLT to Grammar Instruction

Teacher perceptions play an important role in instructional decision-making and teaching practices. Teachers may believe that grammar teaching based on CLT plays an important role in L2 learning. However, their perceptions of whether or not grammar instruction through CLT is necessary differ. Likewise, teachers’ belief and classroom practices of CLT in grammar instruction may mismatch. For example, the teachers who believe that grammar teaching communicatively practice this idea in their classes and vice - versa. Hence, here, teachers’ perceptions of CLT to grammar instruction should be discussed.

EFL teachers’ adaption of traditional instruction of grammar has an effect on perceptions. As it is discussed earlier, traditional approach has been used to teach foreign language for some time. But the principles of this approach heavily encourage teaching grammar patterns and rules without the concern of communication. EFL teachers have adapted its principles and then, it is observed that they sometimes fail to recognize the recent language teaching methods- CLT.

Their understanding about it is not known well (Savignon, 2002). In this case, what has been noted is that even though they developed the theoretical issues of CLT, in presentations, professionals may fail to make use of it.

As cited in Sauvignon (2002), Thomson (1996) summarized different views from his colleagues and outlined four misconceptions of CLT, as follows: CLT means not teaching grammar; CLT means teaching only speaking; CLT means pair work, which means role-play, and CLT means expecting too much from the teacher. Besides, he noted that EFL teachers criticize CLT for wrong reasons and he also recommended that misconceptions about CLT should be cleared away in the future.

2.5.2. Classroom Application of CLT to Grammar Instruction

What we may hear from some language teachers about the communicative approach and grammar teaching in relation to its practice in the actual classroom may match each other. However, some scholars point that the correlation between what teachers say and their actual classroom practice is low. But it is believed that language teachers have a crucial role for the successfulness of the implication of this approach in the instructional process in different language items. In relation to this, Sauvignon (2002:23) states, “Considerable resources, both human and monetary, are being used around the world to respond to the need for language teaching that is appropriate for the communicative needs of learners. The key to success in this endeavor is the education of classroom teachers.”

In this case, CLT hasn't been used effectively in the EFL classrooms instructions, for understanding about the CLT among EFL teachers and students remains limited. On the other hand, for ineffective implementation of CLT in various school contexts, no enough evidence is known (Sauvignon 2002). It was also pointed that there is a gap between teachers' theoretical knowledge of CLT principles and their practical skills of teaching language skills (Alemayehu Nagash, 2008; Derege Tadese, 2001; Geremew Semu, 1994).

In more general themes about the implementation of CLT to EFL classrooms, the studies have been done in different school levels. For examples, as Lakachew Mulat (2003) sates, in their classrooms practices, some of EFL teachers, especially those who have been teaching grammar traditionally for more years are ineffective and also have little awareness about the method.

However, as Richards (2006), there are certain issues needed to be considered for the making use of CLT in different language items. These issues are for example, the choice of content, context, age and level of learners, learning tasks and etc. The following core assumptions or variants of them underlie current practices in communicative language teaching:

1. Second language learning is facilitated when learners are engaged in interaction and meaningful communication;
2. Effective classroom learning tasks and exercises provide opportunities for students to negotiate meaning, expand their language resources, notice how language is used, and take part in meaningful intrapersonal exchange;
3. Meaningful communication results from students processing content that is relevant, purposeful, interesting and engaging;
4. Communication is a holistic process that often calls upon the use of several language skills or modalities;
5. Language learning is facilitated both by activities that involve inductive or discovery learning of underlying rules of language use and organization, as well as by those involving language analysis and reflection;
6. Language learning is a gradual process that involves creative use of language and trial and error. Although errors are a normal product of learning, the ultimate goal of learning is to be able to use the new language both accurately and fluently;
7. Learners develop their own routes to language learning, progress at different rates, and have different needs and motivations for language learning;
8. Successful language learning involves the use of effective learning and communication strategies;
9. The role of the teacher in the language classroom is that of a facilitator, who creates a classroom climate conducive to language learning and provides opportunities for students to use and practice the language and to reflect on language use and language learning;
10. The classroom is a community where learners learn through collaboration and sharing (Richards, 2006:20).

2.6. Grammar Concepts and Its Teaching

As Harmer (2001:12) notes, “The grammar of a language is the description of the ways in which words can change their forms and can be combined in to sentences in that language.” In relation to this, Atkins, Hailom, & Nuru (1995:82), states “The traditional view of grammar is that it is a system of rules of syntax that decides the order and patterns in which words are arranged in correct sentences.” Accordingly, grammar teaching is viewed as the presentation and practice of discrete grammatical structures. On the other hand, in the CLT, grammar teaching occurs through a task with a meaningful situation or teachers don’t teach its structures in isolated way. As Harmer (2007) notes, grammar is presented with other skills while students perform activities unexpectedly. Teacher can also let students practice grammar items by using different techniques that are engaging. Besides, CLT supports that grammar knowledge is important when it’s taught communicatively unlike traditionally because grammar is “the means by which people organize messages in any communicative activity as effectively and as efficiently as possible” (Atkins, Hailom, & Nuru 1995:82).

In addition, unlike in traditional approach where grammatical mastery was ultimate learning objective, grammar now is important but just as a means to the end and hence, is always put into context and learned for the sakes of social functions. Communicative language classrooms, which focus on both form and meaning, truly reflect the view of learning grammar as both processes and products.

Besides, CLT views that grammar plays a significant role in supporting learners to acquire language and use it accurately. Communicative proficiency will become easier to achieve only when one has grasped the necessary knowledge of language such as grammar. “It is the effective teaching of grammar that distinguishes a true language course from a phrasebook and it is an understanding of and an ability to use grammar that equips learners with the ability to create their own utterances and use language for their own purposes” (Cunningsworth 1995:32). So, grammar can be used as a means towards both presentation and acquisition of non-linguistic contents and as a vehicle for the acquisition of communicative skills.

To sum up, all communicative approaches have a role for grammar teaching. Grammar can be taught within any communicative approach without interrupting the communicative mood; in fact, grammar can even help to enhance that communicative mood. To make clear about

grammar teaching, the two (deductive and inductive) methods of presenting grammar shall be discussed.

2.6.1. Deductive Grammar Teaching

A deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts, or theories are presented first, and then their applications are treated. Dealing with the teaching of grammar, the deductive approach can also be called rule-driven learning. In such an approach, a grammar rule is explicitly presented to students and followed by practice applying the rule. Cunningsworth (1995:99) states that, “deductive learning refers to the sort of learning process where explicit rules are given and learners seek to understand these rules and then produce correct sentences, etc based on them, perhaps, with the help of a few examples given in the book.”

The deductive approach maintains that a teacher teaches grammar by presenting grammatical rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply the rules given to various examples of sentences. Deductive grammar teaching is based on facts and statements; it is also based on prior logic. Therefore, learners are told the grammatical rule and will work from that. Deductive approach is certainly easier to apply and leaves little room for mistakes providing that the rule is concisely and clearly stated. “Deductive learning is an approach to language teaching in which learners are taught rules and given specific information about the language. They then apply these rules when they use the language.” Richards et al. (1985) cited in Nunan (1991:156).

Proponents of this approach believe in its importance. For example, Krashen (1982:113) notes “for many scholars and teachers, deductive teaching seemed much more reasonable--why make students guess the rule? Present a clear explanation and have them practice until the rule is internalized. “

2.6.2. Inductive Grammar Teaching

As Cunningsworth (1995:99), “inductive learning refers to the sort of learning where the starting point consists of examples of language which illustrate a rule, without the rule being stated.” In inductive grammar teaching, students discover grammar rules while working through exercises. It is based on trial and error experiments. Through experimenting, they figure out the

grammatical rules. It can be used solely by an experienced and competent teacher who knows his students well enough to be able to adjust the instruction to their needs and capacities. 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.

This approach involves learners' participating actively in their own instruction. In addition, the approach encourages a learner to develop her/his own mental set of strategies for dealing with tasks. In other words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher. In related to this, Krashen (1982:113) indicates that "proponents of inductive teaching argued that the best way to insure learning was for the student to work out the rule himself. Inductive teaching is very much like rule-writing in linguistics. The learner is given a corpus and has to discover the regularities."

2.7. The Roles of CLT Activities in Grammar Instruction

In the CLT, grammar is taught in a way that we can define as inductive: learners are not presented with a list of grammatical rules that they have to learn by heart but rather, the teacher provides them with examples from which the learners will have to infer the rules by themselves.

As result, the CLT is the method which encourages students to see themselves as multidimensional entities or as active participants in the learning process i.e. it doesn't let students to receive grammar rules / knowledge simply. Rather, it allows students to take on responsibilities in the tasks to be undertaken in the classroom. It blends grammar with communicative practice opportunities. It provides opportunities for creative use of structures. Thus, CLT has an important role in grammar instruction to make learners use grammar structures for communicative purpose. It is therefore important to discuss the role of this approach in grammar instruction in its activities.

As Harmer (2001:85), "activities in CLT typically involve students in real or realistic communication, where the accuracy of the language they use is less important than successful achievement of the communicative task they are performing." He also notes that CLT activities should consider the learners desires of communication. Since the purpose is meaningful

communication, practicing specific language structures shouldn't be encouraged. In other ways, such activities should aim at using the language structures in real life situations.

Activities that are truly communicative, according to Morrow and Johnson (1981 cited in Larsen-Freeman, (2000:129)) have three features in common: information gap, choice, and feedback. An information gap exists when one person in an exchange knows something the other person does not. In communication, the speaker has a choice of what she will say and how she will say it. If the speaker is tightly controlled so that students can only say something in one way, the speaker has no choice and the exchange, therefore, is not communicative.

In addition to communicative activities, CLT classes need authentic materials. It is considered desirable to give students an opportunity to develop strategies for understanding language as it is actually used. To overcome the typical problem that students cannot transfer what they learn in the classroom to the outside world and to expose students to natural language in a variety of situations, adherents of CLT advocate the use of language materials authentic to native speakers of the target language.

As Richards (2006:13-18) indicates, there are the types of activity that reflect the principles of CLT. These types of activity are summarized as follows.

1. *Accuracy versus fluency activities*: Fluency is natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence. Fluency is developed by creating classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstandings and work to avoid communication breakdowns. Activities focusing on fluency reflect natural use of language; focus on achieving communication; require meaningful use of language; require the use of communication strategies; produce language that may not be predictable, and seek to link language use to context.

Fluency practice can be contrasted with accuracy practice, which focuses on creating correct examples of language use. Activities focusing on accuracy reflect classroom use of language; focus on the formation of correct examples of language; practice language

out of context; practice small samples of language; do not require meaningful communication, and choice of language is controlled.

In these activity types, there should be a balance in terms of the uses of the activities. Grammatical issue is dealt as the support of fluency activities, for the purpose is creating meaningful communication through the activities.

2. *Mechanical, meaningful, and communicative practice*: Mechanical practice refers to a controlled practice activity which students can successfully carry out without necessarily understanding the language they are using. Examples of this kind of activity would be repetition drills and substitution drills designed to practice use of particular grammatical or other items. Meaningful practice refers to an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice. For example, in order to practice the use of prepositions to describe locations of places, students might be given a street map with various buildings identified in different locations. Communicative practice refers to activities where practice in using language within a real communicative context is the focus, where real information is exchanged, and where the language used is not totally predictable. For example students might have to draw a map of their neighborhood and answer questions about the location of different places in their neighborhood, such as the nearest bus stop, the nearest café, etc.
3. *Information-gap activities*. An important aspect of communication in CLT is the notion of information gap. This refers to the fact that in real communication people normally communicate in order to get information they do not possess. This is known as an information-gap. More authentic communication is likely to occur in the classroom if students go beyond practice of language forms for their own sake and use their linguistic and communicative resources in order to obtain information. In so doing they will draw available vocabulary, grammar, and communication strategies to complete a task.
4. *Jig-saw activities*. These are also based on the information-gap principle. Typically the class is divided into groups and each group has part of the information needed to complete an activity. The class must fit the pieces together to complete the whole. For instance, jigsaw task could be used to chain skills in a lesson and teach in a classroom in such a way that first students could be asked to read disordered paragraphs and arrange

them in their correct order. After this there might be discussions and other activities Alemayehu (2008). In so doing they must use their language resources to communicate meaningfully and so take part in meaningful communication practice.

✚ *Other activity types in CLT.* Many other activity types have been used in CLT, among which are the following:

- *Task-completion activities:* puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one's language resources to complete a task.
- *Information gathering activities:* student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information.
- *Opinion-sharing activities:* activities where students compare values, opinions, beliefs, such as a ranking task in which students list six qualities in order of importance which they might consider in choosing a date or spouse.
- *Information-transfer activities:* these require learners to take information that is presented in one form, and represent it in a different form. For example they may read instructions on how to get from A to B, and then draw a map showing the sequence, or they may read information about a subject and then represent it as a graph.
- *Reasoning gap-activities:* these involve deriving some new information from given information through the process of inference, practical reasoning etc. For example, working out a teacher's timetable on the basis of given class timetables.
- *Role-plays:* activities in which students are assigned roles and improvise a scene or exchange based on given information or clues. Role plays are very important in CLT because they give students an opportunity to practice communicating in different social contexts and different social roles.
- *Games:* games are used frequently in CLT. The students find them enjoyable, and if they are properly designed, they give students valuable communicative practice.

Most of the CLT activities discussed above are carried out through pair work and small group work. Hence, pair and group work techniques of performing tasks by the students have a great role in the CLT classroom in teaching different language items. In other words, this way of performing activities encourages teaching and learning the language skills integrally.

In addition to CLT activities discussed above, notably, in grammar instruction, effective grammar tasks that teachers should use as (Atkins, Hailom, & Nuru 1995: 85) are summarized as follows:

- a. **Presentation of particular language items in context**, in which students' attention is drawn and forms of the items, followed by opportunities for students to practice the language items in context in order to help them discover how the grammar works.
- b. **Grammar for communication tasks**, which: should involve students in working out the solutions other than the teacher explaining them; should be awareness- rising. They should assist learners in developing awareness of grammatical choice, i.e. how grammar works to convey meaningful communication; should provide students with the capacity to make appropriate choices in given contexts.
- c. **Tasks involving students in real language use**, formulating their own meanings in contexts over which they have considerable control, and in so doing, drawing on grammar as an ongoing resource.

2.8. Teachers' and Students' Role in CLT to Grammar Teaching

The Roles of the Teacher

In the communicative approach to teaching language, both teachers and students have their own roles. However, this approach gives more chances for students to practice communication in various contexts and situations by themselves. This doesn't mean that the teacher's role is unimportant, for the fact that without the teacher's instruction, the students' interaction may not be successful. Thus, in this approach, the teacher's role is to help learners in different ways that motivate them to work with the language.

Moreover, the others teacher's role as Breen and Candlin (1980:99) describe in the following terms cited in Richards and Rodgers (2001:167):

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher; first, as an organizer of resources and as a resource himself, second as a guide within the classroom procedures and activities.... A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

In other ways, scholars like Littlewood (1981:19) and Richards and Rodgers (2001:167-68) have put the roles of the language teacher in communicative classrooms as summarized as follows.

- ***Need analyst**-take the responsibility for determining and responding to the learners language needs.*
- ***Counselor**-exemplifies an effective communicator seeking to maximize matching of speaker's intention and hearer's interpretation through the use of paraphrase, confirmation and feedback.*
- ***Group process manager**-organizes the classroom as setting for communication and communicative activity.*

In general, the main goal of the teacher who uses CLT is to enable students to communicate in the target language. To do this student needs knowledge of the linguistic forms, meanings, and functions. Communication is a process; knowledge of the forms of language is insufficient. One of his major responsibilities is to establish situations likely to promote communication.

The Role of the Students

Breen and Candlin(1980:110) cited in Richards and Rodgers (2001:166) describe the learners' role in CLT as follows.

The role of the learner as negotiator- between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the group undertakes.

The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way.

Consequently, students must be able to manage the process of negotiating meaning with their interlocutors. Students are, above all, communicators.

2.9. Factors Affecting the Application of CLT to Grammar Teaching

There are certain factors that hinder the application of CLT to language instruction. The presence of a large number of students in small/narrow classrooms and unsuitable seatings (the types of chairs, tables and desks) may restrict the application of CA to grammar instructions. In order to create real life situation contexts in class, teachers should incorporate authentic tasks as well as communicative activities like group discussions, debates, games, presentations, and etc to improve students' level of communicative competence during class discussions. However, if it is impossible to practice language structures through the above techniques because of the size of the class, the teachers will be forced to use traditional based teaching. Besides, there may not be conducive conditions in schools to apply CA to grammar teaching. For instance, there may not be enough instructional materials and equipment, such as books, newspapers, magazines, photocopy machine, overhead projector computers, audiocassettes, Video cassettes and so on in schools.

Furthermore, EFL teachers seek to teach grammar structures without considering CLT principles because they think that grammar knowledge helps students to do grammar based examinations (Lakachew Mulat (2003)). So, exam/testing system may affect the implementation of the approach. Another factor is that it is difficult for teachers who have no required background about the approach and experience to teach the classes communicatively because implementing CLT in the real classroom requires lots of experience. Little time available may also affect the practice of this approach to grammar teaching. In relation to this, Sauvignon (2002:161) states "It is also true that a focus on communication takes a great deal of time, as students and teachers formulate and reformulate their messages in the negotiation of meaning." Learners' factors, for example, lack of motivation, lack of language proficiency, negative attitude towards their teachers and/or peers and so on may also hamper the application of the approach to grammar instructions (Littlewood, 1981; Harmer, 2001; Richards, 2006; Richards and Rodgers, 2001; Sauvignon, 2002).

Therefore, it will be investigated if the above reasons are affecting both EFL teachers and students in implementing the CLT principles in grammar instructions. There will also be an attempt to know more strong factors regarding to this.

CHAPTER THREE

3. RESEARCH DESIGN AND METHODOLOGY

The main purpose of this study, as mentioned in Chapter One, was to assess the application of communicative approach to grammar teaching in high schools English as a foreign language classes. For this study, the researcher employed both quantitative and qualitative research methods in order to get sound conclusions from the study. This chapter, therefore, describes the research methods that were employed to achieve the main objective of the study. It, thus, focuses on indicating the setting of the research, the participants of the study, the data collection instruments, the data collection procedure and methods of data analysis employed in the study.

3.1. The Setting of the Research

The samples of this study were three high schools, namely: Asco Secondary school, Kolfe Secondary School and Millennium Secondary and Preparatory school. All of these schools are owned by government and are located in Kolfe Karaniyo Sub-city in Addis Ababa. The selection of the schools was based on convenience sampling techniques. The researcher selected these schools because of their accessibility and proximity to the researcher.

3.2. Subjects of the Study and Sampling Technique

This section provides a clear picture about the population from whom the samples were selected. In addition to this, it also provides details of the techniques that were employed in order to select the best representative sample of the study.

The sampled population for this study was 100 randomly selected grade 9 students and all EFL teachers of the three government high schools in Kolfe Karaniyo Sub-city in Addis Ababa. All participants of the study were taken as the subjects for the questionnaire. But the researcher interviewed only four teachers and observed six teachers as well from the three schools. The observation and the interview were conducted based on the consent of the voluntary teachers of the aforementioned schools.

3.3. Instruments of Data Collection

In order to gather the necessary data, the instruments that were employed are: questionnaire, interview, and classroom observation. Each of the tools is discussed as below.

3.3.1. Questionnaire

A questionnaire that has three sections was designed for both teachers and students. Section one of the teachers' questionnaire deals with information about teachers' perception to communicative approach to grammar teaching. Section two deals with the CLT principles and teachers' classroom instruction of grammar items. The third section focuses on the challenges that may affect the application/ implementation of CA to grammar teaching. Likewise, the students' questionnaire has three sections. The first section of the students' questionnaire was about their perception regarding the principle of CLT and grammar instruction. The second section was about classroom instructional strategies or techniques the teachers use and CLT principles in instructions. The last section of the students' questionnaire was about challenges that may affect the application of CLT to grammar teaching in EFL classes.

The first section of the teachers' questionnaire categorized in Table 4.1 contains ten statements or items. The second section of the questionnaire which is categorized in Table 2, 3, 4, and 5 contains twenty five items. The last section of the teachers' questionnaire categorized in Table 4.6 contains eight statements. In addition, in the last section of the teachers' questionnaire, one open – ended question was included.

3.3. 2. Classroom Observation

The classroom observations were conducted in order to gather further information and to witness the reality in which the teachers applied CLT in their grammar lessons and how interested the students were in the activities in the lesson.

Thus, the researcher chose to employ classroom observation in the study because it provides a clear picture of what the actual teaching- learning process looks like. Then, the results of the observations would be compared with the results of questionnaires to come up with more reliable conclusions. Besides, classroom observation helped to identify the challenges or problems in the teaching and learning process regarding the CLT principles and practices in grammar instruction.

As it was stated earlier, classroom observation was conducted at grade 9 during grammar lessons only to attain the study's objectives. The researcher observed only six teachers from the three high schools. The observation checklist was designed by the researcher based on the review of related literature in line with the design of the questionnaire. The observation checklist designed deals with teachers' classroom grammar instructions, teachers' use of some CLT activities and factors affecting the presentation of grammar items communicatively. During the observation, the researcher ticked under 'yes' or 'no' against the items in the observation checklist and took notes for the open-ended questions.

3.4. Interview for Teachers

To achieve the purpose of this study, interview was employed. The main objective of the interview was to make the respondents reflect on whether they teach grammar based on communicative language teaching principle or not. The questions in the interview focus mainly on the teachers' view and their classroom practices about CLT principles and grammar instruction. The interview was conducted to support the close-ended questionnaire. To this end, the researcher interviewed four grade 9 EFL teachers. The interviews were recorded.

3.5. Data Collection Procedures

First, the researcher conducted the classroom observation. The researcher chose to conduct classroom observation first to avoid modification of classroom behavior and the actual classroom practices that might be done by the teachers and students. After conducting the classroom observation, he administered the questionnaire to the participants and then collected the questionnaire from the participants. Then, the researcher started to ask the respondents to reflect on the interview questions. The researcher selected the participants of the interview based on their interest.

3.6. Methods of Data Analysis

As the data gathered were both quantitative and qualitative in nature, the data gathered from the close-ended Likert scale questionnaire was analyzed using quantitative method. The data obtained from the open-ended questionnaire, classroom observation and the interview questions were analyzed qualitatively. The quantitative data was tabulated and subsequent discussions were made after each table.

CHAPTER FOUR

5. ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

This section deals with the analysis, interpretation and discussion of the data obtained from teachers' and students' responses to the survey of questionnaire, classroom observation and teachers' responses to the interview. The data obtained through the above tools were to achieve the major purpose of the study which was to assess the application of communicative approach to grammar teaching in high school English as a foreign language classes. Specifically the objectives were to identify: how CLT principles are perceived by EFL teachers to grammar instructions; the gaps that may exist between CLT principles and actual classroom practices in grammar instruction employed by EFL teachers, and whether there are challenges, if any, that may affect the application of communicative approach to grammar teaching. The data, therefore, are analyzed, interpreted and discussed in the light of the objectives mentioned.

4.1. Analyses of the Teachers' Questionnaire

Since the teachers' knowledge of CLT and their practical implementation of the method to EFL classes was the concern of this study, the researcher first asked the participant teachers to fill their background information whether they were informed about the approach at university/ college or in any seminar / workshop before the main parts of the questionnaire. Consequently, other than two EFL teachers, all have some information about the CLT method either in the university/ college or at seminar/ workshop. They also confirmed that CLT is a useful method to teach grammar items.

As has been stated in Chapter Three of this study, in analyzing and interpreting the responses of the participants in the questionnaire, the researcher grouped the questionnaire items into three broad categories. The first category contains teachers' perceptions about the application of CLT to grammar instruction. In this category, ten statements or items are listed and each statement requires EFL teachers' reaction / responses on a scale of 5,4,3,2 and 1, strongly agree, agree, undecided, disagree, and strongly disagree, respectively. All of the responses in this section were analyzed and discussed in table 4.1. The second category, which focuses on teachers' practices of CLT principles and techniques in grammar teaching, there are twenty- five items

which were analyzed and interpreted in Table 4. 2 - 5. The third category, which is about the challenges in using the CLT to grammar instruction, contains seven statements were analyzed and interpreted in Table 4.6.

4.1.1. Analysis of Teachers' Perceptions about the Application of CLT to Grammar Instruction

Table 4.1 below presents the results of responses for items which deal with teachers' perception about the application of CLT to grammar teaching. There are 6 positive and 4 negative – a total of ten statements. Therefore, based on the results obtained from the teachers' questionnaire, the EFL teachers' perception of CLT principles to grammar teaching is discussed under Table 4.1 below.

Table 4.1. Teachers' perceptions about the application of CLT to grammar teaching

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	The main goal of grammar teaching is to get learners understand and explain the rule of the language.	12	42.85	8	28.57	-	-	5	17.85	3	10.71	28	100
2	The main goal of grammar teaching is to get learners develop their communicative competency.	11	39.28	10	35.71	3	10.71	2	7.14	2	7.14	28	100
3	Grammar is best learned naturally through trying to communicate.	15	53.57	7	25	2	7.14	3	10.71	1	3.57	28	100
4	Explicit/deductive teaching of grammatical rules is important for the mastery of English.	9	32.14	11	39.28	4	14.28	4	14.28	-	-	28	100
5	Language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.	10	35.71	12	42.85	3	10.71	3	10.71	-	-	28	100
6	Practice of structures must always be with in a full communicative context.	10	35.71	11	39.28	3	10.71	3	10.71	1	3.57	28	100
7	The knowledge of grammar helps learners to communicate effectively and efficiently.	12	42.85	6	21.42	3	10.71	3	10.71	4	14.28	28	100
8	Knowledge of the rules of English does not guarantee ability to use English.	3	10.71	12	42.85	4	14.28	4	14.28	5	17.85	28	100
9	Students do not need to speak grammatically correct sentences to communicate well.	4	14.28	10	35.71	4	14.28	6	21.42	4	14.28	28	100
10	Grammatical correctness is the most important criterion by which language performance should be judged.	3	10.71	11	39.28	5	17.85	6	21.42	3	10.71	28	100

As can be seen in Table 4.1, 42.85% of the respondents strongly agreed, 28.85% agreed, none of them was uncertain, 17.85% disagreed and 10.71% strongly disagreed to the statement “the main goal of grammar teaching is to get learners understand and explain the rule of the language.” Here, as the result indicates, most of the respondents strongly agreed and agreed and few of them disagreed and strongly disagreed. This implies that the majority of high school and preparatory English teachers perceived getting the learners understand and explain the rule of the language as the main goal of grammar teaching. But according to CLT principles, getting the learners understand and explain the rules of language is not the main goal teaching grammar. On the other hand, in Item 2, respondents are asked to react to the statement “the main goal of grammar teaching is to get learners develop their communicative competence.” For this statement, 39.28% of the respondents strongly agreed, 35.71 % agreed, 10.71% undecided, 7.14% disagreed and 7.14% strongly disagreed. This indicates, most of the respondents perceive the main goal of grammar teaching is to get learners’ develop their communicative competence and a small number of them were uncertain and a very few of them did not accept this view. The result then seems to imply that many of the high school English teachers have the idea that communicative competence is the main goal of grammar teaching. According to CLT principles– communicative competence is the goal of English language teaching. Hence, as the respondents’ responses, students should be taught both for understanding the rule and for meaningful communication.

For Item 3, which says “grammar is best learned naturally through trying to communicate”, 53.57% of the respondents strongly agreed, 25% agreed, 10.71% undecided, 10.71% disagreed, and 3.37% strongly disagreed. As the reaction to this item reveals, majority of the respondents strongly agreed. This indicates that most of the teachers perceived the idea strongly though a few of them were uncertain and disagreed as the perception level. Even though it is agreed up on the belief, or this principle of CLT, as it has been observed, there was no any chance to use this principle in the actual grammar classroom.

For Item 4, “explicit/ deductive teaching of grammatical rules is important for the mastery of English” which supports the idea of the Item no 1, 32.28 % of respondents strongly agreed, 39.28% agreed, 14 .28 % undecided, and 14.28% disagreed. This indicates that majority of the EFL teachers of high schools believed in the importance of the deductive teaching of grammar for the mastery of English and a few of them do not. Again, though majority of them perceived

the belief that grammar is learned through communication, they take explicit teaching of grammar as an important. Additionally, as the data gathered through the observation shows, the observed teachers teach grammar almost deductively. But according to the principles of CLT, grammar should be learned inductively.

For the Item 5, “language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way”, 35.71% of the respondents strongly agreed, 42.85% agreed, 10.71% undecided and 10.71% disagreed. But none of them was strongly agreed. This implies that many of English teachers in high schools, though explicit teaching of grammar is important, have the belief that language rule is acquired most effectively when it is used as a vehicle for doing something else rather than studying explicitly.

Similarly, for the Item 6 which says “practice of structure must always be with in a full communicative contexts”, 39.71% of the respondents strongly agreed, 39.28% agreed, 10.71 % undecided, 10.72% disagreed, and 3.57% strongly disagreed. This indicates that the majority of the respondents strongly agreed and agreed. But classroom observation revealed that the teachers spent time by offering detailed explanation and doing some form based exercises.

For Item 7, as the above Table shows, 48.85% of the participants strongly agreed that the knowledge of grammar help learners to communicate effectively and efficiently and 21.42% of them agreed. 10.71 % of them undecided. But only 10.71% and 14.28% of them disagreed and strongly disagreed. For Item 8, which says “knowledge of the rules of English does not guarantee ability to use English”, 10.71% of the participants strongly agreed, 42.85% agreed 14.29% undecided, 14.28% disagreed, and 17.85% strongly disagreed. Consequently, in Item 7, majority of the respondents strongly agreed to the idea that the use of grammar knowledge to communicate effectively and efficiently, but here, only 10.71 % of the respondents strongly agreed that the knowledge of the rules of English doesn’t guarantee the ability to use English. This shows that the EFL teachers in high school perceived that grammar knowledge is important and helps students to communicate effectively and efficiently and it also guarantee the ability to use English.

Item 9 says “students do not need to speak grammatically correct sentences to communicate well.” For this item, only 14.28% of the participants strongly agreed, majority of them (35.71%)

agreed, and 14.28% were uncertain, 21.42% disagreed, and 14.25% strongly disagreed. The result indicates that 50 % of the EFL teachers in high school either strongly agreed or agreed to the belief that students do not need to speak grammatically correct sentences to communicate well and 35.7% either disagreed or strongly disagreed though 15.3% of them undecided. For Item 10 which says “grammatical correctness is the most important criterion by which language programmer should be judged’, 10.7% of the participants strongly agreed, 39.85% agreed, 17.85 % undecided, 21.42 % disagreed, and 10.71 % strongly disagreed. This indicates that 50 % of the respondents agreed with the belief or the statement. As the principles of CLT, language performance is not judged by grammatical correctness, but language performance is about meaningful communication.

To conclude, as can be noted from the result, it could be said that the majority of high school and preparatory English teachers perceived the CLT principles positively. In contrast to this, some statements which are not related with CLT principles are favored by some of the EFL teachers.

4.1.2. Analysis of Teachers’ Perception of Classroom Grammar Instructions

4.1.2.1. Analyses of Teachers’ Use of CLT Strategies to Present Grammar

Table 4.2, which presents the results of the teachers’ use of some strategies to present grammar, contains 1 negative statement and 3 positive statements.

Table 4.2. Techniques and strategies teachers use to present grammar

No	Items	Always		Usually		Sometimes		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
11A	Presenting the grammatical rule first and then giving examples to the students.	11	39.28	6	21.42	9	32.14	1	3.57	1	3.57	28	100
11B	Making students discover grammar rules by themselves	3	10.71	8	28.57	10	35.71	6	21.42	1	3.57	28	100
11C	Using contexts and situations such as pictures, objects, actions to convey meaning of structure.	5	17.85	12	42.85	7	25	4	14.28	-	-	28	100
11D	Presenting grammar with other skills to help students to generate meaning.	8	28.57	13	46.42	6	21.42	1	3.57	-	-	28	100

In this category, respondents were asked to react how often they use the CLT techniques and strategies to present grammar. The first Item (11A) says “presenting grammatical rule first and then giving exams to the students”. For this Item, 39.28% of the participants indicated that they always use the techniques, 21.42% usually, 32, 14 % sometimes, 3.37% rarely, and 3.57% never use it. Here, majority of the respondents or 60.7% use either always or usually. This indicates that they are using traditional techniques or strategies than communicative techniques. Item 11B says “making students discover grammar rules by themselves”. 10.71% of the respondents always, 28.57 % usually, 35.72% sometimes, 21.42% rarely, and 3.57% never use this technique. Only 39.28% of them either use always or usually or less than half of the participants use this activity. It shows that EFL teachers teach grammar rules by themselves and do not get students discover the grammatical rules by themselves.

For the Item 11C which says “using contexts and situations such as pictures objects, actions to convey meaning of structures”, 17.85% of the respondent teachers use always, 42.85% of them usually, 25% sometimes, and 14.28% rarely. Here, it could be interpreted that majority of the respondents use contexts and different situations.

Similarly, for the Item 11D which says “presenting grammar with other skills to help students to generate meaning”, 28.57% of the participants responded that they use always, 46.42 % of them usually, 21.42% sometimes and only 3.57% use rarely. This indicates that 75 % of the EFL teachers in high schools teach grammar with other skills but as the result of the classroom observation shows, teachers do not use this technique.

In conclusion, as the majority of the observed teachers’ practices and as this result shows, EFL teachers present grammar rules first and then give examples for the students always or usually. From the result (see Table 4.2) one can also simply understand that almost fifty percent of the respondents make students discover grammar rules by themselves and more than half of the respondents use contexts and situations and present grammar with other skills either always or usually. However, a very few of observed teachers did this in the actual classroom.

4.1.2.2. Analysis of EFL Teachers' Use of the CLT Activities to Present Grammar Items

The next Table 4.3 contains the results of teachers' use of CLT activities to practice grammar items. It includes 14 CLT activities which are used to practice grammar communicatively.

Table 4.3. EFL teachers' uses of CLT activities to grammar teaching

No.	Items	Always		Usually		Sometimes		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
12A	Mechanical drills – repetition drills and substitution drills	3	10.71	7	25	10	35.71	4	14.28	4	14.28	28	100
12B	Meaningful practice - an activity where language controls is still provided but where students are required to make meaningful choices when carrying out practice	4	14.28	11	39.28	10	35.71	3	10.71	-	-	28	100
12C	Communicative practice - using language within a real communicative context	5	17.85	15	53.57	8	28.57	-	-	-	-	28	100
12D	Task-completion activities: puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one's language resources to complete a task	6	21.42	9	32.14	10	35.71	4	14.28	-	-	28	100
12E	Information gathering activities: student conducted surveys, interviews and searches in which students were required to use their linguistic resources to collect information	2	7.14	3	10.71	9	32.14	11	39.28	3	10.71	28	100
12F	Opinion-sharing activities: activities where students compare values, opinions, beliefs, & etc.	8	28.57	7	25	5	17.85	7	25	1	3.57	28	100
12G	Information-transfer activities: these require learners to take information that is presented in one form, and represent it in a different form	3	10.71	6	21.42	12	42.85	7	25	-	-	28	100
12H	Reasoning gap-activities: these involve deriving some new information from given	3	10.71	9	32.14	7	25	9	32.14	-	-	28	100

	information through the process of inference, practical reasoning etc												
12I	Role-plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues	7	25	4	14.28	9	32.14	7	25	1	3.57	28	100
12J	Jig –Saw activities (e.g.), the class is divided into groups and each group has part of the information needed to complete an activity	4	14.28	6	21.42	10	35.71	6	21.42	2	7.14	28	100
12K	Individual work	8	28.57	15	53.57	4	14.28	1	3.57	-	-	28	100
12L	Pair works	2	7.14	20	71.43	3	10.71	3	10.71	-	-	28	100
12M	Small group work	6	21.42	15	53.57	7	25	-	-	-	-	28	100
12N	Whole class work	9	32.14	8	28.57	6	21.42	4	10.71	1	3.57	28	100

The results about how often EFL teachers in high school use the CLT activities and techniques to practice grammar items are analyzed and discussed as follows. As Table 4.3 above shows, 10.71 % of the participants always, 25.25% usually 35.71% sometimes, 14.25% rarely and 14.28% never use ‘mechanical drills’ activity. 12B Item is about “meaningful practice”. For this Item, 14.28% of the respondents reacted that they always, 39.28% usually, 35.71% sometimes, and 10.71 % rarely use. 50% of the EFT teachers use meaningful practice either always or usually. It is also supported according to the CLT principles to use meaningful practice to teach grammar. As a result, as this result indicates majority of EFL teachers in highs schools use meaningful practice. Item 12C is “communicative practice”- using language within a real communicative context. As the Table 4.3 indicates, 17.85% of the respondents always, 53.57% usually and 28.57% sometimes use communicative practice.

Item 12D is “Task-completion activities - puzzle, games, map reading and other kinds of classroom tasks in which the focus was on using one’s language resources to complete a task.” As the table above shows, 17.85% of the respondents always, 32.14 % usually 35.71% sometimes and 14.28% rarely use this item. It, therefore, could be said that the majority of the respondents use this type of activity. For the Item 12E, which is “Information gathering activities - students conducted surveys, intervenes and searches in which students were required to use their linguistic resources to collect information”, 7.14% of the respondents always, 10.71

% usually, 32.14% sometimes, 39.28% rarely, and 10.75% never use. Again majority of the respondent teachers use this activity in grammar teaching.

For the Item 12F, “opinion sharing activities- activities where students compare values, opinions, beliefs and etc”, 28.57% participants use always, 25% usually and 17.85% sometimes, 25% rarely, and 3.57% never. Item 12G is “information transfer activities - these require learners to take information that is presented in one form, and represent it in a different form.” As the above table shows, 10.71% of the respondents always, 21.42% usually, 42.85% sometimes and 25% rarely use these types of activities. Here, majority the respondent teachers fairly use those types of activities to teach grammar. 10.71% of the participants always, 32.14% usually and 25% sometimes use reasoning gap activities that involve deriving some new information from given information through the process of inference, practically reasoning etc.

Item 12I is about how often EFL teachers of high school use “role plays” to teach grammar. For this activity, 25% of the participants indicated that they always use 14.28% usually, 32.14% sometimes, 25% rarely, and 3.57% never. As this result shows, considerable percent of the EFL teachers use the activity. For “jig-saw activities in which for example, the class is divided into groups and each group has part of the information needed to complete an activity”, 14.28% of the respondents reacted that they use always, 21.42% usually, 35.71% sometimes, 21.42% rarely, and 7.14% never.

In response to Item 12k, which is “individual work”, 28.57% of the respondents always use, and 53.57% of them usually use. This indicates that many EFL teachers use individual work always or usually while they teach grammar. Similarly, they also use small group work and pair work as individual work as the result in the Table 4.3 shows. Whole class work activity is also used always or usually with the total percent of 60.71 as the participants’ responses show.

In general, though the respondents showed their effective use of these activities, the result of the classroom observation shows their inability to use such activities. In this case, among the CLT activities that needed EFL teachers’ reactions, individual, pair, small group, and whole class activities were used mostly as the classroom observation result reveals.

4.1.2.3. Analysis of EFL Teachers' Application of CLT Principles to Present Grammar Items

Table 4.4 below shows the results of teachers' classroom application of CLT principles to present grammar.

Table 4.4. EFL teachers' practices of CLT principles to teach grammar

No	Items	Always		Usually		Sometimes		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
13A	Make students write and speak on the grammar items which they have introduced?	7	25	12	42.85	8	28.57	-	-	1	3.57	28	100
13B	Motivate students to use grammar items to say something about themselves?	9	32.14	10	35.71	9	32.14	-	-	-	-	28	100
13C	Encourage students to produce their own meaning on the target structure	8	28.57	11	39.28	8	28.57	1	3.57	-	-	28	100

In response to the Item 13A, 25% of the respondents always, 42.85% usually, 28.57% sometimes, and 3.57% never make students write and speak on the grammar items which they have introduced. Majority of the respondents either always or usually make their students write and speak on the grammar items which they have introduced in this case. Likewise, majority of the respondents or (67.86%) either always or usually, and 32.14% of them sometimes motivate students to use grammar items to say something about themselves. Besides, the participants were also asked to react to the question how often they encourage students to produce their own meaning on the target structure. To this end, 28.57% of the respondents always, 39.28% usually, 28.57% sometimes and 3.57% rarely encourage students to produce their own meaning on the target structures. Consequently, as the result reveals, majority of the respondents use these techniques to practice grammar items.

4.1.2.4. Analysis of EFL Teachers' Methods of Correcting Students' Grammatical Errors

Table 4.5 contains the result which is about EFL teachers' methods of correcting students' grammatical errors. In this category, 4 methods of correcting students' grammatical errors are given. The analysis and discussions are made based on the results in this table show.

Table 4.5. Teachers’ methods of correcting students’ grammatical errors

NO	Item	Always		Usually		Sometimes		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
14.A	Correct immediately.	9	32.14	6	21.42	9	32.14	3	10.71	1	3.57	28	100
14.B	Give your students a chance to correct themselves.	9	32.14	11	39.28	7	25	1	3.57	-	-	28	100
14.C	Invite other students to correct.	5	17.85	11	39.28	9	32.14	3	10.71	-	-	28	100
14.D	Tolerate.	5	17.85	10	35.71	7	25	3	10.71	3	10.71	28	100

The main issue here is about teachers’ correction of students’ grammatical errors in grammar teaching –learning. It was aimed to know how often the EFL teachers of high school correct students’ grammatical errors immediately, give their students a chance to correct themselves, invite other students to correct the errors, and tolerate. As the result, in the table 4.5 thus, indicates 32.14% of the participants always, 21.42% usually, 32.14% sometimes, 10.71% rarely, and 3.57% never correct students’ grammatical errors immediately. 32.14% of the respondents always, 39.28% usually, 25% sometimes, and 2.57% rarely give their students a chance to correct themselves. 17.85% of the respondents always, 39.28% usually, 32.14% sometimes, and 10.71% rarely invite other students to correct it. 17.85%, 35.71%, 25%, 10.71% and 10.71% of the participants tolerate students’ grammatical errors always, usually, sometimes, rarely and never respectively.

In other words, the participant teachers use all methods of students’ grammatical correction with almost similar rate. For example the Table 4.5 shows, 32.14% of them always correct immediately and 32 % of them always give students a chance to correct themselves. Other methods are also used similarly.

4.1.4 Analysis of Challenges That May Affect the Application of CA to Grammar Teaching

Table 4.6 contains the result of the last section of teachers’ questionnaire. It is about the challenges that may affect the implementation of CLT to grammar teaching. This section contains 8 items which are supposed to be challenges to practice grammar communicatively.

Table 4.6 Challenges that may affect the application of CLT to grammar instructions

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
		15	Applying CLT to grammar teaching requires high proficiency of the teacher.	12	42.85	4	14.28	4	14.28	1	3.57	1	3.57
16	Teachers' have low resources and less time for material preparation.	10	35.71	7	25	1	3.57	7	25	3	10.71	28	100
17	Teachers lack training and full understanding of CA to apply it in grammar instruction.	7	25	11	39.28	6	21.42	3	10.71	1	3.57	28	100
18	The approaches to grammar teaching depend largely on the students' proficiency level in the English language.	6	21.42	16	57.14	1	3.57	5	17.85	-	-	28	100
19	Students are less confident and less prepared for learning grammar communicatively.	7	25	12	42.85	4	14.28	3	10.71	2	7.14	28	100
20	Grammar learned based on CLT principles is unsuitable for existing examination system.	3	10.71	5	17.85	6	21.42	11	39.28	3	10.71	28	100
21	Class rooms are not equipped with teaching aids for CLT.	7	25	17	60.71	-	-	3	10.71	1	3.57	28	100
22	Large class size is a hurdle for CLT.	13	46.42	9	32.14	1	3.57	4	14.28	1	3.57	28	100

Statement 15 says “Applying CLT to grammar teaching requires high proficiency of the teachers.” In response to this item, 42.85% of the respondents strongly agreed, 14.28% agreed, 14.28% undecided, 3.57% disagreed, and 3.57% strongly disagreed. The majority of the participants or 57.14% either strongly agreed or agreed that applying CLT to grammar teaching requires high proficiency of the teachers and 7.14 % of the disagreed or strongly disagreed. This indicates that for EFL teachers with low proficiency, it is difficult to apply CLT to teach grammar.

For Item 16 which says “Teachers have low resources and less time for material preparation”, 35.71% of the participants strongly agreed, 25% agreed, 3.57% undecided, 25% disagreed, and 10.71% strongly disagreed. As the result shows, majority of the participants (60.71%) strongly agreed or agreed, thus it reveals that resources and enough time is necessary for teachers to apply this approach in grammar instruction. Item 17 is about “Teachers’ lack of training and full

understanding of CA to apply it in grammar instruction.” Many of the participants (64.28%) strongly agreed or agreed; 21.42% of them were uncertain, 10.71% disagreed, and only 3.57% strongly disagreed about the idea. As a result, it is understood that lack of teachers’ training and understanding about CA is one of the challenges.

Item18 says “The approach (CA) to grammar teaching depends largely on the students’ proficiency level in English language.” In response to this statement, 21.42% of the participants strongly agreed, 57.14% agreed, only 3.57% undecided, and 17.85 % disagreed. This shows that majority (78.57%) of EFL teachers of high schools strongly agreed or agreed up on the issue. Hence, students’ low proficiency level of English language is one of the major challenges to use CLT in grammar teaching. For the Item 19 which says “students are less confident and less prepared for learning grammar communicatively”, 25% of the respondents strongly agreed, 42.85 % agreed, 14.28% undecided, 10.71% disagreed, and 7.14% strongly disagreed. Consequently, majority of the participants (67.59%) strongly agreed or disagreed to this item.

Statement 20 says “grammar learned based on CLT principles is unsuitable for existing examination system”. In response to this item, only 10.71% of the participants strongly agreed, 17.85% agreed, 21.42 undecided, 39.28 % disagreed, and 10.71% strongly disagreed. Small number of the participants (28.57%) agreed or strongly agreed and half (50%) of them disagreed or strongly disagreed. Hence, this shows that grammar learnt based on CLT principle doesn’t affect the system of examination. For statement 21 which says “classrooms are not equipped with teaching aids for CLT”, 25% of the respondents strongly agreed, 60.71% agreed, 10.71% disagreed and 3.57% of them strongly disagreed. As a result, majority of the respondents (85.71%) agreed that classroom situations or teaching materials were the challenges in applying CA to grammar instruction.

For Item 22 which says “large class size is hardly for CLT”, 46.43 of the respondents strongly agreed, 32.14% agreed, 3.37% undecided, and 14.28 % disagreed and 3.57% strongly disagreed. Accordingly, majority of the EFL teachers of high school agreed that large class size is one of the challenges that affect to use or apply CA to grammar instruction.

As the result of the questionnaire reveals, low language proficiency levels of teachers and students, low resources, less time for material preparation for teachers, teachers’ lack of training

and full understanding of CA, classroom size and etc are some of the challenges that affected the application of CA to grammar instruction. In addition to these factors, EFL teachers and students mentioned some other factors that affected the use of CA to grammar teaching. Some of the factors EFL teachers mentioned were: teachers lack of motivation because of students' language proficiency, students being accustomed to learning the rule of grammar through notes, followed by the teachers' explanations i.e. students feeling comfortable when they are given grammar rules rather than practicing grammar in meaningful ways, students' low interests and background to make use of the approach, and students' fear to practice the activities because of their language skills.

4.2. Analysis of Students' Questionnaire

4.2.1. Analysis of Students' Responses about Their Perceptions on CLT to Grammar Instructions

The Table 4.7 below is about the result of students' perception about CLT to grammar instruction. This section includes 6 positive and 4 negative statements. The analysis and discussions of the result are made next to Table 4.7 below.

Table 4.7 Students' perceptions on CLT and grammar

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	The main goal of grammar learning is to get you understand and explain the rule of the language.	34	34	50	50	7	7	7	7	2	2	100	100
2	The main goal of grammar learning is to get you develop your communicative ability.	37	37	47	47	8	8	7	7	1	1	100	100
3	Grammar is best learned naturally through trying to communicate.	21	21	42	42	15	15	17	17	5	5	100	100
4	Direct learning of grammatical rules is important for the mastery of English.	44	44	40	40	4	4	6	6	6	6	100	100
5	Language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.	30	30	32	32	13	13	17	17	8	8	100	100

6	Practice of structures must always be with in a full communicative context.	24	24	44	44	12	12	18	18	2	2	100	100
7	The knowledge of grammar helps learners to communicate effectively and efficiently.	43	43	36	36	8	8	9	9	4	4	100	100
8	Knowledge of the rules of English does not guarantee ability to use English.	12	12	17	17	10	10	28	28	33	33	100	100
9	You do not need to speak grammatically correct sentences to communicate well.	8	8	15	15	19	19	37	37	21	21	100	100
10	Grammatical correctness is the most important criterion by which language performance should be judged.	45	45	35	35	10	10	9	9	1	1	100	100

The responses to each of the above statements are indicated in the table above and the analyses of them were made as follows. The response for Item1 which deals with “the main goal of grammar learning is to get you understand and explain the rule of the language”, 84% of the respondents indicated their favorable agreement (34% strongly agreed and 50% agreed). This shows that a great majority of learners perceived that the main goal of grammar learning is to get them understand and explain the rule of the language. Even though the learners showed favorable belief towards learning grammar for understanding and explaining its rule, they believed the idea that “the main goal of grammar learning is to get them develop their communicative ability (see Item 2). The response to Item 2 “the main goal of grammar learning is to get you develop your communicative ability”, 84% of the respondents favored the belief with 37% of ‘strong agreement’ and 47% of ‘agreement’ decision. As the result shows, only 8% of the respondents rejected the idea. It implies that learners believed that they learn grammar to develop their communicative competence and they also believed that grammar is learnt to know and explain its rules.

Item 3 says “grammar is best learned naturally through trying to communicate.” In response to this item, 21% of the respondents strongly agreed, 42% agreed, 15% undecided, 27% disagreed, and 5% strongly disagreed. Here, majority of the learners agreed about this belief, but as the response to the Item 4 which says “direct learning of grammatical rules is important for the

mastery of English”, a great majority of the respondents (84%) agreed and only 12% of them disagreed. They believed that both beliefs are favorable to them.

Item 5, which supports Item 3 but ignore Item 4 says “language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way”. For this idea, 30% of the respondents strongly agreed, 32% agreed, 13% undecided, 17% disagreed and 8% strongly disagreed. As can be seen from the result, even though direct learning is important to learn English language, it is most effective to acquire the language unconsciously through communication. For Item 6 which says “practice of structures must always be within a full communicative context”, 24% of the participants strongly agreed, 44% agreed, 12% undecided, 18% disagreed, and 2% strongly disagreed. This result indicates that a great number of respondents (68%) strongly agreed or agreed up on the idea or belief even though it wasn’t practiced in the classrooms as it has been understood from the result of the classroom observation. Statement 7 says “the knowledge of grammar helps learners to communicate effectively and efficiently”. 43% of the participants strongly agreed, 36% agreed, 8% undecided, 9% disagreed and 4% strongly disagreed with this statement. Thus, majority of the participants agreed that the knowledge of grammar helps them to communicate well. However large number of the participants agreed that this knowledge of the rule of grammar guarantees the ability to use English as the response to Item 8 shows. For this idea, only 12% of the respondents strongly agreed, 7% agreed, 10% undecided, 28% disagreed, and 38% of them strongly disagreed. As has been discussed, in review of literature, this belief is supported by CLT principles. But here, respondent students view it negatively. For Item 9, which says “you do not need to speak grammatically correct sentences to communicate well”. Like item 8, small number of the participants (8%) strongly agreed, 15% agreed, 19% undecided, 37% disagreed, and 21 % strongly disagreed. Item 10, which is related to item 9, is “grammatical correctness in the most impotent criterion by which language performance should be judged”. For this belief, 80% of the participants either strongly agreed or agreed. Only 10% disagreed. The result reveals that the students give more emphasis to grammatical correctness.

4.2.2. Analysis of Students' Responses to Teachers' Classroom Grammar Instructions

4.2.2.1. Analysis of Students' Responses to Teachers' Use of the CLT Techniques and Strategies to Present Grammar

In this category, the main concern is whether the teachers use some CLT techniques and strategies to present grammar effectively. There are 3 positive and 1 negative strategies given here. The result of this issue is shown in the Table 4.8 below. The analysis and discussions of the result are also made.

Table 4.8 Students' responses to teachers' use of CLT techniques and strategies to present grammar

No	Items	Always		Usually		Someti mes		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fe	%
11A	Presenting the grammatical rule first and then giving examples to the students.	25	25	32	32	18	18	15	15	10	10	100	100
11B	Making students discover grammar rules by themselves	10	10	14	14	40	40	18	18	18	18	100	100
11C	Using contexts and situations such as pictures, objects, actions to convey meaning of structure.	4	4	14	14	19	19	13	13	50	50	100	100
11D	Presenting grammar with other skills to help students to generate meaning.	17	17	18	18	23	23	19	19	23	23	100	100

The above Table shows the results or responses of students to the instructional strategies used by the EFL teachers to teach grammar. Item in this category, which is about how often EFL teacher use CLT principles or techniques to teach grammar, contains four sub- items. The first Item 11A says “presenting grammatical rule first and then giving example to the students”. As the table above shows, 25% of the participants always, 32% usually, 18% sometimes, 15% rarely and 10%

never use the technique. For Item 11B which states “making students discover grammar rule by themselves”, 10% of the participants indicated that they always, 14% usually, 40% sometime, 18% rarely and 18% never use. Similarly, for the Item 11C which says “using contexts and situations such as pictures, objects, actions to convey meaning of structure”. In response to this Item, 4% of the respondent students responded that their teachers always use, 14% of them responded usually, 19% of them responded sometimes, 13% of them responded rarely and 50% of them responded never. Item 11D is about “presenting grammar with other skills to help students to generate meaning”. For this item, 17% of the respondents reacted that it is done always, 18% usually, 23% sometimes, 19% rarely and 23% never. Accordingly, item 11A which is not supported by CLT principles is used mostly by the teachers, but items 11A, 11B, and 11C, which are supported by CLT method, are not used widely. As the student’s responses, they are used sometimes, rarely or never.

4.2.2.2. Analysis of Students’ Responses to How Often EFL Teachers Use the CLT Activities to Practice Grammar

Table 4.9 shows the result of students’ response to how often EFL teachers use CLT activities. There are four types of techniques given in this category. Based on the result in the Table below, analysis and discussions are made.

Tables 4.9 EFL teachers use of CLT activities to practice grammar

No	Items	Always		Usually		Someti mes		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
12A	Individual work	20	20	28	28	33	33	9	9	10	10	100	100
12B	Pair work	13	13	24	24	34	34	16	16	13	13	100	100
12C	Small group work	5	5	18	18	35	35	27	27	15	15	100	100
12D	Whole class work	24	24	25	25	21	21	14	14	16	16	100	100

As Table 4.9 shows, 20% of the respondents responded that their teachers use individual work always, 28% usually, 33% sometimes, 9% rarely and 10% never. “Pair work” is another communicative activity needed to be reacted by the students for how often it is used by their teachers. In response to this Item, 13% of the participants said that it is used always and 24% of

them indicated that it used usually. Majority of the respondents (34%) indicated that pair work techniques is used sometimes by their teachers. As 16% of the participants, it is used rarely and as 13% of them, it is used never. For item 12C “small group work”, only 5% of the participants pointed out that their teachers used always, and 18 % of them showed that their teachers used usually. But as has been seen from the Table 4.9, this activity is used sometimes, and as 27% and 15% of the participants, it is used rarely and never, respectively. The majority of the respondents (49%) showed that whole class work is used always or usually. This implies that almost half of the participants reacted that whole class work is used always by the teachers. Accordingly, individual wok, pair work and small group work are used sometimes by EFL teachers mostly.

4.2.2.3. Analysis of Students’ Responses to EFL Teachers’ Classroom Reactions to Present Grammar Lesson

The next Table 4.10 shows the results of students’ responses to grammar teaching strategies used by the teachers.

Table 4.10 EFL teachers’ classroom reactions to present grammar lesson

No	Items	Always		Usually		Sometimes		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
13A	Make students write and speak on the grammar items which they have introduced?	14	14	24	24	27	27	13	13	22	22	100	100
13B	Motivate students to use grammar items to say something about themselves?	18	18	24	24	20	20	21	21	17	17	100	100
13C	Encourage students to produce their own meaning on the target structure?	24	24	15	15	21	21	20	20	20	20	100	100

As the result shows, 14% of the participants indicated that their teacher always, 24% of them usually, 27% sometimes, 13% rarely and 22% never, make students write and speak on the grammar items which they have introduced. EFL teachers motivate students to use grammar items to say something about themselves always as 18% of the respondents, usually as 24%, sometimes as 27%, rarely as 21 %, and never as 17% of them. 24% of the respondents indicated

that their teachers encourage students to produce their own meaning on the target structures always, 15 % usually, 21% sometimes, 20% rarely and 20% never. Consequently, most of the EFL teachers employ the aforementioned techniques always, usually or sometimes and some of them employ them rarely and never as the students' response shows.

4.2.2.4. Analysis of Students Responses to Teachers' Grammatical Error Corrections

Table 4.11 shows the result of students' responses in relation to teachers' grammatical errors correction. Analysis and discussions of the result are made next to the Table below.

Table 4.11 Teachers' Grammatical Error Corrections

No	Item	Always		Usually		Sometime s		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
14A	Corrects it immediately.	39	39	28	28	15	15	7	7	11	11	100	100
14B	Gives a chance for them to correct themselves.	19	19	26	26	29	29	12	12	14	14	100	100
14C	Invites other students to correct it.	15	15	25	25	25	25	11	11	24	24	100	100
14D	Tolerates.	10	10	13	13	8	8	12	12	57	57	100	100

As 29% and 28% of the respondents, teachers correct grammar mistakes immediately always and usually respectively i.e., majority of the teachers correct the students' errors immediately by themselves. Some of the participants (15%) showed that their teachers correct immediately sometimes and 7% of them showed that immediate correction is given rarely or never. EFL teachers give a chance for the students to correct by themselves always as 19% participants, usually as 26%, sometimes as 29%, rarely as 12 %, and never as 14% of them. 15 % and 25% of the respondents pointed out that their teachers invite other students to correct grammatical errors always and usually respectively. 25% of the participants favored that their teachers do it sometimes. But as 11% and 24% of the participants, their teachers use this rarely and never respectively. A small number of the participants (10% and 13%) indicated that their teacher tolerate mistakes always and usually respectively.

4.2.3. Analysis of Students’ Responses to the Challenges in Presenting and Practicing Grammar through CA.

In addition to EFL teachers, students are also requested to show their degree of agreement whether some of the mentioned challenges below affected communicative grammar instruction. Hence, the Table 4.12 below reveals the result of the responses given by the students.

Table 4.12 Challenges that may affect the presentation and practice of grammar through CA.

No	Items	Strongly Agree		Agree		Undecided		Disagree		Strongly Disagree		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
15	Presenting grammar items communicatively requires high proficiency of the teacher	53	53	32	32	7	7	4	4	4	4	100	100
16	The approaches to grammar teaching depend largely on the students' proficiency level in the English language.	24	24	43	43	14	14	10	10	9	9	100	100
17	Students are less confident and less prepared for learning grammar communicatively.	11	11	32	32	25	25	20	20	12	12	100	100
18	Grammar learned based on CLT principles is unsuitable for existing examination system.	8	8	20	20	29	29	30	30	13	13	100	100
19	Large class size is a hurdle for teaching grammar through meaningful communication.	22	22	32	32	8	8	13	13	25	25	100	100

Accordingly, based on the above result, analysis is made as follow. Statement 15 says “presenting grammar items communicatively requires high proficiency of the teacher”. 53% of the respondents strongly agreed, 32% agreed, 7% undecided, 4% disagreed, and 4% strongly

disagreed on this statement. From this result, it is understood that proficiency levels of the teachers determine to use or apply communicative approach to grammar instruction. For the statement 16 which says “the approaches to grammar teaching depends largely on the students’ proficiency level in the English language”, 24% of the participants strongly agreed, 43% agreed, 14% undecided, 10% disagree, and 9% strongly disagreed. Similarly, as teachers’ proficiency levels affect, students’ proficiently levels also affect the approach to be applied in grammar teaching as the participants’ response indicates.

Item 17 is about whether “students’ less preparedness and less confidence affect learning grammar communicatively” or not. 11% of the respondents strongly agreed, 32% agreed, 25% undecided, 20% disagreed, and 12% strongly disagreed. Students who agreed were more than those who didn’t even though some of them (25%) were uncertain. Consequently, it is agreed that students less confidence and less preparedness affect teaching grammar communicatively. For statement 18 which says “grammar learned based on CLT principles is unsuitable for existing examination system”, 8% of the respondents strongly agreed, 20% agreed, 29% undecided, 30% disagreed, and 13% strongly disagreed. Majority of students disagreed. However, according to some respondents’ (28%) agreement, it affects.

For Item 19 which says “large class size is a hurdle for teaching grammar through meaningful communication”, 22% of the respondents strongly agreed, 32% agreed, 8% undecided, 13% disagreed, and 25% strongly disagreed. The result discloses that large class size affect to apply or use CA to grammar teaching as has been discussed in literature review part. CA maximizes the involvement of students in every activity. However, if the students are large in number, it is difficult for both teachers and students to perform the activities as CA suggests. As the students’ responses, the four statements above, especially, 15.16 18 and 19 items, agreeably affect the attempt to use CLT to grammar instruction.

In addition to their responses to this questionnaire, some of the respondents mentioned other factors that might affect the application of CA to grammar teaching. Some of the challenges they mentioned are that teachers’ inability to use a variety of activities, lack of time for doing the activities, lack of students’ interests, experience, and self confidence to practice grammar items communicatively.

4.3. Analysis of the Results of Classroom Observation

In classroom observation, the researcher obtained data which shows whether or not communicative language teaching principles are applied effectively in grammar lesson. And it was observed whether the techniques the teachers used motivate the learner to practice the language structure communicatively. It was also observed that how effectively the teachers used CLT activities to practice grammar items. Whether or not there were challenges to apply CLT principles and activities to grammar teaching was also observed. The researcher believed that this critical classroom observation is one of the best ways to get first hand information to assess the process of grammar teaching – learning.

The observation was made on six grade 9 EFL classes. The teachers selected in the three schools were observed for three consecutive periods in grammar lessons. Consequently, here, the only useful points which are relevant to the study were discussed.

Firstly, how teachers presented the grammar lessons is discussed here. In this case, the points raised and needed to be sure about were whether or not the lessons followed mainly traditional approach – with explicit teaching of grammar rules and meaning without many illustrative examples, the teacher presented grammar items with detailed explanation and gave some examples; the emphasis was on language form. In contrary, it was observed if grammatical items were presented in a meaningful context to develop creative and independent use of the language or not and if the lesson was integrated into other activities like speaking and writing. Another point was how the teacher dealt with students' grammatical errors.

Based on this, most observed teachers, except two teachers who used different contexts, used explicit grammar teaching with very few illustrative examples; they presented grammar items with detailed explanations. They (teacher 1, teacher 4, teacher 5, and teacher 6) did not present and practice grammar items in a meaningful context to develop creative and independent use of the language. All observed teachers did not integrate the grammar lesson into other activities like speaking and writing. They rather presented it in isolated way. For example, teacher 1 on the first session first, revised the previous lesson which was the same topic that he taught during the observation and it was about verb and verb patterns. Then, he started writing the form of verbs (-*ing* and *to* form) on the blackboard and he explained the functions of these verbs and used few

examples from grade 9 students textbook. He followed similar procedure on the second and third sessions. Likewise, teacher 4, teacher 5, and teacher 6 followed similar procedures as teacher 1. Unlike teacher 1, teacher 4, teacher 5, and teacher 6, teacher 2 and teacher 3 tried to present and practice grammar items in a meaningful context to develop students' creative use of the language. For instance, teacher 2, after she greeted her students, she revised the previous session. Then she wrote the topic of the lesson (talking about the future) on the black board. She asked the students what they would do after the school. She gave chances for students to discuss and react. Then, she wrote different examples about the future. Next, she let the students discuss in a small groups in order to practice the language structures they have introduced in the language. Throughout her lessons she mainly focused on meaning and use. Similarly, teacher 2, considered some CLT principles to present grammar items.

In addition, it was observed whether CLT activities / techniques like role plays, games, individual work, pair work, small group work and whole class work were effectively used or not. In this case, all observed teachers never used role plays and games. But as the questionnaire result shows, majority of teachers responded that they use role plays activity. Except teacher 1 and teacher 5, all teachers used pair work. Individual work, small group work, and whole class work were techniques all observed teachers mainly used. Similarly, as the result of the teachers' and students' questionnaires shows, teachers considerably use these types of activities. Even though the result of the questionnaire indicates that teacher use other communicative activities like task completion activities, information gathering activities, opinion sharing activities, information transfer activities and reasoning gap activities, the classroom observation result shows that no teacher used such activities.

As discussed earlier, another point which was given due attention was if there were factors that might affect the implementation of CLT to grammar teaching. Broadly, some challenges might be lack of educational materials or facilities and lack of effective syllabus design. Other challenges might be of teachers and students. In this case, the concern was mainly observing teachers' and students' language proficiency levels, classroom condition- sitting arrangement and seats immovability, students population in the class whether they affected practical application of CLT principles and activities to grammar teaching.

Accordingly, in all observed classes, there was similar classroom condition. Seats are not movable. Regarding on students populations in the class, it was different from one class to another. For example, number of students of teacher 1 and teacher 2 was less than forty (40) so that these teacher could manage it. But as other observed classes, the number of students in the class was between forty five and fifty five. Therefore, this could be taken as a challenge. In addition, some observed teachers reasonably had lack of language proficiency level. For instance, teacher 1, teacher 5, and teacher 6 were not much proficient in the language. Besides, the major challenge observed was lack of students' proficiency level. The students, may be because of their language proficiency level, even lack confidence, motivation, and interest. Moreover, though most observed teachers didn't focus on correcting students' grammatical error, i.e. they chose to be quiet while students made grammatical errors, some of them corrected on the spot. None of them was observed using other methods of correcting students' language errors where necessarily. Thus, such challenges were observed while grammar instruction was going on.

4.4. Analysis of the Interview Data

To achieve the objective of the study, the researcher employed interview questions for EFL teachers. The interview questions were designed to identify whether the EFL teachers had enough information about the CLT method. It was also mainly focused to know their perceptions towards the use of CLT method to teach grammar, their grammar instructions – whether they practice grammar items communicatively or not, how they use CLT principles if they use and why they don't use if they don't use and how they deal with students' grammatical errors.

All interviewed teachers are informed about the CLT method either in the university or at different seminars. They also perceived that CLT is a very important method to teach a foreign language and use it in grammar instructions. They had different responses for the idea why they teach grammar – whether they teach grammar to get students to know and explain the rule of the language or to get learners to develop their communicative competence. In this case, interviewee 1 couldn't decide about the idea. Teacher 2 indicated his ideas as follows:

Yes, I teach students grammar for different purposes. One, there is fluency and accuracy. Through grammar we can be accurate or we develop our accuracy rather than fluency and we

can speak the language in effective ways. ... So I teach them to develop their communicative competence.

Similarly, teacher 3 said that “Ok. My primary objective to teach English grammar skill is to develop their communicative skills, but to do this; I have to first teach grammar rules”.

Interviewee 4 responded as “I think it is for both. When I teach grammar, the students are able to identify the rules of the language. If they are able to identify the rules of the language, they can use it practically....”

The next issue that the researcher focused was about EFL teachers’ perceptions and their actual classroom instructions towards the application of CLT in grammar teaching. Here again the interviewed teachers gave different explanation or suggestions. For instance, interviewee teachers said that teachers don’t practice grammar communicatively because students are interested in teaching grammar form without context, teaching grammar communicatively needs energy, enough time and it needs extra materials. It may also be because of students less understanding of the method.

Communicative language teaching method focuses on providing tasks for students to practice language items. Even though most EFL teachers believe this, they don’t provide enough tasks for students in the class. EFL teachers explained some suggestions why this is so. In relation to this, interviewee 1 said that “EFL teachers believe like this. This is the attitude, but in practice they don’t because students are not interested.” Similarly, teacher 4 said that:

... Students are not interested in doing the tasks related to grammar because it may not be the case of the interest. The students have no experience; they join high school level without base, and they don’t have base to practice different activities. As a result, teachers may be bored to give such activities.

The last issue raised in the interview questions is about how EFL teachers deal with students grammatical errors. Though there are different methods of correcting students’ errors, some teachers correct students’ grammatical errors at the spot. There were different suggestions raised by the interviewees on this issue. One of the interviewee teachers said that teachers correct

students' grammatical errors because they believe that they have knowledge than students. Another interviewee teacher suggested as:

The reason why teachers do this is that it takes time. Giving chances to correct themselves or peer correction takes time as I think. As English teacher I myself do this. The reason why I do this is to save my time, I want to push portion forward. But I believe that peer correction and self correction is very important and very good method.

Another interviewee teacher (teacher 4) said:

Giving correction at the moment the mistake is made is relevant. Giving correction at the moment or on the spot is for me, essential for the student because he/ she may not repeat mistake that was made before. There is no time that I tolerate students' mistake in the class. Communicative is not the only purpose of the language but knowing the rule by itself is one of the purposes. If they make mistake, we should give them correction. If I don't give them correction, why do I teach them grammar!

In conclusion, the above suggested ideas are in one hand indicates teachers' inability to use the CLT principles and also shows as there are challenges in using CLT principles to grammar instruction on the other hand.

CHAPTER FIVE

5. SUMMARY OF THE MAJOR FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter consists of the summary, conclusions and recommendations of the research results. The study, as discussed in previous chapters, was intended to assess the application of communicative approach to grammar teaching in high schools EFL classes. To achieve the overall purposes of the study, the researcher employed three types of data gathering tools – questionnaire, classroom observation, and interview. The data gathered through the aforementioned instruments were presented, analyzed and discussed in chapter four. Based on the analyses and discussions, the following conclusions and recommendations are made.

5.1. Summary and Conclusions

Based on its purposes, the study sought to answer the following research questions:

- How do EFL teachers of high schools perceive CLT principles to grammar teaching?
- How do EFL teachers apply CLT approach to grammar teaching?
- What are the factors that might affect the application of CLT to grammar teaching?

The findings reveal that EFL teachers and students perceived much of the CLT principles to grammar instructions. However, as has been observed, a great problem was applying the principles to grammar instructions that help students communicate meaningfully. Indeed, teachers were inclined in using traditional method rather than CLT approach to present grammar lessons.

Regarding the teachers' classroom grammar instructions, the result of the study shows that most of the time, EFL teachers focused on presenting and explaining the rule of the language rather than presenting grammar items through different contexts, and using CLT activities where students practice the language for meaningful communication.

Teachers, though their responses to the questionnaire indicated that they use some CLT activities, ignored using other communicative activities such as communicative practices, information gap activities, opinion sharing activities, games, role- plays and etc. Most of them, however, used some CLT techniques like: individual work activities, pair work activities, small

group work activities and whole class work activities usually. Here, even though teachers use such techniques, the types of task teachers provide were mainly focused on language forms without letting learners involve actively in meaningful practices or communicative practices.

Teachers were not taking their roles as a facilitator; they were rather dominating the class by taking much of time and learners were listening to the teachers' explanation without any attempt to use grammar structures for actual communication. They were also not using communicative based grammatical error corrections. In general, it could be possible to say that teachers were not effectively applying CLT principles to grammar teaching.

The result of the study also shows that there were factors affecting the implication of CLT approach to grammar instructions. Some of the factors identified are: teachers' and students' language proficiency levels, lack of teachers training and full understanding of CLT approach, lack of teachers' and students' interests, number students in the class, students' background, lack of teachers' and students' motivation to practice the approach to grammar teaching.

In conclusion, the overall findings of this study indicate that in spite of the fact that teachers fairly have medium level of understanding of CLT concepts, in reality, they failed to apply them in EFL classes in the entire contexts. Similarly, even though teachers and students have somewhat considerable degree of perception about CLT beliefs, the traditional types of classroom practice accustomed or the factors raised above in general are likely challenging for learners to adapt the CA to grammar instructions. Hence, it could be stated that there is a mismatch between how EFL teachers perceive about CA application to grammar lesson and how they actually practice.

5.2. Recommendations

Based on the findings of the study, the following recommendations are forwarded for better application of CA to grammar teaching.

The research findings reveal that there is incongruence between perceptions and practices, so that teachers should better equipped to reconcile beliefs and practices in order to provide more effective use of CLT principles to grammar instructions. Despite their positive perceptions about the CLT principles, teachers should be given workshops and other in- service programs that maximize the practical implementations of the approach.

It is advisable that teachers should deliver some sort of orientations to the learners about the CLT principles and their importance to maximize their beliefs and practical applications, so that students' interests and motivation may be improved.

Teachers themselves should develop their language proficiency levels, for the teachers' language proficiency levels have a crucial role in using the approach to grammar teaching.

The research findings also show that there are problems of materials. Therefore, the schools and other concerned bodies should provide carefully designed textbooks, supplementary materials and other facilities.

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- a) 1- 5 years b) 6-10 years c) 11-15 years
d) 16- 20 years e) more than 20 years
7. Your teaching load in periods per week:
a) 1- 10 b) 11-20 c) 21-30 d) above 30
8. Average number of students in one class
a) 30 and less than 30 b) 31-40 c) 41-50
d) 51-60 e) above 60

Direction 2: Please read the following items carefully and indicate your answer by putting a tick ‘(√)’ mark in the appropriate box.

1. Have you taken any course concerned with communicative language teaching (CLT) in college/university?
a) Yes b) No
2. If your answer to question No. 1 is ‘yes’, how useful have you found in grammar teaching?
a) Very useful b) Moderately useful c) Useful
d) Not that much useful e) Not useful
3. Have you ever participated in any seminar, workshop or orientations concerning communicative language teaching (CLT)?
a) Yes b) No
4. If your answer to question No. 3 is ‘yes’, how useful have you found it in grammar teaching based on its principles?
a) Very useful b) moderately useful c) useful
d) Not that much useful e) not useful

PART II: Teachers’ perceptions, classroom instructions and challenges

Direction 3: Please read each statement in this section and indicate to what extent you agree or disagree with them based on your beliefs and experience of grammar teaching based on communicative language teaching (CLT) by putting an “(√)” under each number in the table.

For this questionnaire, the following five responses are prepared: **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.**

No	Items	Scales				
		Strongly Agree	Agree	Undecide	Disagree	Strongly Disagree
	I. Teachers’ Perceptions					
1	The main goal of grammar teaching is to get learners understand and explain the rule of the language.					
2	The main goal of grammar teaching is to get learners develop their communicative competency.					
3	Grammar is best learned naturally through trying to communicate.					

4	Explicit/deductive teaching of grammatical rules is important for the mastery of English.					
5	Language is acquired most effectively when it is used as a vehicle for doing something else and not when it is studied in a direct or explicit way.					
6	Practice of structures must always be with in a full communicative context.					
7	The knowledge of grammar helps learners to communicate effectively and efficiently.					
8	Knowledge of the rules of English does not guarantee ability to use English.					
9	Students do not need to speak grammatically correct sentences to communicate well.					
10	Grammatical correctness is the most important criterion by which language performance should be judged.					

Direction 4: Put a tick “(√)” mark the techniques you use when you teach grammar and indicate the most appropriate rating scale for each of the given item.

(Responses are given using rating scale: **Always, Usually, Sometimes, Rarely and Never**)

No	II. Classroom Instructions	Rating scales				
		Always	Usually	Sometime	Rarely	Never
11	How often do you use the following techniques and strategies to present Grammar?					
A	Presenting the grammatical rule first and then giving examples to the students.					
B	Making students discover grammar rules by themselves					
C	Using contexts and situations such as pictures, objects, actions to convey meaning of structure.					
D	Presenting grammar with other skills to help students to generate meaning.					
12	How often do you use the following CLT activities and techniques to practice grammar?					
A	Mechanical drills – repetition drills and substitution drills					
B	Meaningful practice - an activity where language control is still provided but where students are required to make meaningful choices when carrying out practice.					
C	Communicative practice - using language within a real communicative context					
D	Task-completion activities: puzzles, games, map-reading and other kinds of classroom tasks in which the focus was on using one’s language resources to complete a task.					
E	Information gathering activities: student conducted surveys, interviews and searches in which students were required to use their linguistic resources to					

	collect information.						
F	Opinion-sharing activities: activities where students compare values, opinions, beliefs, & etc.						
G	Information-transfer activities: these require learners to take information that is presented in one form, and represent it in a different form.						
H	Reasoning gap-activities: these involve deriving some new information from given information through the process of inference, practical reasoning etc.						
I	Role-plays: activities in which students are assigned roles and improvise a scene or exchange based on given information or clues.						
J	Jig –Saw activities (e.g.), the class is divided into groups and each group has part of the information needed to complete an activity.						
K	Individual work						
L	Pair work						
M	Small group work						
N	Whole class work						
13	How often do you:						
A	Make students write and speak on the grammar items which they have introduced?						
B	Motivate students to use grammar items to say something about themselves?						
C	Encourage students to produce their own meaning on the target structure?						
14	When your students make grammar mistakes, you _____						
A	correct immediately.						
B	give your students a chance to correct themselves.						
C	invite other students to correct.						
D	tolerate.						

Direction 5: Please read each statement in this section and indicate to what extent you agree or disagree with them based on your experience of grammar teaching based on communicative language teaching (CLT) by putting an “(√)” under each number in the table. For this

questionnaire, the following five responses are prepared: **Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree.**

No	Items	Rating scales				
		Strongly Agree	Agree	Undecided	Disagree	Strongly Disagree
	III. Challenges in the application of CA to Grammar teaching					
15	Applying CLT to grammar teaching requires high proficiency of the teacher.					
16	Teachers' have low resources and less time for material preparation.					
17	Teachers lack training and full understanding of CA to apply it in grammar instruction.					
18	The approaches to grammar teaching depend largely on the students' proficiency level in the English language.					
19	Students are less confident and less prepared for learning grammar communicatively.					
20	Grammar learned based on CLT principles is unsuitable for existing examination system.					
21	Class rooms are not equipped with teaching aids for CLT.					
22	Large class size is a hurdle for CLT.					

23. Mention if there are other challenges in applying communicative approach (CA) to grammar teaching in EFL classes.

APPENDIX II

አዲስ አበባ ዩኒቨርሲቲ
የሂዩማኒቲክስ ቋንቋዎች ጥናት፣ ጋዜጠኝነትና ኮሙኒኬሽን ኮሌጅ
የውጭ ቋንቋዎችና ስነ-ጽሁፍ ት/ክፍል
የተማሪዎች መጠይቅ

የተከበራችሁ ተማሪዎች

ይህ መጠይቅ የውጭ ቋንቋዎችን በማስተማር ሒደት ለሚደረገው ትምህርታዊ ጥናት ተማሪዎች ባላቸው ልምድና አመለካከት መረጃ ለመሰብሰብ ታስቦ የተዘጋጀ ነው። በዋናነትም ሰዎሰውን (Grammar) በማስተማር ሂደት የተግባራዊ/communicative/ የማስተማር ዘዴ አተገባርን ለመገምገም ያገለግላል። የናንተ ትክክለኛ ምላሽ ሊደረግ ለታሰበው ጥናት ውጤታማነት አስፈላጊ ስለሆነ ለእያንዳንዱ ጥያቄዎች ትክክለኛ ምላሽ ትሰጡ ዘንድ ተጠይቃላችሁ። የምትሰጡት ማስረጃ ሚስጥራዊነቱ የተጠበቀ ስለሆነ በማንኛውም መንገድ እናንተን ለመገምገም አያገለግልም። በማንኛውም መጠይቅ ቦታ ስም መጻፍ አያፈልግም።

ለትብብራችሁ አመሰግናለሁ

ክፍል አንድ፡ አጠቃላይ መረጃ

መመሪያ አንድ፡ ስለራሳችሁ ትክክለኛውን መረጃ ስጡ

ሀ/የትምህርት ቤቱ ስም _____

ለ/ የትምህርት ደረጃ እና የምትማሩበት ክፍል _____

ሐ/ ዕድሜ _____

መ/ ያታ _____

ሰ/ የምትናገሩት የቋንቋ ብዛት _____

ክፍል ሁለት

መመሪያ ሁለት፡ በሰዎሰው ((Grammar) ትምህርት ክፍል የተግባራዊ/ communicative/ የማስተማር ዘዴ አተገባበርን በተመለከተ ያላችሁን ሐሳብና ልምድ ለማወቅ አምስት መመዘኛዎች(5-1) ለእያንዳንዱ ጥያቄ አይነት ተመድቧል። ከተሰጡት መመዘኛዎች ስለ ሰዎሰው ትክክለኛ ነው የምትሉትን በሰንጠረዥ ውስጥ በተሰጡት ጥያቄዎችና በመመዘኛው ቀጥታ የ(“✓”) ምልክት በማስቀመጥ መልሱ።

መመዘኛዎች: በጣም እስማማለሁ እስማማለሁ አልወሰንኩም አልስማማም በፍጹም አልስማማም

ተ.ቁ	ጥያቄዎች/items	መመዘኛዎች			
		በጣም እስማማለሁ	እስማማለሁ	አልስማማም	በፍጹም አልስማማም
	I. የተማሪዎችን አመለካከት በተመለከተ				
1	የሰዎች (Grammar) ትምህርት ዋና አላማ የቋንቋ ህጎችን እድታውቁ ለማድረግ ነው።				
2	የሰዎች (Grammar) ትምህርት ዋና አላማ የተማሪዎችን የመግባባት ብቃት በማሳደግ ነው።				
3	ሰዎች (Grammar) ለመማር የእንግሊዘኛ ቋንቋ ለማውራት ሙከራ ሲደረግ ነው።				
4	የሰዎች (Grammar) ህጎችን መማር እንግሊዘኛ ቋንቋ ለማወቅ ይጠቅማል።				
5	ከመማር ይልቅ ለእያንዳንዱ የሥራ እንቅስቃሴዎችን ቋንቋውን መጠቀም ቋንቋውን የበለጠ እንድናውቅ ይረዳናል።				
6	የሰዎች (Grammar) መዋቅሮች ስንለማመድ ሁልጊዜም በተግባር ታይ /communicative/ መንገድ መሆን አለበት።				
7	የሰዎች (Grammar) እውቀት ተማሪዎች በትክክል መንገድ እንዲገቡ ይረዳቸዋል።				
8	የቋንቋ ህጎችን ማወቅ ቋንቋውን ለመጠቀም ዋስትና አይሆንም				
9	በአግባቡ በመግባባት ትክክለኛ ሰዎች ህጎችን የጥበቃ አረፍተ ነገሮችን መናገር አያስፈልጋችሁም።				
10	ሰዎች (Grammar) ትክክለኛነት የቋንቋ ችሎታን ለመገምገም የሚያገለግል እጅግ ጠቃሚ መመዘኛ ነው።				

መመሪያ ሶስት: በሰዎች (Grammar) የትምህርት ክፍል ጊዜ መመሪያችሁ የሚጠበቅበትን የመማር ማስተማር ዘዴ በተመለከተ ከተሰጡት መመዘኛዎች ውስጥ ትክክለኛ መስሎ የተያችሁን በጥያቄው እና በተሰጠው መመዘኛ ቀጥታ የ"✓" ምልክት በማድረግ አመልክቱ መመዘኛዎች: ሁልጊዜ፣ አብዛኛውን ጊዜ፣ አልፎ አልፎ፣ ጥቂት ቀናት፣ ፍጹም አይጠቀምም

ተ.ቁ	ጥያቄዎች/items	መመዘኛዎች				
		ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	ጥቂት ቀናት	ፍጹም አይጠቀምም
11	መምህራሁ የሚከተሉትን የመማር ማስተማር ዘዴዎች ለምን ያህል ጊዜ በሰዎች ማስተማሪያነት ይጠቀምባቸዋል					
ሀ	በቅድሚያ ሰዎች ህጎችን መግለጽ ከዚያም ምሳሌ መስጠት					
ለ	ተማሪዎች በራሳቸው ሰዎች ህጎችን እንዲናገሩ ማድረግ					

ሐ	እንደ ሥዕል እቃና ድርጊቶች ለሰዎች መዋቅሮች፣ ማስተማሪያን መጠቀም					
መ	ተማሪዎች የቋንቋ ትርጓሜዎችን እንዲያውቁ ከሚረዱ ሌሎች የቋንቋ ክህሎች ጋር በማጣመር ሰዎችን ማስተማር					
12	መምህራች የሚከተሉትን አግባብታዊ ክንውኖችን ለምን ያህል ጊዜ በሰዎች ማስተማሪያነት ይጠቀሙባቸዋል					
ሀ	የግል ተግባር(individual work)					
ለ	የጥንድ ተግባር(pair work)					
ሐ	አነስተኛ የጋራ ተግባር /ክንውን/ (small group work)					
13	መምህራችሁ ለምን ያህል ጊዜ					
ሀ	የሰዎች(Grammar) ቋንቋ ክፍሎ እንድትጻፉ እና እድትናሩ ያደርጋል					
ለ	የሰዎች (Grammar) ቋንቋ ክፍሎችን በመጠቀም እራሳችሁን እንድትገልጹ ያበረታታችኋል					
ሐ	ሰዎች(Grammar) የቋንቋ መዋቅሮች በመጠቀም እንድትግቡ ያበረታታችኋል					
14	ሰዎች(Grammar) ስህተቶችን በምትሰሩበት ጊዜ መምህራችሁ ...:					
ሀ	ወዲያውኑ ማስተካከያ ይሰጣችኋል					
ለ	በራሳችሁ እንድትስተካክሉ እድል ይሰጣችኋል					
ሐ	ሌሎች ተማሪዎች እንዲያስተካክሉት ያደርጋል					
መ	በዝምታ ያልፋል					

መመሪያ አራት: የሚከተሉትን ጥያቄዎች አንብቡ እና ስለተግባብታዊ/communicative/ የሰዎች (Grammar) መማር ማስተማ ዘዴ ያላችሁን ልምድ በመጠቀም ለእያንዳንዱ ጥያቄ በተሰጠው መመዘኛ ቀጥታ የ" ✓" በማስቀመጥ መልሱ።

መመዘኛዎች: በጣም እስማማለሁ፣ እስማማለሁ፣ አልወሰንኩም፣ አልስማማም፣ ፈጽሞ አልስማማም

ተ.ቁ	ጥያቄዎች/items	መመዘኛዎች				
		በጣም እስማማለሁ	እስማማለሁ	አልወሰንኩም	አልስማማም	ፍፁም አይጠቀምም
	III. ሰዎችን በተግባብታዊ/ communicative/ዘዴ ለማስተማር የሚያረጋግጡ ተግዳሮቶች					
15	ሰዎችን(Grammar)በተግባብታዊ ዘዴ በማስተማር የመምህሩን ክፍተት ብቃ ይጠይቃል።					
16	ሰዎችን የምናስተምርበት የመማር ማስተማ ዘዴ በተማሪዎች የቋንቋ ብቃት ይወስናል።					
17	ተማሪዎች ሰዎችን በተግባብታዊ ዘዴ ለመማር ተነሳሽነት እና ዝግጅት ያንሳቸዋል።					

18	ሰዋሰውን በተግባታዊ ዘዴ ማስተማር ከሰው የፈተና አሰጣጥ ስርዓት ጋር አይጣጣምም።					
19	ከፍተኛ የተማሪ ቁጥር ሰዋሰውን በትጋቦታዊ ዘዴ ለማስተማር አደጋች እንዲሆን ያደርገዋል።					

20. ሰዋሰውን በተግባታዊ ዘዴ በምትማሩበት ጊዜ የሚገኘው ተግዳሮቶች ናቸው የምትሉት ካሉ ዘርዘሩ _____

Appendix III
ADDIS ABABA UNIVERSITY

GRADUATE PROGRAM

COLLEGE OF LANGUAGE STUDIES

DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Classroom Observation Checklists

Date of Observation _____ **Name of the School** _____ **Grade and Section** _____
Code of the Teacher _____ **Time** _____ **Number of students** _____
Topic of the lesson _____

No	List of observation	Session 1		Session 2		session 3	
		Yes	No	Yes	No	Yes	No
1	Grammar instruction						
1.1	Lessons followed mainly on traditional approach, with explicit teaching of grammar rules and meanings without many illustrative examples.						
1.2	The teacher presented grammar items with detailed explanation and gave some examples.						
1.3	Grammatical items presented and practiced in a meaningful context to develop creative and independent use of the language.						
1.4	Lesson was integrated into other activities like speaking and writing.						
2	Are the following communicative activities used to present grammar items?						
2.1	Role-plays						
2.2	Games						
2.3	Individual work						
2.4	Pair work						
2.5	Small group work						
2.6	Whole class work						
3	Factors affecting the implementation of CLT in teaching vocabulary						
3.1	Classroom condition e.g. sitting arrangement, seats immovability						
3.2	The students' population in the class						
3.3	Teachers' proficiency level						
3.4	Students' proficiency level						

4. How does the teacher present the grammar lessons?
5. Does he/she consider CLT principles while he/she presents grammar items?
6. What is the emphasis of the lesson? Is there emphasis on language form or meaning and use?
7. How does the teacher treat/deal with grammatical errors?
8. What are the challenges that affected while practicing grammar items through CLT principles?

APPENDIX IV
ADDIS ABABA UNIVERSITY
GRADUATE PROGRAM
COLLEGE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Interview for Teachers

Good morning/afternoon: my name is _____. I came from the Department of Foreign Language and Literature, Addis Ababa University to assess the application of communicative language teaching (CLT) to grammar teaching in high school English as a foreign language (EFL) classes.

I appreciate your cooperation and willingness to my interview. Your genuine opinion or response has its own contribution to my study and I kindly request you to give me the required information, therefore. I would like to thank you again for sparing your valuable time and effort in this interview. I would like to let you know that any information will be kept confidential and used only for this study.

1. Have you taken any course concerned with communicative language teaching (CLT) in college/university?
2. Have you ever participated in any seminar, workshop or orientations concerning communicative language teaching (CLT)?
3. How useful have you found communicative language teaching method or approach in teaching grammar items? Is it an appropriate/helpful method to use in grammar instruction?
4. Why do you teach grammar? Do you teach grammar to get students know and explain the rule of the language or to get learners develop their communicative competency/ability?
5. Most teachers believe that presenting grammar communicatively is important for students to develop their communicative competency, but they do not practice in the classrooms. What do you think the reasons?
6. Most English teachers believe that providing tasks for students in grammar teaching helps them to explore both spoken and written language, but they do not in class. Why this is so?
7. Many teachers believe that immediate correction of grammatical errors by themselves is not good. They also believe in self and peer correction. However, they are seen correcting every error at the spot. What reasons do you suggest?