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**ADDIS ABABA UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF ENGLISH**

**TEACHERS' AND STUDENTS' PERCEPTIONS OF
EFFECTIVE
GRAMMAR TEACHING: COMPARISON OF IDEAS**



BY: HABTAMU ADEM

MAY 2011

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HABTAMU ADEM



**A THESIS SUBMITTED TO THE SCHOOL OF GRADUATE
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**Teachers' and Students' Perceptions of Effective Grammar Teaching;
Comparison of Ideas**

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Many thanks go to my participants who gave their precious time to fill in the questionnaire. Their frank and timely responses played the paramount role for the success of this study.

Last but not least, my special word of thanks to Addis Ababa University for financing the research.

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Abstract

The disagreement among language teaching methods and the ill-defined guidelines on how to approach grammar has made grammar the subject of controversy (Ellis 1994). Teachers, therefore, are confused and have created their own personal approaches to grammar teaching. Their personal approaches mainly are derived from their perceptions of grammar and grammar teaching (Borg 1999). Their perceptions in turn determine whether and how grammar should be taught (Rohani 2010). This study, therefore, explores and compares teachers' and students' perceptions of effective grammar teaching. Three fundamental research questions are answered in this investigation. These are a) how do teachers perceive effective grammar teaching? b) how do students perceive effective grammar teaching? And c) how do teachers perceive effective grammar teaching compared with students (or the other way round)? To answer these fundamental questions, descriptive survey study is employed. For this study, 13% (53 students) from the total population of 417 are randomly selected while all English teachers directly participated. Questionnaire is used as instrument of data collection. The questionnaire consisted of 22 restricted and 2 open-ended items are distributed to both teachers and students. Once data is gathered, descriptive statistics and description methods are employed to analyze it. T-test is also used to compare their perceptions and to understand how much the difference is significant. The study finally finds that teachers perceive implicit approach as effective while students' perceptions go to explicit approach. The finding reveals the existence of significant difference in teachers' and students' perceptions of effective grammar teaching. In other words, teachers think they teach grammar best implicitly but students think teachers best teach them grammar explicitly. The existence of mismatch in any aspect is a serious problem which can negatively affect teachers' teaching and students' learning (Nunan 1987 cited in Tok 2010). Therefore, to better understand and solve the problem teachers and students may participate in an ongoing discussion. Further research also should be conducted on how they formulate their perceptions and the impact their perceptions have on their teaching and learning practices. Finally, possible ways should be explored to bridge the gap in teachers' and students' perceptions.

Chapter One

Introduction

1.1. Background

Grammar, even difficult to provide universally accepted definition, is a “computational system” that relates sound and meaning (Cook 2001). The Longman Dictionary of contemporary English, on its part, as cited in Harmer (1987) defines grammar as the study and practice of rules in which words change themselves and group together to make sentences. For some others, grammar simply is the order of words. Harmer (1991) reported that though the definitions vary, most linguists believe grammar is clearly necessary for competent language users. Cook further indicated that many linguists consider grammar as a center of a language around which other language aspects are circulating. The next question, therefore, is how to teach it. Girma (2005) reported that optional approaches to grammar teaching have been developed in different language teaching methods emerged over the years. They address the issue of grammar teaching differently.

Grammar translation method, for example, focuses on the explicit teaching of second language grammar. It is an approach to grammar teaching that overtly presents grammatical rules. Cook (2001) considered this approach as a process of working-out and learning the grammatical system of the language. Harmer (1987) named this approach ‘overt’ grammar teaching and regards as a process in which the teacher provides the students with grammatical rules and explanation.

The direct method emerged as a result of people’s dissatisfaction with grammar translation method and its failure to teach foreign language, on the other hand, preaches the demerit of grammatical explanation (Stern 1983). The shift from teaching the grammar of the language to everyday spoken language is its main reason. Audio-lingual method, on its part,

appreciates the optimal treatment of grammar. It does not give much emphasis to the explanation of grammar like grammar translation method but does not 'taboo' like the direct method (Stern).

Communicative language teaching, the recently well accepted approach, on its side, emphasizes on implicit approach to grammar teaching. It is an approach to grammar teaching whose goal is raising learners' consciousness of specific grammatical structure or like Chomsky's view teaching of grammar without having to study it (Girma 2005). Harmer similarly considers this approach as a process of learning the language while grammatical facts are hidden but with different name, covert grammar teaching.

According to Ellis (2006) the disagreement among the methods has made grammar instruction "the subject of controversy." Rohani (2007), in addition, indicated that due to the absence of agreement and clear guidelines, teachers are split in to groups and are confused. These paradoxes also lead teachers to create their own personal theories about how to approach grammar (Borg 1999). The personal theories mainly are derived from their perceptions of grammar teaching. The way they perceive grammar teaching emerged as a result of the paradoxes mentioned and personal and professional experiences often determines whether and how grammar should be taught (Rohani).

Assessing teachers' perceptions that they bring to the classroom, in this regard, has been attracting considerable research interest (Borg 1999, 2001, Farrell & Patricia 2005, Rohani 2007, Tok 2010). It is because having understanding of teachers' perceptions is important for language teachers, teacher trainers and curriculum designers. In addition to teachers' perceptions, it is necessary for stakeholders in the field to be aware of students' perceptions. Richardson (1996) as cited in Tok (2010) stated "having a firm understanding of students' perceptions is

important of teaching and students learning and achievement.” It would also help to avoid conflict between teachers and students. It is, therefore, clearly necessary to understand where the similarities and differences lie.

1.2 Statement of the Problem

Having understanding of teachers’ perceptions is important for language teachers, teacher trainers and curriculum designers since “beliefs are predispositions to action” (Rokeach 1968 cited in Tok 2010). Assessing teachers’ perceptions, therefore, has been attracting considerable research interest (Borg 1999, 2001, Farrel and Particia 2005, Rohani 2007, Tok 2010). The researchers, however, came up with contradictory research findings. Borg (1999), for example, reported that teachers have developed personal theories through educational and professional experiences which in turn influence their instructional decision. He reported that teachers’ theories and classroom teaching practices are strongly linked. Farrel and Particia, on the other hand, found that teachers have “a set of complex belief systems” which are not sometimes reflected in their classroom practices. Rohani, on his part, reported that teachers have different interrelated sets of beliefs whose practicality would be influenced by contextual factors in their work setting.

In addition to teachers’ perceptions, as Pazaver and Wang (2009) and Tok (2010) report, it is necessary for participants in the field to identify students’ perceptions. It is because understanding students’ perceptions is important of teaching and students’ learning and achievement (Richardson 1969 cited in Tok). Although few research works are conducted comparing to teachers’ perceptions, students’ perceptions is also explored. The findings here are also contradictory. Pazver and Wang, for example, reported that students from similar cultural and educational background view grammar instruction very differently.

Dereje (2001), on his part, reported that learners view of English grammar is overwhelmingly static, view of grammar as an object to be studied in isolation from meaning, use and change.

Moreover, besides to exploring teachers' and students' perceptions, as Tok (2010) quoted "a study that would compare and match teacher and student belief system would be another step in explaining effective foreign language behavior" (Bell 2005). The dissimilarities among previous research findings and the existence of few research works which specially compare and contrast teachers' and students' perceptions of effective foreign language teaching make the area attractive. More than these, understanding the intersection of the two belief systems (teachers' and students' perceptions) has ramification for students' language learning and the effectiveness of instruction (Tok).

In a nut shell, understanding how much the issue is important, this study aims to explore teachers' and students' perceptions of effective grammar teaching. Exploring their perceptions, however, is not the final job; once their perceptions are explored, it would be compared and contrasted to reach on consensus and to avoid mismatch. Because Nunan (1987) as cited in Tok (2010) argued that one of the most serious problem of learning is "the mismatch between teacher and student expectation about what should happen in the classroom."

1.3. Objective of the Study

The principal objectives of this study are exploring and comparing teachers' and students' perceptions of effective grammar teaching. The following objectives, therefore, guide the aim of the study.

- a. To identify teachers' perceptions of effective grammar teaching.
- b. To identify students' perceptions of effective grammar teaching
- c. To compare teachers' and students' perceptions of effective grammar teaching.

1.4. Research questions

The following fundamental questions guide the study and are answered in this investigation.

- a. How do teachers perceive effective grammar teaching?
- b. How do students perceive effective grammar teaching?
- c. How do teachers perceive effective grammar teaching compared with students (or the other way round)?

1.5. Significance of the Study

This study is important in many ways. To begin with, participants in the study benefit from the experience of reflection. In addition, the findings of the study will contribute additional information to interested educators in language teaching field on teachers' and students' perceptions of effective grammar teaching. Moreover, since research is duplicable, this study may prove other researchers to conduct related research.

1.6. Limitations of the Study

This study focuses on exploring and comparing teachers' and students' perceptions of effective grammar teaching. In exploring and comparing their perceptions, the following limitations restrict the generalizability of the results.

- a. This study is limited to teachers' and students' perceptions of effective grammar teaching.
- b. This study is limited to a single data gathering tool, questionnaire.
- c. This study is limited to EFL teachers teaching in Bulbula Secondary school and grade 10 students. Therefore, the findings are not intended to be generalized to all EFL teachers and students in general. The findings may not apply beyond the actual participants in this particular study.

Chapter Two

Review of Related Literature

2.1. The Concept of Grammar

Depending on one's theoretical orientation and experience, different people define grammar differently. Ur (1991) defines grammar as the way "language manipulates and combines words in order to form longer units of meaning." It concerns with form and structure of words and their relationship in sentences. Huddleston (1988) as cited in Rohani (2007) views grammar as consisting of morphology which deals with forms of words and syntax, ordering of words to form sentences. Cook (2001), on his part, defines grammar as a "computational system" that relates sound and meaning. Palmer (1984) similarly views grammar as a technical sense which lies in the middle of phonology the study of the sounds of a language and semantics, the study of meaning. For some others, as Cook reported, grammar simply is the order of words.

The Longman Dictionary of Applied Linguistics, however, defines grammar as the study and practice of rules in which words change themselves and group together to make sentences. From all these definitions, one can conclude grammar is concerned with the study and practice of forms of words, ordering of words, combination of words, relationships of words in sentences, relations of sound and meaning, etc.

2.2. Types of Grammar

Woods (1995) as cited in Rohani (2007) outlines five different types of grammar. These are prescriptive and descriptive grammar, traditional grammar, phrase-structure grammar, transformational-generative grammar and functional-systematic grammar.

2.2.1. Prescriptive and Descriptive Grammar

Prescriptive grammar, as the name indicates, prescribes what people should and should not say and correct and incorrect use of language (Cook 2001). The rules in prescriptive grammar are fixed. Cook considers this type of grammar as the rules of 'do's and don't s'. Educators, however, criticized prescriptive grammar for its fixed pre-set rules. They argued students should learn to speak real language that people use instead of artificial rules that nobody uses. Due to this, descriptive grammar which recognizes that language is constantly changing gained acceptance. Descriptive grammarians believe utterances which were ungrammatical at one time can be considered as correct another time (Rohani 2007). They referred to the adjective *few* and *little*. In prescriptive grammar, *few* determines countable nouns while *little* is for uncountable nouns. But today, *less* (the comparative degree of *little*) can be used for count nouns as in *less* students. Though this is the case, prescriptive grammar is still chosen in spelling where there is a single correct spelling for every word (Rohani).

2.2.2. Traditional Grammar

Traditional grammar is concerned with parts of speech (Cook 2001). Traditional grammarians identified and defined eight parts of speech; nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunction and interjections. The focus in traditional grammar, therefore, is on syntax than semantics. As Rohani (2007) reported, since parts of speech is the centre, language teaching based on the philosophy of traditional grammar emphasizes on the parts of speech.

2.2.3. Phrase Structure Grammar

Phrase- structure grammar, the third type of grammar based on Wood's (1995) classification and/or structural grammar for Cook (2001) is

concerned with how words go into phrases and phrases in to sentences. In phrase-structure (structural) grammar, tree diagram is often used to present the structure of the phrase. In simple terms, the tree diagram shows how words build up into phrases and phrases in to sentences. Cook reported that structural grammar does not only show how some words go together into sentences but also words which do not go together. This type of grammar is criticized for its presence without consideration of meaning and communicative function.

2.2.4. Transformational Generative Grammar

Chomsky in a book edited by Kermode (1977) views language as a generative system which accounts for understanding and producing infinite number of grammatical sentences and grammar as a means of describing native speakers 'intuitive understanding' of the language they use. This native speakers initiative knowledge has been described through 'surface structure', the actual form of the sentence produced, and 'deep structure', the underlying form that is related to the meaning of the sentence. Chomsky then established 'transformational rule' to specify how deep structure is to be transformed in to surface structure.

Transformational-generative grammar which is mostly considered as a theory originated and developed by Chomsky, therefore, like traditional and structural grammar focuses on syntax. It however unlike traditional and structural grammar deals with syntax in greater details. Transformational generative grammarians are interested in explaining how human mind generates sentences (Rohani 2007). Palmer (1984) reported that transformational- generative grammarians argue that "innumerable syntactic combinations can be generated by means of a system of formal rule," like transformational rule which transform phrase structures into other forms like active to passive.

Chomsky's transformational grammar, therefore, is important for language learning and teaching. Exercises in transformational grammar enable learners to rearrange, to combine and substitute and to manipulate and play with language at the phrase, sentence and paragraph level (Palmer 1984, Rohani 2007).

2.2.5. Functional - Systematic Grammar

Functional – Systematic grammar is concerned with how language is used for communication. In functional-systematic grammar, the interaction among syntax, semantics and pragmatics is highly emphasized. This is because it is concerned with language in use which is determined by the purpose, situation, audience, the relationship between the speaker and listener/writer and reader and cultural assumptions (Rohani 2007). Functional-systematic grammarians, as Rohani reported, argue linguistic forms and language functions are related through network, namely a system network. This system network consists of “choices of various kinds depending on the social context.” In other words, functional-systematic grammarians are interested in how people use language to communicate.

2.3. Views of Grammar

Everything we do with language including teaching and learning is highly determined by the way we perceive language (Rutherford 1987). Educators therefore have tried to explore conceptions of language. Rutherford for example identified two views of language, ‘machine’ and ‘organism’ views of language. In the former, machine view of language, as the name indicates, language is viewed as a machine which has linear interconnection. The underline view is, like machine “languages have component parts or ‘building-blocks’ that can be ‘taken apart’ and ‘put together’, namely phonological, morphological, syntactic, lexical,

semantic, etc structures” (Dereje 2001). Language in machine like view is viewed as a finished product ‘or as a fixed system.’ Moreover, as Nayyssoneen (1995) reported in machine view of language it is not what people mean by the language that counts but it is what the language means (cited in Dereje).

Contrary to machine view of language, in organism view, language is rather unmachinelike. Language in organism view is not a machine which has linear interconnection but an organism which has cyclic interconnection (Rutherford 1987). This views language as a system characterized by changes and growth overtime.

These two views of language, machine and organism, in turn intertwine with the views of grammar namely static and dynamic respectively.

2.3.1. Static View of Grammar

The static view of grammar which is in line with machine like view of language and similar with structural, generative and traditional grammarians view, views grammar as an end product. Grammar in static view is considered “as an object to be studied, or as knowledge to be memorized or as a collection of facts in some academic disciplines like history or mathematics” (Rutherford 1987). In this view, grammar can be studied or taught in isolation from meaning, use and change for its own sake since it is viewed as an end rather than a means to an end (competence) (Dereje 2001).

2.3.2. Dynamic View of Grammar

In dynamic view of grammar, a view in line with organismic concept of language, grammar is regarded as a ‘device’ or as a ‘strategy’ for the purpose of achieving discourse (Rutherford 1987). Grammar in dynamic view is not considered as an end by itself rather as a means to an end or as Bastone (1994) reported as an aspect of language which plays a

regulative function between the form (Structure) of the language and the determination of meaning in context or as a resource providing options to “signal” our meaning effectively and appropriately” (cited in Dereje 2001).

This day language philosophy, however, seem to favor the dynamic view of grammar. This is because the static view becomes incomplete and damaging in isolating grammar from meaning. More importantly, Johnson (1981) as cited in Dreje (2001) reported that isolated grammar teaching would make learners grammatically competent but communicatively incompetent language users; who know the structure but unable to express their idea. Though it has been said by educators, as Dereje reported “learners view of EFL grammar is overwhelmingly mechanic or static one,” Due to this contradictions, a third conception of grammar which lies between these two (static and dynamic views) has emerged. This views grammar as both dependent on and independent of discourse, so that “the relationship between grammar and discourse is reciprocal (Bastone 1994).

2.4. Controversy of Teaching Grammar

The teaching of grammar has become the most controversial area throughout the history of language teaching (Ellis 1994). The disagreement on the concept and teaching of grammar among language teaching methods, absence of clear guidelines on how to approach grammar and teachers’ different views on the concept and teaching of grammar resulted from the disagreement among language teaching methods, absence of clear guidelines and educational and professional experiences are the causes for the controversy (Borg 1999, Rohani 2007). Due to these paradoxes, applied linguists, teachers and even students have developed different attitudes towards teaching of grammar. Stern (1992) describes these attitudes in a continuum way as ‘anti-grammarians’ through ‘tentative grammarians’ to ‘positive grammarians’.

Anti-grammarians, also known as 'zero-options,' as the names indicate, believe that learning and working-out grammatical features has no more importance (Ellis 1994). They totally reject overt grammar teaching. Their assumption is grammar instructions add nothing on the ultimate competence of a second language acquirer. Tentative grammarians, on the other hand, lie in the middle of anti-grammarians and positive-grammarians. They neither accept nor reject the centrality of grammar in language classroom. They acknowledge "some grammatical structures are resistant to over teaching but they still admit that one can not entirely abandon grammar (Dereje 2001). The positive grammarians, contrary to anti-grammarians, believe the teaching of grammar any kind is important. The assumption is "more grammar more proficient" (Richards 1985).

The different attitudes that stakeholders developed is not the only problem we encounter, the controversy has also made scholars to raise question like "should we teacher grammar?" Krashen (1983) for example protested the teaching of grammar. His view is if the teacher is teaching grammar, the students are learning. Learning, based on his Acquisition-Learning theory, is 'knowing the rules' or having a conscious knowledge about grammar. He further reported in conscious learning, learners' attention is on the rules which would help to edit or monitor our second language production, not on the message. He, therefore, rejected learning grammar which is the counter part of teaching and encourages acquisition, developing ability in the language in the way children acquire, 'pick up', their first language.

Sooner or later, though educators have different attitudes on the concept and teaching of grammar, they agree on its role in language use. Cook (2001) reported that most linguists consider grammar as a means by which we understand how a language works and/or as a center of language around which other language aspects such as pronunciation

and vocabulary revolve. The focus of the debate, therefore, is shifted to the question on how grammar can be best taught. Due to this, different optional approaches to teaching grammar have been developed (Girma 2005). Explicit, implicit and inclusive approaches to teaching grammar are mostly known approaches to teaching grammar (see the detail in the next topic).

2.5. Approaches to Teaching Grammar

In language teaching history, different approaches to language teaching have been developed. These approaches address the issue of grammar teaching differently. In addition to grammar teaching approaches developed in language teaching methods, teachers have been developing their own approaches. The reasons for teacher made approaches to teaching grammar are the disagreement on the concept and teaching of grammar among language teaching methods, absence of clear guidelines, and educational and professional experiences (Borg 1999). This section, however, is limited to approaches to teaching grammar which we found in language teaching methods, namely, explicit, implicit and inclusive approaches to teaching grammar.

2.5.1. Explicit Approach to Teaching Grammar

Explicit approach, also known as formal instruction, overt grammar teaching, product – oriented approach, deductive approach, is an approach to teaching grammar which overtly presents grammatical rules (Harmer 1987). Cook (2001) considers this approach as a process of working-out and learning the grammatical system of the language. The teacher in explicit approach provides the student with grammatical rules and explanations. The assumption behind explicit instruction is rules that are learnt consciously can be converted in the unconscious process of comprehension and production (Cook). Though it is the assumption, people questioned whether conscious knowledge ever converts in to the

ability to use the language. Krashen (1985) further reported, even it is possible, means if conscious knowledge converts into unconscious knowledge and production, the speaker produces the language checking each sentences against his/her conscious knowledge.

Moreover, explicit approach is criticized for its production of structurally competent but communicatively incompetence language users. The educators therefore questioned why explicit grammar teaching. Because they assumed students in explicit instruction do not learn the language rather about the language (Atkins, Hailom and Nuru 1995). Cook, however, reported that if the aim of teaching is academic knowledge, conscious understanding is acceptable. Lynch (2005) further reported situations where explicit teaching is required. These are when some basic features of English structures are illogical and dissimilar to learners first language and difficult to be understood even in context, when the English grammar offers exceptional rules which are highly challenged for foreign language learners and when the students are logically or linguistically biased thinkers respond well to structure for example adult learners often favor from explicit instruction.

2.5.2. Implicit Approach to Teaching Grammar

Chomsky in the 1960's defined grammar as the knowledge of the language that "the speaker posses in mind" (Cook 2001). He named this knowledge of language linguistic or grammatical competence. His assumption is all speakers of any language can develop grammatical competence with out having to study grammar explicitly. He supports his assumption with those native speakers who know the system but unable to verbalize it. This knowledge can be seen as implicit (unseen) knowledge. From this assumption, we can conclude grammar can be learnt with out having to study it.

Implicit approach to teaching grammar, also known as inductive teaching, skill oriented approach, covert instruction, therefore, is an instruction whose aim is raising the learners' consciousness of specific grammatical structure (Rutherford and Smith 1985 cited in Girma 2005). Consciousness raising in this context is used to refer to the deliberate attempt to draw the learners' attention specifically to the formal properties of the target language (Girma). Harmer (1987) views this approach as a teaching of grammar where grammatical facts are hidden from students. He further explained his view, in covert teaching teachers help students to acquire (not to learn) and practice the language without drawing conscious attention to the grammatical facts of the language.

Implicit grammar instruction and communicative approach are often used interchangeably. Yip (1994) as cited in Girma (2005), however, defines implicit approach and shows its little difference from pure communicative approach as follows;

Implicit grammar instruction focuses on aspects of grammar without necessarily using explicit or technical terms. Instead of to impart rules and principles directly as deductive approach, it helps learners to discover them for themselves by focusing on aspects of the target structure. On the other hand, it is different from pure communicative approach by telling learners which structures are ungrammatical and providing the grammatical counterparts.

Although, as Yip said, implicit approach is different from pure communicative approach by telling learners which structures are ungrammatical and providing the grammatical counterparts, its main aim is to enable learners to use grammar for communication (Atkins, et al 2005).

Stakeholders in language teaching field seem to favor implicit approach. They, however, question its applicability. In other words, “is implicit approach practical” is the question raised by practitioners. In addition, Lynch (2005) outlines situations where implicit approach fails. These are when the rule in the target language is difficult and dissimilar with learners’ first language, when the structure is exceptional which is even challenged for native speakers and when students favor explicit teaching.

To sum up, implicit instruction is an approach to teaching grammar whose goal is raising learners’ consciousness to specific grammatical structure or like Chomsky’s view teaching of grammar without having to study it. In both cases, explicit explanation of grammatical facts is avoided.

2.5.3. Inclusive Approach to Teaching Grammar

The approaches to teaching grammar we have seen, explicit and implicit approaches, have got their own drawbacks. The educators then originated an approach to teaching grammar which lies between both approaches, namely inclusive approach. Inclusive approach to teaching grammar also known as balanced approach, integrative approach is a combination of explicit and implicit approaches but neglects their drawbacks.

Inclusive approach is applicable into two different ways. The first way is, as Atkins, et al (2005) indicated by beginning with awareness –raising tasks following more explicit teaching of grammar points or with explicit grammatical explanation following awareness raising activities. In this way, both approaches are integrated while teaching a lesson. The new method of teaching grammar proposed by Sysoyev (1999) further elaborates this idea. He names this method integrative grammar teaching which consists of three E’S (EEE) which stand for Exploration, Explanation and Expression. The first stage of EEE method is

exploration (inductive teaching) where learners are given sentences illustrating certain grammar rules and are asked to discover the rules by themselves. The second stage then is explanation (deductive teaching) where learners learn the explicit grammar rules. The third stage is expression where learners are allowed to apply their knowledge of grammar to express themselves (to produce meaningful sentences). Therefore, in EEE method explicit and implicit instructions are integrated while teaching a lesson.

The second way of integrating explicit and implicit approaches to teaching grammar is to apply explicit instruction alone when it is needed and implicit whenever it is required. Lynch (2005) as mentioned earlier, indicated situation where explicit and implicit approaches are acceptable and unacceptable. For example, when the aspects of English grammar offers exceptional challenge to the foreign language learners like use of words order, determiners, prepositions, auxiliaries, conjunctions, integrative, intensifier, distinction between modal verbs and phrasal verbs explicit instruction is required (Lynch). Where as, when it is believed the grammar of the language we teach can be easily mastered by the learners with out having to study it, only implicit approach will be employed.

The fundamental difference between these two ways, therefore, is, in the first way we necessarily integrate explicit and implicit approaches to teaching grammar but in the second way we determine which aspects of grammar to teach explicitly and implicitly. On the other hand, they are similar because they exclude neither explicit nor implicit approaches to teaching grammar.

2.6. Teachers' and Students' perception of Grammar Teaching

The disagreement among language teaching methods and the ill-defined guidelines on how to approach grammar has made grammar the subject

of controversy (Ellis 1994, Rohani 2007). Teachers therefore are confused and split into groups. These paradoxes also lead teachers to create their own personal theories about how to approach grammar. The personal theories mainly are derived from their perceptions of grammar and grammar teaching. Their perception which is emerged as a result of the paradoxes mentioned and educational and professional experiences often determines whether and how grammar should be taught (Borg 1999, Rohani).

Assessing teachers' perceptions that they bring to the classroom, therefore, has been attracting considerable research interest (Borg 1999, 2001, Farrel and Particia 2005, Rohani 2007, Tok 2010). It is because having understanding of teachers' perceptions is important for language teachers, teacher trainers and curriculum designers since "beliefs are predispositions to action" (Rokeach 1968 cited in Tok 2010). However, researchers came up with contradictory research findings. Borg, for example, reported that teachers have developed personal theories through educational and professional experiences which influence their instructional decisions. He reported that teachers' theories and classroom teaching practices are strongly linked. Farrel and Particia, on the other hand, found that teachers have 'a set of complex belief systems' which are not sometimes reflected in their classroom practices. It is further reported sample teachers were not consciously aware of their belief until they were interviewed. Rohani, on his part, reported that teachers have different interrelated sets of beliefs whose practicality would be influenced by contextual factors in their work setting.

In addition to teachers' perceptions as Pazavr and Wang (2009) and Tok (2010) reported, it is necessary for stakeholders in the field to explore students' perceptions. Exploring students' perceptions has a greatest influence on achievement. Richardson (1969) as cited in Tok said "having a firm understanding of students' perceptions is important of teaching

and students' learning and achievement." Although it is not well studied like teachers' perceptions, students' perceptions are also studied. The findings here are also contradictory. Pazaver and Wang, for example, reported that students from similar cultural and educational background viewed grammar instruction very differently. Dereje (2001). On the other hand, reported that learners' viewed of English grammar is overwhelmingly static; view of grammar as an object to be studied in isolation from meaning, use and change.

Moreover, besides to exploring teachers' and students' perceptions, as Tok (2010) quoted 'a study that would compare and match teacher and student belief system would be another step in explaining effective foreign language behavior" (Bell 2005). The existence of relatively few research works which specifically compare and contrast teachers and students perceptions of effective foreign language teaching make the area attractive. More than this, the existence of few studies in the area, understanding the intersection of the two belief systems (teachers' and students') has ramification for students' language learning and the effectiveness of instruction" (Tok). It is therefore clearly necessary to explore teachers' and students' perceptions and to compare and contrast to understand where the similarities and differences lie.

Chapter Three

Methodology

3.1 Study Design

The principal objectives of this study, as mentioned earlier, are exploring and comparing teachers' and students' perceptions of effective grammar teaching. To achieve these objectives, descriptive survey study, a method used to identify present conditions and find facts, is employed. This is because this method enables to identify and compare teachers' and students' perceptions of effective grammar teaching.

3.2 Sample Size and Sampling

The populations of this study are English teachers and grade 10 students of Bulbula secondary school, a governmental school in Nifas-Silk Lafto Sub-City. The number of English teachers in the school is 10 while there are 417 grade 10 students. All English teachers, since they are small in number and to be able to get in depth information, directly participated in the study. However, from the total population of 417 students, after informing them the purpose of the study so as to get their willingness to be sample participants, 13 percents (53 students) are selected. This is because as Kumar (2007) and Sharma (2000) report in descriptive study 10-20% of accessible population is suggested to be used for sample. To select sample students, random sampling is employed. The equal chance it provides for all the population to be sample, its objectivity and its economy of money are some of the reasons why it was chosen. In selecting sample students, lists of students in each section are first obtained and second via lottery 53 students (an average of 5 students from each section) are selected.

3.3 Instrumentation

Questionnaire is used as instrument of data collection. Questionnaires which are identical in their concept are prepared and distributed for both teachers and students but presented in different languages. This is to mean the questions in teachers' questionnaire are similar with the questions in students' questionnaire. The aim is to be able to explore and compare their perceptions based on the data gained from identical questions. However, to help students understand the questions, all items are translated in to Amharic. Both teachers' and students' questionnaires consisted of 22 restricted and 2 open-ended questions. From the restricted questions, 18 questions are adapted from Dereje Tadesse. The rest four questions in the restricted items and two open-ended questions are designed by the researcher through literature review and discussion with colleagues. In addition to adapting and designing the questionnaires, English teachers and high school students in neighbors are informally asked to suggest on their perceptions of effective grammar teaching. This helps the researcher to modify and shape the questionnaires. Besides, classmates are invited to comment on the questionnaire before piloting. Then, the teachers' questionnaire on 4 English teachers and the students' questionnaire on 10 grade 10 students are first pilot tested. Piloting the questionnaires, the open-ended questions on teachers' questionnaire and 9 restricted items and the open-ended questions in students' questionnaire are modified. Therefore, the pilot test is used to improve the questionnaires' face validity, items and format.

The questionnaires, both teachers' and students', are divided in to two parts; restricted and open-ended items. The restricted items are secretly further divided in to three categories. The first category, items 1-9, is designed based on the philosophy of explicit approach to teaching grammar. Items in this category mainly address the teaching of grammar from explicit grammar teaching point of view. Providing grammatical

rules and explanation, defining and explaining what adjective, verb, adverb etc, translating and comparing English grammar using Amharic, and the like are techniques included in this category. The second category, items 10-18, on the other hand, is prepared based on the philosophy of implicit approach to teaching grammar. Facilitating classroom discussion, encouraging students to use what they know even though it is not accurate, allowing students to discover grammar rules by themselves, and so on are techniques enumerated under this category. The third category which consists of items 18-22, on its part, is designed to explore teachers' and students' perceptions of inclusive approach to teaching grammar. Providing and allowing students to produce meaningful sentences, explaining only challenging areas of grammar, and the like are techniques presented in this category.

The open-ended questions (two in number) are used for further exploration of teachers' and students' perceptions of effective grammar teaching. These items are used because Tok (2010) reported that forcing participants to respond only to restricted item, to the exclusion of qualitative data, is problematic. In other words, making participants to respond only to the set of items on the questionnaire restricts the generalizability of the result. Therefore, these items help participants to express themselves freely.

Generally, the restricted items address the techniques employed in the major approaches to teaching English grammar; namely explicit, implicit and inclusive approaches. The open ended questions inquire teachers the best way they think they teach English grammar and their suggestions for their students on the best way they learn English grammar; and students the way they think they learn English grammar best and the best way they think their English teachers teach them English grammar.

3.4 Data Analysis Method and Procedure

Once data is gathered, both quantitative and qualitative data analysis methods are employed. This is because the items are of two types; restricted and open-ended. To analyze data from restricted items, descriptive analysis is conducted. In doing this, items first are categorized in to parts. Then, observed frequencies (the number of times each item is observed) is displayed in to tables. In addition, to be able to compare and contrast the specific items, mean and percentage of each are displayed. The items in each category are also presented from highly to least chosen in separate tables so as to make the comparison easy. The descriptive analysis is followed with description. This is to mean the numerical data displayed in tables are further described in words to make the analysis meaningful.

To analyze data gathered via open-ended questions, the following cyclic steps taken from Taylor- Powell and Ronner (2003) are used. The researcher first reads and re-reads the respondents' responses to understand the entire message. The researcher secondly focuses on what is needed to find-out. Thirdly, information is organized in to coherent categories. The fourth step then is the step where the researcher connects within and between categories. Finally, the data is brought together and meaning is attached to it.

Next to analyzing the data gathered via restricted and open-ended items, data from both types compared. This is to mean respondents' responses to the restricted items are compared with their responses to the open ended questions.

The earlier mentioned data analysis methods and steps are conducted in analyzing both teachers' and students' responses. Once their responses are separately analyzed, to answer the third research question (How do teachers perceive effective grammar teaching compared with students?),

comparison between teachers' and students' responses are made. The data gathered through restricted items is compared numerically while description is employed to compare responses to the open-ended questions. T-test is also employed to compare teachers' and students' perceptions and to check how much the difference is significant. To sum up, the data gathered is analyzed both quantitatively and qualitatively and followed with comparison of result, conclusion and recommendation.

Chapter Four

Analysis and Interpretation

4.1 Introduction

This study which aims to explore and compare teachers' and students' perceptions of effective grammar teaching is conducted in Bulbula Secondary School. The populations for the study are English teachers and grade 10 students in the school. All English teachers directly participated while 13% (53) students are randomly selected from the total population of 417 students. In other words, questionnaire which is the instrument of data collection for this study, is distributed for 10 English teachers and 53 students. However, from students' questionnaire, 4 are returned with some unanswered questions and even difficult to read the answers. Therefore, excluding four questionnaires, the analysis is done on 10 teachers' and 49 students' questionnaires.

4.2. Teachers' Response to the Questionnaire

The first objective of this study is exploring teachers' perceptions of effective grammar teaching. In this regard, teachers' questionnaire is concerned with exploring subject teachers' perceptions of the major approaches to teaching grammar; explicit approach, implicit approach and inclusive approach.

Table 1. Frequency of responses to the restricted items

No	Items	Relative frequency					Percentage	Mean
		VH	H	A	NVH	WT	X	X
1	Providing grammatical rules and explanations	50	30	10	10		84	64.2
2	Translating using Amharic as a base for understanding English grammar		30	20	50		56	
3	Teaching correct and incorrect use of language		50	30	20		66	
4	Teaching patterns which would come on tests	10		10	40	40	40	
5	Helping students to compare and contrast the rules of Amharic and English		30	10	20	40	46	
6	Defining and explaining what adjective, verb, adverb, etc	10	20	40	30		62	
7	Breaking up the class in to smaller groups to talk about English grammar points, e.g. parts of speech (Verbs, adverbs, ...), tenses (past, present, future), etc	40	40		10	10	78	
8	Giving students classroom exercises in which they fill in the correct forms of the verbs in sentences	20	80				84	
9	Correcting all the students' mistakes when they make errors	20	30		40	10	62	
10	Having a classroom discussion of some topics such as Tourism in Ethiopia, the emphasis is on exchanging opinion in English	70	10	10		10	86	
11	Encouraging students to use what they know to communicate though it is not accurate	70	20	10			92	
12	Teaching through teaching aids, eg. Pictures, objects, etc	50	50				90	
13	Making students do drama, simulation, role-play, etc in English	80	20				96	
14	Teaching students strategies of learning English grammar, not grammar	20	20	30	30		66	
15	Paying attention to the ideas and feelings in students writing, not on their grammar errors	10	40	10	40		64	
16	Making students prepare a TV or radio programme in English, eg. News	80	20				96	
17	Allowing each students to discover grammar rules by him/herself	30	50			20	74	
18	Allowing students to revise/edit their own writings to help them self-correct their own grammar errors	40	30	20	10		80	
19	Explaining grammar points first (adjectives, adverbs, ...) and then providing examples	20	30	20	30		68	72.5
20	Providing examples first, and then explaining grammar points (adjectives, adverbs, ...)	30	50		10	10	76	
21	Providing examples first, explaining grammar points (adjectives, adverbs, ...) second, and finally allowing students to produce meaningful sentences	40	20	30		10	76	
22	Explaining challenging areas of grammar such as phrasal verbs, prepositions, etc, not areas which students can easily master	40	10	30		20	70	

Note that the frequency of responses put in to percentage.

Remember: Very Helpful=VH=5 points

Helpful =H=4 points

Average =A=3 points

Not very Helpful=NVH= 2 points

Waste of time =WT= 1 Point

Table 1 displays the frequency of teachers' responses to the restricted items. The mean for each item and the mean item mean for each category are also displayed in this table. As the table reveals, implicit approach to teaching grammar is effective for teachers. This is clearly seen from teachers' responses to the second category of the questionnaire. Inclusive and explicit approaches to teaching grammar are chosen as second and third effective approaches respectively. From the second category of the questionnaire, items based on implicit approach, 'making students do drama, simulation and role-play' and 'making students prepare a TV or radio programme in English' could attract significant numbers of teachers. To make the description easy and clear, items are ranked in descending order from the largest to the smallest mean difference in the following table (table 2). The description and interpretation of table 1 and 2 is presented following table 2.

Table 2: Rank order of restricted items by item mean (\bar{x}) and mean item mean (\bar{x}'').

Rank	Item	Question	\bar{x}	\bar{x}''
1	13	Making students do drama, simulation, role-play, etc in English	4.8	4.13
2	16	Making students prepare a TV or radio programme in English, eg. News	4.8	
3	11	Encouraging students to use what they know to communicate though it is not accurate	4.6	
4	12	Teaching through teaching aids, eg. Pictures, objects, etc	4.5	
5	10	Having a classroom discussion of some topics such as Tourism in Ethiopia, the emphasis is on exchanging opinion in English	4.3	
6	18	Allowing students to revise/edit their own writings to help them self-correct their own grammar errors	4	
7	17	Allowing each students to discover grammar rules by him/herself	3.7	
8	14	Teaching students strategies of learning English grammar, not grammar	3.3	
9	15	Paying attention to the ideas and feelings in students writing, not on their grammar errors	3.2	
1	20	Providing examples first, and then explaining grammar points (adjectives, adverbs, ...)	3.8	3.62
2	21	Providing examples first, explaining grammar points (adjectives, adverbs, ...) second, and finally allowing students to produce meaningful sentences	3.8	
3	22	Explaining challenging areas of grammar such as phrasal verbs, prepositions, etc, not areas which students can easily master	3.5	
4	19	Explaining grammar points first (adjectives, adverbs, ...) and then providing examples	3.4	
1	1	Providing grammatical rules and explanations	4.2	3.12
2	8	Giving students classroom exercises in which they fill in the correct forms of the verbs in sentences	4.2	
3	7	Breaking up the class in to smaller groups to talk about English grammar points, e.g. parts of speech (Verbs, adverbs, ...), tenses (past, present, future), etc	3.9	
4	3	Teaching correct and incorrect use of language	3.3	
5	6	Defining and explaining what adjective, verb, adverb, etc	3.1	
6	9	Correcting all the students' mistakes when they make errors	3.1	
7	2	Translating using Amharic as a base for understanding English grammar	2.8	
8	5	Helping students to compare and contrast the rules of Amharic and English	2.3	
9	4	Teaching patterns which would come on tests	2	

The subject teachers' response clearly shows teachers' perceptions of effective grammar teaching goes to implicit approach. This is clearly observed from subject teachers' responses to the second category of the questionnaire, items 10-18. Among these items, items 12,13 and 16 are endorsed as helpful techniques by 100 percent. This means, 'teaching through teaching aids', 'making students do drama, simulation, role-play, etc, in English;' and 'making' students prepare a TV or radio programme in English' are the techniques the subject teachers perceive as helpful ones. Similarly, 80 percent of the subjects endorse item 11, 'encouraging students to use what they know to communicate, even though it is not accurate'. In addition, the subject teachers think 'having a classroom discussion of some topics such as, Tourism in Ethiopia whose purpose is exchanging opinion'; 'allowing students to discover grammar rules by themselves'; and 'allowing students to revise/ edit their own writings to help them self-correct their own grammar errors' are helpful techniques; 80 percent and 70 percent of teachers endorse these items respectively. From the second category of the questionnaire items prepared based on the philosophy of implicit approach to grammar teaching, item 14, 'teaching students strategies of learning English grammar instead of teaching grammar', and item 15, 'paying attention to the ideas and feelings in student writing, not on their grammar errors' are relatively preferred by few number of teachers comparing to techniques listed in this category; by 40 percent and 50 percent respectively. The teachers' response, therefore, is a good indication of their perceptions of implicit approach as effective.

The subject teachers' responses to the open-ended items further strengthen their responses to the restricted items. This to mean the subject teachers think they teach English grammar best when they employ implicit approach to teaching grammar. In responding to the first open-ended item which inquires the way they think they teach English

grammar best, they list techniques employed in implicit approach. 'Having discussion,' 'doing role play and simulation', 'using teaching aids,' etc are repeatedly mentioned techniques to teach grammar best. There are, however, few subject teachers who believe using translation helps to teach grammar effectively. These respondents do not only express their thought but also take into account their students preference. In other words, in deciding their best grammar teaching approach, they consider their students' need. Based on their response, their learners need them to translate English grammar in to Amharic. That is the reason why they perceive translation as best technique. This is because as Rohani (2007) reports teachers beliefs are influenced by contextual factors in their work setting. There are also subject teachers who think they teach English grammar best when they follow a certain procedure. Explain grammatical facts first, providing examples second and making them to do exercises finally and providing examples first, making students to construct their own sentences second and encouraging them to draw conclusions are mentioned under this category to teach English grammar best.

The second open ended question inquires the best way teachers think students learn English grammar. The subject teachers' responses for the first open ended item are repeatedly responded. In other words, the subject teachers believe the best way they think they teach English grammar is the best way students learn. A subject teacher, for example, reports that he thinks he teaches grammar best via EEE method (Exploration, Explanation and Expression) replies item 2 in the same way.

Generally, teachers have endorsed implicit approach to teaching grammar as effective than others; inclusive and explicit approaches. Their responses to the open ended items further strengthen their responses to the restricted items. Their responses also show the best way they think they teach English grammar is the best way students learn.

4.3. Student's Response to the Questionnaire

The second objective of the study is to explore students' perceptions of effective grammar teaching. Therefore, students' questionnaire is concerned with assessing their perceptions of the major approaches to teaching grammar; explicit, implicit and inclusive approaches.

In presenting students' perceptions of effective grammar teaching, the frequency of responses to the restricted items is first displayed in table numerically (see table 3). The table also displays the mean for each item and the mean item mean for each category of the questionnaire. To make the description easy and clear, table 3 is followed with a table which ranks items in descending order from the largest to the smallest mean difference. The description and interpretation of these two tables then is presented.

Table 3. Frequency of response to the restricted items

No	Question	Relative frequency Percentage						Mean X
		VH	H	A	NVH	WT	X	
1	Providing grammatical rules and explanations	69.4	30.6					93.8
2	Translating using Amharic as a base for understanding English grammar	30.6	34.7	16.3	8.2	10.2		73.5
3	Teaching correct and incorrect use of language	34.7	16.3	8.2	10.2	30.6		62.9
4	Teaching patterns which would come on tests	67.3	14.3	10.2	6.1	2		87.7
5	Helping students to compare and contrast the rules of Amharic and English	49	24.5	20.4	4.1	2		82.9
6	Defining and explaining what adjective, verb, adverb, etc	53.1	26.5	10.2	4.1	6.1		83.3
7	Breaking up the class in to smaller groups to talk about English grammar points, e.g. parts of speech (Verbs, adverbs, ...), tenses (past, present, future), etc	51	26.5	8.2	6.1	8.2		81.2
8	Giving students classroom exercises in which they fill in the correct forms of the verbs in sentences	24.5	46.9	18.4	2	8.2		75.5
9	Correcting all the students' mistakes when they make errors	55.1	26.5	12.2	4.1	2		85.7
10	Having a classroom discussion of some topics such as Tourism in Ethiopia, the emphasis is on exchanging opinion in English	42.8	44.9	10.2	--	2		85.2
11	Encouraging students to use what they know to communicate though it is not accurate	38.8	30.6	12.2	2	16.3		79.5
12	Teaching through teaching aids, eg. Pictures, objects, etc	30.6	26.5	18.4	14.3	10.2		70.6
13	Making students do drama, simulation, role-play, etc in English	61.2	14.3	8.2	6.1	10.2		82
14	Teaching students strategies of learning English grammar, not grammar	36.7	34.7	16.3	10.2	2		78.7
15	Paying attention to the ideas and feelings in students writing, not on their grammar errors	2	16.3	30.6	32.6	18.4		50.1
16	Making students prepare a TV or radio programme in English, eg. News	46.9	28.6	12.2	2	10.2		79.9
17	Allowing each students to discover grammar rules by him/herself	16.3	24.5	40.8	10.2	8.2		
18	Allowing students to revise/edit their own writings to help them self-correct their own grammar errors	14.3	51	22.4	10.2	2		73
19	Explaining grammar points first (adjectives, adverbs, ...) and then providing examples	49	30.6	16.3	2	2		84.5
20	Providing examples first, and then explaining grammar points (adjectives, adverbs, ...)	28.6	18.4	32.6	4.1	16.3		67.8
21	Providing examples first, explaining grammar points (adjectives, adverbs, ...) second, and finally allowing students to produce meaningful sentences	44.9	20.4	22.4	8.2	4.1		78
22	Explaining challenging areas of grammar such as phrasal verbs, prepositions, etc, not areas which students can easily master	14.3	26.5	28.6	12.2	18.4		61.2

Note that the frequency of responses put in to percentage.

Remember: Very Helpful=VH=5 points

Helpful =H=4 points

Average =A=3 points

Not very Helpful=NVH= 2 points

Waste of time =WT= 1 Point

Table 4 Rank order to restricted items by item mean (x') and mean item mean (x'')

Rank	Item	Question	X'	X''
1	1	Providing grammatical rules and explanations	4.69	4.18
2	4	Teaching patterns which would come on tests	4.38	
3	9	Correcting all the students' mistakes when they make errors	4.28	
4	6	Defining and explaining what adjective, verb, adverb, etc	4.16	
5	5	Helping students to compare and contrast the rules of Amharic and English	4.14	
6	7	Breaking up the class in to smaller groups to talk about English grammar points, e.g. parts of speech (Verbs, adverbs, ...), tenses (past, present, future), etc	4.06	
7	8	Giving students classroom exercises in which they fill in the correct forms of the verbs in sentences	3.77	
8	2	Translating using Amharic as a base for understanding English grammar	3.67	
9	3	Teaching correct and incorrect use of language	3.14	
1	10	Having a classroom discussion of some topics such as Tourism in Ethiopia, the emphasis is on exchanging opinion in English	4.26	3.69
2	13	Making students do drama, simulation, role-play, etc in English	4.1	
3	16	Making students prepare a TV or radio programme in English, eg. News	3.99	
4	11	Encouraging students to use what they know to communicate though it is not accurate	3.97	
5	14	Teaching students strategies of learning English grammar, not grammar	3.93	
6	18	Allowing students to revise/edit their own writings to help them self-correct their own grammar errors	3.65	
7	12	Teaching through teaching aids, eg. Pictures, objects, etc	3.53	
8	17	Allowing each students to discover grammar rules by him/herself	3.3	
9	15	Paying attention to the ideas and feelings in students writing, not on their grammar errors	2.5	
1	19	Explaining grammar points first (adjectives, adverbs, ...) and then providing examples	4.22	3.64
2	21	Providing examples first, explaining grammar points (adjectives, adverbs, ...) second, and finally allowing students to produce meaningful sentences	3.93	
3	20	Providing examples first, and then explaining grammar points (adjectives, adverbs, ...)	3.38	
4	22	Explaining challenging areas of grammar such as phrasal verbs, prepositions, etc, not areas which students can easily master	3.06	

As Table 3 reveals, explicit approach to teaching grammar is chosen as effective approach by subject students. This is clearly observed from students' response to the first category of the questionnaire, items 1-9. Among the items in this category, item 1, 'providing grammatical rules and explanations' is endorsed as very helpful technique chosen by 100 percent of the subjects. Similarly, 81 percent of the subject students endorse item 4, 'teaching patterns that the teacher think they would come on tests'; and item 9, 'correcting all the student' mistakes when they make errors'. Besides, about 79 percent and 77 percent of the learners respectively think, 'defining and explaining what adjective verb, adverb, etc', and 'breaking up the class in to smaller groups to talk about English grammar points' are helpful. Similarly, items which promote translation and comparison, item 5 and 2, are favored by significant numbers of students. This means students think helping students to compare and contrast the rule of Amharic and English and translating English grammar using Amharic as a base for understanding are important; 73 percent and 64 percent of subject students endorse these techniques respectively. The least chosen item in this category is item 3, 'teaching correct and incorrect use of the language', endorsed by 51 percent.

The subject students' responses to the open-ended items further strengthen their responses to the restricted items. Their response to item 1, 'how do you think you learn English grammar best?' is a good indication of learners perception of explicit approach as effective and their preference of teacher-centered approach. This is because their response to the item requests teacher to do all their best to teach English grammar. We learn English grammar best when the teacher explains grammar very clearly, when the teacher translates using Amharic, when the teacher is happy, neat and participatory, when the teacher encourages us to express our feelings freely and when the teacher

teaches slowly are mostly given responses. Few of the subject students think they learn English grammar best by their own. Most of them, as their response indicate, teachers' teaching of grammar is central and paramount.

The techniques listed under the first category of restricted item have been directly or indirectly responded to the second open-ended question. From students' response, one can conclude students need their teachers to teach them English grammar explicitly. Although what is observed shows this, there are response which reveal few students preference of implicit and inclusive approaches to teaching grammar. The need of few students to be given topics for discussions and their request of their teachers to make them communicate with each other are good indicators. Besides, students prefer if their teacher teach them a single topic at a time and bring and make them work together previous ESLCE papers.

The students' need of neat and beauty teacher, their request of teacher not to kid on them when they make errors and their need to know the concept of grammar before studying grammar have been unique response given. Generally, the students' perception of explicit approach to teaching grammar as effective is clearly seen. Next to explicit approach, they prefer implicit approach and inclusive approach to teaching grammar respectively.

4.4. Teachers' VS Students' Responses to the Questionnaires

The third objective of this study is to compare teachers' and students perceptions of effective grammar teaching. This part therefore compares their perceptions.

Table 5. Teachers' Vs students' perceptions by item mean and mean item mean

No	Question	Teachers' mean		Students mean	
		Item mean	Mean item mean	Item mean	Mean item mean
1	Providing grammatical rules and explanations	84	64.2	93.8	80.2
2	Translating using Amharic as a base for understanding English grammar	56		73.5	
3	Teaching correct and incorrect use of language	66		62.9	
4	Teaching patterns which would come on tests	40		87.7	
5	Helping students to compare and contrast the rules of Amharic and English	46		82.9	
6	Defining and explaining what adjective, verb, adverb, etc	62		83.3	
7	Breaking up the class in to smaller groups to talk about English grammar points, e.g. parts of speech (Verbs, adverbs, ...), tenses (past, present, future), etc	78		81.2	
8	Giving students classroom exercises in which they fill in the correct forms of the verbs in sentences	84		75.5	
9	Correcting all the students' mistakes when they make errors	62		85.7	
10	Having a classroom discussion of some topics such as Tourism in Ethiopia, the emphasis is on exchanging opinion in English	86		82.7	
11	Encouraging students to use what they know to communicate though it is not accurate	92	79.5		
12	Teaching through teaching aids, eg. Pictures, objects, etc	90	70.6		
13	Making students do drama, simulation, role-play, etc in English	96	82		
14	Teaching students strategies of learning English grammar, not grammar	66	78.7		
15	Paying attention to the ideas and feelings in students writing, not on their grammar errors	64	50.1		
16	Making students prepare a TV or radio programme in English, eg. News	96	79.9		
17	Allowing each students to discover grammar rules by him/herself	74	66.1		
18	Allowing students to revise/edit their own writings to help them self-correct their own grammar errors	80	73		
19	Explaining grammar points first (adjectives, adverbs, ...) and then providing examples	68	72.5	84.5	72.9
20	Providing examples first, and then explaining grammar points (adjectives, adverbs, ...)	76		67.8	
21	Providing examples first, explaining grammar points (adjectives, adverbs, ...) second, and finally allowing students to produce meaningful sentences	76		78	
22	Explaining challenging areas of grammar such as phrasal verbs, prepositions, etc, not areas which students can easily master	70		61.2	

As table 5, a table that presents teachers' and students' over all mean, reveals teachers' and students' perceptions of effective grammar teaching is mismatched. Implicit approach to teaching grammar is considered as effective than others by subject teachers while explicit approach is chosen by subject students. Among the items in the second category of the questionnaire, item 12, (teaching simulation, role-play, etc in English, and 16, (making students prepare a TV or radio program in English) are considered as very helpful techniques by subject teachers. Contrary to this, subject students perceive explicit approach to teaching grammar as effective comparing to implicit and inclusive approaches. From the individual items in the first category of the questionnaire, items 1, (providing grammatical rules and explanation), 4, (teaching patterns that the teacher thinks they would come on test), and 9 (correcting all the students mistakes when they make error) are considered as very helpful techniques by subject students.

Although the principal finding shows subject teachers endorse implicit approach to teaching grammar as effective, there are items in the first category of the questionnaire which could attract a significant number of teachers. These are items 8, (giving classroom exercises in which students fill in the correct forms of the verbs in sentences), 7, (breaking up the class in to smaller groups to talk about English grammar points), and 1, (providing grammatical rules and explanation). Items 10, (having a classroom discussion of some topics such as Tourism in Ethiopia , the purpose is on exchanging opinion in English) and 16, (making students prepare a TV or radio prgramme in English) are items from the second category of the questionnaire which could attract considerable number of students whose perception of effective grammar teaching is explicit approach.

Due to this, paired samples test is used to check whether the difference is significant or not. The paired samples test is employed to each

category of the questionnaires. This is to mean teachers' and students' perceptions of each approach (explicit, implicit and inclusive) are compared separately via paired samples test.

Table 6. Paired samples test of explicit approach to teaching grammar

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Teachers - Students	16.50000	18.35899	6.11966	30.61197	2.38803	2.696	8	.027

The items 1-9 in the questionnaires represent explicit approach to teaching grammar. The techniques employed in explicit approach are presented in the form of questions for teachers and students. Explicit approach is students' best approach to teaching grammar (see table 2). Teachers, however, endorse this approach as a third effective approach following implicit and inclusive approaches respectively.

As the significance value shows the teachers' and students' perceptions of explicit approach are significantly different. This is to mean the way teachers perceive explicit approach is significantly different from students' perceptions. This is because the significance value is .027; a value less than .05.

Table 7. Paired samples test of implicit approach to teaching grammar

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Teachers - Students	8.71111	9.81624	3.27208	1.16568	16.25654	2.662	8	.029

The second category of the questionnaire consists of techniques employed in implicit approach to teaching grammar, items 19-18. This part, therefore, represents implicit approach to teaching grammar. As tables 4 and 5 reveal, implicit approach to teaching grammar is teachers' best approach. The students', however, perceive it as a second effective approach. Paired samples test, therefore, is employed to see the significance of the difference. As the significance value shows, the teachers' and students' perceptions of implicit approach are significantly different. This is because the significance value is .029; a value less than .05.

Table 8. Paired samples test of inclusive approach to teaching grammar

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Teachers - Students	.37500	11.83734	5.91867	19.21084	18.46084	-.063	3	.953

The third category of the questionnaire represents inclusive approach to teaching grammar. The techniques in this category are taken from inclusive approach but presented in the form of questions. Inclusive approach, as table 2 and 4 show, is teachers' second and students' third choice. The paired samples test, however, shows the teachers' and students' perceptions of inclusive approach are not significantly different. Though this is the case, inclusive approach is neither teachers' nor students' best approach.

The finding clearly shows the disagreement between teachers' and students' perceptions of effective grammar teaching. The disagreement as Nunan (1987) cited in Tok (2010) reports is the most serious problem of learning. Tok further reports mismatches between language teachers and

students expectation can negatively affect the student satisfaction with the language class. The teachers and students, in this regard, can encounter difficulty in creating conducive classroom environment in which they run for the same goal. Moreover, even it seeks further research, the mismatch can influences teachers teaching and students learning since 'beliefs are predispositions to action' (Rokeach 1968 cited in Tok).

4.5. Discussion

Perception, as Borg (1999) reports, is the result of professional and educational experiences. However, it does not mean people from similar professional and educational experiences have similar perceptions (Pazaver & Wang, 2009). The fact is experience plays a paramount role in individual's perception. As far as language teaching is concerned, in addition to previous experiences, stakeholders ideas on the process of second language acquisition often determines individuals' perceptions (Brown, 2009). Having these concepts in mind, teachers' perception has been assessed. Teachers perceive implicit approach to teaching grammar as effective. The subject teachers think grammar will be best taught if one employs techniques in implicit approach. Making students do drama, simulation and role-play, making students prepare at TV or radio programme, teaching through teaching aids, etc are the techniques the subject teachers endorse as helpful. This is because as Tok (2010) reports teachers focus is on communicative effectiveness. As Tok's report teachers are amenable to interaction and negotiation of meaning.

The students' perceptions, unlike teachers', go to explicit approach to teaching grammar. The students think they learn grammar best if their classroom teachers provide grammatical rules and explanations, teach patterns which would come on tests, correct all their mistakes, help them to compare the rules of Amharic and English, etc. The findings in

previous researches further strengthen the finding in this research. Dereje (2001), for example, reports learners' view of English grammar is static, view of grammar an object to be studied in isolation from meaning. Tok (2010) also reports that students favor grammar teaching and focus on grammatical accuracy. Tok further reports students' good teacher is a teacher who corrects all students' mistakes immediately.

Once teachers' and students' perceptions are explored, comparison has been made to identify differences and similarities. This study finds teachers' and students' perceptions are mismatched. The causes for the differences as earlier mentioned are previous experiences and ideas on the process of second language acquisition (Borg 1999, Brown 2009). Implicit approach to teaching grammar perceived as effective by teachers while explicit by students. Tok (2010), in this regard, reports students favor grammar teaching than teachers. This is because teachers are interested in communicative effectiveness but students in grammatical accuracy. Brown (2009) on his part reports students demonstrate more hesitancy toward group/pair work than teachers do and teachers are more hesitant about explicit correction and grammar instruction than their students do.

In a nut shell, teachers perceptions of effective grammar teaching approach go to implicit approach while students' go to explicit approach. Their perceptions, therefore, are mismatched. Based on the findings of the previous researches previous professional, educational and learning experiences and ideas on the process of second language acquisition are the causes for the differences. It is also indicated the mismatch negatively affect the process of instruction. It negatively affects the teachers teaching and students learning.

Chapter Five

Summary, Conclusions and Recommendations

5.1. Summary

In the history of language teaching method, different approaches to teaching grammar have been developed; i.e, explicit approach, implicit approach, inclusive approach, etc. They have been, however, called by different names though the concept is similar. Explicit approach to teaching grammar, for example; is known as formal instruction, overt grammar teaching, deductive approach, etc, while implicit approach is called inductive teaching, covert teaching, skill-oriented approach, etc. The development of different approaches, however, could not totally solve the problems of grammar teaching. It is still the subject of controversy.

This study aims to explore and compare teachers' and students' perceptions of effective grammar teaching. To achieve these objectives, descriptive survey study is employed. For this study, 13% (53 students) from the total population of 417 students are randomly recruited while all English teachers are direct participants. Questionnaire is used as instrument of data collection. Questionnaires consisted of 22 restricted and 2 open-ended items are distributed for both teachers and students. Once data is gathered, descriptive statistics and description methods are employed to analyze it. T-test is also used to compare the perceptions and to check how much the difference is significant. The study finally finds that teachers perceive implicit approach to teaching grammar as effective while students' perceptions go to explicit approach. The findings reveal the existence of significant in teachers' and students' perception of effective grammar teaching.

5.2. Conclusions

This study explores and compares teachers' and students' perceptions of effective grammar teaching. The findings suggest that subject teachers perceive implicit approach as effective approach to teaching grammar. In other words, they believe grammar would be best taught implicitly. Contrary to this, explicit approach is chosen as effective by students. They think the best way to learn English grammar is via explicit approach. It is, therefore, clearly seen teachers' and students' perceptions are mismatched.

5.3. Recommendations

Based on the findings of the present study the following recommendations are forwarded to better understand and solve the problem.

English teachers and students should participate in an ongoing discussion on their perceptions of effective grammar teaching. The discussion would help teachers to be aware of students' perceptions and students teachers' perceptions. Being aware of students' perceptions may encourage teachers to diversify their teaching to better address students' need. Here, as Pazaver and Wang (2009) indicate, it is next to impossible to use only strategies and techniques that learners approve, but attempts should be made to bridge the gap. This would be true, as earlier mentioned, when the stakeholders engage in an on going discussion since it enables them to understand where the similarities and differences lie.

In addition to participating in an on going discussion teachers should assess their students' perceptions of effective grammar teaching approach early in the semester. This further strengthens their awareness of students' perceptions.

In addition, future research should be conducted on the sources of teachers' and students' perceptions; how they formulate their ideas. This makes researchers to look at teachers previous learning and professional and learners' previous learning experiences.

Besides, research should explore how teachers' and students' previous experiences affect their present perceptions; and the impact of their perceptions on their teaching and learning practices. Finally, future research should explore possible ways to bridge gaps in teachers' and students' perceptions.

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Appendices

Appendix A

Teachers' Questionnaire

Dear Teachers,

I am interested in exploring your perceptions of effective grammar teaching. I would, therefore, be grateful if you take a little while to fill in the questionnaire. I assure you all of your responses will be kept strictly confidential, and will not be used to assess you in any way. Since the success of this study is determined by your genuine, frank and timely responses, I kindly request your contribution in responding to the questionnaire honestly and responsibly.

Thank you!

Perceptions of Effective Grammar Teaching

Dear teacher, a variety of techniques may be used to teach English grammar. How helpful do you think you will find these ways of teaching? Please, use the following scales to rate each item. Write each answer number on the space provided.

- Remember:
1. Very helpful
 2. Helpful
 3. Average
 4. Not Very helpful
 5. Waste of time

1. _____ Teacher provides grammatical rules and explanations
2. _____ Teacher translates using Amharic as a base for understanding English grammar.
3. _____ Teacher teaches correct and incorrect use of language.
4. _____ Teacher teaches patterns that he/she thinks they would come on tests.
5. _____ Teacher helps students to compare and contrast the rules of Amharic and English
6. _____ Teacher defines and explains what adjective, verb, adverb, etc.
7. _____ Teacher breaks up the class into smaller groups to talk about English grammar points, eg. Parts of speech (verbs, adverbs, ...), tenses (past, present, future), etc.
8. _____ Teacher gives students classroom exercises in which they fill in the correct forms of the verbs in sentences.
9. _____ Teacher corrects all the students' mistakes when they make errors.
10. _____ Students have a classroom discussion of some topics such as Tourism in Ethiopia. The emphasis is on exchanging opinion in English.

11. _____ Teacher encourages students to use what they know to communicate, however little, even though it is not accurate.
12. _____ Teacher teaches through teaching aids, eg. Pictures, objects, etc.
13. _____ Teacher makes students do drama, simulation, role play, etc in English.
14. _____ Teacher teaches students strategies of learning English grammar, but does not teach grammar.
15. _____ Teacher pays attention to the ideas and feelings in students writing, not on their grammar errors.
16. _____ Teacher makes students prepare a TV or radio programme in English, eg. News.
17. _____ Teacher allows each student's to discover grammar rules by him/herself.
18. _____ Teacher allows students to revise/edit their own writings to help them self-correct their own grammar errors.
19. _____ Teacher first explains grammar points (adjectives, adverbs...) and then provides examples.
20. _____ Teacher first provides examples following grammar points (adjectives, adverbs ...)
21. _____ Teacher first provides examples, second, explains grammar points (adjectives, adverbs ...) and finally allows students to produce meaningful sentences.
22. _____ Teacher explains challenging areas of grammar such as phrasal verbs, prepositions, etc but not areas which students can easily master.

II. Dear Teacher, you have your own perceptions of effective grammar instruction which you developed through your educational and professional experiences. The following two open-ended questions, therefore, are intended to identify them. Please, answer these questions in your own words.

1. How do you think you teach English grammar best?

2. How do students learn English grammar best, do you think?

Appendix B

Students' Questionnaire

Dear Student,

I am interested in exploring your perceptions of effective grammar teaching. I would, therefore, be grateful if you take a little while to fill in the questionnaire. I assure you all of your responses will be kept strictly confidential, and will not be used to assess you in any way. Since the success of this study is determined by your genuine, frank and timely responses, I kindly request your contribution in responding to the questionnaire honestly and responsibly.

Thank you!

Perceptions of Effective Grammar Teaching

Dear student, a variety of techniques may be used to teach English grammar. How helpful do you think you will find these ways of teaching? Please, use the following scales to rate each item. Write each answer number on the space provided.

- Remember:
1. Very helpful
 2. Helpful
 3. Average
 4. Not Very helpful
 5. Waste of time

1. _____ Teacher provides grammatical rules and explanations
2. _____ Teacher translates using Amharic as a base for understanding English grammar.
3. _____ Teacher teaches correct and incorrect use of language.
4. _____ Teacher teaches patterns that he/she thinks they would come on tests.
5. _____ Teacher helps students to compare and contrast the rules of Amharic and English
6. _____ Teacher defines and explains what adjective, verb, adverb, etc.
7. _____ Teacher breaks up the class into smaller groups to talk about English grammar points, eg. Parts of speech (verbs, adverbs, ...), tenses (past, present, future), etc.
8. _____ Teacher gives students classroom exercises in which they fill in the correct forms of the verbs in sentences.
9. _____ Teacher corrects all the students' mistakes when they make errors.
10. _____ Students have a classroom discussion of some topics such as Tourism in Ethiopia. The emphasis is on exchanging opinion in English.

11. _____ Teacher encourages students to use what they know to communicate, however little, even though it is not accurate.
12. _____ Teacher teaches through teaching aids, eg. Pictures, objects, etc.
13. _____ Teacher makes students do drama, simulation, role play, etc in English.
14. _____ Teacher teaches students strategies of learning English grammar, but does not teach grammar.
15. _____ Teacher pays attention to the ideas and feelings in students writing, not on their grammar errors.
16. _____ Teacher makes students prepare a TV or radio programme in English, eg. News.
17. _____ Teacher allows each student's to discover grammar rules by him/herself.
18. _____ Teacher allows students to revise/edit their own writings to help them self-correct their own grammar errors.
19. _____ Teacher first explains grammar points (adjectives, adverbs...) and then provides examples.
20. _____ Teacher first provides examples following grammar points (adjectives, adverbs ...)
21. _____ Teacher first provides examples, second, explains grammar points (adjectives, adverbs ...) and finally allows students to produce meaningful sentences.
22. _____ Teacher explains challenging areas of grammar such as phrasal verbs, prepositions, etc but not areas which students can easily master.

II. Dear Student, you may have developed your own perceptions of effective grammar instruction. The following two open-ended questions, therefore, are intended to explore them. Please, answer these questions in your own words.

1. How do you think you learn English grammar best?

2. How would you like your teachers to teach you English grammar?

Appendix C

Students' Questionnaire

ውድ ተማሪዎች

የዚህ መጠይቅ ዋና ዓላማ የናንተን ስኬታማ የእንግሊዝኛ ሰዋሰው (English grammar) ትምህርት አስተሳሰብ መዳሰስ ነው። ስለዚህም ይህንን መጠይቅ እንድትሞሉልኝ ስል በትህትና እጠይቃለሁ። መልሶቻችሁም በፍፁም ምስጢርነት እንደሚያዙና በምንም ዓይነት መልኩ እናንተን ለመገምገም እንደማልጠቀምባቸው ከወዲሁ ላረጋግጥላችሁ እወዳለሁ። የዚህ ጥናታዊ ፅሁፍ ስኬታማነት በናንተ መልሶች ላይ የተመሰረተ ስለሆነ መጠይቁን በተዳማኒነትና በሀላፊነት እንድትሞሉልኝ ስል በድጋሚ እጠይቃለሁ።

አመሰግናለሁ!

ስኬታማ የሰዋሰው ትምህርት ግላዊ አስተሳሰብ ዳሰሳ መጠይቅ

I. ውድ ተማሪዎች የእንግሊዝኛ ሰዋሰውን ለማስተማር የተለያዩ ዘዴዎች ተግባራዊ ይደረጋሉ። እነዚህን ዘዴዎች ምን ያክል ጠቃሚ ሁነው አገኛችኋቸው? ከዚህ በታች የቀረቡትን እንግሊዝኛ ሰዋሰው የማስተማሪያ ዘዴዎች የተሰጡትን መስፈርቶች በመጠቀም ገምግሟቸው። የመረጣችትን መልስ ተራቁጥር ከጥያቄው ፊት ባለው ባዶ ቦታ ላይ ጻፉት።

መስፈርቶቹ፡-

- 1: በጣም ጠቃሚ
2. ጠቃሚ
3. መካከለኛ
4. ይህን ያክል አይጠቅምም
5. ጊዜን ማባከን ነው

1. _____ መምህሩ የእንግሊዝኛ ሰዋሰውን ቢያብራራልን
2. _____ መምህሩ የእንግሊዝኛ ሰዋሰውን በአማርኛ ቢተረጉምልን
3. _____ መምህሩ ትክክለኛና ትክክለኛ ያልሆነውን የቋንቋ አጠቃቀም ቢያስተምረን
4. _____ መምህሩ ፈተና ላይ ይመጣሉ ብሎ የሚያምንባቸውን ክፍሎች ቢያስተምረን
5. _____ መምህሩ በእንግሊዝኛና በአማርኛ ሰዋሰው መካከል ያለውን ልዩነትና ተመሳሳይነት እንድናወዳድር ቢያደርገን
6. _____ መምህሩ የስም-ገላጭ (adjective)፣ ግስ (verb)፣ ግስ-ገላጭ (adverb) ወዘተ ቢተረጉምልንና ገለጻ ቢሰጠን
7. _____ መምህሩ በቡድን ስለ እንግሊዝኛ ሰዋሰው፣ ለምሳሌ ስለግስ (verb) ግስ-ገላጭ (adverb) ወይም ኃላፊ ጊዜ (past tense)፣ መጻፊ ጊዜ (future tense) ወዘተ እንድንነጋገር ቢያደርገን
8. _____ መምህሩ ትክክለኛውን ግስ (correct verb) በባዶ ቦታ እድናስቀምጥ የሚረዱ ዓረፍተ ነገሮችን ለክፍል ስራ ቢሰጠን
9. _____ መምህሩ ስህተቶች በሰራን ጊዜ ስህተቶቻችንን ሁሉ ቢያስተካክልልን

10. _____ መምህሩ በክፍል ውስጥ ስለ አንዳንድ ነገሮች እንድንነጋገር ቢያደርገን፣ ለምሳሌ ቱሪዝም በኢትዮጵያ (Tourism in Ethiopia)፣ ትኩረትም ሀሳብ በእግሊዝኛ መግለጫ ላይ ቢሆን
11. _____ መምህሩ የምናውቀውን፣ ምንም እንኳን ትክክል ባይሆንም ለመግባባት እድድንጠቀምበት ቢያበረታታን
12. _____ መምህሩ ትምህርት መርጃ መሳሪያዎችን ለምሳሌ ስዕሎችን፣ ዕቃዎችን፣ ወዘተ በመጠቀም ቢያስተምረን
13. _____ መምህሩ ድራማ (drama)፣ መስሎ መስራት (simulation)፣ ሚና ወሰዳ (role-play) ወዘተ በእንግሊዝኛ እድንሰራ ቢያደርገን
14. _____ መምህሩ የእንግሊዝኛ ሰዋሰውን በቀጥታ ሳይሆን ሰዋሰው መማሪያ ስልቶችን (strategies) ቢያስተምረን
15. _____ መምህሩ ትኩረቱን በፅሁፍ ማስተላለፍ የፈለግነው ሀሳብና የመልዕክቱ ስሜት ላይ እንጂ የሰዋሰው ስህተት ላይ ባያደርግ
16. _____ መምህሩ የቴሌቪዥን ወይም የራዲዮ ፕሮግራምን በእንግሊዝኛ እንድናዘጋጅ ቢያደርግ፣ ለምሳሌ ዜና
17. _____ መምህሩ የእንግሊዝኛ ሰዋሰው በራሳችን እንድንማር ቢያደርግ
18. _____ መምህሩ የራሳችንን ስህተት ራሳችን እንድናስተካክል ይረዳን ዘንድ የራሳችንን ፅሁፍ እንድንክልስ ቢረዳን
19. _____ መምህሩ በመጀመሪያ የእንግሊዝኛ ሰዋሰው ለምሳሌ (adjective, adverb,) ቢያስተምር ከዚያም ምሳሌዎችን ቢሰጠን
20. _____ መምህሩ በመጀመሪያ ምሳሌዎችን ቢሰጠን ከዚያም ሰዋሰው ለምሳሌ (adjective, adverb...) ቢያስተምረን
21. _____ መምህሩ መጀመሪያ ምሳሌዎችን ቢሰጠን፣ ከዚያም ሰዋሰውን ለምሳሌ (adjective, adverb, ...) ቢያስተምረን፣ በመጨረሻም ትርጉም የሚሰጡ ዓረፍተ ነገሮችን እንድንመሰርት ቢያደርገን
22. _____ መምህሩ አስቸጋሪ የእንግሊዝኛ ሰዋሰው ዓይነቶች ተብለው የሚታሰቡትን ለምሳሌ (phrasal verbs, prepositions, ...) ብቻ ቢያብራራልን፣ እኛ በቀላሉ ልናዳብራቸው የምንችላቸውን ግን ቢያልፋቸው

II. ውድ ተማሪዎች በትምህርት ሂደቱ ውስጥ የራሳችሁ የሆነ ስኬታማ የእንግሊዝኛ ሰዋሰው ትምህርት አስተሳሰብ እንዳዳበራችሁ ይታሰባል። የሚከተሉትን ሁለት ጥያቄዎች የናንተን አስተሳሰብ ለመመርመር ይረዱ ዘንድ ታቅደዋል። የራሳችሁን ቃላቶች በመጠቀም ትመልሷቸው ዘንድ በትህትና እጠይቃለሁ።

1. የእንግሊዝኛ ሰዋሰውን እንዴት በስኬማነት እንማራለን ብላችሁ ታስባላችሁ?

2. የእንግሊዝኛ መምህራኖቻችሁ የእንግሊዝኛ ሰዋሰውን እንዴት እዳያስተምሯችሁ ትፈልጋላችሁ?

Declaration

This thesis is my original work, and has not been presented for a degree in any other university and that all sources of materials used for the thesis have been duly acknowledged.

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