



ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE (ENGLISH)

**TEACHERS' AND STUDENTS' BELIEFS, PRACTICES AND PREFERENCES
TOWARDS LEARNER-CENTRED GRAMMAR TEACHING APPROACHES IN
ENGLISH AS A FOREIGN LANGUAGE CLASSES: GRADE 9 IN FOCUS**

BY
TAMIRAT TESHAYE

JUNE, 2026
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ADVISOR: ABEBE GEBRETSADIK (PhD)

**A THESIS SUBMITTED TO DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE IN FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF
DOCTOR OF PHILOSOPHY (PhD) IN ENGLISH LANGUAGE TEACHING (ELT)**

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_____ External Examiner	_____ Signature	_____ Date

DECLARATION

I, the undersigned, declare that this study entitled “**Teachers’ and Students’ Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus**” 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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ABSTRACT

Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus

This study attempted to investigate secondary school teachers' and students' beliefs, practices and preferences concerning learner-centred grammar teaching approaches in English as a foreign language situation. The study was grounded in a social constructivist perspective and Communicative Language Teaching (CLT) as its theoretical framework. A descriptive survey design was employed to deal with the research objectives. A total of 314 students were selected through simple random sampling, while 26 English teachers were included using a census approach. Classroom observations were undertaken using availability sampling, and teachers were selected purposively for interviews; students were also randomly chosen for interview participation. Data were collected through questionnaires provided to teachers as well as students, semi-structured interviews, and classroom observation checklists. Quantitative data from questionnaires were analysed using mean, standard deviation and paired samples t-test whereas qualitative data from interviews and observations were examined qualitatively focusing on themes. The findings corroborated that teachers in general possess positive beliefs about the instructional importance of learner-centred approaches for grammar teaching. However, these beliefs are not consistent with instructional practices. Both observation and interview data demonstrated that a persistent dependence on traditional, teacher-centred teaching methodologies. This difference emphasized that there is an explicit mismatch between teachers' reported beliefs and their actual classroom practices. The findings also indicated that several limiting factors contributed to the unsuccessful implementation of learner-centred methods such as large class sizes, time constraints to cover the contents and students' constrained willingness to actively engage in classroom interaction. From the students' points of view, although they understood that learner-centred approaches are advantageous, they generally showed preferences on the teacher-centred approaches, perceiving grammar as a particularly challenging aspect of language learning that requires direct explanation. Depending on the findings of the study, it is recommended that teachers should engage themselves in continuing professional development program in order to foster their capabilities of practicing modern, learner-centred grammar instructional approaches. The study also emphasized the importance of adjusting oneself to contextually-responsive instructional approaches to tackle the current problem. Moreover, it is recommended that concerned bodies like Ministry of Education and Regional Education Bureaus give focused training for both teachers and students to enhance familiarity with learner-centred approaches to grammar instruction.

Keywords: Beliefs, Practices, Preferences, Learner-centred Grammar Teaching Approaches

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LIST OF ABBREVIATIONS

CLT	Communicative Language Teaching
EFL	English as a Foreign Language
GTM	Grammar Translation Method
LAD	Language Acquisition Device
LC	Learner-centred
LCM	Learner-centred Methods
PPP	Presentation, Practice and Production
SLA	Second Language Acquisition
SPSS	Statistical Package for Social Science
TRP	Total Physical Response

CHAPTER ONE: INTRODUCTION

This chapter discusses background of the study, problem statement, objectives of the study, significance of the study, delimitation of the study, limitations of the study, organization of the thesis and operational definition of terms.

1.1 Background of the Study

Language teaching in general and English language teaching in particular have passed through several stages of development. Grammar teaching has also been the most important issue in English as a Foreign Language (EFL) setting. In the traditional methods, the dominant grammar instruction approaches have been teacher-centered ones, which mainly concentrate on explaining the rules and rote memory (Richards & Rodgers, 2001). These approaches have developed from structuralism and behaviorism, which consider teachers as all knowers and learners are passive listeners (Chatterjee & Halder, 2022; Vireak & Bunrosy, 2024). However, in the recent decades, there has been a focus on learner-centered approaches, developed from the theory of second language acquisition (SLA) and communicative language teaching (Brown, 2007; Nunan, 2004).

According to Krashen (2013), second language theories incorporate the following issues. The first theory is acquisition and learning theories, of which the former is related to the subconscious way of learning of a language and the latter the conscious method that helps us learn a language. The Natural Order theory emphasizes that people learn a language a predictable way. The Monitor Hypothesis tells us the consciously learnt language can assist us to edit. The Comprehensible Hypothesis reflects that we learn a language effectively when we understand the message. The Affective Filter Hypothesis explains that there are some barriers that may hinder the input not access the language acquisition device (LAD). In addition to these theories, Communicative Language Teaching also shifted the focus of teaching from knowing the rules of grammar to the practical use of a language. Communicative Language Teaching (CLT) stresses the use of the language for exchanging ideas purposefully (Richards, 2006).

Learner-centered pedagogy became apparent as modern teaching methods in response to the traditional, teacher-centered teaching methods. This approach is based on constructivist view of learning, which considers learners as the main actors in actively participating in the teaching-learning process rather than passively receiving information. For instance, Shah (2020) states

that learner-centred method encourages both teachers and students to become active participants in the classroom. Accordingly, students are supported to actively participate, interact with one another and promote independent learning. In language instruction, the shift from teaching to learning emphasized grammar teaching through enhancing communication and contextualization of grammar instruction rather than rote memory of the rules. Nunan (2004) stresses that learner-centred teaching methodologies changed the focus of instructional tasks from teachers to students and promote students' active participation of through which they can construct knowledge. Empirical research indicated that teaching grammar by using learner-centred approaches assist learners better understand both accuracy and fluency since grammar is learnt through making meaning instead of learning through rote memory only (Brown, 2000; Richards & Rodgers, 2001).

Traditionally, grammar instruction in EFL classrooms has been shaped by teacher-fronted methods namely the Grammar Translation Method and Audio-Lingual Method. These approaches primarily emphasized memorizing rules of grammar, pattern practice, translation tasks, and teacher-led teaching methodologies (Richards & Rodgers, 2001). In traditional grammar classrooms, teachers were seen as the only knowledge source whereas students became passive listeners who receive information. The traditional methods supported students to improve students' their grammatical accuracy, but the problem of students' communicative abilities and learner independence remain there (Brown, 2000). Therefore, methodologists and researchers started challenging teacher-centred grammar teaching because of the fact that it limits students' engagement and learning language for meaningful use.

The development of communicative language teaching (CLT) and the theories of constructivism to learning resulted in considerable changes to grammar teaching. Constructivist theorists namely Piaget (1972) and Vygotsky (1978) highlight that learning takes place actively through interacting, collaborating, and personally involving in the process of learning. These theoretical views formed the basis for learner-centred teaching and learning approaches. Following these, learner-centred pedagogy changed the emphasis of classroom tasks from teachers to students and promoted students' active participation in making knowledge (Nunan, 2004). Consequently, in learner-centred classrooms, learners are encouraged to interact, provide solution to problems, construct meaning, and show learner responsibility.

In language teaching and learning learner-centred grammar instruction facilitates grammar teaching via purposeful communicative interaction teaching grammar through meaningful communication and context-based tasks instead of explaining rules in isolation. Ellis (2006) emphasizes that grammar teaching brings the expected results while students are given an opportunity to learn through real communication and directed to identify the rules of grammar in real-world contexts. Similarly, Larsen-Freeman (2003) contends that grammar teaching should not be considered as a collection of rules only rather as an interactive communication resource. This indicates learner-centred grammar teaching methodologies promote learning activities like pair work, group discussions, role plays, task-based learning, discovery learning, and interactive ways of solving problems.

Research findings reveal that learner-centred grammar teaching assists positively to language learning results. Some studies show that learners who make active participation in grammar learning tasks often develop deeper understanding, knowledge retention, use rules of grammar for communicative purposes (Richards & Renandy, 2002). In addition, Weimer (2013) reflects that learner-centred approaches improve students' motivation, confidence, and critical thinking skills because learners become active participants in the learning process rather than passive listeners." Moreover, findings showed that the learner-centred teaching methodology takes into account the experiences of learners and supports that they actively participate in the learning processes (Palanissamy et al., 2017). All these advantages have motivated educational institutions and policymakers across the world to implement learner-centred instructional approaches.

Even though learner-centred approaches have all these instructional benefits, there are some barriers that contribute to the ineffective implementation of learner-centred grammar teaching in EFL classrooms. The first major challenge that impact successful implementation is beliefs of teachers. According to Borg (2003), teachers' beliefs are defined as "...teachers' assumptions, perceptions, and understandings about teaching, learning, students, and classroom practices." Teachers' beliefs highly influence methodological decisions and classroom interactions. Teachers' previous experiences, the training they have taken, context-related realities, curriculum expectations affect actual classroom practices (Borg, 2006). A lot of teachers have positive viewpoint in teaching grammar communicatively and learner-centred instructional

methods, but their actual classroom practices most of the time persistent with teacher-centred approaches. For instance, research findings from Toprak (2019) indicated that teachers are generally in favour of teaching grammar through inductive and communicative approaches, but barriers such as curriculum demands, shortage of time, examinations and learners' expectations made them depend on traditional methods of grammar presentation. In addition, research findings from Öztürk & Ölmezer-Öztürk (2017) and Farrell & Lim (2005) revealed that there are variations between teachers' views and their classroom teaching practices in grammar presentation in that teachers promote learner-centred approaches; however, they usually use direct grammar instruction rather than practicing tasks which encourage interaction and communication.

Learners' beliefs and preferences are also important in shaping classroom grammar instruction. Students' beliefs about learning of grammatical structures can influence the way they view language learning and what teaching methodologies they favour (Daloglu, 2020). The findings from this study revealed that most students' preference is direct grammar presentation. On the other hand, Horwitz (1988) stresses that students' views affect their motivation, strategic learning tactics, engagement and what they expect from teachers.

1.2 Problem Statement

As has been stated above under the background of the study, there is a shift from traditional methods of teaching grammar in foreign/second language classrooms to modern methods, which give much attention to students and their active participation. According to Nunan (1991), for example, in the Communicative Language Teaching (CLT), it is stressed that learning takes place more through interaction in the language used for instruction. This idea discloses that interaction is the heart of language learning. Richards (2006) also contends that learners are expected to participate in teaching and learning activities in the classroom by cooperating with one another as opposed to the traditional method of teaching, which mainly focuses on the teacher for imparting knowledge. This means that students can master knowing about the language, which may not effectively assist them to use the language for every day communication both inside and outside the classroom. Richards & Rodgers (2014) report that

students who are poor in their grammatical proficiency frequently encounter challenges in speaking, writing, reading and conceptualizing English with accuracy and fluency.

In the modern era of language teaching, students are not passive listeners. They negotiate meaning; bring their experiences to the classroom for discussion. Any pieces of information may not be expected from the teacher only. Giving an opportunity for students, generally in education and particularly in learning a language in the classroom, helps them learn easily. For instance, Papaefthymiou-Lytra (1990, p.178 as cited in Berhanu, 2000, p.1) argues:

The goal of education is not simply to impart knowledge to learners and leave it at that. It must also provide learners with the opportunity to develop their individual talents and their personalities. It must also foster a sense of responsibility and sociability in learners and make them create members of society.

The purpose of education, according to this scholar, is to give an opportunity for learners to learn by themselves, not by the teacher only. Therefore, teaching in general and language teaching in particular, is not imparting knowledge to learners as if they do not know anything about the issues under discussion. In language teaching, lecturing to students all the time cannot develop their language skills such as speaking, writing, reading or listening. For these language skills to be mastered, learner-centered teaching methods have to be practiced in the classroom. Students are expected to play their roles in contributing to the teaching and learning processes. This is learning by doing which assists the learners to use the language for everyday communication. Grammatical competence can also be mastered by students provided that learner-centered grammar teaching is practiced.

Tudor (1992, p.31) asserts, “The essential feature of a learner-centered approach to language teaching is that it caters for active participation by learners in the development of their study program.” This definition tells us that students are expected to play their roles in engaging themselves in the teaching and learning processes in the classroom. In general, learner-centered language teaching has many advantages for language learning. Some of the most important advantages of learner-centered language teaching have been mentioned by Benson (2001, as cited in Richards & Bohlke, 2011, p.26) are presented as follows:

- i. It is sensitive to individual needs and preferences.
- ii. It encourages construction of knowledge and meaning.
- iii. It draws on and integrates language learning with students' life experiences.
- iv. It generates more student participation and target language output.
- v. It encourages authentic communication.

Participation of students is fostered more in learner-centered classroom. Also, students reflect their experiences in interacting with one another so that they can use the language for real communication. The education policy of the Federal Democratic Republic of Ethiopia (FDRE) which was revised in 1994 changed the curriculum and textbooks by considering that students are at the center of learning. Therefore, the methods of teaching English in high schools are supposed to be learner-centered approach. This is because students failed to achieve the goals that are expected of them in using the language for everyday purpose either in speaking or writing. The syllabus for grades 9 and 10 also emphasizes that English language is taught using a learner-centered approach to language teaching.

The syllabus demonstrates practical implementation of active learning and learner-centeredness. It is designed to inform the production of quality textbooks that will inspire confidence and develop competence in teachers so they can use a broader range of methodologies in their teaching (MoE, Grades 9 and 10 English Syllabus, 2009: V).

For learner-centeredness to be practiced effectively in the classroom, teachers and students are expected to positive beliefs. From my experiences in teaching English, teachers seemed not to have been effectively using learner-centeredness in the classroom. Majority of the teachers tended to focus the traditional methods of teaching grammar in the EFL classes, where much of the time is occupied by teacher-talk. In addition, teachers were not effectively using pair/group work and other active learning techniques to create an interaction. Even while teachers asked questions, majority of the students would keep quiet except a few of them. This reflects that the students did not develop a sense of responsibility for their learning, and they usually want to listen to their teachers for everything.

Of the problems that I have pointed above is the low proficiency in English language students have. I observed majority of the students when I gave them certain topics for discussion that they even didn't utter any word in English. Students showed low confidence. Research findings from

Dereje (2012) indicated students show low competence especially in grammatical accuracy and communicative fluency. This problem may arise from the persistent dependence of teachers on the traditional methods of grammar teaching, which are mainly characterized by lecturing; memorizing rules and restricted interaction of students.

In addition, the findings from Fekadu (2022) work revealed that shortage of language awareness, socialization through language, language learning beliefs, socio-cultural setting and challenges in English language teaching and learning are factors that contributed to problem of English language use. Furthermore, the poor English language proficiency of EFL teachers resulted from socio-cultural influences specifically low-income living conditions (Dereje, 2013). Textbook for grade 9 encourages students to interact with the teacher and among themselves through pair work, group work. For example, one of the instructions that were frequently used in the textbook is “Discuss the following questions in groups and report to the class.” This revealed that interaction and active participation of students were encouraged by the syllabus.

A lot of research work has conducted internally and locally in relation to innovative methods of grammar presentation. For instance, Girma (2005) did his PhD on the innovative teaching methodology with special reference to grammar presentation. The findings of the study revealed that even though there had been efforts made to develop the teaching of English, they hadn’t brought the change to the expected level because teachers hadn’t been given the necessary training on the classroom implementation. Tiglu (2008) also conducted his research especially by taking into account communicative grammar, which is a learner-centered approach to grammar presentation. His findings showed that there is a mismatch between what teachers and students know and the classroom practices. In other words, even though the teachers and students were familiar with communicative language teaching, its classroom practices in relation to grammar teaching were not applicable. As a result, teachers were still using the traditional methods of teaching grammar such as explaining grammar rules explicitly and using drills.

Recent empirical studies continue to demonstrate similar issues. Research conducted by Mingizem (2020) on teaching grammar via learner-centred instructional strategies indicated that the implementation of learner-centred grammar teaching approaches is poor as a result of students’ reluctance to actively participate in the classroom and lack of sufficient experience from teachers in implementing these strategies. Likewise, Fekede et al. (2023) stated that

secondary school teachers encountered significant challenges in the implementation of student-centred teaching methods because of large number of students, insufficient teaching materials, and low learners' motivation.

Additional significant issue that raises concern is the misalignment of teachers' teaching methodologies and the learning preferences of students. Teachers sometimes try to teach grammar communicatively whereas students expect direct, form-based approaches. These mismatches may lead students to reluctance in actively participating in the classroom. Differences between teachers and students' beliefs about grammar teaching may have negative impact on students' learning results and interaction in the classroom. As a result, investigating teachers' and students' views is necessary to have clear understanding of the true situation and problems of grammar instruction in EFL classrooms.

Grammar teaching becomes essential at Grade 9 since students are transiting from lower grades language learning to the to the advanced academic language use. Therefore, they are expected to comprehend more advanced structures of grammar in order to use them efficiently in reading, writing, speaking and examinations. Nevertheless, a lot of grade 9 students are still struggling with using grammar accurately and fluently. Examining teachers' and students' beliefs, practices and preferences toward learner-centred grammar teaching at Grade 9 level may give some essential understandings into barriers of teaching methodologies and areas for improvement.

There are a lot of research works conducted previously on learner-centred approaches and teaching grammar separately. However, the number of research work done on the combined perspectives of teachers and students related to learner-centred grammar instructional approaches in Ethiopian secondary schools specifically at Grade 9 level is restricted. Some of them focused on teachers' beliefs without examining the relationship between beliefs and practices. Therefore, this created a research gap that needs further investigation.

Therefore, this study aimed to investigate teachers' and students' beliefs, practices, and preferences toward learner-centred grammar teaching approaches in Grade 9 EFL classes. The study sought to explore how teachers and students perceive learner-centred grammar instruction, how grammar is actually taught in classrooms, and what instructional approaches students prefer.

The findings are expected to contribute to improving grammar teaching practices, enhancing learner participation, and promoting effective implementation of learner-centred pedagogy in Ethiopian EFL classrooms.

1.3 Objectives of the Study

Beliefs, preferences and classroom practices may have a relationship in the teaching and processes. If the teacher and the students have positive beliefs in the learner-centered grammar teaching approaches, teaching may be easier for the teacher, and the students could achieve the objectives stated. Therefore, the general objective and the specific objectives were stated as follows.

1.3.1 General Objective

The general objective of this study was to investigate teachers' and students' beliefs, practices and preferences of learner-centered grammar teaching approaches.

1.3.2 Specific Objectives

This study specifically attempted:

1. to investigate teachers' beliefs about learner-centred grammar teaching approaches in EFL classes
2. to explore teachers' practices of learner-centred grammar teaching approaches in EFL classes
3. to examine the relationship between teachers' beliefs and practices of learner-centred grammar teaching approaches in EFL classes
4. to investigate students' beliefs about learner-centred grammar teaching approaches in EFL classes
5. to assess students' preferences of grammar teaching approaches in EFL classes

1.4 Research Questions

Based on the specific objectives, the study attempted to answer the following research questions:

Research question 1: What are the beliefs of teachers about learner-centred grammar teaching approaches in EFL classes?

Research question 2: What do teachers' practices of learner-centred grammar teaching approaches look like in EFL classes?

Research question 3: Do teachers' beliefs of learner-centred grammar teaching approaches match with classroom practices?

Research question 4: What are the beliefs about students on learner-centred grammar teaching approaches in EFL classes?

Research question 5: Which approaches of grammar teaching do students frequently prefer in EFL classes?

1.5 Significance of the Study

This study is significant in several ways. The findings of this study will help English teachers gain greater insight how both teachers' and students' beliefs and preferences affect the successful implementation of learner-centred grammar teaching approaches. It will provide understandings of the difference between teachers' teaching methodologies and students' learning goals. This may motivate teachers to prepare tasks that enhance students' interaction and use learner-centred instructional techniques that foster students' involvement while learning grammar lessons. In addition, the findings of the study will benefit Grade 9 students by revealing their learning preferences and how these preferences can be taken into consideration while teaching grammar. Accordingly, when teachers become more familiar with students' learning preferences, methodologies may be modified so that grammar can be learnt meaningfully and become motivating and to make grammar learning more meaningful, motivating, and learner-focused which may lead to improvement in grammar competence and communication capabilities. Moreover, school principals can use the findings to help professional development programs for English teachers. The study may help them examine gaps in teaching methodologies and promote trainings emphasizing on learner-centred methods and techniques namely cooperative learning and communicative grammar instruction.

Curriculum designers and educational policymakers may also gain insights from the study by considering findings on how teachers actually teach grammar and their beliefs. The findings may guide to revise English language curricula to facilitate the implementation of learner-centred and communicative approaches instead of focusing on rule-driven methodologies only. The findings of the study will also give empirical evidence on the relationship between beliefs, classroom practices and learner preferences in order to help reserachers to compare studies or conduct further research on the effectiveness of learner-centred approaches to teach grammar lessons

1.6 Scope of the Study

This study was delimited to the investigation of teachers' and students' beliefs, teaching practices, and preferences in relation to learner-centred grammar teaching approaches in English as a foreign language (EFL) classes. It specifically focused on grade 9 teachers and students. Regarding content scope, the study concentrated on learner-centred approaches to grammar teaching emphasizing research participants' beliefs about grammar teaching, reported and observed classroom practices and their expressed preferences for teaching approaches. This means the study did not include other language skills namely listening, speaking, reading or writing apart from their indirect relationship with grammar teaching. Geographically, the study was delimited to chosen secondary schools of the former Oromia Special Zone surrounding Finfinne, and hence there was a restricted generalization to parts of the country and contexts. In addition, the study used a mixed methods approach, which integrate quantitative data from questionnaires with qualitative data collected via interviews and classroom observations. Nevertheless, it did not include longitudinal analysis of changes in instructional practices over time. From theoretical perspective, the study was specifically confined to social constructivist and communicative language teaching approaches especially in connection with learner-centred pedagogy in grammar teaching. This means it didn't attempt to consider other theoretical paradigms beyond this framework.

1.7 Limitations of the Study

The interview with both teachers and students could have been increased so that the findings could be representative. In addition, eighteen grammar observation lessons were observed. Had the observed lessons been increased for each of the teachers, the findings could have been stronger and generalized for broader context in secondary schools. On the other hand, the study focused on the teachers' and students' beliefs, practices and preferences grammar teaching approaches. How textbook had been prepared may have an impact on the practices of learner-centred grammar teaching approaches. Therefore, the absence of textbook analysis was also additional limitation of the study. Moreover, the reliability coefficient of majority of the students' questionnaire items was between 0.52 and 0.58. This revealed that there is a relatively low reliability of the items.

1.8 Organization of the Study

This thesis is organized into six chapters. The first chapter is introduction. It covers background of the study, statement of the problem, objectives of the study, research questions, significance of the study, scope of the study, organization of the study and definition of key terms. The second chapter is literature review, which includes learner-centred approaches, the influence of second language acquisition theories on grammar teaching, the place of grammar in various language teaching methods, learner-centred grammar teaching approaches, conceptual and theoretical frameworks. The third chapter talks about methodology elucidating research design, research site and data sources, sampling, instruments of data collection, research reliability and validity and trustworthiness of the study, ethical consideration and method of data analysis. The fourth chapter focuses on presenting the results of the study. The fifth chapter talks about discussion of the results. Chapter 6, the last chapter includes summary, conclusions and recommendations, lessons learnt and implications of the study.

1.9 Operational Definition of Key Terms

Beliefs: Beliefs refer to teachers' or students' reported understandings, assumptions about grammar teaching and learning.

Practices: Practices refer to the observable teaching practices and pedagogical behaviours used by teachers which may include explaining rules, using various examples, practicing interactive activities, giving feedback and designing activities.

Preferences: Preferences refer to students' reported choices concerning approaches, methods, strategies and techniques to grammar learning and teaching.

Learner-centered/Student-centred Grammar Teaching Approaches: Learner-centered grammar teaching approaches refer to teaching approaches that emphasize active students' engagement, learner independence and communicative use of grammatical forms, where students involve in cooperation and learner-centred learning activities.

CHAPTER TWO: LITERATURE REVIEW

2.0 Introduction

The first part of literature review includes learner-centred teaching approaches, characteristics of learner-centred methods, the practices of learner-centred principles in grammar teaching, characteristics of learner-centred activities, differences between learner-centred and teacher-centred teaching approaches, learner-centredness in relation to communicative language teaching (CLT), cooperative learning and interactive language teaching. The second part focuses on the influence of second language acquisition theories on grammar teaching, the place of grammar in various teaching methods, teaching and learning grammar and learner-centred grammar teaching approaches in English as a foreign language. The last part discusses the conceptual and theoretical frameworks of the study.

2.1 Learner-centered Teaching Approaches

2.1.1 Origin of Learner-centered Teaching Approaches

At the beginning the teaching and learning of languages were driven by understanding different literature of classical language such as Greek and Latin. The concept was followed by teaching of grammar through Grammar Translation Method. However, these methods did not seem to have brought the expected results. This means that the people who were learning the target language were not able to communicate with people either through written or spoken language. As of other methods of teaching, learner-centered methods of teaching go back to 20th century. First, John Dewey and Lev Vygotsky raised the issue of learner-centered approaches and commenced with the idea of ‘learning by teaching’ in the 1970s (Zohrabi et al., 2012). These methods of teaching based themselves on the view social of social constructivism. Social constructivism stresses that learning/teaching effectively undertaken in the classroom when there is a social relationship between the teacher and the students, among the students themselves and with the classroom environment in general (William & Burden, 1997). Therefore, learner-centered teaching approaches put students at the center of teaching and learning processes.

To explain the concept of learner-centered teaching, various scholars depend on certain theories for learning to take place in general language learning in particular. For example, Rogers wanted

to depend on the theory of person-centered teaching/learning for it advocates constructivist approach to teaching/learning. According to constructivist point of view, teaching/learning takes place through accepting and fully understanding one another between the teacher and the students and among students themselves (Sweat & Buzzeto-More, 2007).

2.1.2 Defining Learner-Centeredness

Learner-centeredness is defined by many scholars and educators. These people view learner-centeredness in various ways. For example, McCombs & Whisler (1997, p.9) defined learner-centeredness in based on the principles of the American Psychological Association (APA):

‘The perspective that couples a focus on individual learners—their heredity, experiences, perspectives, backgrounds, talents, interests, capacities, and needs) with a focus on learning (the best available knowledge about learning and how it occurs and about teaching practices that are most effective in promoting the highest levels of motivation, learning, and achievement for all learners).

This definition could mean many things. First, the teacher is expected to give due attention on the students’ needs, experiences and backgrounds. This consideration maximizes students’ learning because identifying the students’ interesting areas is the base for the lesson being instructed. Secondly, this opportunity arouses students’ interests towards learning. Brown (2007) also defines learner-centered instruction as:

- techniques that focus on or account for learners’ needs, styles, and goals
- techniques that give some control to the student (group work or strategy training, for example)
- curricular that include the consultation and input of students and that do not presuppose objectives in advance
- techniques that allow for student creativity and innovation
- techniques that enhance a student’s sense of competence and self-worth

Some of these definitions are the same with the above mentioned authors’ definition. However, this definition also includes the methods of classroom organization such as group work and strategy training. Enhancing students’ competence and self-esteem is one of the ways of practicing teaching in the classroom using learner-centered instruction. In addition to the above

definition, Deribsa (2002) defines learner-centered methods as ways through which a teacher gives directions to students in order to help them arrive on certain objectives by themselves. This idea emphasizes that students are supposed to be the driving force for their learning. On the other hand, a teacher is available there to identify the students and their interests and assess the objectives.

Learner-centered teaching methodologies give heavy emphasis on students' engagement so that they can be independent learners. Because of this, there is a shift from teaching to learning and from transmitting information to making students active participants (Ibid). Therefore, LCM opposes the traditional methods of teaching, which give thorough consideration on output of learning. Since they take into account different issues, learner-centred approaches can be defined in various ways. Student-centred or learner-centred learning are ways of instructional methods that make learners the focus of teaching and learning processes, take into consideration what and how the learners need to learn, give an opportunity for students deciding what and how to learn and support the active participation of students in the teaching/learning process (Özer, 2008 as cited in Aliusta, 2014). Cannon & Newble (2000) also define student-centred learning as a method that strongly gives emphasis for students to be independent learners and involve themselves in the teaching and learning processes in the contrary to the teacher-fronted approach, which gives much attention to the role of the teacher. To support the above definitions of student or learner-centred approaches, research has been done and the following definition has been given by (Attard, Di lorio, et al., 2010):

... a learning approach which is broadly related to, and supported by constructivists theories of learning. It is characterized by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking.

The above definition reveals that student or learner-centred approaches incorporate creating a relationship between a teacher and students, which in turn encourages active participation of students and gives an opportunity for students to become critical thinkers. Student or learner-centred teaching and learning have several misconceptions. These conceptions arise from many issues. For example, one of the misunderstandings comes from the definition which states that

considering students' needs on the contents of the lessons and how these contents are delivered to students is the emphasis of student or learner-centred approaches. However, this definition does not imply that everything is left to students so that they can select whatever they want to learn, assess themselves and the teacher has no role to play (Weimer, 2002). Both the teacher and the students are responsible for the teaching and learning processes in order to maximize students' learning.

On the contrary to a learner-centered methods to language teaching, a teacher-centered and direct one are methods through which a teacher plays a great role in delivering the input and lecturing students to the maximum. According to Zohrabi et al. (2012), teacher-centered is an approach that considers students as output, which does show processes of students' learning. On the contrary, a learner-centered teaching is an approach that creates suitable environment for students to become independent learners throughout their lives, and teachers should shift their active imparting knowledge to helping students use any materials for self-learning (Nonkukhetkhong et al., 2006).

All the definitions stated above about learner-centered methods are helpful in arousing students' interest towards the teaching-learning process and actively participate in the classroom so that they can improve their language skills in general and using grammar for daily communication. In addition, students become independent to reflect from their experience in and outside the classroom. Furthermore, students exchange ideas through pair or group work.

Whether learner-centered approach refers to curriculum or classroom activities, the teacher is expected to consider individual differences among learners because it is based on these differences that the teacher can design tasks which motivate students. To support this view, (Weimer, 2002, p.19) reflects the following, "The role of the instructor in learner-centered classrooms is to encourage learners to do more discoveries and to learn from each other; the instructor focuses on constructing authentic, real-life tasks that motivate learner involvement and participation." This notion of learner-centeredness depicts that tasks and activities which stress students' participation should be designed and prepared by the teacher. Normally some grammar activities are included in the textbook which enhance cooperation among students to discuss

issues before they discuss rules in detail. However, the teacher has the right to incorporate activities out of the textbook to fulfill students' needs and interests.

2.1.3 Characteristics of Learner-centered Methods

The traditional methods of teaching emphasize imparting information to learners and teachers are considered as all-knower. However, the learner-centered teaching methods shifted the focus of teaching to learning of students. This shows that students are usually expected to be the center of teaching-process. According to Lim (2010, as cited in Richards & Bohlke, 2011, p.26):

Learner-centered method of teaching (LCM) involves understanding learners' needs and goals, communicating trust and respect to them, acknowledging diversity of needs and learning styles, giving feedback on their learning intended to develop their confidence and self-esteem, and using strategies that help to develop an atmosphere of collaboration and mutual support among learners.

This explanation tells us that a teacher has a lot of things to accomplish. In sum, an interaction should undertake between the teacher and the students and among students themselves in order for the teacher to know and help them in their learning processes. During presenting grammar lessons, the teacher usually plays an active role in passing knowledge to students. For example, Dornyei and Lamb (2003) stress in certain lessons, the attention is on what the teacher does in the classroom. But in a learner-centered approach, a teacher gives power to students to be responsible learners for the lessons. There are many points that make learner-centered teaching different from the teacher-focused one. These points are presented below as mentioned by Deribsa, (2005, p.7):

- involving high level of participation;
- using of prior experience or/ and knowledge;
- adopting of new perspective and positions;
- contestation of values and assumptions from different disciplines;
- openness with respect to the learning outcomes;
- getting support and learning from peers;
- presenting concepts based on feedback on the learner perspectives;
- developing of generic communicative skills such as listening, debating and collaborating.

2.1.4 Opportunities and Challenges of Learner-centered Teaching Approaches

2.1.4.1 Opportunities of Learner-centered Teaching Approaches

The traditional methods of teaching have become less advantageous because of the fact that they haven't brought any expected results on students' performance in using the target language for daily communication. Since the teacher is the only source of information in the classroom, it may have drawbacks. Lojova (2017) stresses the traditional, teacher-centered approach to language teaching have the following disadvantages:

1. Learners are demotivated as they do not see the point in learning the content. Therefore, they do not participate actively in learning tasks, they might tend to avoid classes or act out in various ways.
2. Learners easily forget what they have learnt due to weak associations – memory connections.
3. They create communication barriers which may undermine their self-confidence.
4. They may develop negative attitudes towards EL learning and school in general.

These points depict that participation of students is less as result of demotivation. The students do not see themselves in the teaching learning processes because they are not using the language for communication. Teaching and learning grammar is not only focusing on memorizing the rules. The students fail to use the rules in speaking or writing because this is what we call it 'rote learning. In addition, students do not develop the confidence in using the language for interaction in communication. Finally, they dislike learning English in general.

Hence, there was a shift from teacher-fronted methods to learner-centered ones. Learner-centered methods of teaching have the following advantages:

- It is sensitive to individual needs and preferences.
- It encourages construction of knowledge and meaning.
- It draws on and integrates language learning with students' life experiences.
- It generates more student participation and target language output.
- It encourages authentic communication.
- It breaks down barriers between in-class and out-of-class learning.

- It opens up spaces for discussion of motivations, learning preferences, and styles.
- It encourages students to take more personal responsibility for their learning.
- offers a wide range of preferences for particular kinds of classroom activities, styles of teaching, classroom arrangements, aspects of language and mode of learning;
- creates a community of learners by encouraging interaction within the class, helping them find learning partners and groups they are comfortable with, encouraging a sense of friendship among the students and to share interesting experiences to each other.

(Lim, 2010, Benson, 2001 as cited in Richards & Bohlke, 2011, p.26)

2.1.4.2 Challenges of Learner-centered Language Teaching Approaches

Although learner-centred approach to teaching in general and language in particular is useful, it has some disadvantages. Some learners may not accustom themselves easily to this approach despite the teacher's attempt, and some of them are not interested in working in groups (Rao, 2020). He also listed some of the disadvantages as follows:

- a. It requires a longer time for students so it is difficult to achieve curriculum targets.
- b. Takes a long time for teachers so that teachers in general do not want use cooperative learning.
- c. It requires special skills of teachers so that not all teachers can do or use cooperative learning.
- d. Specific nature of student demands such as the nature likes to work together.

2.2 The Practice of Learner-centred Principles in Grammar Teaching

Learner-centred approaches to language are different from the traditional ones in many ways. Both teachers and students have crucial roles to play. In order to effectively implement learner-centred teaching approaches effectively in grammar lessons, there are some underlying principles to be followed by English language teachers. These principles are discussed as follows.

2.2.1 Actively Engaging Learners

The main focus of learner-centred approaches is to make students involved in the teaching and learning processes. Portman (2011) highlights that in order to implement this technique, a lot of things should be considered. One of the major issues is presenting students with different tasks which motivate them to be interested in the topic under discussion. Students' interest can be aroused when they are provided with the subject they are familiar with, which can increase their

engagement. Therefore, grammar activities, which motivate students, can be prepared by teachers themselves out of the textbook.

The second point is selection of the contents to be presented to students. Contents of the lesson should carefully be prepared to maximize students' learning. Presenting contents in context is very helpful. For example, it is possible to present grammar lessons contextually to ensure students' involvement in the classroom activities. Generally, the ways a teacher presents the lesson is an essential part of the learner-centred approaches (Weimer, 2013). The last issue that is equally useful for making students active participants is the implementation various approaches. According to Chickering and Gamson (1987) as cited in (Osborne, 2008), teachers should use active learning techniques to enhance the participation of students. Active learning techniques namely discussions, group work, problem-solving activities and case studies are helpful in increasing students' deep understanding in concepts learned (Syed et al., 2024). Rules taught by teachers can also be easily understood through the implementation of these techniques.

2.2.2 Demonstrating Empathy and Respect

For an effective implementation of learner-centred approaches in a grammar classroom, demonstrating empathy and respect plays a great role. This entails being happy while students express their ideas, understanding what they need, identifying their background experience, the methods they prefer to the learning processes and creating a communicative approach between the teacher and the students (Kenny, 2013). These concepts express that teachers are expected to emphasize the importance of students' ideas and create a supportive environment where students learn better by practicing a good relationship. This makes students actively participate in listening to the teacher during delivering a lesson and doing activities given. In other words, it contributes to the learners' motivation. The success of students in learning a foreign language depends on motivation because it plays a main role in influencing in the ways learners think about something and the temperament they have related the users the foreign language and their culture (Lapadat & Lapadat, 2023).

The other thing that should be taken into consideration is that students' background information and the how they gather a piece of information. Students come to school in order to search for knowledge using various approaches. Therefore, teachers are responsible to find methods that

can accommodate the differences among students and their wants (McCombs & Miller, 2009). In addition, finding students who are slow learners in the classroom helps teachers to prepare their lessons carefully and to practice the strategies to satisfy their needs (Blumberg, 2009, as cited in Boudehane, 2015). In general, learner-centred approaches open rooms for a good relationship between teachers and students and among students themselves which can enhance empathy on the side the teacher to listen to students and understand their ways of thinking.

2.2.3 Communicating Clear Expectations

In any teaching and learning processes, it is clear that there are certain things to be achieved at the end. This means when they learn something students are expected to reach the goals set to them. For this to happen, it is recommended that teachers should inform the students the objectives of the lessons. This theory reflects that students are supposed to be told the results expected from them at the end of the lesson before hand; teachers should also plan how things are done to reach on the achievements (Kenny, 2013).

This reveals that the arrangement of the lessons to be taught initially can help teachers to give attention on the contents to be delivered with the aim of achieving those goals stated. In line with this, Ferris and Hedgcock (2014, as cited in Boudehane, 2015) suggest, ‘...thinking carefully about how to lead students from their current level of understanding toward established standards also enables teachers to make their aims explicit and transparent to students, who can then understand the purposes underlying classroom activities and assignments. The above quote indicates that teachers are responsible for making students familiar with the course objectives, and they teach and assess the students together with the goals.

2.2.4 Encouraging Students’ Independence

One of the main principles of implementing learner-centred approaches is to give an opportunity to become independent learners. That means in the teaching and learning processes, students are expected to learn by themselves by trial and error. According to Attard et al. (2010), students have the right to choose the course material and the methods through which they learn the contents. This means students are responsible for their learning. It is not only giving an opportunity for students to select the material but also to learn by themselves is another aspect of

these approaches. For instance, learning becomes successful while students actively participate in the process of learning something (McLean, 1980).

2.2.5 Creating a Teaching and Learning Community

Another important principle for student-centred approaches to practice effectively is creating a teaching and learning community. This principle encompasses approaches and techniques that support sharing ideas in learning, considerate, collaboration and formal discussions among students in the classroom (Kenny, 2013). A lot of research works conducted emphasize that various grouping methods support students to learn from one another (Weimer, 2013). Different types of groups can help learners exchange ideas, which may open a door for discussion. For effective discussion to take place in the classroom, small group discussion and cooperative learning can be practiced by teachers. Cooperative learning includes formal groups, informal groups and base groups. These various grouping have their own features. Small group discussion is essential for making students exchange ideas in order to involve themselves in the tasks (Lee & Ertmer, 2006).

2.2.6 Using Appropriate Assessment for Learning

In learner-centred teaching and learning processes, assessment has been given appropriate consideration as a result of its importance both for the teacher and the students. On the teacher's side, it helps to evaluate the methodology he/she uses. It is also useful for students as to how much they have understood the contents of the lesson. Generally, assessment should have an aim to be achieved. Concerning this, Zou et al., (2024) revealed that assessments are essential in fostering learners' learning processes and teachers' teaching methodologies.

In a learner-centred classroom, both formative and summative assessments play a great role in facilitating teaching and learning processes. Freeman & Lewis (1998) posit that the innovative methods encourage continuous assessment considering learners' differences in performing something and identifying the students' speed in learning. This quote reveals that continuous assessments are advantageous for both teachers and students. It is helpful for teachers in order to identify individual differences among students and improve their teaching methodology to fill

gaps identified. On the other hand, students can easily evaluate their changes in understanding the contents of the course.

2.3 Characteristics of Learner-centered Activities

Both the traditional/teacher-fronted and the learner-centered approaches to teaching have their own characteristics in relation to activities that are performed by students and teachers. It is clear that learners have no great roles to play in the teacher-centered classroom. However, in learner-centered classroom teachers and learners have many things to do during the activities because the students are not entirely passive listeners. The following are the nature of learner-centered activities which are taken from Gonzales et al. (2001, pp.21-25):

A. Learner-centered Activities Are Learner-directed.

In a learner-centered classroom, students are encouraged to make choices on the activities provided for them to arrive on certain conclusions. This means that learners have the opportunity to discuss and do certain exercises by themselves. It can be evident that learners can write something individually, in pairs, in groups or as a whole class. This is the reason why the activities, to some extent, are controlled by the learners. However, in our context, it is not practical to give opportunities to students for the selection of activities and tasks.

B. Learner-centered Activities Are Personally, Socially, And Domain Relevant.

Learner-centered teaching puts learners at the heart of learning. It is trying to find needs and interests of learners when designing activities and implementing them in the classroom. Learners are motivated to interact with one another and with their teacher as well. These activities consider learners' background. To support this idea, constructivism states, learners learn something more when they share their experiences and actively participate in the teaching and learning processes than observation (Brooks & Brooks, 1993). Therefore, for grammar teaching and learning to take place effectively in the classroom, considering the students' needs is very important.

C. Learner-centered Activities are Long-term and Production Oriented.

These activities are quite different from the teacher-centered instructions in that they allow the students to produce something on their own later. They are not activities which are used for

memorizing everything. Rather suchlike activities help the learners to use the language for everyday purposes. Based on this assumption, teaching grammar that makes students use the rules for daily communication is the core idea.

D. Learner-centered Activities are Collaborative and Interactional.

One of the characteristics of learner-centered language teaching is collaboration and interaction among learners. These activities discourage competition. The learners learn not only from the teacher but also from one another. Depending on their experiences, learners are expected to reflect their views and share ideas. When students become the main attention, they totally involve themselves in the process of actions (McCombs & Miller, 2007). In the traditional methods of teaching a language particularly grammar, the teacher has a sole role to play and the students are passive listeners. This means that interaction and collaboration are not as such seen between the teacher and the students and among the students themselves. But learner-centered grammar activities encourage interaction in all aspects through pair or group work and asking answering questions in using certain grammar points. If much time is occupied by the teacher in giving lectures, the students become passive listeners or sometimes taking notes given by the teacher from the board. This means there is little participation of students in classroom discussions.

E. Learner-centered Activities Increase Students' Learning Capacities.

The reason for preparing activities which encourage collaboration and interaction is that they make students to concentrate more on their learning. They can develop learning strategies which suit for every stage of learning in and outside the classroom. For instance, the teacher commences the class by bringing interesting ideas related to the topic under discussion in order to create motivation in the students to follow the lessons. Jones (2007, p.13) argues, "If students are introduced to topics that interest them, they are more likely to be motivated."

F. Learner-centered Activities Facilitate Students' Personal Awareness, Growth, and Information.

According to McCombs (2001), "Learner-centered activities enhance students' personal awareness, growth, motivation, and learning outcomes." These activities can be integrated to lessons' methods that lead to greater self-awareness such as individual or personal reflections,

small group sharing and journal writing. Such kinds of activities are used for helping students to know themselves and contribute something to their learning.

2.4 Differences between Learner-centered and Teacher-centered Teaching Approaches

Disparities between learner-centered and teacher-centered teaching has been seen from different perspectives. Two of them emphasize different areas of interests. The following table summarizes their differences from Huba and Freed, 2000 cited in (Anderson, n.d.).

Table 1: Differences between Learner-centered and Teacher-centered Paradigms

Teacher-centered paradigm	Learner-centered paradigm
Knowledge is transmitted from teacher to students.	Students construct knowledge through gathering and synthesizing information and integrating it with the general skills of inquiry, communication, critical thinking, problem-solving and so on.
Students passively receive information.	Students actively involved.
Emphasis is on acquisition of knowledge outside the context in which it will be used.	Emphasis is on using and communicating knowledge effectively to address enduring and emerging issues and problems in real-life contexts.
Teacher's role is to be primary information giver and primary evaluator.	Teacher's role is to coach and facilitate. Teacher and students evaluate learning together.
Teaching and assessing are separated.	Teaching and assessing are intertwined.
Assessment is used to monitor learning.	Assessment is used to promote and diagnose learning.
Emphasis is on right answers.	Emphasis is on generating better questions and learning from others.
Desired learning is assessed indirectly through the use of objectively scored tests.	Desired learning is assessed directly through papers, projects, performances, portfolios and the like.
Focus is on a single discipline.	Approach is compatible with interdisciplinary investigation.
Culture is competitive and individualistic.	Culture is cooperative, collaborative and supportive.
Only students are viewed as learners.	Teacher and students learn together.

2.5 Learner-centeredness in Relation to Communicative Language Teaching, Cooperative Learning and Interactive Language Teaching

In the modern era of language teaching and learning, CLT, cooperative learning and interactive language teaching emphasize the importance of learner-centered language teaching/learning as all of them give opportunities for students to learn by themselves. In this section the concept of

learner-centered instruction in relation to CLT, cooperative language learning and interactive language teaching will be discussed.

2.5.1 Learner-centeredness, CLT and Cooperative Learning

Learner-centered language teaching gives opportunities for students to actively participate and take responsibility for their learning. These roles are advocated by CLT and cooperative language learning. According to Breen and Candlin (1980 as cited in Richards & Rodgers, 2001, p.166) learner has the following role in language learning:

The role of the learner as negotiator between the self-learning process, and the object of learning emerges from and interacts with the role of joint negotiation within the group and within the classroom procedures and activities which the group undertakes. The implication for the learner is that he should contribute as much as he gains, and thereby learn an independent way.

This idea depicts that a learner learns something more by himself/herself interacting with one another within a group. In addition to the above idea, in cooperative learning much of the talk is occupied by students, and they commit mistakes, which are considered as signs of learning (Ruddell, 1999). Therefore, the teacher is responsible to prepare activities which are meaningful to students and encourages them to take active role (p. 273). In general learner-centeredness, communicative language teaching and cooperative language learning are mutually inclusive. Communicative language teaching (CLT) emphasizes the practice of cooperative learning and other learner-centred approaches.

2.5.2 Learner-centered Approaches and Interactive Language Teaching

2.5.2.1 The General Concept of Interaction and Its Uses

In innovative methods language teaching, interaction is becoming more popular for an effective language teaching in the classroom. Interaction includes more than bringing ideas together and replying to others so that communication can take place efficiently among individuals (Hadfield & Hadfield, 2008) . This shows that interaction is an exchange of ideas using the target language in order to use it meaningfully and understanding one another. Allwright (1984) defined interaction as follows saying: interaction is essential teaching methods which entail fully implementing interaction process in the classroom. Interaction is an exchange of views, feelings

and perspectives with two or more individuals, which leads to bringing an effect on each other (Brown, 2000). This tells us when students exchange ideas with the teacher and with one another there is a possibility for them to improve their language skills in general.

In a learner-centred classroom, there should be an interaction between a teacher and students and among students themselves. As a result, there is a relationship between interaction and learner-centred approaches to language teaching.

2.5.2.2 Importance of Interaction

Language specialists stress the usefulness of interaction between a teacher and students and among students themselves. Through interaction students can get advice from their peers and the teacher. Hedge (2000) states interaction opens a way for students to obtain feedback from their teacher and partners resulting in language development. This makes students to have deep knowledge about the rules they have learnt. Interaction can take place in different ways in the classroom. It is possible to achieve interaction through group work in the classroom. Interaction helps students use the language for communication with their teacher and among themselves (Lyster, 2007). This is also true for the rules the students are familiar with to use in speaking or speaking. Rivers also (1984, pp.4-5) explains the importance of interaction as follows:

Through interaction, students can increase their language store as they listen to or read authentic linguistic material, or the output of their fellow students in discussions, skits, joint problem-solving tasks, or dialogue journals. In interaction, students can use all they possess of the language- all they have learned or casually absorbed- in real life exchanges where expressing their real meaning is important to them...Even at elementary stage they learn, in this way, to exploit the elasticity of the language.

In addition to Rivers' ideas, Chiriac (2014, p.2) argues, "When working interactively with others, students learn to inquire, share ideas, clarify differences, problem-solve, and construct new understanding." The above discussed uses of interaction in language teaching/learning gives opportunities for students to dig out what they have accumulated in their life experiences and get exposure for the language they are learning. Classroom is the place where students practice the language and interact with one another. Besides, students' understanding in finding new ideas can be stronger than that of the traditional way of teaching, which promotes an interactive approach. Since English is used only in schools most of the time in Ethiopian context, students

have no chance to use it outside the classroom. In teaching and learning of grammar, students can interact through discussions, opinion exchange in pairs or groups and solving certain problems. By doing so, they learn grammar for real communication and improve their grammar knowledge.

2.5.2.3 Types of Classroom Interaction

Having mentioned the importance of classroom interaction, let us see its types. Interaction appears to take place between a teacher and students and among students themselves.

2.5.2.3.1 Teacher-student Interaction

For effective teaching and learning processes, interaction between a teacher and students play a paramount role in the classroom. The teacher is expected to create a classroom atmosphere which gives an opportunity for students to foster the relationship so that they contribute for their learning. Using this depends on the technique the teacher implements in facilitating rapport with her/his students (Harmer, 1998).

2.5.2.3.2 Learner-learner Interaction

Learner-learner interaction also plays a major role in creating good classroom atmosphere which paves a way for language teaching/learning. In learner-learner interaction the teacher takes a guiding position and students become active in the classroom (Tuan & Nhu, 2010). Interaction among students can take place through pair and group work (Fadhila, 2018). In addition, Johnson (1995, p.198) stresses:

Student-student interaction in foreign language classrooms can create opportunities for students to participate in less structured and more spontaneous language use, negotiate meaning, self-select when to participate, control the topic of discussion, and, most importantly, it draws on their own prior knowledge and interactional competencies to actively communicate with others.

Making students active participants in the classroom is the main issue of learner-centered language teaching because it helps students negotiate meaning and use the language for communication.

2.5.2.4 Interactive Principles

Interactive language teaching is not merely the ways teaching a language as it comes to the teacher's mind. There are certain procedures to be followed if the teacher wants her/his learners to reach the maximum achievement in their learning. The following principles are taken from (Brown, 2000).

2.5.2.4.1 Automaticity

It is a principle of making students to use the language meaningfully in communication. At this time, the students may not focus on the grammatical competence. They use the language as they come across. This means they are free to select whatever language expressions to transmit their message. In other words, the teacher gives responsibility for their learning. According to McCabe & O'Connor (2013), a student-centred approach supports students to be independent learners so that they can become responsible for the teaching/learning processes. That's why learner-centered language teaching encourages students to become independent learners. Teaching grammar interactively between the teacher and students and among students themselves encourages students to use the rules taught for communication.

2.5.2.4.2 Intrinsic Motivation

At every stage in language learning/acquisition, motivation is considered the central issue. Students become motivated when they are always given opportunities to use the language. This is because as they use the language, they will see the improvements in using the rules they have learnt in spoken language or the written one. Motivation plays a great role in successful teaching/learning of a second/foreign language. Dörnyei & Csizér (1998) stress that students become successful if they are motivated; otherwise, they will fail to achieve their objectives. Intrinsic motivation promotes learners to be happy in the teaching and learning processes (Harmer, 2007). To use grammar for communication both in and outside the classroom, it is expected that the teacher should motivate students.

2.5.2.4.3 Strategic Investment

During interaction, students learn different strategies of using the language orally or in written form. That means when their message is not clear for their partners, they learn to find the way to avoid confusion. As a result of finding such like solutions for the communication barrier, they

obtain the chance of producing different conversations and sentences using the rules they have been taught.

2.5.2.4.4 Risk-taking

One problem that students face in using the language is fear of making mistakes. Committing mistakes in grammar, as they think themselves, is a sign of failure. However, if the teacher tells students that mistakes are signs of learning a language, the students can develop the confidence of using the language even though they are not producing grammatically correct phrases and sentences. Risk taking by students is one of the expectations of learner-centered grammar teaching.

2.5.2.4.5 The Language-culture Connection

There is a close connection between language and culture. In interaction, students also understand that knowing the culture of a given society helps them learn the language.

2.5.2.4.6 Inter Language

The issue of inter-language is a recent phenomenon in language learning. It considers that students learn a language by passing through many developmental stages where they make errors in producing certain utterances. This in turn helps them work on the language for improvement. Feedback given by a teacher plays a great role in this development. Feedback is given at different times depending on the methods the teaching the teacher is using. In the traditional methods of teaching, feedback is given immediately by the teacher in order to avoid wrong habit formation. However, in the current methods of teaching, feedback is given for students in order to show that they learn from their mistakes.

2.5.2.4.7 Communicative Competence

In Communicative Language Teaching (CLT), which advocates interaction in language teaching and learning, students are able to acquire various competence such as grammatical competence, discourse competence, sociolinguistic competence, pragmatic competence and strategic competence. The term communicative competence was first used by Hymes in 1972 to argue against Chomsky's linguistic principle (Richards & Rodgers, 2014).

2.6 The Influence of Second Language Acquisition Theories on Grammar Teaching

Grammar teaching and learning in second language (L2) pedagogy has been significantly contingent upon key conceptual viewpoints, particularly Behaviorism, Innatism, Cognitivism and Constructivism. These theories have provided different premises about how language teaching and learning occur. These premises elucidate various teaching methodologies, teaching and learning practices, and the function of grammar in language learning. Conceptualizing the influences of these theories support language teaching methodologists apply balanced and productive approaches to grammar teaching.

2.6.1 Behaviourist Theory

Behaviourism theory was, first, encouraged by Skinner who published a book entitled 'Verbal Behaviour' in 1957 (Assaiqeli, 2013). This theory was influential in second language teaching-learning in North America beginning from 1940's through 1970's, and the advocates of this viewpoint were Nelson Brooks (1960) and Robert Lado (1964) (Lightbown & Spada, 2013). According to behaviourist theory, learning something happens by stimulus-response relationship on the students' behaviour (Budiman, 2017). The proposers of this theory emphasize that stimulus and response have high bondage. This means that having a good response will become strong through positive reinforcement. This reveals that practicing the needed result again and again will be changed a habit. If the response from the students is not correct, immediate feedback will be given to avoid bad habits. In general, reinforcement plays a decisive role in learning. Therefore, teachers have to implement it regularly in order to bring the expected results on students (Chitravelu et al., 1995 as cited in Azimi, 2016). The main constraint in behaviourism theory in learning is that it does not talk about the processes that occur in the minds of the learner in order to learn a language (Ruiz et al., 2015). Additional problem is the idea of Contrastive Analysis. According to this concept, people learn the second language through passing the habit formed in the first language acquisition. However, using the habit formed through the acquisition of the first language may not help the learners acquire the second language because it is comparing their resemblance, not the processes of transferring the habit formed (Myles, 2002).

In the teaching of grammar, this theory results in the advancement of the Audio-lingual Method. This method emphasizes that language is effectively learnt through pattern drills, repetition exercises and memorization of sentences, and the teachers are expected to give feedback in order to prevent formation of bad habits. (Larsen-Freeman & Anderson, 2011). Even though behaviorism played a role to organized teaching methods, scholars contend that it fails to account learners' mental processes and restricts communicative proficiency (Richards & Rodgers, 2001).

2.6.2 Innatist Theory

Innatist theory was first proposed by Noam Chomsky. This theory states that children learn first language based on the previously determined concepts in their minds which referred to as Universal Grammar; which means children have something in their minds about the language they are going to acquire (Cook, 2008). Therefore, Universal Grammar (UG) "permits all children to acquire the language of their environment during a critical period of their development (Lightbown & Spada, 2006). Although the notion of Universal Grammar states that children acquire their first language through the rules that are inherited in their minds, it has nothing to do with second language acquisition (SLA). As a result of this, additional input, which can support the innatist theory, was innovated by Krashen. According to Krashen (1982), the following are the five hypothesis of second language acquisition.

- A. Acquisition-learning hypothesis: There is a distinction between acquisition and learning. Acquisition refers to acquiring language rules without knowing as they acquiring the language but using the language for exchanging ideas in the target language. Learning refers to awareness of having the knowledge of the target language.
- B. The monitor hypothesis: The monitor hypothesis states that learning has only the monitoring purposes of the students' results.
- C. The natural order hypothesis: According to this hypothesis, learners of a second language likely to learn certain grammatical structures of the language before another.
- D. The input hypothesis: Students acquire second language if they are provided with the input that contains the structures to some extent beyond the level of the learners that is $i+1$, where i shows that the current level of the students' understanding and 1 indicates the

structures beyond the acquirers skills. In addition, the possibility of acquiring a language by people focuses on understanding what others utter (Cook, 1993).

- E. The affective filter hypothesis: This hypothesis stresses that there are a lot factors that can hinder the acquisition second language. These are motivation, self-confidence and anxiety. Students with high motivation learn second language better. Also students who have self-confidence learn better than those with low confidence. In addition, low anxiety contributes to higher level of understanding second language.

2.6.3 Cognitivist Theory

Cognitivist was proposed as opposed to behaviourist theory which disregards the process to think and learn something (Jabir, 2018). The main issue in a cognitivist theory of learning is that students are the main agent and should obtain attention (Brown, 2000). Advocators of this theory believe that language is learnt through actively participating in the teaching-learning process; therefore, students are expected to think, discover the rules and apply them William & Burden, 1997).

2.6.4 Constructivist Theory

This theory of learning traced back to the works of Dewey (1929), Bruner (1961), Vygotsky (1962) and Piaget (1980) (Golder, 2018). This theory assumes that learning takes place as a result of interaction with the environment. This means learning is realized through active involvement with the ideas to be learnt (Kroll & Black, 1993 as cited in Mallows, 2020; Burhanuddin et al., 2021). Constructivist theory to learning plays a great role in helping both teachers and students because it paves a way for getting involved in and exciting learning presses (Yilmaz, 2008). This reveals that students are not supposed to be passive listeners of their teachers; they should make meaning and contribute something to their learning. In addition, Wenger (2009) reveals that constructivism is a concept used to examine the world by using background knowledge. Even though both Piaget and Vygotsky advocate the issue of constructivism, they focus on various areas of interest. According to Golder (2018):

Piaget emphasizes cognitive constructivism, which states that learning something happens through mind observing and working with the environment whereas Vygotsky stresses social constructivism, which reflects that learning takes place through mind by creating an interactive approach with the people around.

2.7 The Place of Grammar in Various Teaching Methods

Based on their areas of interest and school of thought, various methods have been coined in order to help learners achieve learning goals. Some of them emphasized the presentation of grammar rules by teachers and some of them on meaning only. This means grammar teaching has various status in in each method. The following are the methods that are well known in the historical development of English language teaching.

2.7.1 Grammar Teaching by Grammar Translation Mothod

This method is traditional by its nature. It was originally used to teach Latin grammar (Betti, 2015). That means it was not being used to teach modern languages. As its name indicates, students were busy in translating the grammar of Latin into foreign language. According to Richards & Rodgers (2014), Grammar-Translation Method is characterized by the following features.

- a. Reading the literature of a foreign language is the fundamental purpose of this method. In addition, it emphasizes the study of grammar for understanding literature through translation into a foreign language.
- b. From the four language skills, reading and writing are emphasized and speaking and listening have got little attention.
- c. Textbooks are the bases for selecting vocabulary, and the teaching of words depends on the words of the two languages and the studying of dictionary and rote learning.
- d. Sentence-level activities for translation from the target language to students' first language and vice versa is highly encouraged.
- e. Correctness of form is very important, which can make translation easier and this in turn helps students to be successful in their written examination (Howatt, 1984, as cited Richards & Rodgers, 2014).
- f. Grammar is explicitly taught, where the teacher presents the rules first followed by translation activities.
- g. In the teaching/learning process, the learners' mother tongue is used in order to introduce the new language and allow students compare the structure of the first language and the target language.

The popularity of Grammar Translation Method has not become out-dated. Richards & Rodgers (1986) argue that Grammar Translation Method is still used in many places even though it has no supporters. Brown listed the following reasons. First, teachers do not need special skills of implementation; second, questions for examination are easy to prepare and the scores are objectively calculated (Brown, 2000). Therefore, grammar teaching and learning are essential in this method. However, it does not encourage people to use the language in communication. Grammar Translation Method emphasizes the teaching about the foreign language, not its use for communication (Larsen-Freeman, 2001). The Grammar Translation Method did not achieve the expected goals since students were expected to remember the rules which are out-dated; they were required to make correct translation (Richards & Rodgers, 2001).

According to Yule (2010), Grammar Translation Method is a method which predicated on learning rules of grammar by rote memorization; written language is advocated and spoken language is not given adequate attention. Because it depends on memorizing rules of grammar, it doesn't contribute to the communicative aspects of foreign or second language, which may help the learners use the target language for real communication. As a result of this, the structuralist approaches namely the Direct Method, the Audiolingual Method and the Situational Language Teaching together with the Communicative Language Teaching (CLT) took the place of GTM (Mohammed Aslam 2008, as cited in Dulul, 2012).

2.7.2 Grammar Teaching by The Direct Method

This is a method that was categorized under a reform movement by focusing on the way a child learn a language (Richards & Rodgers, 2014). It implies that people learn a language through a natural procedure. Unlike Grammar-Translation Method, which emphasizes translation and presentation of grammar rules to teach a foreign language, the Direct Method focuses on using the target language directly. Scholars argue that foreign language is best learnt in such a way that first language is acquired, which follows the natural way learning a second language (Richards & Rodgers, 1986). Because of the failure of Grammar-Translation Method to help students use the target language in real situations, this method gained its popularity (Larsen-Freeman, 2000). In order to make things clear for students, a teacher creates an opportunity for them to use ordinary objects (Morales-Jones, 2011). In general, the following are its basic principles:

1. The teacher uses the language being learnt in the classroom.
2. Only everyday vocabulary and sentences were taught.
3. Grammar was taught inductively.
4. New teaching points were introduced orally.

(Richards & Rodgers, 2001, p.12)

2.7.3 Grammar Teaching by Reading Method

Every language methodology has its strengths and weaknesses. As a result, scholars have tried to fill the gap in order to help students achieve the learning goals. This method was coined because of the fact that the direct method became difficult to realize in the classroom (Celce-Murcia, 2001). As of other methods, the Reading Method has its own underlying principles and they are presented as follows as mentioned in (Celce-Murcia, 2014).

- a. The important grammar that enables to understand to read a text is instructed.
- b. Vocabulary is limited at the beginning depending on the importance and the rate of their appearance followed by expansion.
- c. Translation is considered an acceptable way to be followed in the classroom.
- d. From all skills reading is highly stressed.
- e. It is not mandatory for a teacher to be orally fluent in a foreign language being learnt.
- f. Mother tongue language is used for introducing reading texts, talking about it and examining understanding.

2.7.4 Grammar Teaching by Audio-lingual Method

The Audio lingual Method is also another of language teaching which got due attention. The Direct Method and the Audio-lingual Method are similar in that they focus on using the target language orally. However, they are also different in some ways. The Direct Method focuses on making students acquire the vocabulary of the target language, but the Audio-lingual Method emphasises the practice of grammatically correct sentences (Larsen-Freeman & Anderson, 2011). On the other hand, Audio-lingual Method stresses that language learning is habit formation; therefore, students are given certain language items in the form of dialogues and are encouraged to practice again and again (Cook, 2008).

The Audio-lingual Method traced back in the 1940s when US entered the Second World War with the notion of making American army fluent in foreign languages. At that time, linguists were trying to find an option to the Reading Method, which based itself on behaviourism theory of language learning. Behaviourist theory was more important and had positive impact on the ways of comprehending the reality of learning (Richards & Rodgers, 2001; Rivers, 1981).

According to Harmer the Audio-lingual Method is related to behaviourism theory of language learning, which emphasizes that language is learnt through Stimulus-Response relationship (Harmer, 2007). This indicates that students learn foreign language more through drilling the model. According to Woerdehoff as cited in Curtis (2017, p.139), the Audio-lingual Method is characterised by the following principles:

- a. the study and manipulation of the structural patterns of the new language;
- b. the inductive presentation of new material; and
- c. the maintenance of the natural order of language learning'

Audio-lingual Method stresses an inductive presentation of grammar rules, so explaining the rules to students is forbidden. Structure of a language is provided for students in the form of dialogues (Betti & Aljubouri, 2015). Therefore, students should learn the rules from the input given to them in dialogues. In general, grammar is presented through an inductive approach (Larsen-Freeman, 1992)

The Audio-lingual Method has no vigorous theory of language and language learning. As a result, it did not get due attention from practitioners. The applicability of the rules learnt in communication through this method outside the classroom is uncertain under question, and the students cannot use these rules in real situation (Richards and Rodgers, 1990). The main failure of the Audio-lingual Method is that students cannot apply the habit they have acquired in the classroom to communication out of context (Larsen-Freeman, 2000). Since it is connected to behaviourist theory of language, the Audio-lingual Method has theories of language and language learning. The Audio-lingual Method has got a theory of language, which focuses on structuralism and theory learning called behaviourism, which has no connection with the mental analysis of language learning (Richards & Rodgers, 2014).

2.7.5 Grammar Teaching by the Silent Way

It was a language teaching method devised by Gattegno (Larsen-Freeman & Anderson, 2011). This method suggests that teachers are expected to be silent and students should be supported to produce the language themselves (Richards & Rodgers, 2001). This means learners are the starters of their learning so that they are independent to learn the language (Morales-Jones, 2011). The learning theory of the Silent Way as stated by Gattegno is presented as follows:

1. Learning is facilitated if the learner discovers or creates rather than remembers and repeats what is to be learnt.
2. Learning is facilitated by accompanying (mediating) physical objects.
3. Learning is facilitated by problem-solving involving the material to be learnt.

(Richards & Rodgers, 2014, p.291)

As of other methods of teaching, the Silent Way has both theory of language and theory of learning. According to Richards & Rodgers, (2001, p.82), “Students are presented with the structural patterns of the target language and learn the grammar rules of the language through largely inductive processes.” This means, this theory advocates the structuralism approach to grammar teaching.

2.7.6 Grammar Teaching by Suggestopedia

Suggestopedia was devised by George Lozanov and is interested in the surrounding environment, where the teaching and learning processes are implemented (Harmer, 2007). This indicates that suggestopedia, “...uses drama, art, physical exercise, and desuggestive–suggestive communicative psychotherapy as well as the traditional modes of listening, speaking, reading, and writing to teach a second language”(Morales-Jones, 2011). According to Richards & Rodgers (2001), Lozanov, the developer of this theory, did not put any theory of language, but the central point for the theory of learning is suggestion.

2.7.7 Grammar Teaching by Total Physical Response

Total Physical Response is a language learning method discovered by James Asher in 1974 (Morales-Jones, 2011). Grammar is central to the teaching because presentation is given through

command sentences. Language skills such as reading and writing are not as such taken into consideration since the most important part is the grammar rules (Larsen-Freeman, 1992). It is possible for students to grasp the concept of grammar through Total Physical Response; however, they fail to address the way grammar functions (Segal, 2001). As a result, after practicing some grammatical points, teachers are expected to explain the rules in detail (Azimi, 2016). This emphasizes that grammar explanation is useful for students to help them understand the rules.

Azimi (2016) explained that the advocator of Total Physical Response (TPR), Asher, did not propose the theory of language exactly, the tasks of this theory focus on structuralism, which consider grammar rules. According to Asher (1977, as cited in Richards & Rodgers, 2014, p.279), "...most of the grammatical structures of the target language and hundreds of vocabulary items can be learned from the skilful use of the imperative by the instructor". This reveals that for an effective teaching grammar and vocabulary, the teacher plays a great role in instructing the students, which can assist them to practice the target language. The theory of learning that Asher emphasizes is the behaviourist perspectives of learning, which stresses that learning takes place through stimulus-response relationship even though this theory is not supported by psychologists and second language acquisition (SLA) theorists (Richards & Rodgers, 1986).

2.7.8 Grammar Teaching by Communicative Language Teaching

All the methods beginning from Grammar Translation Method upto the recent approaches tried to fill the gaps in making students acquire the language for communication. These approaches emphasize the teaching of grammar for mastering the rules. In other words, grammar is taught out of context; as a result, it is difficult for students to use the language in real communication. Communicative Language Teaching (CLT) was devised to argue against Audio-lingualism, basing itself on behaviourism theory of language learning, which proposes that language is learnt through habit formation.

Teachers may practice teaching following a deductive approach or an inductive approach. The deductive approach emphasizes accuracy rather than fluency. As inductive approach is more of a learner-centred approach, it helps students acquire the language. Communicative Competence gives a structure for bringing the teaching and learning of a language in general and grammar in

particular in the situations of the theory that stresses the usage of a language to communicate with one another (Schachter, 1990 as cited in Byrd, 1998).

Communicative Language Teaching (CLT) has strong theories of language and language learning. CLT also has a dimension of student-centredness and using experience for teaching practices of second language (Richards & Rodgers, 2014). According to Richards & Rodgers (2001) theory of language for CLT emphasizes the communicative aspects of a language and Savignon (1983) stresses that theory of learning focuses on second language acquisition research.

2.8 Teaching and Learning Grammar

2.8.1. Definition of Grammar

Grammar can be defined in various ways by different scholars. According to Thornbury 1999), “grammar is partly the study of what forms (or structures) are possible in a language.” This definition states that grammar is considering how words come together to create meaningful sentences. It is obvious that words can never be arranged as they come to our mind because they may fail to form sensible sentences. Additional definition which supports this idea is given by (Larsen-Freeman, 2001, p.5), saying that “Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints.” Ur (1988) explains that grammar is the method language uses as well as a unit of language that comes together in order to construct larger important components of a language. All these definitions of grammar demonstrate that structures are controlled by some conditions, grammar is essential to convey meaningful message to the listener or reader.

2.8.2 Reasons for Teaching Grammar

With the introduction of Communicative Language Teaching (CLT) in the 20th century, grammar teaching was to some extent ignored because it assumed that it could not facilitate meaning and communication. The main focus for CLT is using a language for communication. Scholars understand CLT in different ways. For example, some understand CLT as an approach that is a bit more than combining rules and functions presentation (Richards & Rodgers, 2001). To support this, Littlewood (1981) stresses that CLT gives equal emphasis for both meaning and

rules features of language. On the other hand, some consider it as techniques for making students to sit in pairs or groups to solve certain problems through doing activities (Richards & Rodgers, 2001). In general, in CLT, one important issue to be emphasized is the attention of language teaching more focusing on meaning rather than on structure. This shows that rule presentation is somewhat underemphasized. However, in recent times teaching grammar has got due attention. For this there are many reasons to be mentioned. First, grammar plays a significant part in language development and gives an opportunity for students to form meaningful sentences (Mart, 2013). Second, Azar (2007, p.2) states the importance of grammar teaching as:

“One important aspect of grammar teaching is that it helps learners discover the nature of language, i.e., that language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have only individual words or sounds, pictures, and body expressions to communicate meaning. Grammar is the weaving that creates the fabric.”

This means that isolated words and expressions cannot give meaningful idea without teaching what and how to combine these words in order to convey full messages to the reader or listener. Even though there have been various methods of teaching grammar, their ultimate purpose is to benefit students to use the language for communication. Accordingly, Richards & Reppen (2014) reflect that the purpose of grammar teaching is to help students use the target language in daily communication based on the situation. This concept discloses that teachers are responsible for creating favourable conditions in order for students to use the language in their daily lives. For a long time, grammar teaching has become a controversial issue whether to teach or not teach and how grammar lessons should be delivered. However, in recent years grammar teaching has got due attention. Grammar teaching is essential because it is promising to increase learners' communicative abilities (Richards, 2015; Ur, 2011). This idea is supported by research conducted by Quan whose findings confirm that new methods of teaching grammar helped students improve their grammar knowledge (Quan, 2024).

Grammar teaching plays a significant role in making students to produce unlimited forms of new things in language (Thornbury, 1999). In addition, Zhang (2009) emphasizes the teaching of grammar because students achieve grammatical competence, where they understand and use words and rules together which results in developing communicative competence. In general, the importance of teaching grammar in the second language classroom context has been taken into

consideration by a lot of scholars. Grammar teaching is reconsidered recently as a result of its contribution for the second language acquisition (Ellis, 2006; Nassaji & Fotos, 2004). In general, Swan (2002) mentioned two useful reasons teaching grammar. The first one is the concept of Comprehensibility. This concept is related to the fact that it helps students to creating certain acceptable structures. The second is Acceptability. This notion is connected with forming right sentences which are acceptable in the people who people the target language.

People see grammar teaching in different ways. According to Ellis (2006), grammar teaching entails delivering certain rules and encouraging students in practicing separate grammar points. He also gives a broad definition saying that every methodology that makes students to focus on certain a particular structure so that they comprehend the language and make use of it. This definition tells us it is a methodology that a teacher uses to help students emphasize specific grammar rules. Likewise, Larsen-Freeman (2003) emphasizes that grammar is expected not only to be considered as a collection of rules but also as a resource for making meaning.

2.8.3 Main Approaches to Teaching Grammar

Grammar teaching has passed through a lot of stages of development. In the traditional methods of teaching, grammar was considered as the sole and core part of teaching a second/foreign language. In the current method of grammar teaching, scholars suggest various ways of grammar teaching in order to help learners to use the rules for communication both inside and outside the classroom.

2.8.3.1 Deductive Approach

Deductive approach to teaching grammar focuses on presenting the rules first and then giving examples for students to practice. This approach of teaching grammar prefers explaining the rules at the beginning and applying these rules to certain sentence-based exercises (Widodo, 2006). This approach is a teacher-focused approach because the teacher controls everything and students are only listening to the presentation and doing mechanical exercises. To this regard, Eisenstein (1987) supports this idea saying that students are controlled and there is no room for committing errors in doing the tasks. Besides, students involve themselves in studying the examples given so that they can get the knowledge of the rule (Widodo, 2006). According to Nunan (1991) a deductive approach is connected to Grammar-Translation Method as rules are imparted to students and followed by practicing these rules in some examples.

To implement a deductive in the classroom, the following steps can be followed as (Outelab, 2015, pp.10-11) presents:

Step 1: Give a rule that is concerned with a specific area of grammar to the student.

Step 2: Explain the rule providing at least one example.

Step 3: Make students memorize the rule.

Step 4: Ask students to give their examples depending on their understanding.

Step 5: Correct the examples.

2.8.3.1.1 Advantages and Disadvantages of a Deductive Approach

A deductive approach to grammar presentation has its own advantages and disadvantages. One of the drawbacks mentioned by Morrison (2009) is that students cannot find out the rules and meaning on their own which results difficulties in deducing the new language points to be developed. The following points taken from (Thornbury, 1999).

Table 2: Advantages and Disadvantages of a Deductive Approach to Teaching Grammar

Advantages	i. It is a direct way of teaching the rules so that it saves time for practice with a lot of examples.
	ii. It takes into account the understating of many students and recognizes that acquiring a language can be processed mentally.
	iii. For those who are logical thinkers, it fulfills their beliefs.
	iv. It gives an opportunity for a teacher to focus on the rules directly without studying them ahead.
Disadvantages	i. For students who are not mature enough, explaining rules fist may not be pleasant because the idea under presentation.
	ii. Since it is a teacher-centered way teaching, there is little engagement for students and interacting with one another is minimized.
	iii. Presentation of the rules for students is not as such memorable compared to demonstration.
	iv. It stresses that understanding the rules is considered as learning a language.

2.8.3.1.2 Teachers' and Students' Roles

A deductive approach to grammar teaching puts heavy loads on the teacher in presenting grammar lessons directly. This means that the teacher is considered as the one who knows everything. Outelab (2015: Page) says, "The teacher presents the English grammar in terms of rules, instructions and explanations." Students in this approach are passive because this approach considers them as receivers of information presented by the teacher.

2.8.3.2 Inductive Approach

As opposed to a deductive, an inductive approach to grammar teaching emanates from a logical reasoning which is related to specific examples of theories and information (Felder & Henriques, 1995). This depicts that various examples of rules are given by a teacher at the beginning followed by discovering the rules by themselves (Nunan, 1999). Therefore, an inductive approach to grammar teaching stresses that various examples of the rules are provided for students in order for students to discover the rules.

Thornbury (1999) explains that this approach favors the way first language is acquired by exposing students to many instances of input. As a result, different examples are given for students to discover the rules so that they can acquire the language. This is why it is sometimes called discovery teaching/learning. “Discovery learning involves cycles of trial and error, with guidance and feedback provided by the teacher” (p. 52). This exposes students to many examples for encouraging them to learn from their mistakes and getting direction and advice from a teacher.

An inductive approach to grammar teaching is related to communicative competence. According to Sasson (2007), there is a powerful relationship between inductive presentation and communicative competence because students become familiar with using the rules in context. Communicative competence is the issue that has been advocated by Communicative Language Teaching (CLT). CLT stresses the importance of communicative competence, which helps the learners to use the target language in real-life situations (Lightbown & Spada, 2006). If students use the target language in real life conditions, they become active learners in taking responsibility for their learning in the classroom (Snow, 1996). As of a deductive approach, an inductive one follows some useful steps to implement in the classroom. As Zhou (2008) presents, the following are useful steps to be followed as cited in (Outelab, 2015, p.7).

Step 1: students are given a representative set of sentences about an area in English grammar.
Step 2: students are asked to generalize a grammatical rule to account for a set of English sentences.

Step 3: students are asked to check and test the grammatical rule against new sentences about the same area of English grammar.

Step 4: students are asked to revise the grammatical rule to accommodate the new sentences.

2.8.3.2.1 Merits and Demerits of an Inductive Approach

An inductive approach to grammar teaching, also, has merits and demerits. The following merits and demerits of this approach are taken from (Thornbury, 1999).

Table 3: Merits and Demerits of Inductive Approach to Teaching Grammar

Merits	a. Giving an opportunity to students in discovering the rules match with their cognitive structures to remember the rules easily.
	b. The effort of mental activity found can deepen cognitive depth which makes it memorable.
	c. Students become active participants in learning processes instead of passive listeners in bringing interest to learn.
	d. It encourages to having or have the ability to solve problems, which interests such kind of students.
	e. Doing activities together creates an opportunity in practicing the language rules.
	f. If students work independently, they develop confidence to be autonomous learners.
Demerits	a. Spending time and energy on finding the rules from the examples provided may confuse students in understanding that rules are the goal of language teaching/learning instead of a process.
	b. Students spend their time in discovering the rules rather practicing a lot of examples.
	c. Students may apply the rules they have learnt in all contexts which results in committing an error.
	d. It puts heavy load on teachers to plan their lessons carefully in order to students to learn a correct rule.
	e. Aspect and modality features of a language oppose simple creation of rule.
	f. Students are annoyed because their background and different learning styles.

Some scholars state that an inductive approach to grammar presentation is preferable stressing that it is useful for students. For example, Ahmadzai et al. (2019) reflect that an inductive approach creates an opportunity for students to be independent learners so that they learn from their experiences. On the other hand, Brown & Lee (2015) state that an inductive approach to grammar teaching is preferable because:

- i. It is related to how people learn their mother tongue and goes with the view of the features of both the target language and the mother tongue gradual changes.
- ii. It allows students to enhance their initiation in learning through doing something, and students can also experience using the language while they are doing tasks in the classroom.

In the above table, the advantages and disadvantages of both deductive and inductive approaches to grammar teaching have been presented. However, some rules are better presented using deductive approach and students prefer it, and if students are familiar with an inductive approach, there is less resistance as they understand the usefulness of learning by solving problems (Thornbury, 1999).

2.8.3.2.2 Teachers' and Students' Roles

As mentioned earlier, providing various examples for students is a nature of an inductive approach to grammar teaching. At this time teachers and students have their roles to play in the classroom. Richards & Rodgers (1986) mention that a teacher is expected to provide ample examples or input so that students can easily understand the rules. This means that the teacher gives learners the input which is composed of the points he/she is teaching. Since it gives an opportunity for students to identify the rules of a given grammar point, an inductive approach is a learner-centered one because it uses the strategy known as noticing (Chalipa 2013, p.181 as cited in Outelab, 2015). The students in the inductive approach to grammar teaching are passive. They are usually active in identifying the rules from the examples/tasks given by the teacher (Ibid). The students analyze the rules from the activities and arrive on certain conclusions.

2.8.4 Learner-centred Grammar Teaching in English as a Foreign Language

Recently, the teaching of English as a foreign language (EFL) has moved from the teacher-fronted approaches the learner-centred ones. The learner-centred approaches stress that students should actively involve themselves in the teaching and learning processes and express their ideas meaningfully and become independent learners. Therefore, teachers should support learners to increase their involvement in different communicative tasks to make students familiar with the theories of using a language for communication (Mansouri et al., 2019). Grammar presentation

was once influenced by rule-system and deductive approaches as well, but at present the integration of grammar teaching with communicative and learner-caused implementation is advocated by many scholars and methodologists.

Learner-centred approaches to grammar teaching focuses on making students determine and apply grammar rules they have learnt in context rather than concentrating on memorization.. Learner-centred approaches are controlled by Communicative Language Teaching (CLT), shifting the methodologies from focusing rules to using the language meaningfully, contextually and interactive ones (Dusmurodovna & Farxod o'g'li, 2025). The paradigm shifting of these methods go with the second language acquisition theories, which stress the an interactive environment, input and students' involvement for effective language teaching and learning to take place. Krashen (1982) elucidates that students effectively learn a second language when they are provided with a comprehensible input, which is to some extent more than students' present proficiency level.

2.8.4.1 Communicative Grammar Teaching

With the introduction of Communicative Language Teaching (CLT), there has been a shift from rule-based explanations to learner-focused communicative approaches. Communicative grammar teaching incorporates grammar pedagogy which can help learners use language for purposeful communication. As a result, students obtain an opportunity to practice grammatical rules in authentic communicative contexts including role plays, group discussions and problem-solving activities (Kaharuddin, 2018). Research findings from Ahmed & Alamin (2023) indicated that communicative methodologies facilitate the development of both fluency and accuracy in language performace. In addition, Roeder et al. (2020) stated that learner-centred communicative classrooms that integrate direct grammar presentation with communicative tasks allow learners to get deep knowledge of rules of grammar more efficiently. Likewise, research conducted by Tadegaw (2024) highlights that teachers beliefs and their classroom implementation considerably affect to what extent is interactive grammar teaching approaches are practiced in English as a foreign language (EFL) learning environments.

2.8.4.2 Focus on Form

One of the most common approaches in the contemporary grammar teaching is focus of form. This is a grammar presentation method in which students are drawn into structural parts while communication takes place through interaction (Long, 1991). Ellis (2001) identifies among focus on forms, which incorporates teaching grammar in isolation, focus on meaning-teaching grammar only communicatively and focus on form, which emphasizes grammar instruction in communication. Research findings indicated that Focus on Form demonstrates considerable pedagogical efficacy by integrating meaning-focused communication with a sustained emphasis on linguistic accuracy (Spada & Lighbown, 2008). Commonly employed methods in focus on form are recasts, clarification requests, explicit correction and input enhancement. According to Long (2007) recasts are methods of giving correction without disrupting communication. Clarification requests are employed by teachers in order to help learners correct themselves. Lyster & Ranta (1997) state that this method is used to encourage learners to evaluate their language production. Explicit correction is applied when a teacher gives the correct form of the answers given. Lyster & Ranta (1997) indicates that the feedback is given directly so that students are less likely misunderstand the correction. According to Sharwood (1993) and Lee & Huang, (2008), "Input enhancement is a method employed by teachers to make students recognize the target forms in written or spoken through underlining, bolding, highlighting or stressing, and it is used to assist students to understand the structures that might otherwise remain unnoticed.

2.8.4.3 Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is a student-centred approach where grammar is taught through exposing students to meaningful activities (Willis & Willis, 2007). This means students learn grammar accidentally when doing certain activities including problem-solving, information exchange and or decision-making tasks (Ellis, 2003). Willis (1996) states that task-based language learning facilitates purposeful language use and develops communicative competence. In TBLT three stages have to be followed: pre-task, task cycle and language focus. According to Ellis (2009), TBLT facilitates naturalistic acquisition of grammar, maintaining communicative authenticity, but direct grammar teaching is expected in post-task stage to develop accuracy. Studies emphasize that TBLT encourages both communicative fluency and grammatical

accuracy when supported by form-focused explicit grammar instruction. For instance, Gray & Smithers (2019) contend that incorporating meaning-focused grammar instruction into learning activities promotes increased grammatical accuracy and structurally complex language production. In a similar manner, Ji & Pham (2020) reported that TBLT may be more effective when teachers integrate structured grammar input and focus-on-form events within task-based activities. Although TBLT has such benefits, research also indicated that students in certain contexts may encounter challenges in implicit grammatical learning in pure activities-based situations, revealing that eclectic approaches are important including direct instruction (East & Wang, 2024).

2.8.4.4 Teaching Grammar through Texts and Contexts

Grammar teaching/learning is more effective if students have an access to contexts in which the language rules can be used. This creates conducive atmosphere for students the grammar points for daily communication. Mart (2013) asserts that teaching/learning rules in situations let students to understand the way these rules are used in groups of words. It is difficult to isolate language rules in context. According to Thornbury (1999, p.69), “Language is context-sensitive. This means that, in the absence of context, it is very difficult to recover the intended meaning of a single word or phrase.” If there is no context in which the language is used, effective communication may not take place. Interlocutors may understand the message in different ways resulting in poor communication. Therefore, teaching language in general and grammar teaching in particular is useful. In addition, Harmer (1991) stresses that teaching grammar in context helps students the way through which the target language functions in the society where the language is spoken as mother tongue. Context paves a way for exact knowledge of the manner the grammar is used and supply accuracy in the target language orally and in written form (Wajnryb, 1990).

Teaching grammar in isolated sentences would not help students to use the rules according to the context. This may hinder communication between the speaker and the listener. Nunan (1998, p.102) explains the disadvantages of presenting grammar in isolated sentences as follows:

..in textbooks, grammar is very often presented out of context. Learners are given isolated sentences, which they are expected to internalize through exercises, involving repetition, manipulation, and grammatical transformation. These

exercises are designed to provide learners with formal, declarative mastery, but unless they provide opportunities for learners to explore grammatical structures in context, they make the task of developing procedural skill- being able to use the language for communication- more difficult than it needs to be, because learners are denied the opportunity of seeing the systematic relationships that exist between form, meaning, and use.

This explanation reveals that grammar presentation in isolated sentences cannot encourage learners to use the rules for communication. In other words, it fails to depict the relationship among language form, its meaning and use. This is reason why grammar is supposed to be taught in context. Contextualized teaching of grammar is advantageous for students because it is not an easy task to fully understand the meaning conveyed without context (Brown, 1980). Teachers need to help students use the knowledge they get to use it for communication (Hillocks, 1986). Besides, Nunan (1998) stresses that contextualized grammar teaching creates conducive environment where students have access to use the new structure in real situation, place, and to see the target language ahead of using the rules. To teach grammar in context, text is important. Text is refers to written and spoke English (Thornbury, 1999, p.71). There are different places for getting texts. These are “course book, authentic sources such as newspapers, songs, literary texts, the Internet, etc.; the teacher; and the students themselves.” (p.72).

Exchanging ideas and opinions is the base for context in presenting the language items. This is manifested in conversation between one or more individuals. Grammar teaching in context becomes effective in using dialogues. Dialogues open an opportunity for students to understand how language functions in authentic conditions (Thornbury, 1999). Teaching/learning rules in situations let students to understand the way these rules are used in groups of words, and grammar teaching in context becomes effective in using dialogues, which can help students to easily understand the rules (Mart, 2013). This means it is it is difficult to isolate language rules from context. To conclude, “Communicative teaching and grammar teaching are not mutually exclusive; they fit hand in glove (Azar, 2007, p.3).”

2.9 Conceptual Framework of the Study

For effective implementation of learner-centred grammar teaching approaches, teachers’ and students’ beliefs and preferences may play a role because they may influence classroom practices. In the literature review, it has been discussed that learner-centred grammar teaching

has shifted grammar instruction from the traditional, teacher-centred approaches to teaching approaches which encourage active involvement of students in developing grammatical competence through social interaction. This means that both a teacher and students have new roles in teaching and learning grammar. These roles may be shaped by beliefs and preferences. Teachers' beliefs are defined as their personal theories about teaching and learning (Borg, 2003). Teachers' beliefs affect lesson planning, teaching approaches, learning interaction and assessment techniques (Borg, 2006). In addition to Borg, Pajares (1992) stressed that teachers' beliefs highly influence their teaching practices. Research indicated that teachers theoretically support the implementation of learner-centred grammar teaching approaches, but in practices they tend to focus on traditional, teacher-centred approaches. For instance, Mulugeta Teka (2019) investigated secondary school teachers' beliefs toward explicit and implicit grammar teaching. The findings of the study reflected that teachers recognize the advantages of implicit grammar instruction; however, they highly need explicit teaching because of examination systems and limited proficiency. In addition, research finding from Getachew Mihret & Joshi (2023) also revealed that teachers acknowledge the value of presenting grammar communicatively and inductively, but on implementation teachers still follow the traditional approaches, which indicate that there is mismatch between teachers' beliefs and their classroom practices.

Students' beliefs and preferences can also play a great role on the practices of learner-centred grammar teaching approaches. Students' beliefs affect their attitudes, motivation and learning strategies (Horwitz, 1987). Students most of time hold various beliefs regarding grammar. For instance, students may consider that grammar is difficult, rote memory is important for learning grammar and explanation of teachers play a great role in comprehending the grammatical rules. These beliefs may shape the ways students consider learning of grammar and react to learner-centred and communicative instructional approaches (Horwitz, 1988; Borg, 2006). In a learner-centred grammar classroom, students are expected to become active participants. However, those students who perceive grammar as difficult demonstrate reluctance to engage actively due to concerns about committing errors or providing inaccurate responses (Ellis, 2006). On the other hand, students who believe that rote memorization help them master the grammar rules may favour direct grammar explanation and repetition tasks. As a result, students question learner-centred teaching approaches that highlight interaction and context-dependent language use at the

beginning (Richards & Rodgers, 2014). A lot of students perceive that they learn grammar best when the teacher gives explanation. According to Borg (2003), students most often need direct explanation of rules since they view the teacher as the only source of knowledge. This preference may affect their classroom participation in learner-centred grammar activities. Consequently, students can encounter frustration when rules explanations are gradually integrated into cooperative activities instead of being given promptly (Nunan, 2004). In general, the following diagram shows how teachers' and students' beliefs and preferences influence the practices of learner-centred grammar teaching approaches.

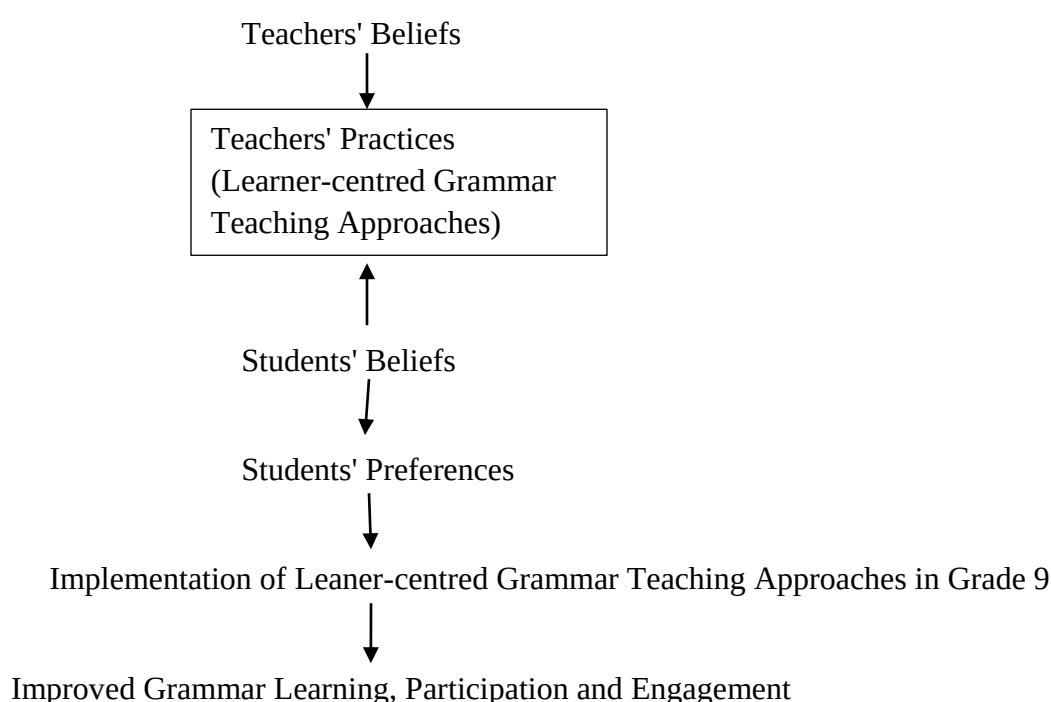


Figure 1: A Conceptual Framework of the Study

2.10 Theoretical Framework of the Study

There are various theories of learning in education specifically language learning. This study specifically focuses on social constructivism view of language learning. The proponents of constructivism are Piaget and Vygotsky. Aljohani (2017) has presented the following idea based on the previous psychologists: “From Piaget we get active learning, schemes, assimilation and accommodation, etc. From Vygotsky we get social constructivism, group work, apprenticeship, etc.” (p.97). William & Burden (1997) express that Vygotsky stresses that language is learnt

more through interactive approach with individuals not simply orally but in the form of signs and symbols. There are some underlying principles of constructivism for learning in general and language learning in particular. The following are the principles (p.106):

1. Learners bring different experiences and interests to the classroom so that they can enrich their knowledge.
2. Students and teachers both play a role in facilitating and generating knowledge.
3. Cooperative learning (such as pair work, group work or any other social forms of learning), learner-centered theories take an absolutist position in language learning.
4. Instruction must be concerned with the experiences and contexts that make the student willing and able to learn (readiness).
5. Aspects of participation involved teaching in contexts that could be meaningful to students based on their personal and social history, negotiating, class discussions, small group collaborative learning with projects and tasks, and valuing meaningful activity over answers.
6. Learning takes place through interactions with other students, teachers, and the world at large.

In addition to the above mentioned ideas, constructivism asserts that learning is the process of acquiring knowledge through active participation of students (Flynn et al., 2004); Forman, Minick, & Stone, 1993; Foote, Vermette, & Battaglia, 2001; Reid & Stone, 1991; Swanson, 1991; Wong, 1993 as cited in Huang, 2010). These points tell us that constructivism advocates learner-centeredness and active learning methodologies. For example, from cognitive constructivism point of view, it is stressed that learning is mainly a mental process that takes place in the learner's mind, and the learner is expected to actively investigate, interpret and construct meaning from information independently (Schunk, 2012). For this study, social constructivism is more appropriate because it social context for teaching/learning grammar. Therefore, detailed discussion is given below.

2.10.1 Social Constructivism

Social constructivism emphasizes that learning is a socially constructed process which occurs through interacting with others (Vygotsky, 1978; Wertsch, 1991; Lantolf & Thorne, 2006).

Vygotsky (1978) stresses that cognitive development initially takes place at the social level and later at the individual level. This implies that students learn grammatical skills by interacting with one another, scaffolding and cooperative learning instead of rote memory. The main idea in social constructivism theory is the Zone of Proximal Development (ZPD). This refers to the gap between what students can perform on their own and what they can gain through the help of others (Vygotsky, 1978). In learner-centred grammar teaching approaches, teachers and peers give scaffolding that supports to internalize the grammar rules through time (Lantolf & Thorne, 2006). This perspective is advocated by second language acquisition (SLA) research indicating that cooperative grammar activities develop accuracy and retention more efficiently than explicit teaching approaches (Nassaji, 2023; Zhang, 2023). From language learning point of view, language acquisition takes place when students make meanings by themselves and contribute something to their learning. Accordingly, the researcher takes this theory as a theoretical framework because it views learning as an interaction between the teacher and the students and among the students as well. Social constructivist theory of teaching/learning assumes three things as principles, which makes it different from the traditional methods. These are Reality, Knowledge and Learning. These issues are discussed as follows:

- A) Reality: Social constructivist theory thinks that reality is created in the people's task. "For the social constructivist, reality cannot be discovered: it does not exist prior to its social invention." (Kim, 2006, p.3). This depicts that knowledge of the world does not live before humans come together.
- B) Knowledge: According to social constructivist view knowledge comes to existence when humans interact (Ernest, 1999; Gredler, 1997; Prat & Floden, 1994 as cited in Kim, 2006, p.3). This reveals that for effective teaching/learning to take place students are expected to interact with the teacher, one another and the context in general.
- C) Learning: Learning is considered as active process which takes place between two or more individuals (McMahon, 1997). People are expected to involve themselves in certain interactive activities for effective learning to happen (Kim, 2006, p.3). These ideas tell us that learning comes into effect when individuals exchange ideas through discussion.

William & Burden (1997, p.47) put the following diagram in relation to social constructivism classroom by emphasizing an interaction among teachers, students, tasks and context in general.

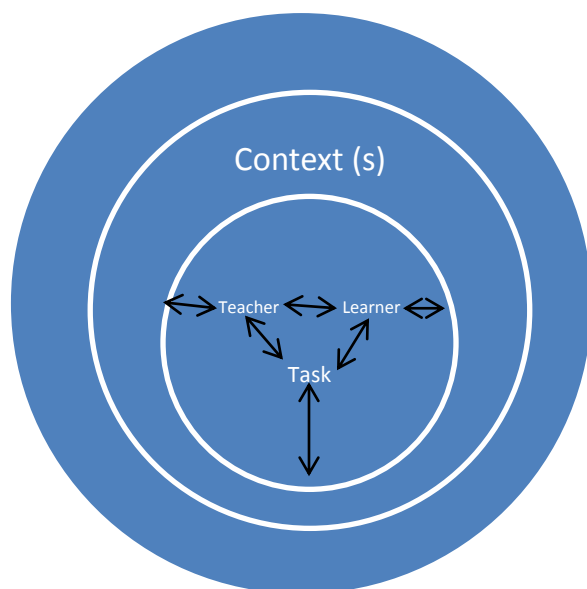


Figure 2: A Social Constructivist Model of Teaching and Learning Processes

Source: (William & Burden, 1997)

2.10.2 Communicative Language Teaching

Communicative Language Teaching Approaches appeared in 1970's as an alternative to the traditional methods of language teaching especially Grammar Translation and Audio-lingual methods, which highlight memorizing grammatical structures and rather using language for communicative purpose. The theories of CLT reflected that language is used for communicating with one another and consider the development of communicative competence which incorporates grammatical, sociolinguistic, discourse, and strategic competences (Canale & Swain, 1980; Savignon, 2002). According to Richards & Rodgers (2014), CLT gives more attention for fluency and meaning construction concurrently with focusing on grammatical structures when needed. This implies that grammar is incorporated into communicative activities including group discussions, role-plays and information gap learning tasks. Teaching grammar in context fosters retention of knowledge and supports the development of grammatical competence through authentic language use (Ellis, 2006), and it also enhances students' motivation since they consider grammar as practice-based resource for exchanging ideas instead of decontextualized rules for rote memorization (Savignon, 2002). The concept of "grammaring", which was

introduced by Larsen-Freeman emphasize that grammar in CLT is a dynamic process rather than a fixed collection of grammatical rules (Larsen-Freeman, 2003).

Pedagogically, CLT puts students at the center of learning, making them actively participate in the learning process through involving in pair work, group discussions problem-solving activities and interactive tasks which encourage contextualized language use Richards & Rodgers, 2014). Although direct grammar instruction is sometimes necessary, students are exposed to real language use in communicative learning situations to help them exchange ideas (Thornbury, 1999).

2.10.3 Summary of the Theoretical Framework of the Study

Communicative Language Teaching (CLT) provides a pedagogical foundation for learner-centred grammar instruction by foregrounding interactional meaning-making, communicative competence, and socially situated language use. Social constructivism emphasizes the teaching and learning processes as socially mediated knowledge construction facilitated through interaction and scaffolding processes. These theories provide a comprehensive theoretical framework for investigating how teachers and students perceive, implement and respond to learner-centred grammar teaching approaches.

CHAPTER THREE: RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

The study attempted to investigate teachers' and students' beliefs of learner-centered grammar teaching approaches in English as a Foreign Language (EFL) classes. This chapter starts by the discussion of a research design and proceeds to explaining procedures of data collection. The remaining sections include research setting and sources of data, sampling and sampling techniques, data collection instruments, methods of data analysis, ethical issues and reliability and validity of the research instruments, trustworthiness of the study and summary of the pilot study.

Research design and methodology are the main issues to be discussed because they create a convenient environment in order to collect reliable data from the participants and analyze them accordingly. In addition, they give a researcher a direction to arrive on certain conclusion in qualitative as well as quantitative research. This indicates that research design and methodology are backbone of any research conducted as collecting a reliable data depends on them.

3.1 The Study Design

Research design plays a significant role for any research because it helps a researcher to collect relevant data and how it is collected. According to Kothari (2004, p.30), "A research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure." This definition tells us that there are certain ways to be followed for collecting reliable data. In addition, research design helps a researcher to interpret and analyze data collected through observation, interview, questionnaire and focus group interview and other data collecting instruments. Moreover, Best & Kahn (2006, p. 118) states descriptive research deals with:

...conditions or relationships that exist; practices that prevail; beliefs, points of views, or attitudes that are held; processes that are going on; effects that are being felt; or trends that are developing. At times, descriptive research is concerned with how what is or what exists is related to some preceding event that has influenced or affected a present condition or event

Since this research focuses on beliefs, practices and challenges, it tries to identify the beliefs, practices and preferences of teachers and students toward learner-centered grammar teaching approaches. Having positive beliefs about something may positively affect the teaching and learning processes especially teachers are supposed to have clear understanding of what and how to teach; otherwise, both teachers and students may fail to play their roles during implementation. Descriptive research design can also help "... to see individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyze and interpret the entities and the events that constitute their various fields of inquiry" (Cohen et al., 2007, p. 205). In this study, the researcher used a descriptive survey design. Accordingly, it was conducted using a mixed approach to data collection. According to Creswell (2008), mixed methods research approach is used when there is a possibility of mixing quantitative and qualitative data to make a quantitative data stronger. Convergent parallel design was employed. According to (Creswell & Plano Clark (2018), convergent parallel design is used to collect quantitative and qualitative data concurrently and analyse independently and then integrated for triangulation. Therefore, the researcher collected both quantitative and qualitative data simultaneously and analysed separately. Then, the analysed data were integrated.

3.2 Procedures of Data Collection

After taking a of permission from the university, the researcher went to the schools under study. Before beginning collecting data, the school administrators, teachers and students were informed the aim of the study and what kind of information is needed from them. Accordingly, the administration bodies, the teachers and students showed their willingness to help me in every aspect. As a result, teachers and students participated in filling the questionnaire, being observed and interviewed. Then, the study commenced. First, a questionnaire was distributed to teachers. There were discussions with the teachers in order to make the questions clear. Second, the students' questionnaire was distributed. After distributing it, the researcher clarified if there were certain unclear questions from the participants. Care was given staying in contact with the concerned bodies specially with teachers and students so as to get back most of the questionnaires. Questionnaires distribution and collection of these questionnaires from both teachers and students took place for four days.

After the questionnaires of both teachers and students turned back, classroom observation took place in all the schools (See the dates for classroom observation under ‘Observation’). Following classroom observations sessions, the interview for both teachers and students were undertaken. Without their prior permission the data collected were not valid and reliable because they might provide wrong information. Discussion is very important to create rapport between the researcher and the school community in general and teachers and students in particular. As a result, they were informed that the data collected is used for the this research purpose only. During observation, the researcher gave due attention to the behavior of the teacher and students not to be changed in order to obtain real and valid data. In addition to filling the observation checklist, the researcher was taking additional notes to enrich the data. At the end, individual interview for both teachers and students undertaken based on the questions prepared. In general, the researcher stayed in contact with school administrators, teachers and students in order to get the data needed for the study.

3.3 The Study Site and Participants of the Study

The study was conducted in the former Oromia Special Zone surrounding Finfinne. The schools selected were Holata Secondary School, Burka Harbu Secondary School, Kolobo Secondary School and Tullu Harbu Secondary School. The participants of the study were English teachers and grade 9 students, who were enrolled in these four schools in 2014 E.C The students had been learning other subjects in their first language, and English had been taught as a subject in elementary school for eight years. However, they learn all subjects in English starting from grade 9.

Teachers were taken for this study because the researcher believed that if the teachers have no clear idea about learner-centred approaches to language teaching, they may not implement in their grammar lessons. Grade nine students were also the main participants of this study. The researcher preferred this grade level because of two reasons. First, he thought that there is no research conducted on the perceptions and practices of learner-centered grammar teaching methodology in this area. Second, the researcher assumed that it is a transition for grade nine students that a learner-centered approaches may be in the lower grades especially in grades seven and eight. However, from my experience and observation when I went to different secondary

schools, students were passive listeners and even teachers were not making students active participants while presenting their grammar lessons. The researcher thought that this problem may arise from the fact that students seemed not to have an opportunity given by their teachers to actively participate in the classroom teaching and learning processes. Similarly, the students might not be accustomed with exchanging ideas interactively in the classroom. Besides, the teachers themselves were not practicing learner-centered language teaching. This can arise from their reluctance of practicing modern methods of teaching grammar. All these issues motivated the researcher to conduct a research on this grade level.

3.4 Sampling, Sampling Techniques and Sample Size

In order to achieve the stated objectives, the researcher employed different techniques to include the appropriate participants for the study. Accordingly, the schools were selected using convenience sampling, for the researcher had an easy access to them. Convenience sampling is used in order to obtain the participants within a short period of time and at low cost (Golzar et al., 2022). In addition, Rahi (2017) elucidates that convenience sampling paves a way for collecting data from the total population without an effort in accessing the population by the researcher. This method of sampling is used based on the the participants willingness and availability (Creswell, 2012). All the schools were nearer to the researcher's residential area. On the other hand, simple random sampling was used for selecting students to fill the questionnaire. In simple random sampling the participants of a study obtain unbiased chance to be selected (Noor et al., 2022; Kumar, 2011). Therefore, this technique was used for students only to fill the questionnaire. Questionnaires were distributed to 314 students, who were randomly selected. For teachers' questionnaire, census was used because the number of teachers was manageable. When we have an access to reach everyone census can be used (Dawson, 2007). Mugo (2002, p.2) says, "Before deciding how large a sample should be, you have to define your study population." To this end, the sample size must be the representative of the total population. Concerning the selection of the teachers, there were twenty six (26) English teachers in the aforementioned schools: 10 in Holata Secondary School, 9 in Burka Harbu Secondary School, 3 in Kolobo Secondary School and the remaining 4 in Tullu Harbu Secondary School.

For classroom observation, six teachers were selected based on availability sampling and for individual interview purposive sampling was used. For an interview, two students were randomly selected from each section totalled eight (8) by giving numbers 0 and 1. These codes were given in order to include those students who drew 1 in the interview and reject those who drew 0.

3.5 Data Collection Tools

One of the most important step to conduct a research is to decide data collection tools to find answers to research questions stated. Instruments are the tools for collecting data used for studying what is needed. Using appropriate instruments for data collection would help a researcher to obtain relevant data. For this study, three data collection instruments were employed. These were classroom observation, questionnaire for both teachers and students and individual interview for teachers as well as students.

3.5.1 Classroom Observation

According to Driscoll (2011, p.154), observations means “Observing and measuring the world around you, including observations of people and other measurable events.” Observation entails the exact collection of ‘live’ data as they are occurring in a certain situation (Cohen et al., 2007). This means observation gives first-hand information in the classroom. The classroom is a place where a real teaching-learning process occurs. It is used for observing the interaction between the teacher and students and among the students themselves when they are working in groups. In addition, it is possible to observe what specific methodology teachers use to present grammar lessons. Behaviours which can never be detected by using other research instruments such as questionnaire and interview are exposed through classroom observation. The methods teachers use in the teaching and learning processes, control classrooms and see tasks depicts absolute message (Thomas et al., 2001). By employing observation, the researcher tried to explore the teachers’ practices of learner-centered grammar teaching methodology and challenges to implement this approach. In addition, the students’ behavior during the presentation of grammar lessons was observed. For this purpose, a check-list that contains different themes was prepared. These themes are composed of the following areas: the different ways the teachers use to motivate students; checking students’ attention and monitoring activities by a teacher, explaining objectives of the lesson to students before introducing grammar lessons, exploring whether

teachers use, the implementation of active learning methods to enhance interaction, the nature of seating arrangement and grammar teaching approaches used by teachers. The teachers were observed three times, which totaled 18 observation sessions as indicated below. Additional notes were taken simultaneously to enrich the observation data.

The researcher employed a non-participant observation protocol in order to avoid involvement, which can hinder the teaching-learning process to take appropriately. No-participant observation is a method used to observe by detaching oneself to take part through not experiencing what is happening (Kothari, 2004).

As shown below, a total of eighteen grammar lessons were observed from May 10, 2014 E.C to May 25, 2014 E.C.

A Descriptions of Observation Sessions

Date and Time				
Teachers		Observation One	Observation 2	Observation 3
Teacher A	Date	May 10, 2014 E.C	May 15, 2014 E.C	May 21, 2014 E.C
Teacher B	Date	May 11, 2014 E.C	May 23, 2014 E.C	May 25, 2014 E.C
Teacher C	Date	May 11, 2014 EC	May 16, 2014 E.C	May 20, 2014 E.C
Teacher D	Date	May 14, 2014 E.C	May 16, 2014 E.C	May 22, 2014 E.C
Teacher E	Date	May 15, 2014 E.C	May 21, 2014 E.C	May 23, 2014 E.C
Teacher F	Date	May 16, 2014 E.C	May 21, 2014 E.C	May 23, 2014 E.C

3.5.2 Questionnaire

According to Singh (2006, p.191), “Questionnaire is a form which is prepared and distributed for the purpose of securing responses. This means that teachers and students answers are not exposed for the researcher so that he/she does not know who filled the questionnaire. Questionnaire is very important for collecting information connected to attitudes, perceptions and the information related to reflecting views and ideas. The questionnaires for teachers as well students have contents composed of close-ended questions. These close-ended questions were prepared on a five point Likert Scale which are: (5=Strongly agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly disagree) to identify teachers’ and students’ beliefs towards learner-

centered grammar teaching approaches. Those questions which focus on practices learner-centred grammar teaching approaches were prepared on the frequency: (5=Always, 4=Usually, 3=Sometimes, 2=Rarely and 1=Never).

The questionnaire was formed from different areas of focus. Teachers' questionnaire focused on the following key areas: beliefs about advantages of learner-centered grammar teaching approaches (9 items), beliefs about the challenges of implementing learner-centered grammar teaching approaches (7 items), beliefs about various approaches of presenting grammar lessons (11 items, of which 4 items are teacher-fronted methods and the remaining 7 items are more of learner-centered methods), practices of learner-centered principles in grammar lessons (6 items), practices of classroom management in a learner-centered grammar classes (10 items), practices of different approaches of teaching grammar (12 items, of which 4 items are teacher-fronted methods and 10 items are more of learner-centred methods) and practices of grammar teaching strategies (6 items).

The students' questionnaire also emphasized various issues. These were: beliefs about the general concept of teaching approaches (4 items), beliefs about the advantages of learner-centered grammar teaching approaches (10 items), beliefs about the various approaches of teaching grammar (11 items, of which 3 items are traditional methods and the remaining 8 items are more of learner-centered ones), preferences about on the approaches of teaching grammar by their teachers (7 items), practices of different approaches of teaching grammar by teachers (11 items, of which 3 items are teacher-fronted methods and the remaining 8 items are more of learner-centered methods) and practices of grammar teaching strategies used by teachers (6 items).

After the English version had been prepared, the questionnaire for students was translated into their first language to reduce barrier in understanding the questions. The translation was made by the expertise in order to keep the original meaning of the questions as much as possible. After everything was ready, the study commenced in the schools previously mentioned. The questions that focus on beliefs, practices and preferences of grammar teaching approaches were adapted from (Livia, 2006).

3.5.3 Interview

Interview is another research instrument that was used in this research. According to Kothari (2004, p.98), interview "...involves presentation of oral-verbal stimuli and reply in terms of oral-verbal responses. It is probably the most widely employed method in qualitative research because it is used for getting in-depth information from the key informants." Interview questions can be unstructured, semi-structured and structured. From these three types of interview, the researcher employed semi-structured interview because it was more convenient than others.

Choosing one instrument plays a great role in collecting the data needed for any research. Even from one instrument, it is possible to prefer one than the other. This depends on the research conducted. Dawson (2007, p.3) stated, "In semi-structured interview, the researcher wants to know specific information which can be compared and contrasted with information gained in other interviews." In this type of interview, the interviewer focuses on the general concept of the issue and does not necessarily prepare detailed questions (Nunan, 1992). Since more than one teacher or student was interviewed, the researcher tried to bring their ideas together. The interview questions were designed for both teachers and students to investigate perceptions and their classroom practices of learner-centered grammar teaching methodology.

The teachers' interview questions mainly focused on various thematic areas which talk about methods of introducing grammar lessons, importance of learner-centred language teaching, the practices of pair work and group work, methods of managing students' learning styles in a learner-centred grammar classroom, importance of providing extra grammar activities, using stages of grammar presentation and PPP model, ways of encouraging students to write or speak using the rules they have learnt and challenges of implementing learner-centred approaches. The students interview questions comprised of the following main points: Interaction, approaches of presenting grammar lessons by teachers, methods of organizing students for activities, challenges of implementing learner-centred approaches in grammar lessons, teachers' and students roles in grammar presentation, providing extra grammar activities, importance of some learner-centred techniques and assessing students and encouraging students for peer correction.

3.6 Validity of the Instruments

Ensuring the validity and reliability of research plays a great role in conducting a good research. The main goal of validity is to improve the correctness and importance of the findings by removing confusing variables (Marczyk et al., 2005). Validity elucidates the effectiveness of the data collected in covering the points under study (Ghauri & Grønhaug, 2005). Therefore, checking the validity of the instruments plays a significant role in achieving the objectives of research through the data collected. On the other hand, reliability refers to the consistency of an instrument (Bryman, 1989, as cited in Yemeserach, 2024). In the following section, validity and reliability of the instruments were discussed.

3.6.1 Validity and Reliability of Teachers' and Students' Questionnaire

In order to check the validity of both teachers' and students' questionnaire, content validity was used because it focuses on assessing if the items are correct to measure the construct of the study. Based on this assumption, the questions were commented by the advisor including the errors and the language. One of my classmates also commented on the language structure of the questions. In order to achieve construct validity, evaluation of questionnaire items took place by an expert so as to check whether the items exhibit comprehensive coverage of the construct domain (Haynes et al., 1995). Finally, the questionnaire was pilot tested. Reliability refers to whether the instruments are consistent or not (Huck, 2012). To measure the reliability of the questionnaire, internal consistency measure was used because according to Whitley (2002), it is suitable for measuring questions composed of likert scales.

The Cronbach Alpha Internal Consistency reliability analysis method was conducted to analyze the reliability of the seven sub-questionnaires for teachers and the six sub-questionnaires for students. As it can be seen from the table, all sub-questionnaires of teachers registered acceptable values of Cronbach Alpha reliability since p-value is more than 0.5. This result is approved because Ekolu & Quainoo (2019) assert that reliability coefficient $0.5 < \alpha < 0.8$ is for acceptable reliability. The following tables summarize the reliability of the questionnaires.

Table 4: Reliability Analysis for Teachers' Questionnaire

No.	Questionnaire Categories	Number of Items	Cronbach's Alpha
1.	Teachers' Beliefs about the Advantages of Learner-centred Grammar Teaching Approaches	9	0.60
2.	Teachers' Beliefs about the Challenges of Learner-centred Grammar Teaching Approaches	7	0.67
3.	Teachers' Beliefs about the Various Methods of Teaching Grammar	11	0.72
4.	The Practices of Learner-centered Principles in Grammar Lessons	6	0.82
5.	Teachers' Practices of Classroom Management in Learner-centred Grammar Classes	10	0.65
6.	Teachers' Practicess of Different Methods of Teaching Grammar	12	0.75
7.	The Practices Teachers' Grammar Teaching Strategies	6	0.62

Table 5: Reliability Analysis for Students' Questionnaire

No .	Questionnaire Categories	Number of Items	Cronbach's Alpha
1.	Students' Beliefs on the General Concept of Teaching Methodology	4	0.56
2.	Students' Beliefs about the Advantages of Learner-centred Grammar Teaching Approaches	10	0.76
3.	Students' Beliefs about the Various Methods of Teaching Grammar	11	0.58
4.	Students' Preferences on the Approaches of Teaching Grammar by Teachers	7	0.54
5.	Students' Responses on the Practices of Different Methods of Teaching Grammar by Teachers	11	0.52
6.	Students' Responses on the Practices of Grammar Teaching Strategies Used by Teachers	6	0.58

3.6.2 Validity of Teachers' and Students' Interview

The validity and reliability of interview data were achieved using various mechanisms. The validity of the interview questions was achieved through taking comments from the advisor. Initially, 18 questions for teachers and 16 questions for students were prepared. By taking comments from the advisor, 5 questons from the teachers' interview guide 3 questions from the

students' were excluded. Therefore, the total number of questions for both teachers and students was 13.

The reliability of the interview guide was realized through different methods. First, even though it was a semi-structured interview guide, great care was taken to make similar questions for all the interviewees. In an interview, reliability is achieved in giving similar questions for the interviewees (Cohen et al., 2007). In addition, some of the questions that might have led teachers and students to confusion were modified based on the pilot study.

3.6.3 Validity and Reliability of Classroom Observation

As of questionnaire and interview guide, the validity and reliability of observation data were ensured by using different strategies. Accordingly, the observation data were pilot tested in order to minimize errors in the questions. Concerning this, Cohen et al., (2018) suggested, "...to ensure validity, a pilot should have been conducted to ensure that the observational categories themselves are appropriate, exhaustive, discrete, unambiguous and effectively operationalize the purposes of the research."

The reliability of this tool was realized by increasing the number of observation. Maximizing the number of observation paves a way for a better understanding of the behavior of a person who is participating in the research (Cohen et al., 2007). Accordingly, as it was stated under observation section, six teachers were observed three times. The validity of the observation data was achieved through various ways. First, comments were taken from the advisor and staff members and excluded the items which were not clear. Second, the observation checklist was reviewed by two experts in English language education. Reviewing is useful for examining the relevance, domain representativeness and meaning clarity of measurement items with respect to the target construct (Haynes et al., 1995).

3.7 Trustworthiness of the Study

The trustworthiness of the study was preserved by making sure its credibility, dependability, transferability and confirmability of research findings (Merriam, 2009). Credibility deals with data appropriateness or the way the findings are congruent with reality; dependability focuses on research consistency or reliability. Transferability, which also means external validity, assesses

how well a study's findings could be relevant to other circumstances. Lincoln and Guba (1985) indicated a primary responsibility of the researcher to provide empirical evidence supporting the validity of the study findings (Cited in Merriam, 2009). Rather, researchers who adopt the same methodological procedure bear the responsibility of evaluating and establishing the transferability of the study's findings to their respective research contexts. Confirmability defined as the extent to which research findings are influenced by the participants' responses, not by the researcher's subjectivity, motivations and personal interests. It requires confirmation through triangulation with existing empirical studies (Mohamed, 2006). The credibility and dependability of the the study findings were ensured the use of peer debriefing and member checks (Creswell, 2009); Merriam, 2009). Two experts in English language teaching were consulted to evaluate the plausibility of the data collecting procedures, data analysis techniques and the study findings. Regarding member checks, the participating teachers were provided with the final version of the study findings verbatim transcripts of the observations and interviews for validation purposes.

3.8 Method of Data Analysis

This study used a mixed approach to data analysis. The data collected through questionnaire were analyzed using SPPSS (Statistical Packages for Social Sciences). SPSS (version 27) was employed in order to use descriptive statistics namely mean values and standard deviation (SD). In using SPSS the following procedures were followed. Before analysis began, data screening and cleaning had taken place. Data screening and cleaning help a researcher to find some problems during filling the questionnaires by the respondents because the incorrect data can affect our data (Dornyei, 2007). This means that the procedure paves a way for entering accurate data into the SPSS so that the expected results can be obtained. The data had no empty values which had not been filled; therefore, the researcher continued to analyze the data.

As it was previously mentioned, descriptive statistics namely mean and standard deviation were used to analyze each item in tables for both teachers and students. In addition to using mean and standard deviation, pair-wise or dependent t-test was used to analyze data to identify the relationship between teachers' beliefs of learner-centred grammar teaching approaches and their classroom practices.

The data collected through interview were analyzed qualitatively. First, the data were collected by audio-recording. Next, it was transcribed. Then, the transcribed data was coded using open-coding so that it was easier to analyze the data and supporting it with a literature review. Open coding is used to show important words and phrases in a text so that it can be used as theme (Miles & Huberman, 1984). The observation data were also analyzed qualitatively, which was described in words. The observation checklist was categorized into themes namely motivation, checking students' attention, monitoring activities, explaining the objectives of the lesson beforehand, using active learning techniques and activities of teachers and students during grammar presentation to make the data analysis easier. Both the quantitative and qualitative data were separately analyzed. The qualitative data served to corroborate findings through triangulation. Since some of the thematic issues in the observation data might not triangulated with questionnaire or interview data, they were analyzed separately.

3.9 Ethical Considerations

Creswell (2012) elucidates that collecting data ought to be morally acceptable and have to give care for participants and data collection sites. There are certain issues that should be considered as a researcher in connection with research ethics. Some of these issues stated in Cohen et al., (2007, p.51) are "...problems and dilemmas confronting the researcher, including matters of privacy, anonymity, confidentiality, betrayal and deception." At the beginning, the researcher took letter of permission from the university to be formal. Before the commencement of collecting data through questionnaire, interview and classroom observation, the aim of the study was explained to the director of each school in order to create a smooth relationship. Then, discussion was held with the teachers to make things clear and the way the data is collected. In addition, both teachers and the students were informed as the information collected from them is used for research purpose only.

To keep the privacy of the participants, the researcher used a code for each of them during classroom observation and interview. For teachers, teacher A, B, C, D, E and F were used. For students, codes St.1, St.2, St.3, St.4, St.5, St.6, St.7 and St.8 were used to collect interview data. The participants were informed in advance as their real names were not used during the transcripts. Before filling the questionnaire, the teachers and students were told not to write their name on the paper so that they might freely fill the questionnaire and return to the researcher.

3.10 Summary of the Pilot Study

The result of teachers' questionnaire responses showed that teachers have positive beliefs about the importance of the activities that can be done in a learner-centered grammar classroom. This means that in a learner-centered classroom, students prepare ideas, exchange views and experiences and in general interact with the teacher and students in pairs or groups in asking questions. Even though the teachers were familiar with some of responsibilities of teachers and students in a learner-centered classroom, it could be said that the implementation is poor because they were giving lecture on the grammar points and students were passive listeners.

One of the principles of a learner-centered approach to language teaching is managing the classroom in order to help learners focus on their learning and maximizing their understanding of the points they have learnt. Teachers believed that classroom management play a great role in making students focus on the activity. Therefore, teachers reflected that they organize students in pairs or groups to fully implement a learner-centered approach in the classroom in mixing students according to their ability and making dominant students leaders of the groups for making the members of the groups to participate in group discussions. However, the findings from classroom observation and interview indicated that teachers were not fully using interactive techniques such as pair work and group in managing their grammar lessons and students.

Learner-centered teaching methods are advantageous for language teaching so that students learn better. The advantages of a learner-centered approach such as encouraging construction of knowledge and meaning, making students active participants, communicating in real world situation, becoming independent learners, promoting peer communication and building interaction between students and the teachers and among students themselves were stressed by teachers. On other hand, teachers stressed that there are some challenges that hindered them while implementing a learner-centered approach. These are covering all the contents in the academic year, lack of knowledge of implementing cooperative learning, students' reluctance to participate in group discussion and large class size are the main challenges that teachers mentioned. The interview results also revealed that students' lack of participation in the classroom in asking and answering questions and doing activities, shortage of time (for example, one period is only 40 minutes), and lack of confidence because of fear of mistakes in giving answers to the questions are the major challenges. Even though teachers interviewed that they

had been given training on learner-centeredness, they were not practically using it. Teachers were raising reasons above not to implement the approach and as a result it seemed that teachers lack experience of practice.

Teachers had positive understanding of presenting rules to students using the learner-centered approaches. For example, they believe presenting grammar lessons in context, focus on the meaning of structures and their use in the context, helping students discover the rules from the examples, making students practice the new grammar points in situations, helping learners to work out grammar rules for themselves in pairs or groups and encouraging students to create by a process of a trial and error are advantageous for students. The findings also indicated that teachers responded that they usually teach form and meaning together, use tasks that help students to familiarize them with the rules, teach grammar in context and make students to correct the work of one another. However, they reflected that they sometimes encourage students in discovering the rules themselves. Although they explained that these methods of grammar teaching are advantageous and they practiced a lot, the findings from the interview and classroom observation did not reflect these activities. Although the findings from questionnaire revealed that teachers use learner-centered grammar teaching methodology, the findings from interview and classroom observation indicated that teachers most of the time use the traditional approaches to grammar presentation. To practice a learner-centered approach, students had no interest in to discuss on certain issues may be because of their back ground experience in practicing the approach.

Traditional methods of teaching grammar are most frequently used by teachers in Ethiopian secondary school contexts. The findings from the questionnaire reflected that students are interested in the teacher who presents grammar lessons directly to them. On the hand, students believed that group discussion help them to learn a language effectively, especially grammar. However, they did not think that asking and answering questions motivate them to learn language and have confidence in classroom participation. The findings also showed students believed that learner-centered language teaching important is by helping them to be active participants in the classroom, creating an interaction between the teacher and the students, acknowledging them that they come to class with some experiences of the target language, developing students responsibility for their learning in the classroom so that they don't always

expect everything from the teacher. The findings from the interview indicated students reflected that learner-centered approach gives them an opportunity in order to exchange ideas and helps them use the rules they have learnt either in speaking or writing. As a result, some students were playing their roles in participating, but majority of them failed to do so may be because students were not given an opportunity by teachers.

The findings also revealed that grammar teaching is expected to emphasize the form of the target language, correction is supposed to be provided to students as soon as possible, need to do activities given by a teacher in the form of sentences. On other hand, the findings also indicated students believe that they are willing to learn grammar through dialogue, and focusing on meaning of the new grammar points and their use in natural context. However, students believed that discovering grammar rules by themselves is not expected from them.

The findings further revealed students reflected that teachers provide them correction immediately. On the other hand, the findings showed that teachers sometimes present grammar rules by focusing on form and the meaning of the new the grammar ideas. However, teaching grammar in context and encouraging students to work on the grammar rules form the examples given were rarely implemented. The findings from the classroom observation indicated that teachers frequently introduce a new language by writing notes on the board followed by discussion and practice activities and students are interested in the ways teachers present their grammar lessons because students think that if teachers lecture all the time they are considered as they are knowledgeable in the rules. However, they do not very often need a teacher who focuses on rules that can help them in passing exams only. The findings from classroom observation also indicated that teachers were using deductive approaches to grammar teaching. They wrote the title of the lesson and notes followed by presentation. At this time students passively listened to the lecture. After completing the presentation, sentence-based exercises were given to students. The students did the questions individually. The teachers mostly collected answers from individual students who actively participated. This shows that teachers continue to use the traditional, teacher-centred methods of grammar teaching.

The findings from the classroom observation indicated that teachers simply use some motivational words such as ‘excellent’ and ‘very good’ focusing only on a few students. However, giving responsibility for students in learning and developing learner autonomy was not

encouraged by teachers since the lessons were not participatory. Besides, during discussions and doing activities by students in the classroom, checking students' attention was not implemented because the teachers talked too much in presenting grammar lessons. At this time, majority of the students in the classroom talked about personal issues. One of the motivational ways of grammar presentation is explaining objectives to students beforehand. The findings indicated that objectives are not communicated to students before the presentation of grammar lessons.

The second main concept raised in analysis of the observation is interaction in the classroom. Interaction can take place in various ways in the classroom for an effective learner-centered approach teaching methodology. These practices are pair work, group work, asking and answering questions and peer correction. From the analysis of classroom observation data, it seemed that teachers do not fully implement these interaction techniques. There was an attempt to create interactions by asking and answering questions. Even this occurred with a few students who showed willingness to participate in raising their hands. In addition, with some activities the instruction directs teachers to group students for discussion, but teachers did not implement it. Unwillingness of students to discuss on certain activities was the one that hindered teachers not to fully practice.

Monitoring activities is useful for both teachers and students for an effective learner-centered grammar teaching approaches to be practiced. The findings revealed that there was limited movement within the classroom because the teachers presented grammar lessons using teacher-fronted approach, in which the teacher is positioned at the front of the classroom near the blackboard.

The findings also indicated that teachers motivate students with different learning styles by writing on the board, by giving certain activities to be done and giving lecture. It was also revealed that calling students' names can be possible ways of drawing their attention towards the lessons to increase the retention of the points in the students' mind. Concerning providing extra grammar activities, the findings indicated that teachers practice it; however, from the observation sessions no teachers brought any questions out of the textbook.

The findings indicated that most students stress the importance of interaction in the form of pair work and group work and is advantageous for improving students' grammatical competence.

However, teachers were not effectively using them to present grammar lessons. On the other hand, the findings revealed that students' lack of participation in the classroom when a teacher presents grammar lessons hinders classroom implementation. In my observation sessions, majority of the students were not actively participating in classroom discussions. Some of the students were talking about personal issues, and others were doing questions of other subjects of because teachers were not monitoring students. The findings also indicated that those students who are medium learners do not want to participate although they have knowledge; slow learners do not participate because they are afraid of making mistakes; majority of the students have no aim for their education so that they show disruptive behavior.

In the traditional methods of teaching grammar, teachers write notes. Then discussion followed by classroom activities. Teachers present and students listen. Students' reflected the roles of both a teacher and students found in the traditional methods of teaching. But students responded that participation of students can be enhanced using asking and answering questions. After learning some grammar points, teachers may provide extra activities to make students to learn better. The findings indicated that students have no interest in doing extra activities given by a teacher may be because they don't want to take responsibility for their learning and might not be familiar in such kinds of activities as a result of being given activities from the textbook only. In addition, students considered themselves as they couldn't do anything by themselves, but these students added that extra activities can develop their grammatical competence.

Learner-centered teaching techniques such as pair work and group work, role plays and simulations are useful for students in many aspects. The students reflected their idea in that such techniques help them learn from one another and increase the students' grammatical knowledge and practice the language they have learnt.

Students believed that their grammatical knowledge is improved through assessments namely tests and quizzes, but students complained that teachers do not frequently use. The finding from observation revealed teachers didn't use these forms of assessments. Peer correction is one of the learner-centered forms of giving feedback. The findings from interview and classroom observation indicated that teachers did not implement it. Actually, teachers were not implementing pair work and group work, and teachers were giving correction by themselves.

3.11 Lessons Learnt from the Pilot Study

Conducting a pilot study is useful for refining the data collected through questionnaires, observation checklist and interview guide. Based on this assumption the following insights were gained.

1. From the prepared the instruments, data collection and analysis learnt the following lessons:
During the preparation of the questionnaire for both teachers and students, the items related to beliefs of teachers and students in relation to grammar teaching and its practice were supposed to be separately treated. This is because it would be easier for the researcher to analyze them. Therefore, the questions related to beliefs were treated at the beginning of the questionnaire followed by those related to practices.
2. In the classroom observation sessions, the researcher tried to see the ways teachers present their grammar lessons. In addition, the duties and responsibilities of both teachers and students in grammar teaching and learning were observed. However, the researcher thought that it would be better if the lessons the teachers presented in various stages of introducing the lessons, focusing on the thematic areas are observed.

CHAPTER FOUR: RESULTS

4.0 Introduction

In this chapter, data obtained through questionnaire, observation and interview were presented and analyzed quantitatively and qualitatively. First, questionnaire data for both teachers and students, tables were used to display the results using SPSS. Then, they were analyzed quantitatively using descriptive statistics namely mean and standard deviation. In addition, in order to identify whether there is a relationship between teachers' beliefs and practices of learner-centered grammar teaching approaches in EFL classes, paired samples t-test was employed. Observation and interviewed data were analyzed thematically using words and phrases.

As has been stated in the introduction part, the objectives of the study were:

1. to investigate teachers' beliefs about learner-centred grammar teaching approaches in EFL classes
2. to explore teachers' practices toward learner-centred grammar teaching approaches in EFL classes
3. to examine the relationship between teachers' beliefs and practices of learner-centred grammar teaching approaches in EFL classes
4. to investigate students' beliefs about learner-centred grammar teaching approaches in EFL classes
5. to assess students' preferences of grammar teaching approaches EFL classes

4.1 Teachers' Questionnaire

4.1.1 Teachers' Beliefs about Learner-centred Grammar Teaching Approaches

4.1.1.1 Teachers' Beliefs about the Advantages of Learner-centred Grammar Teaching Approaches

Table 6: Descriptive Statistics on Teachers' Beliefs on the Advantages of Learner-centred Grammar Teaching Approaches

No.	Items	Mean	Standard Deviation	N
	Learner-centered grammar teaching approaches:			
1.	build interaction between the teacher and students.	4.19	.749	26
2.	encourage students not to always expect everything from the teacher.	4.12	.993	26
3.	promote peer communication.	4.08	.977	26
4.	can encourage students to be active participants in the classroom.	4.04	1.038	26
5.	help students learn the language rules for daily communication.	3.77	1.306	26
6.	consider that students come to class with some experiences of the language rules.	3.77	1.142	26
7.	open up spaces for discussion of motivations.	3.77	1.177	26
8.	encourage construction of knowledge and meaning.	3.73	1.218	26
9.	reduce disruptive behavior among students.	3.69	1.011	26
Aggregate		3.90	1.067	

The learner-centred language teaching approaches are pivotal for effective teaching and learning to take place in grammar lessons. Hence, teachers were asked to indicate their agreement or disagreement on the advantages of learner-centred grammar teaching approaches.

As can be seen from 6 above, item 1, recorded the highest mean score ($M=4.19$, $SD=0.749$), reflecting strong approval that the learner-centred grammar approaches are effective in improving the relationship between teacher and students. In addition, the low standard deviation indicated a widespread agreement among respondents. Concerning item 2, the high mean score ($M=4.12$, $SD=0.993$) showed strong agreement that the approaches enhance learner independence by shifting responsibility from teacher to students. Nevertheless, the higher standard deviation is to some extent higher compared to item 1 reflecting that there are moderate differences in responses. Item 3 also demonstrated a high level of agreement ($M=4.08$, $SD=0.977$)

showing that respondents believe the approaches are effective in promoting communication among students. The moderate standard deviation indicated a reasonable degree of agreements. Interview data obtained from teacher F supported this idea and articulated that learner-centred approaches ‘...are effective and students learn better through learner-centered approaches. Students practice together again and again. They ask questions one another and they become good practitioners. Then, they become good learners’. From this idea, one can conclude that students exchange ideas and learn from one another by an innovative method of grammar teaching especially through student-centered approach, which can result in enhancing communication.

The mean score for item 4 ($M=4.04$, $SD=1.038$) indicated general agreement that the approaches foster active participation of students, which can bring about students’ involvement in the teaching-learning process. However, the results of the standard deviation indicated there are differences in beliefs. This view was also supported by interview data from teacher C saying:

According to the training I have taken, it increases students’ participation. Based this, I want to make students participate based on the student-centred approach because students can easily understand the rules they have learnt if learner-centred approach is practiced.

This quote reveals that students’ participation is enhanced through a learner-centred approach, and students can comprehend the grammar points through active participation.

With regards to item 5, there is a moderate mean score ($M=3.77$) together with a high standard deviation ($SD=1.036$), indicating that the variability of beliefs among respondents in that learner-centred approaches help students learn the language rules for daily communication. This means some respondents view these approaches are useful for learning communicative aspects of language, but others demonstrated lowered confidence. This idea was also supported by teachers’ interview data. For instance, teacher A mentioned the importance of learner-centred methods as follows: “Learner-centred teaching approaches are advantageous since they give students an opportunity to use grammar rules. The students also discuss together.” According to this view, using the grammar rules and exchanging ideas are realized through the methods.

The moderate mean score for item 6 ($M=3.77$, $SD=1.142$) suggested partial agreement for the statement, “Learner-centred grammar teaching approaches consider that students come to class with some experiences of the language rules.” The relatively high standard deviation showed that there are differences in beliefs among the respondents. Regarding item 7, the respondents expressed moderate agreement ($M=3.77$, $SD=1.177$) regarding the approaches’ capability to enable discussions of learner motivations, but the standard deviation result indicated variability in responses.

Item 8 also produced a moderate mean ($M=3.73$) and a relatively high standard deviation ($SD=1.218$), reflecting that the belief on the statement, “Learner-centred approaches encourage construction of knowledge and meaning is strongly supported and moderately distributed among the respondents. Interview data from teacher D also emphasized that this approach is advantageous for students saying, ‘...when we use learner-centred approaches, students are clear with what they have learnt. This means rules of grammar are grasped more by students if they are taught through a learner-centred approach. In addition, Teacher F reflected, ‘They are effective and students learn better through learner-centered approaches. Students practice together again and again. They ask questions one another and they become good practitioners. Then they become good learners’. From this idea, one can conclude that students exchange ideas and learn from one another by an innovative methods of grammar teaching especially through student-centered approaches.

The mean score for item 9 is the lowest ($M=3.69$) compared to other items, which reflected that the respondents showed a relatively weaker agreement on the statement, “Learner-centred approaches reduce disruptive behaviour among students.” However, the result of the standard deviation ($SD=1.011$) reflected certain differences in responses.

4.1.1.2 Teachers' Beliefs about the Challenges of Learner-centred Grammar Teaching Approaches

Table 7: Descriptive Statistics on Teachers' Beliefs on the Challenges of Implementing Learner-centered Grammar Teaching Approaches

No.	The practices of learner-centered grammar teaching approaches are difficult because:	Mean	Standard Deviation	N
1.	covering all the contents in the academic year using learner-centered approach is difficult.	4.00	1.058	26
2.	of large class size.	3.92	1.230	26
3.	chairs and desks are not moveable for pair or group work.	3.85	1.255	26
4.	students are not willing to participate actively in the classroom.	3.73	1.185	26
5.	group discussion opens a door for students' misbehavior.	3.65	1.164	26
6.	I don't have enough knowledge about learner-centered grammar instruction.	3.31	1.408	26
7.	I'm not familiar with implementing cooperative learning.	2.96	1.311	26
	Aggregate	3.63	1.230	

The analysis of the noted challenges to effectively implement learner-centred grammar teaching revealed that there are differing degrees of agreement, together with significant differences in response uniformity.

In item 1, the statement which says, "Covering the academic contents within the academic year using a learner-centred approaches is difficult (M=4.00, SD=1.058) recorded the highest mean score and indicated strong agreement among respondents. Since the stand deviation is to some extent more than 1, there was moderate response variability among the respondents, reflecting that most of them believe this as a challenge even though there are differences among individuals. Teachers also reflected this challenge in interview. Teacher C explained his idea as follows, "I think, most of the time, if I evaluate this textbook its contents are too vast to finish within the academic year." This shows that shortage time is connected to the vast contents of the textbook. Teacher D also reflected as covering the book is difficult saying, "Since the contents of the book are very fast, we want to save time." This means teachers, most of the time, lecture by themselves in order to cover the portion of the textbook. The above mentioned problem is also supported by teacher F, who said, "... we don't have time to practice such kind of teaching/learning process." Practicing learner-centered approaches is difficult for this teacher

because it results in wastage of time. Generally, both questionnaire and interview data revealed the same pattern that while teachers recognize the importance of learner-centred approaches, their implementation is considerably constrained by extensive content coverage and insufficient instructional time.

Likewise, in item 2, the statement, “Practicing learner-centred grammar approaches are difficult because of large class size ($M=3.92$, $SD=1.230$)” was rated highly strengthening its importance as a constraint. On the other hand, the comparatively higher standard deviation reflected significant differences in experiences reflecting that the effect of class size may vary depending on classroom management skills. The challenge of large class was expressed in the interview data. For instance, teacher B forwarded the following: “The number of students in class is very large. Therefore, when I give them presentation, it is difficult to access them very well.” In item 3, the absence of movable chairs and desks for the facilitation of pair or group work ($M=3.85$, $SD=1.255$) also obtained strong agreement, highlighting the advantage of the classroom’s physical learning environment in helping learner-centred approaches. The high standard deviation indicated that even though many participants acknowledge this problem, others may have adjusted to the barriers.

The belief that students are not willing to participate actively in the classroom ($M=3.73$, $SD=1.185$) showed medium agreement. This indicated that factors connected to students are considered as a constraint, but it is not as strong as physical issues. The differences in responses indicated the varieties of students’ engagement across different contexts. This means students are reluctant in classroom participation. Interview results also revealed that this is a barrier. For example, teacher C forwarded the following idea, “Students have no interest, but I don’t know the reason. That means students have no interest in classroom participation. This shows that they prefer listening to lecture the teacher gives rather than actively participating in reflecting their own idea. Teacher D also articulated his idea saying, “Regarding our school, most of the students have no interest to learn English. When you ask them, they consider English as a difficult subject.” This concept revealed that students consider English as a difficult subject; therefore, they don’t have the motivation to learn it.

Lack of interest in English can also be connected to lack of confidence as a result of fear of making mistakes. Teachers explained that students feel fear when they are frequently asked by the teacher. Regarding this, teacher B said:

The students feel shy to actively participate in the classroom. Students haven't ability to speak because there was no participation in English when they were in elementary school. They learn all subjects in Afan Oromo in elementary school. When they come to high school for the first time, they learn all subjects in English.

This tells us the students seemed to have discouraged to speak in English because they laugh to one another when one commits mistakes since they don't have the ability to speak in English. This may emanate from the fact that students were not learning other subjects in English while they were in elementary school.

The challenge that group discussion may result in students misbehaviour ($M=3.65$, $SD=1.164$) was also moderately supported. This indicates a degree of concern about facilitating cooperative tasks. The moderate standard deviation indicated that some teachers expect such challenges even though some others may not believe that it is as a considerable problem probably because of variety in classroom management techniques. This idea was also supported interview data. Teacher B forwarded his idea as follows:

If I give them group work, I cannot manage the students. For example, when you give some title for discussion, they leave that work aside and chat with one another. If you manage group discussion, it is very important. But if you leave them alone they chat and play with their mobile games.

From this quote, one can conclude that the teacher stresses the importance of group work for grammar teaching, but the issue of managing the students' behaviour seems difficult to him to manage the grammar lesson. In other words, the students' lack of participation during group discussion is a big challenge. Teacher D forwarded his idea like this: The students disturb the class and talk about personal issues with each other. But I ask those students who talk about various issues to get the students attention towards the lesson. This means majority of the students seemed not to have an interest to learn grammar lessons through group discussions, and

the teacher explained that he tries to make students participate in asking and answering questions.

Item 6, which states, “I don’t have knowledge about learner-centred grammar instruction” ($M=3.31$, $SD=1.408$) showed lower level of agreement. However, a considerable high standard deviation showed that there is significant difference in respondents’ perceived personal competence. Lastly, item 7, recorded the lowest mean score on the statement, “I’m not familiar with implementing cooperative learning ($M=2.96$, $SD=1.311$) revealing that the agreement is comparatively low. However, the high standard deviation result reflected that some respondents are reporting as it is a significantly difficult constraint, but some others are not considering it as a main problem.

Generally, the findings from the questionnaire items showed that shortage of time to cover contents, large class sizes, and the layouts of desks and chairs are considered the main challenges. In addition, teachers’ lack of knowledge and familiarity with the learner-centred methods and students’ low participation and misbehaviour as a result of implementing group discussion are additional factors that can contribute to the ineffective practices of learner-centred approaches.

4.1.1.3 Teachers' Beliefs about the Various Methods of Teaching Grammar

Table 8: Descriptive Statistics on Teachers' Beliefs on the Various Methods of Teaching Grammar

No.	I think:	Mean	Standard Deviation	N
1.*	Grammar teaching should focus on the meaning of structures and their use in context.	3.81	1.266	26
2.*	Grammar rules in English should be discovered by students rather than explicitly taught.	3.81	1.059	26
3.*	New grammatical points should be presented and practiced in situations.	3.65	1.325	26
4.*	Students should be supported to create language by a process of a trial and error.	3.62	1.329	26
5.*	Teachers should assist students to work out grammar rules for themselves in pairs of groups.	3.58	1.391	26
6.*	Teachers should begin teaching a new grammar point by giving examples.	3.50	1.334	26
7.	Focusing on students' attention on rules may not contribute to the acquisition of grammar.	3.46	1.140	26
8.	Teachers should present grammar lessons by explaining the rules first followed by practice.	3.23	1.451	26
9.	Accuracy (correctness of form) is a primary in grammar teaching.	3.12	1.451	26
10.*	Grammar explanation should be avoided by the teacher.	2.88	1.366	26
11.	Students' mistakes in English grammar should always be corrected immediately to avoid the formation of bad habits.	2.85	1.377	26
	Aggregate	3.41	1.317	

As can be seen from the above descriptive statistics table, the mean values for the 11 items vary from 2.85 to 3.81. This means they vary from “Neutral” response to “Agree” response. The items which are indicated by an asterisk (items 1, 2, 3, 4, 5, 6 and 10) are more of learner-centred approaches and the remaining ones (items 7, 8, 9 and 11) are teacher-centred approaches.

The statement “Grammar teaching should focus on the meaning of structures and their use in context” (M=3.81, SD=1.266) showed positive beliefs among respondents towards teaching grammar in context (item 1). The high mean score reflected an agreement with presenting grammar communicatively. However, the moderately large standard deviation suggested certain differences in responses. Regarding item 2, which says, “Grammar rules in English should be

discovered by students rather than explicitly taught” ($M=3.81$, $SD=1.059$), the mean value revealed agreement with rules presentation through encouraging students to discover themselves. The relatively lower standard deviation indicated that there is uniformity among respondents in that they have commonly held belief learner-centred grammar teaching approaches.

Concerning the statement which states, “New grammatical points should be presented and practiced in situations” ($M=3.65$, $SD=1.325$), the mean value showed medium agreement with situational grammar presentation methods (item 3). However, the comparatively high standard deviation reflected substantial differences in responses, showing that while many respondents assist the approach whereas others could still be in favour the teacher-fronted approaches. Regarding item 4 which states, “Students should be supported to create a language by a process of trial and error” ($M=3.62$, $SD=1.329$) respondents demonstrated average agreement. However, the standard deviation result indicated that there are high differences in responses in acknowledging giving an opportunity for students to learn themselves through making mistakes.

In the statement, “Teachers should assist students to work out grammar rules for themselves in pairs or groups” ($M=3.58$, $SD=1.391$), the mean value indicated moderate agreement with group-based learning strategies (item 5). However, the high standard deviation revealed that not all equally believe in the importance of learning grammar through pair or group work. Concerning item 6, which states, “Teachers should begin teaching a new grammar point by giving examples” ($M=3.50$, $SD=1.334$) the mean result showed that respondents have medium agreement for the method that allows teachers to begin from providing examples during grammar presentation. However, the differences in responses indicated that respondents are not on consensus as to whether this is a main method.

The statement “Focusing students’ attention on rules may not contribute to the acquisition of grammar” ($M=3.46$, $SD=1.140$) also recorded medium agreement which indicate that the respondents are somewhat doubtful toward form-focused instruction (item 7). On the other hand, the moderately lower standard deviation reflected the participants have similar beliefs. With regards to item 8, “Teachers should present grammar lessons by explaining the rules first followed by practice” ($M=3.23$, $SD=1.451$), the mean value is nearer to neutrality, which indicated that mixed beliefs about the teacher-centred approach to grammar presentation. The high standard deviation emphasized that there are significant differences in responses. Regarding

item 10 which reads, “Grammar explanation should be avoided by the teacher” ($M=2.88$, $SD=1.366$), the mean value is below the midpoint suggesting overall disagreement. However, the slightly high standard deviation indicated that some respondents are in favour of reducing direct instruction.

In item 9, the mean value and standard deviation ($M=3.12$, $SD=1.451$) on the statement, “Accuracy (correctness of form) is a primary concern in grammar teaching” also indicated approximately neutral beliefs indicating that some participants give priority to accuracy whereas some others may value fluency. However, the standard deviation result showed there are differences in participants’ responses. Finally, the item “Students’ mistakes in English grammar should always be corrected immediately to avoid the formation of bad habits” ($M=2.85$, $SD=1.377$) also indicated disagreement (item 11). The relatively high standard deviation revealed differences in beliefs about giving correction immediately.

4.1.2 Teachers’ Practices of Learner-centred Grammar Teaching Approaches

4.1.2.1 The Practice of Learner-centered Principles in Grammar Lessons

Table 9: Descriptive Statistics for the Practices of Learner-centered Principles in Grammar Lessons

No.	Items	Mean	Standard Deviation	N
	While I present grammar lessons, I:			
1.	actively engage learners	3.81	1.201	26
2.	use appropriate assessment for learning	3.69	1.258	26
3.	demonstrate empathy and respect	3.54	1.174	26
4.	encourage students independence	3.54	1.140	26
5.	communicate clear expectations	3.31	1.258	26
6.	create a teaching and learning community	3.23	1.505	26
	Aggregate	3.52	1.256	

As can be seen from the above descriptive statistics table, the mean values for the 6 items varied from 3.23 to 3.81. This means they varied from “Sometimes” response to “Usually” response. The participants provided the mean responses of “Sometimes” to “Usually” range for the items.

In item 1, which states, “I actively engage learners,” ($M=3.81$, $SD=1.201$) had got the highest mean score reflecting that respondents usually support students to become participants during

grammar lessons. The comparatively high mean reflected that there is a robust teaching methodology. However, the standard deviation showed that medium difference is revealed; some teachers practice the method below the expected frequency and some others practice more.

Regarding item 2, the mean value ($M=3.69$, $SD=1.258$) was in the “Usually” range on the statement, “I use appropriate assessment for learning” which indicated that respondents suitable assessment techniques are widely used. However, the comparatively high standard deviation reflected differences are noticed among the participants in applying these techniques. The students’ interview data also revealed that students are interested to be assessed on regular basis because it is advantageous for them. Even though students enjoy this method, teachers most of the time do not implement it. In line with this, student 1 reflected his idea, “I like it because it usually reminds us what we have learnt and widens our grammatical knowledge or competence. From this idea we can deduce that giving the students some questions immediately based on the grammar points they have learnt is useful for remembering the points under discussion and increasing the knowledge of grammar. The student added the even though majority of the students are not interested in to be assessed on a regular bases, it is advantageous. Student 2 forwarded, “Including me majority of the students like it because it helps us evaluate ourselves.” However, “...the teacher has not fulfilled our interest in giving us quizzes and even classwork as well.”

Student 3 reflected his idea in that the teacher does not assess us by giving short quizzes or other assessment activities in grammar lessons. And the student continued stressing the importance of regular assessment by a teacher on the grammar lessons forwarding, “We evaluate ourselves whether we have understood the lesson and your ability.” This means there is an opportunity for students to evaluate themselves whether they have deep understanding in the rules they have learnt.

In item 3, which says, “I demonstrate empathy and respect,” this mean value ($M=3.54$, $SD=1.174$) indicated that respondents usually practice it. On the other hand, the medium SD suggested the responses are mixed although the defences are not as such significant.

Regarding item 4, the participants responses indicated that teachers usually practice encouraging students’ independence while presenting grammar lessons ($M=3.54$, $SD=1.140$). The result of

SD was somewhat lower, which indicated that there is higher level of agreement among the respondents. One of the methods that can be used to encourage students' independence is providing extra grammar activities so that students can learn themselves. Regarding this, the teachers were interviewed the importance of providing extra grammar activities and forwarded the following ideas. Teacher B replied:

As you saw, most of the time, we take a title and provide students with some activities because Grade 9 textbook very boring. If you had seen the notes before, I took them from others, for example, World Wide English. Most of the time, I don't use the text. I only take title and find notes from outside. It is difficult to teach students from the text because it has no explanation on the grammar points.

Teacher B's ideas reflect that he tries to collect notes out of the textbook because the textbook hasn't any grammar points for students to write. In line with providing activities he forwarded the following:

As you saw in the previous presentation, I gave them extra questions out of the textbook. In one presentation, I give the students one or two questions. First of all, I give them questions to discuss, and then I give presentation.

This tells us that the teacher provides the students with questions out of the textbook and there is presentation on the grammar points. However, during my observations sessions, I did not observe any presentation given by students regarding the grammar lessons they have learnt. Teacher C replied the following idea: 'It was not as you observed. But I prepare different questions from different books. I give them an assignment and they do. Through this way I evaluate my students.' This quote reveals that the teacher provides students with extra grammar activities out of the textbook some other time, but it was not observed in the lessons.

With regards to the statement, "I communicate clear expectations", the mean value ($M=3.31$, $SD=1.1258$) fell in sometimes range, which indicated communicating clear expectation is less frequently used compared to the previous items. On the other hand, the comparatively high standard deviation indicated variability in experiences, with some respondents they are practiced consistently, but others do not practice at the expected frequency and others less consistently implement it. Item 6 recorded the lowest mean ($M=3.23$, $SD=1.505$), which highlights that creating a teaching and learning community the least commonly practiced activity, tending

toward sometimes. The standard deviation (1.505) was also highest indicating that there are considerable differences in beliefs among the respondents in how they practice in the classroom.

Generally, the results of the above items revealed that teachers are strong in making students active participants and practicing appropriate assessment techniques. However, creating a learning community and communicating clear expectations are somewhat weaker. On the other, the comparatively high standard deviation in majority of the items reflected that the practices are not similar among the respondents in practicing the learner-centred principles in grammar lessons.

4.1.2.2 Teachers' Practices of Classroom Management in a Learner-centred Grammar Classes

Table 10: Descriptive Statistics for Teachers' Practice of Classroom Management in a Learner-centered Grammar Classes

No.	Items	Mean	Standard Deviation	N
	I, as an EFL teacher:			
1.	rearrange the students regularly in a class where there are long rows because it facilitates effective teaching.	3.31	1.243	26
2.	access majority of the students to make them work together.	2.96	1.341	26
3.	explain to students the need for working together as pairs or groups.	3.65	1.164	26
4.	pair weak or shy students with different partners	3.77	1.142	26
5.	make dominant students to be team leaders.	3.27	1.343	26
6.	give a time limit on a given activity	3.73	1.185	26
7.	let students prolong the activity if they are enjoying.	3.96	1.076	26
8.	cut the activity short if it isn't going well	3.15	1.461	26
9.	encourage students to interact with me and the whole class in asking questions.	3.27	1.402	26
10.	stimulate a better exchange of ideas among students.	3.73	1.251	26
	Aggregate	3.48	1.260	

As can be seen from the above descriptive statistics table, the mean values for the 10 items varied from 2.96 to 3.96. This means they varied from "Sometimes" response to "Usually" response. The items in table talk about the issues related to classroom management during the practices of learner-centered approach in grammar lessons. Let us discuss them separately.

In item 1, the mean value for the statement, “I rearrange students in long rows” is 3.31 which indicated that the teachers sometimes to usually rearrange students where there are long rows. However, the standard deviation (SD=1.243) showed that there is a medium level of difference; some teachers practice it and some others may rarely implement.

Item 2, which states, “I access majority of students to make them work together,” recorded the lowest mean value (M=2.96, SD=1.341) and is nearer to sometimes to rarely range. This revealed that teachers were not uniformly effective in involving learners in cooperative tasks. The comparatively high standard deviation indicated that there are differences of among the participants. The interview results also revealed that teachers are not effectively using pair work and group work to teach grammar lessons. The teachers’ ideas were presented as follows. Teacher A articulated, “I sometimes implement pair and group work to discuss on grammar points to help them learn from each other. The students sometimes work together and sometimes in pair.” The teacher explained that pair group and group work are used in order to give an opportunity to exchange ideas on the grammar points they have learnt. Teacher B has forwarded the following idea saying:

As you observed, by giving homework, quiz and asking and responding to questions and by making students participate, I teach them. When I ask them, I ask randomly by calling their names. Most of the time, I push them without their willingness.

Concerning the implementation of pair work and group work, the teacher has said nothing. However, he responded that he encourages students’ participation; he implements providing students with homework, quiz and asking and answering questions. Even this one is also tiresome because the students are not interested in learning in these ways. The teacher was interviewed why he did not use pair and group work. The teacher articulated the reason as follows:

We cannot use groups because our class is not convenient for the arrangement of groups as it is crowded. And there are more than 80 students in the class. But on their seats, I give discussions for them. I ask and encourage them.

This quote reveals that the number of students in one class is a challenge for grouping students, and he stated that he creates conducive environment for group discussion. However, during my observation sessions, I did not observe any group discussions.

In addition, teacher C explained, “If students fail to understand by one method, I make them try to participate in different activities such as pair work, group work and home work activities.” This idea reveals that the uses different methods of presenting grammar lessons, but if things are not clear for students, he implements pair work and group work so that they can learn from one another. Therefore, using pair work and group work depends on the situation.

Teacher D forwarded his ideas as follows: “Sometimes at the end of the class, I give them pair work or group work. Sometimes I ask students to come to the front and try to present. Other students ask him/her. This means they exchange ideas.” Pair and group work are very important for language teaching at any stages of grammar presentation, but the teacher uses only at the end of his lesson. Teacher E forwarded the following idea: “Sometimes I will give chance to students to encourage them to discuss in groups or in their teams or use role plays. I will ask them questions to discuss in pairs.” In his lesson, asking and answering questions were being implemented, but pair and group work were not being practiced. Both the questionnaire and interview data revealed that the practices of pair work and group are not at the expected level.

The mean value of item 3, 3.65, which lied within the “usually” range, revealed that teachers commonly explain to students the need for working together in pairs or groups. The standard deviation ($SD=1.164$) showed there is a medium difference among teachers implying that although some teachers frequently implement it, some of them may regularly give such information. In item 4, which states, “I pair weak or shy students with different partners,” the mean value (3.77) is comparatively high revealing that teachers regularly practice pairing weaker or shy students with other partners. The medium standard deviation ($SD=1.142$) revealed acceptable consistency among teachers because a lot of them employ this technique.

The mean value (3.27) for item 5 indicated a medium level to practice making dominant students team leaders, which reveal that teachers assign dominant students to leadership responsibilities. However, the comparatively high standard deviation ($SD=1.343$) reflected that there is a significant difference among teachers. With regards to item 6, a comparatively high mean value (3.73) showed that teachers usually give item limit on the given activity. The standard deviation ($SD=1.185$) showed medium difference in that majority of teachers give time limit whereas some them showed inconsistency in practicing it.

Item 7, which states, “I let students prolong the activity if they are enjoying it,” reflected the highest mean ($M=3.96$) and fall nearer to the “always” interval. It showed that teachers are considerably adjustable in giving ample time while students get involved in activities and motivated. The comparatively low standard deviation ($SD=1.076$) indicated a robust agreement among the participants in that there is a strong agreement among teachers, meaning most respondents regularly facilitate flexibility in giving time on the activity.

In item 8, the mean value (3.15) falls within the “sometimes” interval, reflecting that teachers occasionally stop the activity which is not going well. The high standard deviation ($SD=1.1461$) demonstrated that there is a considerable variation among teachers, which indicate that some teachers are quickly adjust themselves to the ineffective tasks and some others may continue with the scheduled activities in spite of its failure to take place. The mean value ($M=3.27$) for item 9 indicated that there is a medium level of implementation reflecting that teachers sometimes encourage students to interact with him/her and the whole class in asking questions. The high standard deviation ($SD=1.402$) revealed considerable difference showing that some teachers actively enhance interaction through questioning while some others may continue with teacher-fronted classroom communication trends.

The mean for item 10 falls in the “usually” interval, revealing that teachers generally facilitate interaction among students and share ideas. The standard deviation ($SD=1.251$) indicated medium variation, which reflects that majority of teachers promote exchanging ideas although the frequent and effective implementation vary among participants. The standard deviation suggests moderate variation, meaning that while most teachers support idea exchange, the frequency and effectiveness of implementation vary across respondents. The mean values for most of the items fall within the “sometimes to usually” interval. This indicated that cooperative and participatory instructional approaches exist but ineffectively practiced. The comparatively high standard deviations in most of the items reflected significant variations in instructional practices among EFL teachers.

4.1.2.3 Teachers' Practice of Different Methods of Teaching Grammar

Table 11: Descriptive Statistics for Teachers' Practice of Different Ways of Teaching Grammar

No.	Items	Mean	Standard Deviation	N
	As an EFL teacher, I:			
1.	explain grammar explicitly.	3.58	1.238	26
2.*	teach the form and the meaning together when teaching new grammar.	3.67	1.299	26
3.*	give students an opportunity to discuss the grammar points they have learnt in pairs or groups.	3.42	1.301	26
4.*	use activities which encourage students to become aware of grammatical rules.	3.50	1.304	26
5.*	provide students with opportunities to use grammar in context.	3.69	.884	26
6.	correct students' errors immediately.	3.42	1.270	26
7.	teach the rule first and then give some activities for practice.	3.73	1.218	26
8.*	encourage students for correcting one another's work first.	3.65	1.164	26
9.*	encourage students to discover grammatical rules for themselves.	3.12	1.479	26
10.	correct all the students' errors to prevent the habit of wrong forms.	3.58	1.206	26
11.*	help students use the rules they have learnt to practice either in writing or speaking.	3.88	.864	26
12.*	help learners create language by a process of a trial and error.	3.35	1.198	26
	Aggregate	3.49	1.195	

As can be seen from the above descriptive statistics table, the mean values for 12 items varied from 3.12 to 3.88; this means they varied from “Sometimes” to “Usually” responses. However, looking at each one of them is important. The items in this table focus on the practice of various ways of presenting grammar lessons to students. Items 1, 6, 7 and 10 are related to more of teacher-fronted approaches. The remaining items are more of learner-centred approaches and are indicated by an asterisk are 2, 3, 4, 5, 8, 9, 11 and 12. They were discussed as follows.

Item 1 which states, “I explain grammar explicitly” the mean (3.58) fell within the “usually” interval reflecting that teachers predominantly enjoy using direct explanation of rules instead of giving an opportunity for learners to learn themselves. However, the standard deviation (1.238) demonstrated a medium level of distribution indicating that not all the participants directly explain grammar rules in the same manner. This means some teachers may depend on explicit

teaching methods while some others may use the combination implicit and explicit grammar instructions.

This result ($M=3.42$) for item 6 which states, “I correct students’ errors immediately,” indicated a moderate frequency to immediately provide error correction. This means teachers are different in approaches meaning that some teachers may give correction immediately while others may delay correction of errors maintaining fluency and students’ confidence. This idea is supported by a comparatively high standard deviation (1.270) to show divided practice among the teachers.

The mean score for item 7, which states, “I teach the rule first and then give some activities for practice ($M=3.73$) falls in the “usually” range, reflecting that most teachers still focus on the traditional, teacher-centred approaches, which starts with explaining rules followed by practicing activities. The standard deviation (1.218) showed a medium variation among the respondents. This practice is also supported by an interview data and the teachers were interviewed how often they present their grammar lessons to students by introducing the rule first followed by giving practice activities. Their ideas were stated as follows. Teacher A forwarded his idea saying, “When I introduce my grammar lesson, I revise the previous lesson. After that I introduce the daily topic. I will give students some notes on the lesson. Then the students will do questions from the text.” This idea reveals that the teacher uses the rules of grammar, which begins from presentation followed by doing activities. In addition, Teacher D forwarded his idea like this:

First, I revise the previous lesson. After that I ask the students some questions from active students and slow learners. Then I tell them the daily topic. After I give some information about that lesson, I summarize the main points of the idea. I ask the students some questions to check their understanding.

Teacher E expressed his ideas as follows:

When I begin my grammar lesson, first I will ask my students what I taught them in the previous class, after that I will continue teaching grammar rules and I will finalize in grammar. Or I will revise the previous lesson. For example when I teach past continuous tense, or other grammar points, I will introduce using correct grammar.

From these quotes, one can conclude that teacher D and E also introduce their grammar lessons by explaining the rules, which is typically advocated by the teacher-fronted approach to grammar presentation. Moreover, presenting grammar lessons by explaining the rules first and then giving

practice activities is connected to stages of grammar presentation namely Introduction, Presentation, Stabilization and Evaluation. Teachers were interviewed how frequently they use these stages. Teacher B articulated his idea as follows:

Most of the time I try to implement these four steps. I write some points on the lesson I teach today. After that I give an opportunity for students to express themselves. I try to explain what they have said. At the end I try to summarize what I have taught them.

The teacher implements the four stages of grammar presentation: Introduction, Presentation, Stabilization and Evaluation in his grammar lessons. He also replied that he tries to create an environment for students to express themselves. At the end, he gives a summary. Teacher D responded saying:

Most of the time, what I do is asking students. After I teach, I ask the students to check their understanding. To make things clear for students, I write notes on the board and again ask them questions at the end of the lesson.

Teacher D's response reflect that he follows these stages, but he begins his lessons by asking students in order to help them understand the concept of the grammar lessons. Besides, giving notes is implemented in the lessons. This teacher was interviewed what roles students play during these presentation stages and he replied:

When I ask them revision questions, the students, most of the time, say something about the previous lesson. In the middle, they may keep silent or may not give the answer. But at the end, when I revise the idea of the lesson, they give me responses.

This idea reveals that students are responsible for responding to the questions asked by the teacher and listening to the revision. Teacher F reflected her ideas in the following ways:

I try to follow these stages, but students do not actively participate in the classroom. My role is reminding what they learn in the previous lesson at the introduction part and students participate. In the presentation, I present what they learn in daily lesson. I use different methods to present by asking and answering questions may be and students listen and participate. In stabilization, I repeat what they have learnt and try to give them different activities and students do the activities. In evaluation, I ask different questions and students participate in answering the questions.

Teacher F explained the different stages and her roles as well as students. However, from her idea we can conclude that the students do not actively participate. From the learner-centered approaches she tries to implement asking answering questions in order to check the students' understanding.

Concerning item 10 which indicates, "I correct all students' errors to prevent the habit of wrong forms," the mean score (3.58) lies with the "usually" range reflecting a significant emphasis on comprehensive correction. The medium standard deviation (1.206) demonstrated some differences indicating that although many teachers implement comprehensive corrective measures, others may employ more selective strategies according to the teaching context.

The result of the item 2 which says, "I teach form and meaning together when teaching new grammar," demonstrated "usually", which reflected that most teachers try to incorporate the form and the communicative aspects when presenting grammar lessons. However, the relatively high standard deviation (1.299) revealed that teachers inconsistently practice it. This means while some teachers regularly teach the form and meaning together, others may concentrate on teaching grammar rules in isolation.

Concerning item 3, the mean value (3.42) indicated the "sometimes to usually" range, which means that teachers give students opportunities to discuss grammar points in pairs or groups. However, its implementation was not strong enough throughout the classrooms. The comparatively high standard deviation (1.301) showed that there is a significant difference among teachers in that some may frequently include pair or group work to encourage learning from one another whereas some others use these techniques. Interview result from teacher B also supported this idea. He reflected:

First of all, before I start the daily lesson, I revise the previous lesson by asking and responding to the questions. Then if I have notes, I write them. After writing notes, I will give the students short and long presentations by making students participate. When I say 'participating' the students, most of the time I use active teaching-learning method. That means student-centered method. And then before I complete the lesson, I also give them homework or class work and revise the daily lesson.

The above quote reveals that the teacher begins from revising the previous lesson to check whether the students remember the contents of the lesson or not, which helps them understand it deeply. As to the daily lesson, the teacher explains that he begins from writing notes followed by discussion in by encouraging students to participate. In addition, he stressed that he uses active learning methods, which increases students' active involvement in classroom activities. Teacher B was also interviewed what kind of active learning methods he uses to present grammar lessons. He replied:

When I say active learning method, most of the time, I use the student-centered method. As you know, at this time the students are very passive and cannot speak properly. And as you saw, the students do not participate in the class. But our push, we try to make a few students participate. Majority of the students do not participate because of fear. If they participate I use student-centered method by asking and responding to questions and giving them quiz.

This teacher expresses that majority of the students are passive listeners. In order to initiate the students to actively participate, he uses active learning methods such as asking and answering questions and giving them quiz to enhance. The only active learning technique used by the teacher was question-and-answer.

The mean value (3.50) for item 4 indicated that teachers “sometimes to usually” apply tasks which help students become aware of the grammatical rules rather than to merely focus on memorizing them. In contrast, the high standard deviation (1.304) indicated that teachers inconsistently implement it. This means some teachers may prepare activities which facilitate discovery learning while some others may depend heavily on explicit instruction.

Regarding item 5, the mean value (3.69) falls in the “usually” interval reflecting that most teachers give priority for teaching grammar in context, which is the base for enhancing language for communication purposes. The comparatively low standard deviation (0.88) showed respondents strongly agree emphasizing that most participants frequently give students opportunities to practice grammar contextually. Interview results also indicated some teachers present their grammar lessons contextually. For instance, Teacher F expressed her ideas that she presents her grammar lesson in the following ways, “When I present my grammar lessons, I ask the students pre-questions. For example, if I want to teach past tense, first I ask students

questions what they did yesterday or last time”. The teacher’s ideas revealed that she presents her grammar lessons contextually. That means she gives an opportunity for students to express themselves, for example, using past tense related what they did in the past. In other words, she presents the rules by connecting to situation and meaning.

Regarding item 8, the result ($M=3.65$) indicated that teachers usually encourage students to correct one another’s work first revealing that peer correction is moderately used among EFL teachers. The intermediate level standard deviation (1.164) demonstrated some differences, but generally there is an acceptable level of agreement among respondents. Item 9 recorded the lowest mean (3.12) and falls within “sometimes” interval revealing that inductive grammar teaching methodologies are not generally accepted. The high standard deviation reflected there is a significant difference in implementation in that some teachers may apply discovery learning strategies while others rarely or never implement them.

Regarding item 11, it recorded the highest mean score (3.88) and falls near to the “usually to always” interval, which indicated a robust emphasis on using grammar for communication. Teachers clearly give priority for supporting students to use the grammar rules they have learnt in speaking or writing, indicating a very strong emphasis on practical application of grammar. The low standard deviation (0.864) showed that there is a strong agreement among teachers making it one of the most frequently applied practices. Some of the interview results also validated this view. Teacher C articulated his idea as follows, “I encourage them to use grammar rules in speaking or writing or listening. After listening to discussion, they do activities again and again. Generally, I integrate the four skills of language.” This response showed that there is a practice of making all the skills of language through teaching presenting grammar lessons. Teacher D responded to the same question in the following ways:

Most of the time, I do this. For example, I encourage the students to hold conversation. If student A asks questions by using past tense, the other student give the answer by using Simple Past Tense. So, when they communicate with each other, the students learn grammar.

However, during observation sessions, this practice was not implemented. He was interviewed the reason for this, and he responded the following idea, “There are repetitions of grammar

points. That is why I didn't practice. At the beginning I was trying to do that, but now I don't have time."

On other hand, some of the interview results indicated teachers do not make students write sentences or form dialogues using rules they have learn, and teachers expressed the reason why they do not implement. For instance, teacher B responded that he doesn't give students such activities. He was interviewed the reason he fails to do this. He articulated his idea saying:

I encourage them in order to write or speak or listen, but they haven't ability to write or speak using the grammar points. But most of the time I push them. Even If I give them writing orally, they can't write. Sometimes we make them practice writing or speaking.

This quote revealed that rather than pushing students, the teacher does not implement this method to present his grammar lessons. In addition, the teacher was interviewed whether or not the students have interests to learn grammar lessons through writing sentences or forming dialogues. With regards to this, the teacher replied, "They have interests, but they don't have the ability to write or to speak using the rules." Teacher E articulated that he doesn't use this method to teach grammar lessons, and he forwarded the following idea on the importance and why he fails to practice this method.

It is important to give such like activities for students because it enables them to language skills. However, when I teach my students I have only forty minutes. I have no more time to do this activity. I want focus on my teaching in only forty minutes.

The implementation of this method has become a challenge to teacher because of the limited time given. Teacher F explained her ideas how often she uses making students to write sentences or form a dialogue using the grammar rules they have learnt. She says, "I encourage the students to write their own sentences, but the students can't participate actively". The teacher's idea revealed that the teacher tries to implement this method, but the students are not interested in learning grammar through this way. The teacher explains the reason as follows: "Some of the students have an interest, but majority of the students have no interest because they do not have sufficient knowledge about the rules and writing by itself. This means they are not confident enough."

The mean score (3.35) for item 12 lies within “sometimes to usually” interval, which revealed a medium practice of learning a language through trial and error. The medium standard deviation (1.198) reflected variation in teachers’ support for experiential learning. This means some teachers may favour it as it is useful language acquisition while some others may prioritize accurate instructional approaches.

In most of the items, the mean scores lay between 3.3 and 3.8 revealing the implementations are used sometimes to usually. This indicates grammar teaching does not consistently focus on the teacher-fronted approaches or the learner-centred ones. Moreover, the comparatively high standard deviation in most of the items suggested significant variation particularly in learner-centred teaching methodologies.

4.1.2.4 The Practices Teachers’ Grammar Teaching Strategies

Table 12: Descriptive Statistics for Teachers’ Grammar Teaching Strategies

No.	Items	Mean	Standard Deviation	N
	How often do you use the following grammar teaching strategies?			
1.	Situational dialogues	3.58	1.270	26
2.	Brainstorming	3.77	1.142	26
3.	Information gap	3.04	1.311	26
4.	Problem-solving tasks	3.19	1.357	26
5.	Lecture method	3.38	1.134	26
6.	Group work	3.81	1.096	26
	Aggregate	3.46	1.218	

As can be seen from the above descriptive statistics table, the mean values for the 6 items varied from 3.04 to 3.81; this means they varied from “Sometimes” response to “Usually” response. Discussion of each of the items separately can give hint on which area the teachers focus.

In item 1, the mean score (M=3.58, SD=1.270) indicated that teachers moderately use situational dialogues for grammar teaching. However, the relatively high standard deviation demonstrated significant difference in that all teachers do not use this technique with similar frequency. Regarding item 2, the result (M=3.77, SD=1.142) indicated that respondents usually use brainstorming for teaching grammar rules. A relatively lower standard deviation suggested that

teachers are consistent in using this strategy relative to the other strategies. For “Brainstorming” ($M=3.77$, $SD=1.142$), the mean reflects relatively frequent use. In item 3, the mean score (3.04) revealed that information gap is less often used. This means although some teachers employ this technique, some others may not implement it consistently. The high standard deviation (1.311) indicated significant variation.

Likewise, “Problem-solving tasks” ($M=3.19$, $SD=1.357$) showed a medium but infrequent use (item 4). This means such activities are not regularly incorporated into grammar teaching approaches compared to others. The high standard deviation revealed teachers differ in levels familiarity. The item “Lecture method” ($M=3.38$, $SD=1.134$) indicated a medium implementation, which revealed that the traditional, teacher-centred approaches continue to play a role in the teaching of grammar (item 5). The comparatively lower value of standard deviation reflected a relatively consistent practice among participants. The last item, “Group work” ($M=3.81$, $SD=1.096$) scored the highest mean revealing that group work is frequently practiced among respondents (item 6). The relatively lower standard deviation indicated a higher level of agreement, meaning that group work is uniformly implemented.

4.1.3 Relationship between Teachers’ Beliefs of Learner-centred Grammar Teaching Approaches and Their Classroom Practices

In this analysis, the teachers’ beliefs were measured in three categories of this questionnaire: teachers’ beliefs about the advantages of learner-centered language teaching approaches; the challenges of implementing learner-centered grammar teaching approaches and various approaches of teaching grammar. On the other hand, the teachers’ practices were measured using four categories of the study questionnaires: teachers’ practices of learner-centred principles, classroom management in a learner-centered grammar classes, different approaches of teaching grammar and grammar teaching strategies.

Table 13: The Relationship between Teachers' Beliefs of Learner-centered Grammar Teaching Approaches and Their Classroom Practices

Paired Samples Statistics					
Pair 1		Mean	Std. Deviation	Std. error Mean	N
	Teachers' beliefs of learner-centred grammar teaching methodology in EFL classes	3.65	.184	.036	26
	Teachers' practices of learner-centred grammar teaching methodology in EFL classes	3.48	.186	.037	26

From the results presented in the table 13 above, the paired samples t-test indicated a statistically significant difference between teachers' beliefs and their actual classroom practices regarding learner-centered grammar teaching approaches in English as a foreign language classes $t(25) = 4.98$, $p < .001$. This indicates that the variability in the observed outcome may not be explained by chance alone. The mean difference between the two variables was relatively modest ($M=.17$). This revealed that although the gap is statistically significant, it does not necessarily indicate a substantial effect. However, when interpreted in relation to the minimal standard deviation ($SD=.177$) and standard error ($SE=.035$), this difference demonstrates consistency across participants instead of being driven by a few extreme cases.

Moreover, the 95% confidence interval for the mean difference, ranging from 0.101 to 0.244, does not include zero, which strengthens the statistically significant difference of the finding and gives supplementary evidence supporting the presence of a genuine difference within the participants. This interval also reflected that the actual difference between beliefs and practices is expected to be distributed within a relatively narrow interval, revealing a robust and consistent effect.

Generally, these findings revealed that a clear misalignment between teachers' beliefs towards learner-centred grammar teaching approaches and what they implement in their actual classroom practices. Teachers may theoretically support learner-centred approaches; however, their teaching methodologies may continue to reflect more traditional, teacher-fronted methods. For this variability, there might be a lot of factors like limited time, large class size, lack of training, curriculum demands or assessment pressures, which may restrict the full implementation of learner-centred instructions in grammar lessons. Teachers explained the challenges that hindered

them realization of learner-centred grammar teaching approaches such as shortage of time to cover the contents in an academic year and large class size.

Overall, although teachers exhibited positive beliefs toward learner-centred grammar approaches, the statistically significant difference between beliefs and actual classroom practices emphasized a key area for professional capacity development and coordinated support to enhance the alignment of instructional practices and learning and teaching objectives.

4.2 Students' Questionnaire

The analysis of students' questionnaire contains two parts. The first part is related to students' beliefs about the general concept of teaching methodology, advantages of learner-centred language teaching approaches and various methods of teaching grammar. The second part focuses on students' preferences of grammar teaching approaches, the rating frequency of students on the practices of different approaches of presentation and the strategies teachers use to present grammar lessons.

4.2.1 Students' Beliefs about Learner-centred Grammar Teaching Approaches

4.2.1.1 Students' Beliefs on the General Concept of Teaching Methodology

Table 14: Descriptive Statistics for Students' Beliefs on the General Concept of Teaching Methodology

S/N	Items	Mean	Standard Deviation	N
	As a student:			
1.	I like the teacher who lectures more in the classroom.	3.81	1.341	314
2.	I think that discussion important for language teaching.	3.88	1.170	314
3.	Asking and answering questions motivate me.	3.27	1.458	314
4.	I have confidence in classroom participation.	2.82	1.377	314
Aggregate Mean		3.45	1.337	

The above table is related to the concept of general teaching methodology that any teacher can use to present grammar lessons. As can be seen from table 14, the aggregate mean is (M=3.45, SD=1.337).

The statement “I like the teacher who lectures more in the classroom” ($M=3.81$, $SD=1.341$) demonstrated a considerable agreement among students. This reveals that a lot of students continue to favour teacher-fronted approach where teachers directly explain concepts. However, the comparatively high standard deviation reflected that there is a significant variability in preferences showing that some students strongly support direct method whereas some of them may show preference to communicative instructions. In item 2 which states, “I think that discussion is important for language teaching” ($M=3.88$, $SD=1.170$), scored the highest mean revealing robust agreement. This means most students acknowledge the importance of discussion for language learning. The medium standard deviation demonstrated some differences, but the responses are generally uniform indicating that there is a shared affirmative attitude toward communicative classroom interaction.

Item 3, “Asking and answering questions motivate me” ($M=3.27$, $SD=1.458$) indicated a medium degree of agreement. This implies that although most students consider questioning activities motivating, some others may not show uniform levels of involvement. The comparatively high standard deviation showed considerable difference in students’ responses. This implies that students differ in their levels of confidence and interest. Regarding the last item which states, “I have confidence in classroom participation” ($M=2.82$, $SD=1.377$) recorded lower mean reflecting that there is a possibility toward disagreement. This suggested that a lot of students are not sure about when participating in class activities. In addition, the high standard deviation indicated significant variation in the students’ levels of confidence, which means that a few students feel comfortable in classroom participation whereas large number of students continue facing anxiety in classroom participation.

4.2.1.2 Students' Beliefs about the Advantages of Learner-centred Grammar Teaching Approaches

Table 15: Descriptive Statistics for Students' Beliefs about the Advantages of Learner-centered Grammar Teaching Approaches

S/N	Items	Mean	Std. Deviation	N
	Learner-centered grammar teaching approaches:			
1.	address our individual needs and preferences in the classroom.	3.47	1.410	314
2.	help us learn the language rules for daily communication.	3.61	1.216	314
3.	consider that we come to class with some experiences of the language rules.	3.58	1.216	314
4.	make us active participants in using the target language in and outside of the classroom.	4.02	1.143	314
5.	break down barriers between in-class and out-of-class learning.	3.64	1.196	314
6.	promote peer communication.	3.83	1.269	314
7.	reduce disruptive behavior among us.	3.53	1.267	314
8.	build interaction between the teacher and us and among ourselves.	3.56	1.425	314
9.	encourage construction of knowledge and meaning.	3.65	1.456	314
10.	encourage us not to always expect everything from the teacher.	3.48	1.415	314
Aggregate mean		3.63	1.301	

As indicated in table 15 above, the aggregate mean is ($M=3.63$, $SD=1.301$). This revealed that majority of the students agreed that learner-centeredness helps them to fulfil those ideas mentioned. However, analysing the items separately is advantageous because there are mean standard deviation differences among the items.

In item 1, the mean score ($M=3.7$, $SD=1.410$) for the statement “They address our individual needs and preferences in the classroom” demonstrated a medium agreement among students, suggesting that learner-centred approaches are regarded as somewhat sensitive to individual differences. However, the comparatively standard deviation revealed a significant variation, which means not all students report that their personal learning needs are frequently met. Concerning item 2, which states, “They help us learn the language rules for daily communication” ($M=3.61$, $SD=1.216$), the mean score showed that there is an intermediate to robust agreement. This implies that students widely consider that learner-centred approaches

facilitate the use of language in real communication. The medium standard deviation revealed some differences, but responses are comparatively stable in general.

The item “They consider that we come to class with some experiences of the language rules” (M=3.58, SD=1.216) revealed medium agreement (item 3). This implies that students acknowledge the importance of prior knowledge. The standard deviation indicated that there is a uniform level of beliefs among students. For item 4 which says “They make us active participants in using the target language in and outside of the classroom” (M=4.02, SD=1.143), the mean score was the highest in the distribution, showing strong agreement. This indicated that students consider learner-centred approaches as facilitating active involvement. Although the medium standard deviation revealed some differences, there is generally robust consensus. To support this idea, student 2 forwarded the following:

Since grammar is the heart of any language, understanding any grammar point means using it either in speaking or writing, and a learner-centered approaches encourage this. For example when the teacher teaches tenses such as present tense, a learner-centered approach can help us write a sentence or speak in it.

The main issue in learner-centered approaches is using language/grammar in communication either in speaking or writing. This quote also revealed that using these approaches encourages students to use the rules meaningfully.

The statement “They break down barriers between in-class and out-of-class learning” (M=3.64, SD=1.196) demonstrated medium agreement (item 5). This revealed that students believe learning is not limited to classroom and learner-centred approaches help them learn in both areas. The result of standard deviation indicated as variability is medium revealing that there are differing learning experiences among students. Regarding item 6, which states, “They promote peer communication” (M=3.83, SD=1.269) the mean score showed strong agreement, reflecting that learners understand learner-centred approaches promote engagement among students. The moderately higher standard deviation indicated some variation in how this is meaningfully experienced. This finding was supported by interview findings. In relation to this concept, students 1 forwarded, “Depending on the rules I have learnt, it helps me exchange ideas and write things with my classmates. Interaction among students can take place using learner-centered teaching techniques such as pair or group work and situational dialogues. These

techniques help students exchange views in relation to grammar lessons in order to develop their grammatical competence.”

The result of mean score for item 7, which states, “They reduce disruptive behaviour among us” (M=3.53, SD=1.267), demonstrated a medium agreement, which suggested that students acknowledge some classroom management advantages of learner-centred teaching methodologies. However, the comparatively high standard deviation indicated variations in opinions. Concerning item 8, which states, “They build interaction between the teacher and us and among us” (M=3.56, SD=1.425) the mean recorded moderate agreement indicating that students acknowledge enhanced interaction in learner-centred teaching situations. The high standard deviation reflected considerable differences in experiences may be because of varieties in teaching methodologies. This view was substantiated an interview data. Student 3 mentioned the advantages of learner-centered teaching in grammar lessons:

First, they make us responsible for focusing on the rules either in writing. Second, they encourage us to learn from other students. Third, they encourage us to interact with the teacher and other students as well. In general it makes things clear for us.

This quote reveals that learner-centered grammar teaching approaches are important to make students responsible for what they learn and create interaction between the teacher and students and among students themselves as well.to learn from one another.

For the item which states, “They encourage construction of knowledge and meaning” (M=3.65, SD=1.456), the mean score indicated a medium to robust agreement. This implies that students widely comprehend learner-centred instructional methodologies help them construct knowledge. However, the comparatively high standard deviation revealed different beliefs among students. Concerning item 10, the mean value for the statement, “They encourage us not to always expect everything from the teacher” (M=3.48, SD=1.415) demonstrated a medium agreement. This reflected that students have a modest understanding of increased learner independence through learner-centred approaches. However, the high standard deviation revealed that there is variation in response to the emergence of greater learner independence.

4.2.1.3 Students' Beliefs about the Various Methods of Teaching Grammar

Table 16: Descriptive Statistics for Students' Beliefs about the Various Methods of Teaching Grammar

S/N	Items	Mean	Std. Deviation	N
1.*	We learn grammar best through exposure to language in natural contexts.	3.58	1.249	314
2.	Grammar should be taught in a direct way.	3.78	1.219	314
3.*	Grammar teaching should focus on the meaning of structures and their use in the context.	3.56	1.339	314
4.*	Grammar rules in English should be discovered by us from examples given by teachers.	2.90	1.437	314
5.	I learn grammar best when our teacher gives us correction immediately on the mistakes committed.	3.54	1.352	314
6.	Our teacher should always explain grammatical rules of English to us.	3.72	1.155	314
7.*	Teachers should help us to work out grammar rules for ourselves in pairs or groups.	3.81	1.329	314
8.*	We should be encouraged to create by a process of a trial and error.	3.35	1.351	314
9.*	Grammar explanation should be avoided by the teacher.	2.72	1.457	314
10.*	New grammatical points should be presented and practiced in situations.	3.51	1.326	314
11.*	I learn grammar best when my teacher gives me an opportunity to write sentences and form dialogues using the grammar points I have learnt.	3.55	1.313	314
Aggregate mean		3.18	1.320	

Table 16 consists of items which are traditional methods of teaching grammar and more of learner-centred ones. Items 2, 5 and 6 are related to the traditional methods. The remaining items, labelled by an asterisk, 1, 3, 4, 7, 8, 9, 10, and 11 are more of student-centred approaches. As can be seen from the table, the aggregate mean is 3.18 with a standard deviation (SD=1.320). This shows that more than half of the students responded 'Undecided'. However, analysing the items separately is important because, as previously mentioned, some of the items emphasize the teacher-fronted approaches and the others focus on the learner-centred approaches. In addition, there are mean and standard deviation differences among the items.

In item 2 which states, “Grammar should be taught in a direct way” ($M=3.78$, $SD=1.219$), the mean score revealed strong agreement, indicating that most students continue preferring direct and formalized grammar teaching approach. The medium standard deviation suggested some differences in beliefs, but generally there is clear pattern of preference for explicit grammar instructions. The statement “I learn grammar best when our teacher gives me correction immediately on the mistakes committed” ($M=3.54$, $SD=1.352$) showed moderate-level agreement (item 5). This reflected students show a general preference for immediate corrective feedback. However, the large standard deviation revealed varied expectations about when and how corrective feedback should be given. For the item which says, “Our teacher should always explain grammatical rules of English to us” ($M=3.72$, $SD=1.155$), the mean highlighted strong agreement, which suggest that large number of students favour explicit presentation of grammatical rules (item 6). The comparatively lower standard deviation revealed a less variable response distribution compared to other items

In item 1, the statement “We learn grammar best through exposure to language in natural contexts” ($M=3.58$, $SD=1.249$) showed a moderate agreement, suggesting that a lot of students acknowledge the importance of naturalistic language exposure for grammar learning. However, the comparatively high standard deviation reflected that there are differences in beliefs indicating variability in students’ dependence on contextual input for grammar learning. The item “Grammar teaching should focus on the meaning of structures and their use in context” ($M=3.56$, $SD=1.339$) indicated medium agreement. This implies students recognize the importance of meaningful and contextually integrated grammar teaching approach (item 3). The relatively high standard deviation revealed significant differences in responses which mean that there are differential preferences for meaning-focused instruction.

Regarding item 4 which reports, “Grammar rules in English should be discovered by us from examples given by teachers” ($M=2.90$, $SD=1.437$), the mean score was below the neutral response level, showing disagreement. This means that many students showed weak preference for inductive rule discovery approaches. The high standard deviation reflected there is a significant difference, which means that some students corroborate inductive learning approach whereas a lot others do not. Item 7 which argues, “Teachers should help us to work out grammar rules for ourselves in pairs or groups” ($M=3.81$, $SD=1.329$) demonstrated strong agreement,

reflecting that students recognize the importance of cooperative learning in grammar teaching. However, the relatively high standard deviation indicated difference in the level of student acceptance of this approach.

For item which says, “We should be encouraged to create a language by a process of trial and error” ($M=3.35$, $SD=1.351$), the mean value demonstrated moderate agreement, reflecting that students to some extent support experiential learning (item 8). The high standard deviation indicated variation in learners’ acceptance of mistakes as necessary to learning. The statement “Grammar explanation should be avoided by the teacher” ($M=2.72$, $SD=.457$) indicated disagreement which implies that most students do not favour a reduced emphasis on explicit grammar explanation (item 9). The high standard deviation revealed difference, but in general the responses predominantly reflect opposition to this concept

Regarding item 10 which states, “New grammatical points should be presented and practiced in situations” ($M=3.51$, $SD=1.326$), the mean reflected a medium agreement, which highlighted that students favour contextualized grammar instruction. However, the difference indicated that not all students consistently favour context-based learning activities. Finally, “I learn grammar best when my teacher gives me an opportunity to write sentences and form dialogues using the grammar points I have learnt” ($M=3.55$, $SD=1.313$) recorded moderate agreement (item 11). This indicated that students emphasize the role of productive grammatical practice. The comparatively high standard deviation reflected that there are differences in levels of preference for activities like writing and dialogue construction.

4.2.2 Students' Preferences on the Approaches of Teaching Grammar by Teachers

Table 17: Descriptive Statistics for Students' Preferences on the Approaches of Teaching Grammar by Teachers

S/N	Items	Mean	Std. Deviation	N
	How often do you prefer the following teaching methods?			
1.	I prefer a teacher who presents grammatical points and rules at first.	3.76	1.187	314
2.	I like a teacher who encourages me to discover some rules by myself from examples.	3.26	1.479	314
3.	I learn some grammatical rules more by exchanging ideas in pairs or groups.	3.33	1.476	314
4.	I like a teacher who focuses on grammar rules that can help me in passing exams only.	2.43	1.415	314
5.	I prefer a teacher who teaches grammar rules to use for communication.	3.63	1.245	314
6.	I prefer activity based grammar teaching.	3.41	1.434	314
7.	I practice using other skills through learning grammar rules.	3.47	1.380	314
Aggregate mean		3.33	1.374	

As can be seen from table 17 above, the aggregate mean is ($M=3.33$, $SD=1.374$). This indicates majority of the students articulated that they sometimes prefer the methods mentioned in the table. However, since the mean and standard deviation of each item vary from one another, it is advantageous to discuss them separately.

In item 1 which states, “I prefer a teacher who presents grammatical points and rules first” the mean score ($M=3.76$, $SD=1.187$) fell within the “usually” interval, indicating that learners generally prefer a teacher who introduces rules of grammar at the beginning of presentation. The standard deviation showed medium variation, suggesting that although a lot of students favour direct teaching methodologies, a considerable number also prefer alternative instructional methods such as communicative approaches.

The mean score ($M=3.26$, $SD=1.479$) for the statement, “I like a teacher who encourages me to discover some rules myself from examples.” recorded a medium preference which falls between “sometimes” and “usually” (item 2). This implies that students are moderately open to learner-

centred teaching approaches, although they do not favour it over explicit instructional approaches. The comparatively high standard deviation indicated that considerable differences exist in students' preferences. This implies that some students like discovery methods whereas others may face challenges in learning grammar through this approach.

Regarding item 3 which states, "I learn some grammatical rules more by exchanging ideas in pairs or groups" the mean score ($M=3.33$, $SD=1.476$) showed that moderate preference exist for pair or group work. This means students sometimes to usually learn rules of grammar through peer interaction. However, the high standard deviation revealed considerable variability among students. This implies that some students recognize cooperative learning greatly whereas others may favour teacher-fronted teaching methodology. The findings from interview also indicated that students also prefer learning grammar lessons through pair or group work. For instance, student 2 mentioned, "I usually do some activities myself. However, I also like to do with my classmates because we learn from one another by exchanging ideas.

In this quote, the student stresses that he is willing to interact with his friends because it helps learn something from one another through exchanging ideas. In addition, working together enhances makes him happy, which in turn enhances motivation towards learning. Student 3 forwarded that doing certain activities alone and with peers are both useful for learning grammar. For example, he posited his ideas as follows:

My preference is to work with friends. This is because doing activities together in the classroom makes us try something and provide responses for questions. In general, discussion on certain topics in pairs or groups helps us learn from each other. .

This quote tells us that the students learn grammar in both ways. However, we can understand that the student prefers working with others in order to exchange ideas in doing questions because group discussion helps students do questions and arrive on correct the answers. Student 4 explained his ideas saying, 'I want to exchange ideas with my classmates or friends.' The student was interviewed the reason for willingness to exchange ideas with his friends. He replied the following idea: 'If we are given some questions which are not clear for me, other students may know the answer. Therefore, when we ask one another and discuss together and give answers to the questions, we will get the exact answers.

The student stressed that an interaction among students is important for them for the reason that they exchange ideas. This discussion also helps them arrive on the correct answers. Besides, student 5 articulated:

When I learn English, I am interested in both working alone and working with my classmates. For example, when the teacher teaches in the classroom, I am interested in listening to the teacher and if the teacher asks me a question and give him the answer and if I don't know the answer, I will ask questions. When we work with other students if the teacher gives us group activities, we discuss together. Both of them are important.

While a teacher presents some grammar lessons, the student likes to interact with the teacher through asking and answering questions, but he revealed that group activities are important for discussion among students. That means by exchanging ideas, we reach on a better understanding of some points. Student 6 disclosed that he likes to exchange ideas with the teacher and the students. To support his argument he explained his idea as follows:

I prefer to work with my teacher and my friends as well because I may encounter things which are not clear for me, and my friend may be clear with those things. In order to share ideas and discuss on the things not clear for me, exchanging ideas is good.

The student's ideas tell us that exchanging ideas with the teacher and the students are both advantageous because it is a way for them to understand the concepts which are not clear for them.

In item 4 which states, "I like a teacher who focuses on grammar rules that can help me in passing exams only" ($M=2.43$, $SD=1.415$) received lowest mean score and lied within "rarely" to "sometimes" interval. This indicates that students generally do not favour learning grammar for passing exams only. The comparatively high standard deviation reflected that some students may continue to favour the grammar teaching methods which support them to pass exams while many of them prefer communicative aspects of grammar. Concerning item 5, the mean score ($M=3.63$, $SD=1.245$) for the statement, "I prefer a teacher who teaches grammar rules to use for communication." showed robust preference, which fall within "usually" range indicating that students favour grammar teaching that supports them emphasize language use in real communicative contexts rather than focusing only on rule-based instruction. The medium

standard deviation revealed some differences in students' preference, but there is considerable agreement among participants.

In item 6, which presents, "I prefer activity based grammar teaching" the result ($M=3.41$, 1.434) showed students sometimes to usually demonstrate a positive attitude toward learning grammar through learner-centred and interactive methodologies, which is a medium preference. However, the relatively high standard deviation revealed significant difference among students. This means that some students are interested in active learning instructional approaches whereas some others may still favour the traditional teaching methods. The last item which states, "I practice using other skills through learning grammar rules" the result ($M=3.47$, $SD1.380$) reflected sometimes to usually range, which demonstrate a medium to high preference, indicating that students in general express the view that grammar learning facilitates the development language skills (item 7). The standard deviation demonstrated medium difference reflecting that although many students acknowledge this importance, others may not integrate grammar learning with the enhancement of wider language skills.

In general, the results of these items indicated that students continue to show a preference to the teacher-fronted grammar teaching approaches particularly direct rule explanation. However, the results also showed that there is explicit justification of preference for learner-centred activity based teaching methods. The comparatively high standard deviations in majority of the items indicated that there are various students' preferences, which means no single instructional approach is sufficient for addressing their preferences.

4.2.3 Students' Responses of the Practices of Grammar Teaching Approaches Used by Teachers

4.2.3.1 Students' Responses on the Practices of Different Methods of Teaching Grammar by Teachers

Table 18: Descriptive Statistics for Students' Responses on the Practices of Different Ways of Teaching Grammar by Teachers

S/N	Items	Mean	Std. Deviation	N
	How often does your English teacher use the following methods? The teacher:			
1.	explains grammar explicitly	4.05	1.026	314
2.*	teaches the form and the meaning together when teaching new grammar	3.59	1.202	314
3.*	uses activities which encourage us to become aware of grammatical rules	3.40	1.303	314
4.*	provides us with a lot of opportunities to use grammar in context	2.43	1.443	314
5.	corrects our errors immediately	3.28	1.390	314
6.	teaches the rule first and then give some activities for practice	3.81	1.119	314
7.*	encourages us for correcting one another's work first	2.87	1.433	314
8.*	encourages us to discover grammatical rules for ourselves	2.92	1.401	314
9.*	encourages us learn some grammar rules either in pairs or groups	2.91	1.374	314
10.*	creates opportunities for us to use the rules we have learnt in writing or speaking	2.42	1.306	314
11.*	helps us create a language by process of a trial and error	2.14	1.363	314
Aggregate mean		3.23	1.326	

Table 18 above contains different ways of grammar presentation by teachers. Some of them are traditional methods of grammar presentation, and some others are learner-centred methods. Items 1, 5 and 6 are teacher-fronted methods. Items 2, 3, 4, 7, 8, 9, 10 and 11 are more of learner-centred approaches and are indicated with an asterisk.

In item 1, which states, "The teacher explains grammar explicitly" (M=4.05, SD=1.026) demonstrated a high mean, revealing that students view direct grammar instruction as a regularly implemented teaching methodology. The relatively high standard deviation also reflected a

robust level of agreement among participants, which means that it is commonly practiced in classrooms. The statement which says, “The teacher corrects our errors immediately” ($M=3.28$, $SD=1.390$) the mean score indicated medium frequency, which suggests that immediate feedback is given by teachers although it is not uniformly practiced across all classrooms (item 5). The moderately standard deviation showed difference in corrective practices. For the statement “The teacher teaches the rule first and then gives some activities for practice” ($M=3.81$, $SD=1.119$), the mean score indicated greater frequency, reflecting that the deductive approach grammar to teaching is regularly practiced (item 6). The comparatively lower standard deviation demonstrated a more uniform pattern of use among teachers. The interview findings also supported this view. Student 1 replied, “First, he writes notes for us. After that he gives us some practice activities. Student 2 responded to the same question as follows:

Most of the time, she does not teach us as needed. This means she teaches only when she arrives on section which says ‘grammar or language awareness’. She focuses on the textbook only, and she does not bring any new point out of the text.

The student interviewed responded that his teacher does not teach him as he wanted because she focuses only on the textbook, does not bring any extra activities. In addition, student 3 explained the ways the teacher presents grammar lessons saying:

Most of the time without making students active participants, he simply stands at the front and lecture to us. He begins by writing notes followed by discussion standing in front. He doesn’t provide us certain activities before he gives us notes.

Moreover, student 4 forwarded his idea like this: “First, he gives us notes. Then, he lectures us. After providing us examples, he gives us explanations followed by discussion. Finally, he gives us activities from the textbook and we do the activities. These quotes revealed that the teachers usually begin to present their grammar lessons by writing notes on the board followed by explanation.

For the item, “The teacher teaches the form and the meaning together when teaching new grammar” ($M=3.59$, $SD=1.202$), the mean score showed a high to moderate frequency, suggesting that in general students observe the integration of form and meaning in teaching grammar (item 2). The medium standard deviation reflected some differences, but the responses as a whole are relatively consistent. The statement which states, “The teacher uses activities which encourage us to become aware of grammatical rules” ($M=3.40$, $SD=1.303$) the mean score

revealed medium frequency (item 3). This indicated that consciousness-raising activities are practiced, but not as widely as direct instructional method. The high standard deviation reflected differences in students' experiences concerning how frequently these tasks are practiced. For item 4 which reports, "The teacher provides us with a lot of opportunities to use grammar in context" ($M=2.43$, $SD=1.443$), the mean recorded low value, revealing that students view restricted application of communicative grammar practice. The high standard deviation demonstrated significant difference in students' responses reflecting variability in classroom practice within this area.

For item 7 which says, "The teacher encourages us for correcting one another's work first" ($M=2.87$, $SD=1.433$) indicated low to intermediate frequency, revealing that peer correction is not commonly practiced. The high standard deviation reflected differences in classroom practices. This means some teachers use it, but others seldom do it. In addition to the questionnaire data, students were also interviewed how frequently teachers practice it and their ideas were presented as follows. Student 1 said, "He rarely encourages us because he wants us to help one another to widen our grammatical knowledge." This idea tells us the teacher is not this much giving an opportunity to students for this activity, and the student reflected that peer correction is helpful to increase students' grammatical competence. Student 2 added, "When one student makes mistakes in giving answer she thanks and gives the opportunity to other student." This quote reveals that the teacher does not give an opportunity to students for correcting one another's work. Student 2 also reflected the teacher rarely encourages students to correct the work of each other in groups. Student 3 articulated the following idea: "She hasn't made us practice such activity." The researcher continued to interview the importance of correcting one another's work. The student responded: "If I do the activity correctly, I will tell my partners the correct answer and they write the correct answer. If my answer is not correct, they will correct me. So we learn from one another." This quote revealed that students learn from one another through peer correction. Student 6 also reflected that same idea: "He doesn't encourage us to correct the work of one another; he gives us correction by himself. He also gives us answers by himself when we ask questions." Student 8 added the following idea: "While we do grammar activities, she gives us correction by herself by saying, 'You have made a mistake here; take correction'. Questionnaire and interview data strongly supported one another in that teachers

rarely create an opportunity for students to correct the work of one another so that they can learn from one another.

Even though majority of teachers do not practice this method, there are some teachers that implement it. For example, interview data from student 4 revealed that their teacher encourage them to correct give correction for one another. The student was interviewed the importance of this method. The student replied: “It strengthens the relationship among students, and makes us learn from one another. It also makes us avoid committing additional errors.” Student 5 also reflected that if one student makes a mistake, he encourages us to correct the work of one another since it helps us learn from one another although it is not fully implemented. .

Regarding the statement, “The teacher encourages us to discover grammatical rules for ourselves” ($M=2.92$, $SD=1.401$), the mean score showed low to medium frequency, suggesting that an inductive approach to grammar presentation is not frequently implemented (item 8). The larger standard deviation revealed differences in how frequently students experience this teaching methodology. Regarding the statement, “The teacher encourages us learn some grammar rules either in pairs or groups” ($M=2.91$, $SD=1.374$) the mean score also demonstrated low to moderate frequency, reflecting that cooperative grammar learning is not regularly implemented (item 9). The variability indicated differences in instructional strategies in classroom contexts. For the statement, “The teacher creates opportunities for us to use the rules we have learnt in writing or speaking” ($M=2.42$, $SD=1.306$), the mean score is low, showing restricted implementation of productive skills integration (item 10). The standard deviation revealed medium difference in students’ responses. The last statement which states, “The teacher helps us create by a process of trial and error” ($M=2.14$, $SD=1.363$) recorded that lowest mean revealing extremely limited practiced (item 11). The comparatively high standard deviation indicated that although some teachers may practice this approach, it is not widely practiced.

4.2.3.2 Students' Responses on the Practices of Grammar Teaching Strategies Used by Teachers

Table 19: Descriptive Statistics for Students' Responses on the Practices of Grammar Teaching Strategies Used by Teachers

S/N	Items	Mean	Std. Deviation	N
	How often does your English teacher use the following grammar teaching strategies?			
1.	Situational dialogues	2.61	1.258	314
2.	Brainstorming	3.10	1.310	314
3.	Information gap	3.50	1.223	314
4.	Problem-solving tasks	3.13	1.156	314
5.	Lecture method	3.71	1.143	314
6.	Group work	2.92	1.328	314
Aggregate mean		3.16	1.236	

The aggregate mean for all the items in table 19 above is (M=3.16, SD=1.236). The responses the students reflected that majority of the teachers sometimes practice those grammar teaching strategies. Looking at the items separately helps us identify the differences among the items.

In item 1 which states, “Situational dialogues” (M=2.61, SD=1.258) demonstrated a comparatively low mean, reflecting that students view this strategy is rarely used by their teachers. The medium standard deviation revealed some differences in responses meaning that although some teachers may practice it frequently, a lot of them do not. For “Brainstorming” (M=3.10, SD=1.310), the mean value indicated a medium level of frequency (item 2). This means brainstorming activities are sometimes implemented to present grammar lessons. The comparatively high standard deviation demonstrated difference in instructional practice, which means that the practice of brainstorming is not uniform across all teachers. The item “Information gap” (M=3.50, SD=1.223) revealed a medium to high frequency use indicating that teachers comparatively commonly implement information gap to facilitate interactive and purposeful communication (item 3). The intermediate standard deviation showed some variation among respondents, but overall there is regular pattern of use.

Regarding “Problem-solving tasks” (M=3.13, SD=1.156), the mean score demonstrated moderate level of frequency revealing that such activities are infrequently implemented in teaching grammar, but is not widely practiced (item 4). The relatively lower standard deviation

reflected a relatively consistent pattern of application across participants. The statement “Lecture method” ($M=3.71$, $SD=1.143$) showed a high mean score, revealing that the teacher-fronted approach is regularly used by teachers (item 5). The relatively low standard deviation indicated a relatively consistent application of this method among participants. The last item, “Group work” ($M=2.92$, $SD=1.328$) recorded low to moderate level of frequency, indicating that cooperative learning is not regularly practiced in grammar instruction (item 6). The comparatively high standard deviation revealed differences in implementation, which means that some teachers employ group work frequently whereas others infrequently apply it. The findings from interview data also indicated that teachers do not frequently use group work to present grammar lessons. Students were interviewed the method the teacher uses to organize them. Student 2 replied, “Most of the time she gives us an opportunity to do activities individually. However, she rarely gives us group activities to exchange ideas.” This quote indicates organizing students into pairs or groups is not practiced at the expected level. In addition to the idea of students 2, student 4 reflected saying, “If it is classwork, he encourages us to work together on our desks and gives him the answer. We exchange ideas with our partners and give the answers. The student explains the teacher implements pair work and group work in the classroom while students do class activities in order to help them discuss on certain points. Student 5 reflected his idea as follows:

While we learn grammar, he does not organize us in pairs or groups. We have already been grouped, but he does make us to discuss in groups. So far after presenting his lessons, he simply leaves the class without giving an opportunity to discuss in our groups, but I don't know in the future. Other subject teachers make us to discuss something in groups.

The student's idea reflected that the school has already grouped the students, but the teacher doesn't not even use this opportunity to make students discuss on certain activities. He simply gives lecture. The students were also interviewed the challenges of effective implementation of learner-centred approaches like pair work, group work and other active learning techniques and the reason for not actively participating in grammar lessons. For instance, student 3 replied:

I think because the teacher doesn't give us group activities. In addition, I think the students don't care about education. As to me I come to school to learn and understand something. To understand what I learnt, I need to work a lot otherwise I cannot understand the concept. However, concerning other students if they have an interest, they work a lot. But they may not have an interest, I think.

This quote tells that lack students' participation in the classroom emanates from the methodology the teacher uses, which does not encourage students' interaction. Besides, students have no interest in learning something in general. This means most of the students come to class without any motivation towards learning.

Student 5 responded that peer pressure is another problem of lack of participation in the classroom saying that:

Students were not participatory may be because of the influence from the peer groups. On the other hand, there are some students who think that English grammar becomes clear for them if they listen attentively or keep silent. However, if there is no discussion among students and between a teacher and students, grammar cannot be learnt.

From this quote, one can conclude that students are influenced by their peers not to actively participate. In addition, students think that listening to the teacher paves a way for them to fully understand the grammar points being discussed. However, the interviewee's idea reflects that discussion helps them learn the rules effectively.

Student 8 adds the following idea that students are not active participants saying, "Lack of attention from majority of the students is one problem. The second one is that they may not be clear with the grammar points under discussion. The other one can be lack of interest." This quote reveals that students are not attentive in their lessons. Besides, the grammar points under discussion may be difficult for them to understand. Furthermore, majority of the students are not motivated to follow English lesson in general and grammar in particular. Also student 2 forwarded that peer pressure has an impact on students' participation. In the grammar classroom, students are afraid of making mistakes to participate. Student 3 on his part said, "I think they don't have an interest. May be some students lack interest in the ways the teacher presents the grammar lessons." This quote reveals that teachers are responsible for creating an interesting classroom environment by motivating students.

4.3 Analysis Classroom Observation Data

Classroom observation sessions were held from May 10 to May 25, 2014 E.C. The selected teachers in each school were observed three times. For this, classroom observation checklist was prepared. The checklist comprised of 6 thematic issues: Motivation, checking students' attention,

monitoring activities, explaining objectives of the lesson before presentation, using active learning techniques, activities of teachers and students during grammar presentation. Since some of the thematic areas such as motivation, checking students' attention, monitoring activities and explaining objectives the lesson before presentation had no place there, the observation data were not triangulated with questionnaire or interview data. As a result, the data was analyzed and discussed separately. For the detailed lessons transcriptions, see appendix E.

4.3.1 Motivation

Teacher A's classroom observation sessions were presented as follows. In all the lessons motivating students was at the minimal. This comes from focusing on only a few students for asking and answering questions by the teacher, and some others were off-task, lack of interaction. In addition some groups of students were making noise. However, there were some effort to motivate students by questioning method and praising using 'Good' and giving tasks.

Teacher B's in the three lessons looked like the following. In observations 1 and 2, there was an attempt of motivating students in the form of questioning and interaction, but the focus was on a few students. The lesson was generally occupied by the teacher and no tasks given for students. In observation 3, the teacher endeavoured to motivate students by providing students with examples. In addition, the teacher let students ask questions. It can be concluded that the teacher was communicating with a few students in asking questions; this in turn made the remaining students passive listeners. Besides, even though there was an attempt to ask questions by the teacher, h/she was immediately giving the answers which hindered students' initiative.

Teacher C's lessons were presented as follows. In observation 1, the teacher was trying to motivate students through praise like "Well and good" and encouraging students to clap their hands for those students who gave answers correctly. However, the teacher was focusing on only correct answers to give reinforcement, and incorrect answers were disregarded. The time was dominated by teacher talk which discouraged learner autonomy. In observation 2, the teacher attempted to motivate students by creating a relaxed atmosphere saying "Don't worry about correctness." Encouraging students to try and give answers for the questions was practiced. In this lesson, the teacher did give sufficient time to think on the questions before giving answers. He was communicating with a few students who were actively participating in answers.

the questions. On observation 3, motivation was not implemented because the teacher was focusing on active participants, so the remaining students were talking about personal issues and showing off-task behaviour. In general, the techniques of motivating students were exclusive which focused on some students, and this resulted in lack of students' involvement in the lesson activity.

In observation 1 of teacher D, there was an interaction with only a few students through asking questions. This means majority of the students was involved in the lesson because encouragement through appreciation or humour was not practiced. In observation 2, the lesson was occupied by the teacher's talk; therefore, motivation was lower. Besides, since students were doing two things simultaneously: writing notes and listening to the discussion, they were in confusion. As of observation 1, teacher-student interaction focused on few individuals through questioning but answered them immediately without giving students thinking time in observation 2. In addition, there was no encouragement of cooperative learning or independent participation. In observation 3, students were not effectively supported because most of the lesson time was occupied by the teacher's talk through lecture. Because of the failure of the teacher in giving an opportunity for students to learn themselves, learner independence was absent, which resulted in students' silence.

Like other teachers, three grammar lessons of teacher E were observed. In observation 1, the teacher attempted to create interaction with only a few numbers of students, who were actively participating, so most students were passive listeners. Likewise, most of the discussion was in the teacher's control, which limited students' active participation and restricted students' independence. In observation 2, the classroom environment was not supportive because most of the learning time was occupied by the teacher's talk, and the teacher was writing notes on the board at the same time. This might have confused students whether to listen to the discussion or copy notes. Therefore, the lesson was less engaging, with limited student participation. In the same way, in Observation 3, the teacher appreciated one student saying "Good" during revision of the previous lesson, which indicated some effort to motivate learners. However, the focus of the lesson shifted rapidly to explanation of the teacher and writing notes. Moreover, no activities were given after presenting the lesson, which resulted in reducing students' involvement and interest in the lesson.

In Observation 1, teacher F tried to create a relaxed classroom learning environment through greeting students, revising the previous lesson and supporting students to answer questions. There was also an attempt to create good relationship with students by giving an opportunity to answer questions freely. The students were encouraged to participate in asking and answering questions. In observation 2, motivating students decreased because students were noisy and inattentive. She made clear to students how to do activities given, but she was not supportive. Majority of the students were sitting idle. In observation 3, the practices of motivation was weaker because some students were noisy, while others copied notes other subjects. She explained the tasks clearly, but learner independence and active involvement were restricted since the lesson was dominated by the teacher's explanation.

4.3.2 Checking Students' Attention

Checking students' attention is very important for effective teaching to take place. Teacher A was asking questions to the whole class, and individual checking was not as such practiced because the teacher was focusing on active students who were raising their hands to give answers. From the three lessons, we can conclude that checking students' attention was ineffectively implemented and generalized.

In teacher B's observations, an attempt was made to check students' attention through questions, but the focus was on only selected students in observation 1. In observation 2, the students' attention was not checked systematically. In observation 3, some changes were made namely calling students' name to check attention. However, these improvements were implemented on some students, and engagement on majority of the students was practiced. Overall, in the lessons checking students' attention was not effectively implemented.

Concerning teacher C, majority of the students were passive in observation 1. In addition, the students were not systematically checked whether they are following the lesson or not. In observation 2, the teacher was asking questions; however, he was immediately giving answers without waiting for the students' responses. This resulted in lack of students' participation. In observation 3, he was focusing on a few students who actively participating by asking answering questions. Therefore, majority of the students were off-task, but the teacher did not notice.

Generally, the questioning strategies were inconsistently practiced because clarification was not given for students.

Teacher D's observation sessions were presented below. In observation 1, the teacher did not effectively check students' attention. As a result, some students were talking about personal issues, and some of them were sitting idle. This resulted from the teacher's focus on only few students. Observation 2 reflected that the teacher did not actively monitor whether students were following the lesson. During discussion itself many students were not listening to the teacher attentively. In observation 3, some students were doing the activities of other subjects. Although questions were asked to the whole class, few students attempted to respond.

Teacher E demonstrated restricted efficiency in checking students' attention across the three lessons. In observation 1, many students were talking about personal issues rather listening to the discussion. However, the teacher sustained the focus on some students, who were active participants. The teacher did not try to engage the whole class through different questioning or other attention monitoring techniques. In observation 2, the teacher continued teaching without any intervention although some students were doing activities unrelated to the lesson. The teacher did not ask any follow-up questions to draw students' attention toward the lesson. Similarly, in observation 3, students remained quiet when asked questions about conjunctions, and many of them later started doing other activities while the teacher was explaining the lesson. In spite of all these students' activities, the teacher did not try to check whether students were attentively following the lesson.

In Observation 1, teacher F asked questions to check students' understanding, but attention checking focused only on students who were actively participating in giving answers. The remaining students kept silent. In observation 2, the teacher checked students through asking questions; however, some students participated actively. The teacher did not try to engage those students who were doing unrelated tasks. Like observations 1 and 2, motivation was also lower in this lesson because a lot of students were inattentive, noisy and focused on other subjects, but the teacher continued with the discussion.

4.3.3 Monitoring Activities

Monitoring activities helps a teacher check whether students are on task or not. In teacher A's observation, monitoring activities was as such practiced in all the lessons because the teacher was moving in the classroom around the blackboard. This means it was simply moving here and there; students' actual work was not monitored effectively. When active participants gave answers, the feedback given was restricted. In observations 1 and 2 of teacher B, there were not activities given for students; as a result, there was no monitoring. In observation 3, group work was practiced, but there was attempt to help students to focus on the activity. Also feedback was not given. In all the three observation sessions, monitoring activities was adequately practiced. Monitoring activities helps students it avoids misunderstandings.

Monitoring activities was minimal because the teacher mostly stayed around the black board in observation 1 of teacher C. In observation 2, there was an attempt to practice pair and group work, but monitoring was very low. In addition, he did not make sure that the students were cooperatively working together. In observation 3, monitoring was poor since majority of the students were off-task, and the teacher stayed in one place. Observation 1 of teacher D revealed that the teacher continued to be at the front of the classroom. As a result, giving advice or guidance was limited. In addition, monitoring activities was limited. Similarly, in observation 2, since the teacher followed a teacher-centred approach, students were working individually. This means interaction was limited. The teacher did not move around the classroom to encourage students. In observation 3, the teacher moved around the blackboard only; therefore, students' activity was not carefully monitored. In addition, advice and encouragement were not observed.

Teacher E's lessons were also to some extent similar to others. For example, monitoring classroom activities was insufficient in all observations. In observation 1, the teacher stood at the front of the classroom throughout the lesson while delivering lecture. There was limited opportunity for monitoring students' active classroom participation because no tasks were provided. In observation 2, the teacher moved only in front of the class and did not move around to monitor students' learning. Advice, encouragement and feedback were also not given. In observation 3, the teacher remained around the blackboard throughout the lesson. Therefore students were not carefully observed, and those who tried to actively participate were not adequately encouraged. Teacher F attempted to monitor classroom, but the focus was limited in

many contexts. In observation 1, the teacher moved around the classroom when students were on work and promoted classroom participation. This indicates there was an effort to create interactive learning situations. In observation 2, the teacher moved around in front of the class and encouraged students to discuss in pairs, but she did not appropriately monitor the discussions because the teacher did not move among the groups for supervision. As a result, students became noisy and discussed unrelated topics. In observation 3, as of observation 2, the teacher moved only in front the classroom. Majority of were also inattentive and doing tasks of other subjects because they were not closely monitored.

4.3.4 Explaining Objectives Beforehand

Communicating learning objectives makes students familiar what to achieve at the end of the lessons. In all the three lessons, the teacher A did not inform students what is expected of them after learning the grammar lessons. Like teacher A, teacher B did not explain the objectives of the lessons beforehand in all the lessons even though the textbook mentioned the objectives. This means the students were in confusion what to achieve at the end of each lesson. Across all the observations, teacher C did not inform students the objectives of the lessons before presentation, As a result, the students were not clear about what to achieve at the end of each lesson.

The objectives of all the three lessons were presented in the textbook. However, teacher D did not write them on the board or communicative to students orally. This indicated that students might not be clear with what to attain at the end of the lessons. One of the common weaknesses in Teacher E's lessons in all three observations was the failure to explain lesson objectives before beginning instruction. In observation 1, the teacher did not communicate objectives about quantifiers. In observation, the teacher started presenting the Present Perfect Tense without explaining the objectives to students. Similarly, objectives related to conjunctions were not presented to students. In all the three observations, the teacher did not explain lesson objectives of Present and Future Tense, Present Perfect Tense and Cause and Effect conjunctions respectively before starting instruction.

4.3.5 The Practices of Active Learning Techniques

One of the methods of implementing learner-centred approaches is the practice of active learning techniques. Teacher A's observation sessions reflect that the practice of pair work, group work, peer assessment in the form feedback was not effectively implemented. The teacher heavily

relied on giving and explaining the rules. However, the students were sitting on their desks in three side by side, which indicated that there was potential to use these techniques. The only active learning technique implemented was questioning. There was lack of textbook to do the activities given, and this resulted inactivity of the students.

In teacher B's observation sessions, active learning techniques such as pair work, group work and peer assessment and others were not used in observations 1 and 2. There was limited questioning technique and peer checking. In observation 3, the teacher tried implement group work with limited students' participation. No monitoring was given. This reveals that the classroom was teacher-oriented.

The practice of active learning techniques for teacher C was presented as follows. In observation 1, there was an attempt in using pair work and group work, but learners' involvement was not encouraged. Besides, follow-up not practiced, so the students were using their mother tongue. Like observation 1, pair work was used by the teacher even though monitoring and enforcement were not poor as a result of focusing only a few students by the teacher. In observation 3, implementing pair work, group work or peer assessment was poor. These revealed that teacher attempted to use active learning techniques, but monitoring was poor, which resulted in students' passive listeners.

In observation 1 of teacher D, since pair work, group work, peer learning and other active learning techniques were not practiced, students did not get an opportunity to exchange ideas. However, questioning techniques were implemented as the only active learning technique. In observation 2, students worked on the activity individually as well. No pair or group discussion was practiced. While questions were asked, answers were commonly given in chorus. Similar to observations 1 and 2, pair work, group work and peer assessment and other active learning techniques were not implemented. However, question-and-answer active learning technique was practiced. Group work, pair work, and peer assessment were not implemented.

For teacher E, the technique used was limited to only question-and-answer interaction, and even this involved only a few students. In observation 1, students were primarily engaged in listening and note-taking. In observation 2, there were no classroom activities to support students'

participation. Likewise, in observation 3, students were passive listeners throughout the lesson, and no activities were given for them to practice conjunctions.

Regarding the implementation of active learning techniques, teacher F tried to use pair work, group work and asking and answering questions. For instance, students were told to share ideas with their partners, but peer assessment and other cooperative learning techniques were not practiced. Besides, an opportunity was given to those students who raised their hands to participate in giving answers. In observation 2, the teacher encourages students to discuss in pairs on Present Perfect Tense, but she did not properly manage to make students focus on the activity. Therefore, students became noisy. In observation 3, the teacher gave instruction to complete an activity in pairs. However, the lesson was continued to be teacher-centred since she gave answers herself. Other active learning techniques were not implemented except questioning which focused on only a few active participants.

4.3.6 Methods of Grammar Presentation

Various methods of grammar presentation can be implemented based on the teachers' preference. This preference may depend on beliefs and experiences. Teacher A's frequently practiced method was writing notes on the board. Then, this is followed by explanation and practice ding activities. In general, the teacher was explaining the rules explicitly, focusing on forms. The use of mother tongue was also observed. Communicative practice, which is the essential in Communicative Language Teaching (CLT), was minimal. The teacher was asking questions, but the answers were immediately given for students before giving thinking time. The students were busy writing notes and listening to the explanation.

In teacher B's observation sessions, notes were given for students followed by explanation. At that time, the students were copying notes from the blackboard and listening to the discussion. This revealed that independent learning was not encouraged by the teacher. He was also answering himself without giving opportunity for students to make them try on their own. Homework was given in observation 3 to implement independent learning. In general, some sort of learner-centred approaches were not as such practiced by the teacher.

In all the three observation sessions, teacher C was presenting the grammar lessons deductively. Rules were presented to students followed by various examples. The students were taking notes

and listening to the lecture. Practicing deductive approach to grammar presentation leads to low students' participation. In addition, it brings low students' engagement and discovery learning.

In observation 1, teacher D first explained the rules of grammar about sequence words. Notes were written on the board before involving students. In observation 2, the teacher directly explained the rules and gave examples on adverbs. Students primarily engaged in passive listening. In observation 3, the teacher explained the uses of determiners explicitly. Students were expected to be provided with information instead of independently derive the rules. In general, the teacher followed deductive method of grammar presentation.

Teacher E continuously employed the deductive approach to grammar teaching across the three observations. In observation 1, the teacher explained sequence words and quantifiers while writing notes on the board. Students copied notes while listening simultaneously, which divided their attention. In observation 2, the teacher explicitly presented the structure and uses the Present by providing explanations and examples. The same pattern continued, and students lacked textbooks, making them heavily dependent on the teacher's explanations. In observation 3, the teacher gave explanations on conjunctions and their uses directly when students failed to give response to the questions. Many students became idle or involved in unrelated activities because no meaningful practice activities were given.

Concerning the methods of grammar presentation, teacher F did the following. In observation 1, the teacher began presenting the Present and Future Tense forms by asking questions. Then, explanation was given followed by examples. Some students participated actively by answering questions, but majority was passive. In observation 2, the teacher introduced The Present Perfect Tense by giving explanation and transformation exercises. However, the teacher gave answers herself rather than encouraging students to find the answers independently. Majority of the students were passive, idle and inattentive during pair discussions. In observation 3, the teacher explained conjunctions and their uses explicitly. The students were writing notes and examples from the board simultaneously. Questioning technique was occasionally implemented to engage students. However, the method was highly teacher-centred. Some students copied notes, some listened to explanations and still some of them did unrelated tasks. In general, deductive approach was used to present the lessons in all the three observations.

4.3.7 Summary of Classroom Observation Data

In the above analysis various thematic areas namely motivation, checking students' attention, monitoring activities, explaining objectives of the lesson, using active learning techniques, seating arrangement and activities of both students and teachers during grammar presentation in each lesson were discussed.

In the processes of language teaching and learning, motivation plays an important role for students' success. In the classroom observation sessions, various issues related to motivation were raised. Based on the analysis of the lessons observed, the following points were summarized. The language classes were to some extent interesting because the students were free to ask what ever they like. However, the lessons were not participatory since majority of the students were not actively participating in the classroom discussions. The teacher were focusing on only a few students to give answers for the questions asked. There was little encouragement in the form of humour. In addition, learner independence was not encouraged because much time was occupied the teachers' talk.

Students are expected to be checked regularly whether they are following the lessons or not. This could be implemented through asking and answering questions, monitoring activities and using active learning techniques. In most of the lessons, teachers were lecturing to students by standing at the front. Therefore, some of the students were talking about personal issues and some others were writing notes and doing activities of other subjects. While doing classwork, majority of the teachers were not implementing active learning techniques such as pair work, group work and others. The only active learning technique practiced by teachers was asking and answering questions focusing on few students who raised their hands to give answers to the questions asked.

During grammar presentation teachers and students have roles to play based on the methods the teacher uses. In the lessons observed, most of the teachers used deductive approach to grammar presentation. First, they provided notes for their students by writing on the board followed by discussion. Simultaneously, the students took notes and listened to the teachers. While doing activities, the students were not as such given an opportunity to discuss the questions in groups and arrive on the answers. Most of the teachers were collecting answers from those students who were active participants.

CHAPTER FIVE: DISCUSSIONS

5.0 Introduction

In the first part of the discussion, teachers' beliefs on the advantages of learner-centred teaching approaches, challenges of learner-centred grammar teaching approaches and various approaches of teaching grammar were discussed. The second part focuses practices of learner-centered principles in grammar lessons, classroom management in a learner-centered grammar lessons, various approaches of teaching grammar and grammar teaching strategies. used by teachers were discussed. The third part discusses the relationship between teachers' beliefs of learner-centred grammar teaching approaches and their actual classroom practices.

The fourth part focuses on students' beliefs on the general concept of teaching approaches, advantages of learner-centered language teaching approaches, various approaches of teaching grammar. Students' preferences on the approaches of teaching grammar by teachers, students' responses on the practices of different approaches and strategies of teaching grammar by teachers. The last part, which was observation data and discussed separately, motivation, checking students' attention, monitoring activities, explaining objectives of the lesson, using active learning techniques and activities of teachers and students during grammar presentation.

5.1 Teachers' Beliefs about Learner-centred Grammar Teaching Approaches

Various scholars and methodologists have emphasized that learner-centered grammar teaching approaches are essential for an effective grammar teaching to take. Teachers also reflected that these methods are advantageous in many ways. For instance, as modern teaching methods, learner-centered methods are essential in bringing the expected results on students knowledge and skills to fulfil their willingness while learning grammar. In line with this, teachers stressed that the practice of learner-centered teaching is advantageous for students in order for them to learn language effectively. These findings were also supported by research conducted by Yangyang et al., (2025), which indicated that learner-centred method namely Think-pair share highly enhanced grammatical achievement of students as a result of its power to make students active participants. This indicates that teachers are familiar with the uses so that they may practice in their grammar lessons. One of the items mentioned was that learner-centred approaches are advantageous, for they address students' individual needs and preferences.

Questionnaire data revealed teachers believe that learner-centred methods play a significant role in fulfilling students' needs and preferences. Research findings also affirmed this benefit. Nunan stressed that learner-centred approaches are useful because they help students to acquire the rules of grammar by addressing their individual differences in needs and preferences (Ellis, 2006). In addition, learner-centred approaches fulfil the learners' needs and their areas of interests (Attard et al. 2010; Benson, 2011).

In addition to these advantages, learner-centred approaches are also useful in that they take into account the learning styles of students. According to Kolb (1984), students learn most when the teacher uses the teaching approaches which are suitable to students' learning styles. Reid (1995, as cited in Tai, 2013, p.162) defines learning styles as; "...individual's natural, habitual and preferred way(s) of absorbing, processing, and retaining new information and skills." This definition reveals that grasping a piece of information depends on the students preferred styles of learning. The findings indicated that teachers manage the various learning styles students by using different methodologies. For example, they reflected that they write notes on the board in order to fulfil the needs of visual learners, who learn better through looking at something. After writing notes of the grammar lessons, teachers lecture to students so that the auditory learner can benefit more. In addition, one teacher emphasized the importance of classroom management for coping with students' learning styles. According to Borich (2017), effective classroom management takes place when a teacher creates a good communication among students. Managing classroom effectively contributes to enhancing an interactive approach between the teacher and learners and among the learners themselves (Paramansyah et al., 2021). In order to manage classroom effectively, it is recommended for teachers to group learners to actively participate in learning process (Brown & Adooh, 2021).

A recent issue for language teaching is the practice of an interaction between a teacher and students and among students. The findings indicated that learner-centred methods encourage an interaction between the teacher and students and among the students. Regarding this, Dornyei (2001) and Senior (2006) reflect that a learner-centred approach creates an environment, where people work together so as to arrive on certain goals. A research conducted by Gillies (2016) demonstrated that learner-centred approaches fostered the relationship between teacher and students because teachers regularly help students explain their reasoning, justify their answers,

take into account various views which in turn promoted both academic performance and socio-cognitive development. Additional research finding that supported this idea is that learner-centred approaches like pair work assist students to cooperatively construct meaning from grammatical rules, correct errors through interaction, engaged in peer explanation contributing to enhanced writing proficiency and grammatical competence (Storch, 2002). The teachers emphasized that the learner-centred approaches also help students not be dependent on their teachers all the time. Interview findings also confirmed that learner-centred approaches are useful for students to learn from one another. Research findings obtained by Aghris (2018) confirms that the learner-centred method encourages students to become independent learners. This means that the main focus of the student-centred approach is students themselves and how they effectively learn the target language. Benson (2012) also supports that a learner-centred approach makes students responsible for their learning for the focus of this approach is learners themselves instead of focusing on the teacher and the language.

Peer communication is another advantage of a learner-centred approach. In line with this, the findings indicated that teachers believe peer communication happens in the classroom through a learner-centred approach. Lim (2010, as cited in Richards & Bohlke, 2011) asserts that learner-centred methods support real communicative situations. Therefore, those teachers, who employ this method in the classroom expose their students to the tasks that encourage real learning situations (Calvo, 2008). Majority of the teachers also had an understanding that these approaches make students active participants in teaching/learning process. In their responses to interview, teachers expressed their views as the approaches are advantageous. For example, the students' active participation is enhanced by through practicing these approaches. This idea is supported by Bremner (2022) in defining the learner-centred education as a method which facilitates active participation of students. It is advantageous also because it makes students active participants in the teaching and learning processes by taking responsibility for their learning in the classroom Benson (2001, as cited in Richards & Bohlke, 2011). In addition, learner-centred methods are useful for making students active participants and developing responsibility for their learning (Hannafin, 2012, as cited in Jacobs & Power, 2016 ; Weimer, 2013). This finding of an empirical study conducted by Anazifa & Djukri (2017) revealed that student-centred learning considers that students are not only receivers of information but also makers of meaning by actively participating in the learning activities

Teachers also believed that learner-centred approaches are essential for helping students learn the language rules for daily communication. In addition, they consider that students come to class with some experiences of the language rules. Moreover, teachers expressed their views opening up spaces for discussion of motivations can be realized through learner-centred approaches. According to the teachers' ideas, these approaches are also useful in encouraging construction of knowledge and meaning. In their interview, teachers also supported this concept expressing that these approaches assist students to deeply understand the grammar points they have learnt. The research finding from Nováková indicated that the students had shown improvement in their understanding of the gaps of interlanguage and thought that the speaking activities are favourable for the grammar development (Nováková, 2023). Lastly, learner-centred approaches are necessary to reduce disruptive behaviour among students.

Scholars and methodologists agree that there are challenges that can hinder teachers to fully implement learner-centred approaches in the classroom. These challenges may arise from both teachers and students and classroom environment as well. Teachers reflected that it is difficult for them to cover the contents of the subject within an academic year if learner-centred approaches are practiced. The finding from interview data also reflected that teachers frequently complain about is the difficulty of covering the contents provided in the form of a textbook saying that Grade 9 students' textbook has got twelve chapters. This finding is also the same with research finding from Donkoh & Amoakwah (2024), indicating that practicing the student-centred methods is difficult for teachers because of inadequacy of materials, time constraint to deal with the contents, shortage of knowledge about the methods and large class size. The findings from the questionnaire indicated that the first challenge of practicing learner-centred approaches is large class size. The findings of interview also revealed that large number of students in the classroom is a barrier for effective implementation of learner-centred grammar teaching approaches. In the classes observed, there were at least 56 students. Therefore, it may be difficult for teachers for practicing these approaches. According to (Barakkat, 2005, as cited in Sebarajah, 2021) the practice of learner-centred methods is challenging because of large class size. However, Jones recommends that if the teacher gives an opportunity for some groups to speak in one period, it will be given to other groups who didn't get the chance in other period (Jones, 2007). For pair and group discussion, the classroom environment should be convenient. In line with this, teachers believed that the structure of the classroom related to chairs and desks

are not comfortable because they are not moveable for a smooth relationship among students. Even though the teachers were not practicing, there were possibilities for them to use pair work and group because students were sitting in three on the desks.

Additional problems in practicing learner-centred approaches is the unwillingness of students to actively participate in the classroom. Regarding this, teachers also understood that it is a big challenge for them. The interview result also revealed that students' lack of active participation and interest to learn English are challenges. Teachers indicated that students were demotivated and developed negative attitudes towards learning English since they thought that English is a difficult subject. A lot of factors contribute to this problem. For example, according to Dislen (2013), students' lack of interest towards learning as a result of stress, not feeling self-assured and self-esteemed, teachers' disheartening outlook and the classroom environment. Teachers also believed that students' lack of confidence in class participation is another barrier. The main cause for this problem is that students are afraid of speaking in English because of the fact that they were learning all the subjects in Afan Oromo when they were in elementary school. Students' lack of confidence may come from fear of making mistakes. However, research finding indicated that it possible to motivate students through various techniques. For example, motivating students is achieved through creating a pleasant relationship between the teacher and the students, forming an assistive teaching and learning classroom environments and grouping students in such a way that there is a united group members (Dornyei, 2001).

Having understanding about certain methodologies and their practices is important for an effective teaching to take place. Teachers are expected to be familiar with the full implementation of learner-centred grammar teaching approaches. Regarding this, teachers were in dilemma whether they have enough knowledge about a learner-centred instruction. Therefore, it is possible to conclude that teachers may face challenges of implementing this approach. Cooperative learning for language teaching in general and grammar teaching in particular plays a significant role in making students acquire the target language. Teachers were in confusion whether they have sufficient knowledge of cooperative learning. This may lead to ineffective implementation of learner-centred approaches because one of the bases of these methods is using cooperative learning. However, researchers confirmed the importance of cooperative

learning. Cooperative learning creates an opportunity for students to support each other (Ashenafi, 2024).

Grammar can be presented in various ways and teachers were asked to express their understandings on the various approaches of present grammar lessons best. Teachers may use different approaches based on their knowledge, attitudes and experiences they have. Some of the approaches used by teachers can be learner-centred ones and the remaining, traditional approaches. Based on these two areas, the following points were discussed.

The findings of the study revealed that teachers have clear understanding towards learner-centred methods in delivering grammar lessons. For example, teachers believed that presenting grammar lessons by focusing on the meaning of structures and their use in the context is vital. This idea is supported by research findings obtained from Mart (2013) that presenting grammar points in context helps students become accurate in using the language they are learning. In addition, teachers had positive beliefs in that teaching a new grammar point first by giving examples followed by helping students discover the rules themselves is important. Research conducted by Samanta supports this idea in that an inductive method to grammar teaching encourages students to produce the expected results and enhances active participation of students (Samanta, 2021). Other necessary issue in teaching grammar is presenting grammar and making students practice in various situations. In connection with this perspective, teachers revealed that the presentation and practice of rules in situations is advantageous for students so that they will be able to use the rules communications. Even though emphasizing the forms in a language is important, it cannot contribute for the adequate use of the language in exchanging ideas in real situations (Celce-Murcia, 2007). This indicates teaching structures of a language in isolation may not enhance the fluency of students. Besides, the teaching of grammar should focus on the use of language for daily communication (Spada, 2007). The processes of trial and error in language learning is connected to discovery learning. According to Hasanvand & Mohammadian (2022), ‘‘Guided discovery learning is a learner-centered approach that engages the learner in the process of learning and acquiring the rules and patterns’’ (p. 74). This indicates that students learn the rules by committing errors and trying to correct the errors themselves or take correction from their teachers. In connection with this view, teachers stressed that students should be able to learn grammar through trial and error, which encourages learning independently. Teaching grammar

by making students discover the rules in pairs and groups is another method that can be used. Regarding this, teachers reflected that it is recommended for teachers to help students work out the rules themselves in pairs and groups. Giving feedback and correction is one of the methodologies that a teacher can implement to teach grammar lessons. Based on the methodology the teacher uses, traditional or learner-centred, the time to give feedback is different. Teachers were asked whether they agree or disagree that teachers should not correct all the errors that students committed in oral practice. The findings indicated teachers were not sure about this view. This means they did not have clear understanding as to whether correcting all errors in oral grammar practice is advantageous or not. The research conducted by Nazarloo & Yaghoubi-Notash (2018) in Iran indicated that students are interested in getting direct correction, but teachers do not give enough attention for giving feedback in order not to interrupt flow of communication. Ellis (2017, as cited in Zhang et al., 2025) stressed that oral corrective feedback play a significant role in assisting students to acquire the language provided that it is given opportunely and correctly. In general, oral feedback contributes to the improvement of language learning.

Learner-centred approaches make teachers the facilitators, and students are the central focus for learning grammar and teachers help students. That means students play active roles in learning the grammar points under discussion. One of the methods that can be used to present grammar lessons is avoiding explanation and giving certain examples and encouraging students to discover the rules themselves. On this issue, teachers were uncertain whether grammar explanation should be avoided. The traditional methodology the teachers were familiar with in giving lecture might have put teachers in dilemma because if they don't give lecture, they consider themselves as they don't know anything.

In the traditional methods of grammar presentation, teachers give explanation first followed by making students practice activities. On this concept, teachers believed that they are in dilemma whether explanation is given initially, and then practicing activities follows. The main goal of teaching grammar in audio-lingual method is achieving linguistic competence, which focuses on accuracy in paving a way for oral communication, and for Communicative Language Teaching (CLT), grammar explanation is given followed by encouragement of students to interact in a meaningful context so as to help students use the target language (Miao, 2023). Teachers were

not sure concerning the view that the main purpose of grammar teaching is achieving accuracy. Therefore, it is difficult for them to decide as to whether teaching grammar is for linguistic competence or communicative competence. In the traditional methods of teaching grammar, especially the Audio-lingual Method, teachers are expected to give correction immediately. The findings showed that teachers are uncertain whether students' mistakes should always be corrected to prevent the formation of bad habits. However, Audio-lingual Method stresses that all language errors should be prevented in order to encourage students' accuracy (Richards & Rodgers, 2001). This may not help students achieve fluency in grammar learning.

5.2 Teachers' Practices of Learner-centred Grammar Teaching Approaches

Approaches and methods in language teaching devised by various scholars have their own principles in order to fully implement in the classroom. Whether these approaches and methods are traditional or modern ones, they base themselves on certain theories. As opposed to the teacher-fronted approaches to language teaching, learner-centred approaches have their underlying principles. Teachers were asked how often they practice these principles. One of the principles of learner-centred approaches is making students active participants in the teaching and learning processes. Regarding this, teachers, most of the time, actively engage their learners while presenting grammar lessons. Students, who involve themselves in learning processes have good attitude towards learning and become successful in academical achievement (Erdoğan, 2019). Teachers also responded that they usually practice learner-centred approaches in demonstrating empathy and respect while they present grammar lessons. This can be implemented through creating a good relationship with students and following an interactive approach to grammar teaching. Interaction takes place in the classroom by responding to the students' questions, making things clear for students if they have difficulties in understanding the points under discussion (Allright & Bailey, 1991, as cited in Manqing, 2010).

In a learner-centred classroom, assessment and learning play an essential role in order to realize effective teaching. As a result, appropriate assessment is important for students to assist them to learn best. Concerning this concept, teachers responded they usually use a kind of assessment which can maximize students' learning. Student-centered assessments are helpful in order to assess learners' improvement as well as their active participation in the learning objectives set and supply advice for a better understanding (Nazim et al., 2024). Learner-centred teaching

makes students active participants in their learning. Teachers are responsible for encouraging students to play active roles. From the analysis of the questionnaire teachers replied that they usually encourage students to become independent learners. This revealed that teachers try to develop responsibility for learning. Azadovna (2020) indicated that learner-centred teaching gives students an opportunity to make an effort in their learning. Even though majority of the teachers reflected that they practice this method most of the time, from the classroom observation sessions, they were not fully implementing the approaches. Teachers were usually communicating with those students, who were raising hands. One of the learner-centred methods that encourage students' independence is the practice of active learning techniques such as pair work, group work, asking and answering questions. In addition, majority of the teachers were using the traditional approaches to grammar presentation. As they were interviewed, teachers begin presenting their grammar lessons by writing notes on the board followed by discussion. Then, they give class activity from the textbook. If any teacher needs to become an effective teacher, she/he is expected to communicate clear expectations. This means explaining objectives of the lesson before presentation contributes to deep learning. According to Kenny (2013), students are expected to be informed the objectives of the lesson beforehand, and this needs careful planning of the lesson. In line with this, majority of the teachers responded that they sometimes inform students the objectives the lesson beforehand. However, communicating the goals that are going to be achieved were not told to students in all the lessons observed. This reveals that the responses of the questionnaire data and the observation data did not match. Even the textbook prepared put the objectives of the lesson before the presentation of the grammar lessons. Additional principle which paves a way for exchanging ideas among students is the practice of creating a teaching and learning community in the classroom. The teachers' responses showed that they sometimes implement this principle. Application of this principle is realized through pair work, group work and asking and answering questions. According to Badache (2011), group work is advantageous for students to create a friendly environment so that slow learners can obtain an opportunity of learning from medium and fast learners, and this contributes to the direct engagement in the processes of exchanging ideas. Research findings also indicated that group work/ activities are essential for teaching grammar in order to bring the expected results on the students' achievements. For instance, the findings from the (Shahzad et al., 2024) disclosed that group work promoted students to be involved in

the activities being done. Group work can also contribute to the significant achievements of the grammar points (Farisatma et al., 2017). However, the results obtained by Pagcaliwagan (2016) revealed that there is no significance difference in their achievements between the experimental group and the control group in applying cooperative learning strategy and the traditional approach to grammar teaching.

For an effective teaching to take place in the classroom, classroom management is advantageous especially for fully practicing learner-centered approaches. In line with this, the findings of the study revealed that teachers have clear understanding in managing their classes by grouping students and mixing them while presenting grammar lessons. On the other hand, the finding also reflected that teachers did not have clear ideas in using learner-centred approach in a large class size and rearranging the students where there are long rows. Therefore, it is possible to conclude that teachers assume that learner-centred approach is used in small class size only. However, Jones (2007) reflects that effective classroom management takes place in a large class size in grouping students by mixing students with different abilities to focus on their tasks. Explaining the need for working together as groups can benefit students. With regards to this, teachers revealed that they usually tell students the importance of group work. Even though teachers reflected that they inform students the importance of working together, in the observed lessons, teachers were not telling students the importance of group work. Even they were not as such using pair work and group work in their grammar lessons while the students were doing activities.

One of the ways of implementing a learner-centred approach in grammar lessons is grouping students to exchange ideas. In theory, teachers reflected that group work is important for presenting grammar lessons. Brown (2000) says groups pave a way for students to start, exchange ideas, discussion on points for agreement, dialogue practice and playing their roles. On the other hand, mixing students according to their ability is one room for practicing learner-centred method. Richards & Bohlke (2011) explain that mixing students of different ability levels can create an environment in which they depend on one another for help. Jones (2007) recommends that occasionally teachers should bring fast learners and slow learners together. In line with this, the findings show that teachers articulated their agreement, but on the implementation, they were not fully practicing in their grammar lessons because of the resistance

of students to actively participate in classroom discussion. This arises from lack of confidence in using the target language, in our case, English.

According to Ghazali (2006), the Presentation-Practice-Production is a way of presenting grammar rules which focuses on the rules first and similar to deductive method. Evans (1999) mentions a teacher takes some sort of language form from the syllabus or textbook and presents it to students explicitly. This definition reveals that the teacher is there to impart information to students and students become passive listeners which is the view of traditional grammar class. The findings revealed that teachers practice these methods to present their grammar lessons, but explained that the PPP model may not help the students because it focuses more on the way the teacher presents rules. Maftoon & Sarem (2012) stresses the model that emphasizes the correctness of form rather than using the language for meaningful communication. The teachers reflected that they do not encourage students to exchange ideas since the teacher controls everything. In their interview responses teachers also reflected they follow these stages and the PPP model in order to deliver their grammar lessons. Their ideas revealed that they present the grammar lessons followed by activities. Then, they give an opportunity for students for production. PPP is model for presenting grammar lessons beginning from explanation of the rules and practicing the rules learnt followed by creating an environment for producing the items in situation (Hedge, 2000). The traditional PPP model is disproved because it emphasizes the direct presentation of grammar points, and it is extremely teacher-fronted.

Teachers may focus on the learner-centred approaches, which encourage students to become independent learners or use the traditional, teacher-fronted approaches to grammar presentation. Based on the findings of the questionnaire, the following points were discussed. Teachers reflected that they, most of the time, focus on form and meaning together while presenting grammar lessons. The findings from Bandar & Gorjian (2017) indicate that the students who were taught through focusing on form and meaning achieved better results than those who were taught through the teacher-centred methods in being given examples. Moreover, this idea is supported by (Marzuki, 2014), of which the research findings indicated that by combining form and function together, it is possible to avoid their weaknesses. The use of group discussion is emphasized in language teaching at all levels. It is also useful for grammar presentation. The findings revealed that teachers sometimes use group work in order to make students discuss on

some grammar points they have learnt. Research conducted by Hassan et al., (2023) in Saudi Arabia and Farisatma et al. (2017) disclosed that pair work and group work played an important role in improving students' academic achievements.

In order to use language for communication, learner-centred approaches emphasize the presentation grammar rules in context. The teacher respondents revealed that they usually present grammar lessons in context. According to the research conducted by Amin (2025), teaching grammar in context has improved the learners grammar mistakes in writing. Nunan stresses that if grammar is taught without context, students face difficulties in identifying the connections among the structure, what message is conveyed through the structure and using it context (Nunan, 1998). There is a possible way for students to correct the work of one another in a learner-centred classroom. In line with this, teachers expressed their ideas that they usually create an opportunity for students to give correction for one another while teaching grammar. Supporting students to give feedback for one another in grammar errors has played a significant role in learning the second language. For instance, according to the findings indicated by Manirakiza & Hakizimana (2020), when the learners gave correction to each other interactively, there was a possibility for them to be confident and free to analyse the language practice without fear, to talk about the mistakes, to become familiar with unfamiliar words and to restrain from the errors in writing again. An inductive approach to grammar teaching encourages students to find out the rules of grammar points from the examples provided to them. Concerning the implementation, teachers replied that they occasionally use this method to teach grammar lessons. From this view, it is possible to conclude that teachers use this method, but not at the expected level to make students use the language for daily communication. This method is supported by various researchers. For instance, Masaryk (2024) explained that advantages of discovery learning outweigh its disadvantages since it encourages students' involvement. Encouraging students to write or speak using the rules they have learnt is additional technique that can be used by teachers in grammar teaching so as to implement learner-centred methods. Regarding this, the findings from questionnaire revealed that they most often use the technique. Creating an opportunity for students to write sentences or to speak in the rules they have learnt is the responsibility of the a teacher in a learner-centred classroom because it enables students to use the language in real communication. The findings from interview also reflected that teachers give an opportunity for students to write their own sentences or create a dialogue using the rules

they have learnt. However, the finding from observation data disclosed that teachers do not practice. In addition, students' interview results reflected that teachers seemed not to have practiced this method while they present their grammar lessons. Learning grammar through trial and error is also advantageous for students because it creates an opportunity to experiment with the language rules. In line with this idea, teachers sometimes practice this way.

As stated previously, teachers also practice grammar teaching through traditional methods. The findings showed that teachers sometimes present the grammar lessons explicitly. This means they directly teach the rules to students. The practice of correcting errors is one methodology in grammar teaching. Regarding this, the findings indicated that they occasionally give correction immediately on the grammar points they have learnt. The other traditional method of presenting grammar lessons is teaching the rules first. Concerning this, the findings revealed that teachers most often present the rules first and then give activities for students to help them practice the rules. In the teacher-fronted approaches, especially the Audio-lingual method, it is highly recommended that teachers give correction on all the errors students commit in order to prevent wrong habits. In line with this, the findings disclosed that teachers usually give correction for students on all the grammatical errors to avoid the formation bad habits. According to Sha (2018), teachers give correction if students make mistakes so that there may not be a possibility for them to repeat the errors.

Various strategies of grammar presentation may be implemented by teachers. These are using situational dialogues, brainstorming, information gap, problem-solving tasks, lecture method and group work. The degree to these techniques applied in the classroom would be based on the teachers' awareness, attitudes and students' readiness. Teachers were asked the frequency of practicing these techniques to present their grammar lessons. Based on the findings from the data analysed the following points were forwarded. The results revealed that situational dialogues, brainstorming and group work are frequently used by teachers. Therefore, the learner-centred approaches to grammar teaching are being practiced effectively. The other modes of teaching namely information gap, problem-solving activities and lecture are sometimes used by teachers.

5.3 The Relationship between Teachers' Beliefs of Learner-centred Grammar Teaching Approaches and Their Classroom Practices

For an effective teaching to take place, teachers' beliefs and practices play an important role. In addition, beliefs and practices should match as much as possible for beliefs may affect the actual classroom practices. The results supported the hypothesis that teachers' beliefs of learner-centered grammar teaching are not entirely congruent with their actual practices. The statistically significant difference suggested potential barriers that prevent teachers from fully implementing learner-centered methodologies, despite their positive beliefs of its efficacy. This gap may be attributed to factors such as institutional constraints, limited resources, or the complexity of adjusting traditional teaching practices to a learner-centered teaching model. Empirical research showed that teachers and students have variation in beliefs about concerning the role of grammar, the nature of effective teaching and favoured classroom practices which lead to instruction mismatch (Borg, 2003; Basturkmen, 2012). This misalignment is especially observed in situations where communicative language teaching (CLT) and learner-centred approaches are integrated into educational policies previously characterized by traditional, teacher-centred approaches (Li, 1998; Hu, 2002).

A lot of current language teachers indicated a theoretical commitment for communicative and learner-centred grammar instruction especially theoretical orientation consistence with constructivist and usage-based approaches to language teaching (Borg, 2003; Larsen-Freeman, 2015). These teaching methodologies consider grammar teaching as tool for communication. Even though research indicated that teachers' beliefs emphasize learner-centred approaches to grammar instruction, their classroom practices remain primarily rule-driven and teacher-dominated (Borg, 2006; Farrell & Lim, 2005). This misalignment commonly linked to contextual factors including large class size, examination-focused curricula and insufficient instructional time (Borg, 2003; Richards, 2008). Locally conducted research on grammar teaching also revealed these views. For example, a study carried out by Mulugeta Teka (2020) reflected that teachers have positive beliefs toward implicit grammar teaching, but they prefer direct grammar instruction. In addition, Tsgaye Mekasha investigated teachers' beliefs and practices of teaching grammar through focus-on-form and context on preparatory schools. His findings demonstrated teachers claimed that they are committed to teaching grammar in context, interactive grammar

instruction, but they predominantly emphasize teaching grammar in isolation apparently aligned with the demands of exam-oriented practices (Tsegaye Mekasha, 2024).

5.4 Students' Beliefs of Learner-centred Grammar Teaching Approaches

Students' beliefs play a great role in fully implementing learner-centred methods in grammar lessons because students are expected to have clear understanding of these methods; otherwise, there may not be an effective learning in the classroom. Even though the curriculum emphasizes the practice of learner-centred approach in all lessons, the teachers tended to focus on lecture while students were passive listeners. Based on the findings, students' beliefs on general concept of teaching approaches, advantages of learner-centred approaches and various methods of presenting grammar lessons were in the following section.

The students should be clear with the methodology the teacher uses for an effective teaching methodology. Some of the methodologies are teacher-centred and the remaining learner-centred ones. Based on the analysis of the questionnaire related to the general concept of teaching methodology, the following points were discussed. In most Ethiopian secondary schools, English teachers lecture and the students are passive listeners. Having talked about this, the students believed that they are interested to be lectured. They seemed not to contribute anything in the teaching and learning processes. The students also believed that group discussion is important for language teaching. A research by Nation & Newton (2009) highlighted that students have positive beliefs that group discussion assisted them foster proficiency and the capability to structure ideas in real time. A study conducted in Ecuador by Mejía & Llor (2023) revealed that group discussion has made students fluent speakers of the target language. Besides, group discussion is very useful for the improvement of learners' communicative abilities orally and enhancement of the language use (Hoque et al., 2025). Asking and answering questions is one of the methods that can be implemented in a learner-centred classroom. In line with this, students reflected their uncertainty about whether this method is motivating for them. However, some studies indicated that asking questions are useful for engaging students in the teaching and learning processes. For example, asking questions fosters students' involvement in doing tasks, encourages the improvement of the learners' capacity in the language and results in the effectiveness of the learning activities (Cárdenas, 2021). Classroom participation through asking and answering questions and group discussion are essential for increasing learners' involvement in

language learning. However, students were demonstrated their uncertainty whether they have confidence in classroom participation. This reveals that students were in dilemma. According to Ahmed (2021), nervousness while teachers ask students without their will, fright to speak in front of the class and pronouncing words correctly resulted in lack of confidence in students' classroom participation during discussions.

Having positive beliefs on the approaches of language teaching plays a great role in order to fully implement in classroom; otherwise, both teachers and students may be reluctant in its practice. As has been stated in a literature review, learner-centred language teaching approaches are advantageous for a lot of reasons especially for students. First, findings from the questionnaire indicated students believe that learner-centred approaches address their individual needs and preferences in the classroom. Since teachers are supposed to practice various teaching methodologies within the framework of learner-centred approaches, learners have additional difficulties they go through in their academic activities (Attard et al., n.d.). These challenges may result in finding different solutions for the teaching/learning process. Learners' various interests are considered and students become retentive and develop the ability to do something in the practices of learner-centred approaches (Rao, 2020).

Second, students were familiar in that it helps them use the rules they have learnt for communication. This shows students were clear that learner-centred approaches create an opportunity for them to use the rules either in writing or speaking if teachers help them. The third point is active participation of students in the classroom. In line with this, learner-centred approaches are more preferable than the teacher-centred approaches. Students believed that these approaches ensure their active participation and makes them independent learners. Al-Zu'be (2013) asserts that both teachers and students actively participate in the teaching and learning processes and students become independent learners. The main purpose of language teaching in general and grammar teaching in particular is to help students communicate with their peers. As a result, students articulated that these methods of teaching can encourage them to communicate with their peers while classroom discussions take place. Students have a lot of work in exchanging ideas in groups and there may not be a room for students to make a noise (Jeanne, 2009 as cited in Shah, 2020). The main focus of learner-centred approaches is an interaction as it develops a social relationship. Students also affirmed that learner-centred approaches help them

interact with one another and their teacher as well. This finding is also congruent with various empirical studies conducted. For instance, Jony (2016) says that learner-centred method creates a good relationship between the students and the teacher, and the teacher is responsible for assessing students' performance. Teo (2019) also argues that interaction and active participation in classrooms discussions come to effect when learner-centred methods are practiced. Students also believe that learner-centred approaches reduce disruptive behavior among us. It is obvious that if there are a lot students in the classroom, making students to discuss on certain activities in pairs or groups may result in noisy class. However, there is a possibility for the teacher to control the students. To reduce students' disruptive behaviour in a learner-centred classroom, the teacher can make students sit nearer to one another and speak in a manner that does not disturb the others (Jones, 2007). Since there is a shift from the only knowledge provider to a facilitator, the teacher is not the only a person to pass knowledge to students. The students are also the main actors in teaching and learning processes by taking active participation at all levels. The learner-centred approaches play all these roles. This reveals that students do not expect everything from the teacher all the time; he/she also responsible for an effective learning to take place in the classroom. The students reflected that they are not sure whether learner-centred approaches encourage them not to always expect everything from the teacher. This may be because of the fact the students are usually lectured and are passive listeners especially while learning grammar lessons.

Even though learner-centred approaches have a lot of benefits, there may be challenges for implementing them effectively. Students were interviewed to respond to the factors that hinder the practices of these approaches. The findings revealed that students' lack of participation and interest are the main problems. The causes of these problems arise may be from the difficulty of the grammar points, peer pressure and passive listening as the students think that the rules become clear for them when they listen. According to Dislen (2013), students' lack interest towards learning as a result of stress, not feeling self-assured and self-esteemed, teachers' disheartening outlook and the classroom environment. According to Saron et al. (2022), "Lack of participation is visible in the classroom because of the fact that students may not be ready for teaching/learning process, the absence of self-assurance, being nervous and the size of the classroom. Alizadeh (2016) states that motivation to learn a language can stem from the students' attitude towards the community who uses the language, considering English as a

pleasure and to get a reward from their parents. Majority of the students did not want to participate because they seemed not to have an aim for their education.

Grammar lessons can be delivered in various ways. Some of these methods emphasize that teachers know everything so that they are given the mandate to convey the information to students. Others stress that teachers are not the only sources of knowledge, considering the students' experiences. Having these debatable issues into account, questions related to both approaches were included so as to identify the students' beliefs. The students were asked to reflect their beliefs towards the approaches.

One of the learner-centred methods in teaching grammar is presenting rules in natural context. The students believed that learning grammar rules through exposure to the natural contexts can help them fully understand the concept. Research findings also revealed that teaching grammar should focus on helping learners use it in everyday life (Scrivener, 2005 as cited in Muhammed et al., 2018). Besides, teaching grammar in context is an effective method (Mardari, 2022). Learner-centred approaches emphasize introducing rules of a language and its meaning in context. In line with this, students explicitly reflected that these approaches encourage them to learn the rules and use in a meaningful way. Research findings revealed by (Ha & Van, 2020) also showed that contextualized grammar teaching is useful in enhancing students' speaking skills and making them show their ability in dialogues. Because of these benefits teaching grammar should help learners use the language for interactional communication instead of teaching separately (Shams, 2019). In a learner-centred classroom, teachers may write some examples on the board and give an opportunity for students to discover the rules by themselves. Students reflected that they do not agree with teachers writing examples on the board and then enabling them to independently discover the rules. Finding from research conducted by Daloglu (2020) revealed that students commonly prefer direct grammar instruction, so they have negative beliefs towards discovery learning. However, the finding from Mohamed (2004) disclosed students expressed their ideas that both approaches are valuable for learning grammar, so they did not prefer one approach over the other. These and other research findings indicated that students favour both approaches although they prefer deductive approach to grammar teaching. Active participation of students increases at this time because they are busy finding the way the rules work (Samanta, 2021). Findings from the research conducted by Shirav & Nagai (2022)

also indicate that students' performance in grammar increased more through inductive approach, where examples are provided to them, and they work out by themselves. In addition, inductive presentation of rules promotes acquiring language skills (Latifah, 2023).

In the traditional methods of teaching, much of the work is performed by teachers. Giving feedback and correction is the one of the methods of teaching grammar. The findings indicated that students believe they learn grammar best when correction is given by their teachers as soon as possible on the mistakes they commit during learning grammar. In the traditional methods of teaching grammar, teachers present information, and students have almost no roles in contributing to the teaching and learning processes in the classroom (Alessa & Hussein, 2023). Based on this idea, students were willing to be taught by teachers despite the fact that they are familiar with learner-centred methods for grammar teaching, and they usually need correction from their teachers.

As learner-centred teaching techniques, pair and group work for language teaching have a positive effect because they encourage an interaction between the teacher and students and among the students themselves. In line with this, students expressed their views that exchanging ideas in pairs and groups helps them learn grammar rules effectively. Interview finding also indicated students believe that interaction encourages us to learn from one another, exchange ideas and arrive on certain conclusions. Research finding also revealed that teacher-student interaction increases students' classroom participation when they share views in the teaching/learning situation (Sholikhah & Saefullah, 2022). In addition, the findings of research conducted by Alkhazraji (2018) disclosed that an interaction of students and teacher through minitalk of the teacher, there is an opportunity for students in acquiring the rules learnt. Hedge (2000) also states interaction helps students in order to obtain correction from their teachers and partners which results in language improvement. In addition to the above mentioned importance of interaction, Allright stresses that interaction is advantageous for improving language skills and the capacity to communicate with somebody else (Allwright, 1984). In the method of teaching grammar for communication, an interactive task which can be combined together with cooperative tasks namely interviews, games, dramas and role plays promote an interaction so that exchanging ideas in real context can be manifested (Manqing, 2010).

Group work improves students' grammatical performance at high level (Farisatma et al., 2017). Besides, group work enhances students' communication and self-worth (Wahyuningsih, 2018), and it encourages them to learn from each other (Alfares, 2017). Group work also increases the amount of students' talking time while exchanging ideas (Harmer, 2007; 2014). Furthermore, group work encourages independent learning since the students do certain activities on their own pace, which promotes learner autonomy (Ur, 2012). On the other hand, the students were interviewed how frequently teachers utilize pair work and group work. The findings indicated that some teachers use pair work and group work when the tasks are difficult. On the other hand, even though there were groups formed by the school, teachers did not use it. Results from research conducted by Lwin & Goh (2010) indicated that because teacher-centred instruction method is commonly employed by teachers, pair and group work are less frequently implemented. In most Ethiopian secondary schools, students are passive listeners during grammar presentation it could be because teachers prefer to use lecture method. As a result of this, students are also accustomed with this trend. This shows that students consider their teachers as they know everything. This is the reason why they don't want their teachers to avoid explaining grammar rules.

Students' beliefs of the advantages of learner-centred approaches and various grammar teaching methods were discussed. Generally, students believed that learner-centred methods create an opportunity to use the language in communication and improve their grammar knowledge. In addition, learner centred methods such as teaching/learning rules in natural contexts and exchanging ideas in pairs or groups while learning grammar are very useful. However, students were not interested in discovering the rules by themselves, and they were in favour of grammatical explanation by their teachers. However, research findings by Ellis (2003) revealed that students showed greater motivation and enhanced grammatical proficiency in the context of meaningful communicative activities.

5.5 Students' Preferences of Grammar Teaching Approaches

While teachers present grammar lessons, students may prefer some methods more than the others. Students reflected that they are interested in teachers who give them lecture on grammar lessons all the time. This reveals that students want become passive listeners in the classroom. Research conducted by Sari, et al. (2017) also indicated that students showed preference to direct

grammar explanation by a teacher since it made them clear and systematically understand grammatical rules. Discovering the rules of grammar from examples while doing tasks is a learner-centred approaches. Concerning this, students replied that they occasionally prefer this method. Empirical findings from also supported that students do not regularly prefer discovery of rules instead they exhibit a preference for semi-guided discovery approaches that incorporate explanation with context-based instruction (Nunan, 1998; Ellis, 2006). In addition, majority of the students expressed their views in that they sometimes learn some grammar in exchanging ideas in pairs or groups. This concept revealed that most of the time they expect everything from teachers. Research findings indicated that students do not usually want cooperative learning because some students still favour explanation in order to be accurate in the grammar rules they have learnt (Peacock, 1998; McDonough, 2004). Even though they usually want to be lectured, they don't want a teacher who teach them in order to pass the exam only. From this, one can conclude that students learn grammar points not to pass exams only but also they want to use it in communication. Students reflected that they sometimes learn other skills such as listening, speaking, reading, writing and even vocabulary while learning. This tells that students had deep understanding as they learn other skills through learning grammar.

5.6 Students' Responses on Practicing Various Methods and Strategies of Teaching Grammar by Teachers

This could be a misalignment between teachers' beliefs and their classrooms practices on the various approach of grammar. Therefore, whether there is a difference between the teachers' responses and students' responses, the following points were discussed. Some of these methods are traditional and the remaining ones are more of learner-centred approaches. The students' responses reflected that teachers most of the time focus on presenting grammar lessons explicitly. The findings from interview data also revealed that teachers most of the time follow a deductive approach to grammar presentation in writing notes on the board followed by discussion. The observation findings also indicated that teachers usually follow the traditional, teacher-dominated approach in order to deliver grammar points. Ebrahimi et al. (2013) stress, "Many students and teachers are more comfortable with a rules-based approach to grammar, and though some teachers would argue against this approach, it is likely to continue to be used extensively in the classroom." (p.48) From the quote, it is possible to conclude that teachers like

to present the rules to students and majority of the students in the classroom want to listen to the teacher as well. Students' responses also reflected that teachers sometimes give correction for students immediately.

From the learner-centred methods of teaching grammar, students' responses were discussed below. The students' responses reflected that teachers moderately implement presenting grammar lessons through focus on form and meaning together. The teachers also occasionally use activities which encourage students to become aware of grammatical rules. On the other hand, teaching grammar in context, creating opportunities for students to use the rules they have learnt in writing or speaking. The finding further revealed teachers occasionally help learners create language by a process of a trial and error were rarely used the approaches by teachers. According to research finding from Borg (2006) on the practices of grammar teaching, teachers consistently gave explicit explanation of rules and controlled practices; therefore, trial-and-error learning was not a widely practiced instructional approach. Moreover, local study conducted by Temsegen & Gashahun (2025) revealed that supporting students to experiment grammar through trial and error occurred infrequently.

In addition, the findings reflected that teachers sometimes encourage students for correcting one another's work first, discover grammatical rules for themselves and learn some grammar rules either in pairs or groups. From the responses of the students, teaching grammar through learner-centred approaches were not practiced at the expected level. From the mode of teaching in grammar lessons, teachers most of the time, use the lecture method. Information gap is also additional mode of teaching that teachers use in their grammar lessons. However, teachers sometimes practice situational dialogues, brainstorming, problem-solving activities and group work to teach grammar. Even though teachers' responses revealed that they are implementing learner-centred methods and strategies in presenting grammar lessons, the students' responses indicated that teachers are not fully implementing them at the expected level.

5.7 Classroom Observation

Motivation plays a significant role in second language acquisition (Anjomshoa & Sadighi, 2015). According to Kong (2009) teachers are expected have understanding in educational psychology and use innovative methods of language teaching to motivate students. Research findings from

Qamariya indicated that students with better motivation have a better performances and are willing to learn grammar (Qomariyah, 2019). In the lessons observed, much time was occupied by teachers' talk in giving lecture. This reveals that the lessons were not as such participatory. In order to enhance the students' participation, the teachers used asking and answering techniques. However, they focused on only a few students who raised their hands. Learner autonomy was not encouraged with majority of the students. Learner-centred approaches encourage learners to use the language for communication purposes and make them responsible for their learning, which directly contribute to learner autonomy (Benson, 2012). Research finding indicated teachers can motivate students by creating a supportive learning classroom environment and constructive teacher-student interaction (Dörnyei & Csizér, 1998). Although a learner-centred approaches emphasize this concept, teachers in the observed classes were not fully implementing it by making students active participants in the classroom.

Monitoring activities and checking students' attention are those techniques that contribute to effective teaching methods to increase students' participation. They are useful for increasing students' participation. The findings from classroom observation sessions indicated that teachers were not effectively monitoring activities because they were standing in front of the class giving lecture and writing notes on the board followed by discussion. In addition, they were not focusing on majority of the students. Therefore, the students were doing whatever they like such as talking about personal issues, doing the activities of other subjects or sitting idle. In general, the lessons were not participatory. Empirical research indicated that monitoring activities is essential to promote students' attention grammatical rules, which leads to language acquisition (Issa & Morgan-Short, 2018).

Explaining objectives to students before presenting the lessons is also additional method that teachers can use in order to motivate students to take part in grammar lessons. Stating objectives at the beginning of a lesson makes students ready for the expected goals to be achieved. According to Kenny (2013), it is preferable to inform students the learning objectives they are going to achieve at the end the lesson. Research indicated that directly communicating grammar learning objectives increase motivation by clarifying the instructional objectives and expected learning outcomes for grammar activities (Senjahari et al., 2021). However, teachers did not

communicate their students the goals to attain at the end of each lesson. This implies that students do not know what to achieve at the end of the grammar lesson.

The practices of active learning techniques such as pair work, group work, asking and answering questions and peer assessment play an effective role in implementing learner-centred approaches. The findings of research conducted in Zambia indicated that active learning techniques namely story telling, role-plays, group discussion and problem solving activities have contributed for the improvement of students' participation, motivation and deep understanding of the grammar principle (Malamula & Mwila, 2025). Some of the techniques used by teachers namely questioning, role playing and story telling were effective in creating an opportunity for students to use the language and these tasks helped students use the language in situations (Manda, 2023). Even though these techniques are advantageous for language teaching, in this case, grammar presentation, majority of the teachers were not fully implementing pair work, group work and peer assessment. On the other hand, teachers were using asking and answering questions with a few students. .

In the lessons observed, all teachers began presenting their grammar lessons by using a deductive approach. It means first they were writing notes on the board followed by discussions. Asking and answering questions were to some extent being implemented, but opportunities were being given for those students who were actively participating. The students were taking notes and listening to the teachers at the same. The lessons presented were not participatory. Research findings from revealed that teachers have positive beliefs toward presenting grammar inductively, but their classroom practices regularly tend to focus on explicit grammar instruction because of its efficiency in some contextual factors (Al-Daoud, 2022). Teachers also prefer deductive grammar teaching approach because it facilitates conceptual clarity, maximizes instructional time allocation and corresponds with examination focused educational context (Bastola, 2016; Şık, 2015).

CHAPTER SIX: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

6.1 Summary

The discussion above combined findings from teachers' and students' questionnaires, interviews and classroom observation showing both consistency and inconsistency between beliefs and classroom practices. Theoretically, the findings of the study supported learner-centred approaches to grammar teaching, which stress active involvement, communicative competence, contextualized grammar instruction. The support for teaching grammar in context, integrating form, meaning and use indicated that teachers have a robust understanding toward learner-centred grammar teaching approaches.

From a pedagogical perspective, teachers' beliefs indicated that there is a shift away from traditional, rule-focused grammar teaching toward communicative approaches. Teachers supported that grammar is not expected to be taught in isolation instead it should be a resource for meaningful communication. This agrees with research findings that stated learner-centred approaches are useful for real language use and foster communicative competence. In addition, teachers' stated implementation of techniques namely pair work, group work, questioning and brainstorming revealed that they are familiar with communicative strategies that facilitate learner involvement and cooperative knowledge development.

Even though teachers expressed that they support communicative approaches to grammar presentation, their classroom practices did not indicate these beliefs. This lack of consistency revealed that instructional change is not simply an issue of awareness but it could be hindered by contextual and practical challenges. For example, teachers may tend to focus on traditional, teacher-fronted approaches because of shortage of time, large class sizes or learners' expectations.

From students' point view, the findings reflected somehow inconsistent issue. Students supported that learner-centred approaches are essential specifically the importance of interaction through pair and group work. These cooperative activities were considered as fostering understanding, facilitating the exchange of ideas and enhancing improved grammatical

competence. This view goes with research finding that interaction encourages students to actively engage in teaching-learning process and creates an opportunity for various language input. Moreover, cooperative learning environments may decrease nervousness and enhance confidence, which may result in enabling language practice.

A lot of students forwarded their ideas that they prefer teacher-fronted approaches specifically lectures. This preference can emanate from the traditional teaching background, where students were exposed to explanation of rules and dependence on the teacher as main transmitter of knowledge of the grammar. In addition, the findings stressed that fear of making mistakes and lack of confidence are challenges to reduce students' active participation. Classroom observation data also revealed that students are not fully involved in learner-centred activities because of anxiety and fear of negative judgment from students. Second language acquisition research indicated that fear of making mistakes is the main factor that decreases students' participation. This frequently leads students not to speak or engage in communicative activities. This reflected that in addition to using appropriate teaching methods, creating encouraging and low-anxiety learning conditions contribute for the successful implementation of learner-centred approaches.

Furthermore, students had various preferences. The findings revealed that some students favour cooperative learning, but some of them are still need individual work, and some gain benefit from the mixture of the both. This means teachers are expected to practice different instructional approaches depending on the context instead of focusing only on one method. Therefore, effective grammar teaching is ought to be eclectic; integration of learner-centred tasks with some specific teacher guidance to address students' various learning styles.

Generally, findings revealed although both teachers and students ideally favour learner-centred grammar teaching approaches, their actual classroom practices are challenged by situational factors, students' expectations and emotional barriers. This implies that effective implementation of learner-centred approaches need more than instructional change which includes teacher training, students' orientation and classroom situations that facilitate risk-taking and participation.

In sum, addressing the gap between beliefs and practice need a gradual and strategic transition. Teachers adapt should learner-centred activities, enable students to develop confidence and create a classroom learning environment, where students consider mistakes as signs of learning. Similarly, institutional support and training of professional development are useful for teachers to implement their instructional beliefs into classroom practices. In general, based on the above discussions and findings the following conclusions were made.

6.2 Conclusions

1. The findings indicated that teachers have a sufficient understanding of learner-centred teaching grammar approaches and their instructional importance. This comprehension goes with constructivist practices, where students are viewed as active participants in producing knowledge through interaction, cooperation and practice-based engagement. Teachers acknowledged that successful classroom management represents a necessary condition effective implementation of learner-centred approaches especially in fostering cooperative tasks namely pair work and group work. This implies that teachers' beliefs theoretically align with the communicative theories of grammar instruction. Findings also revealed that teachers are familiar with the methods of implementing learner-centred grammar instructions such as presenting grammar contextually and communicative tasks. However, they expressed that there are some challenges including large class size and students' low confidence in classroom participation. Literature also indicated that large number of students in the classrooms and restricted student readiness are the main barriers to the effective practices of learner-centred teaching methodologies. This implies although teachers perceive that these approaches are important, their implementation is influenced by situational and emotional factors.
2. The major finding of the study was the mismatch between teachers' beliefs of learner-centred grammar teaching approaches and their actual classroom practices. Although teachers theoretically supported learner-centred approaches, their classroom practices were largely dominated by teacher-centred ones. This implies that beliefs alone is inadequate in ensuring the methodological reforms. Therefore, in order to implement these approaches effectively, continuous professional development, institutional support and the arrangement among curriculum, assessment and pedagogy are essential.

3. Students demonstrated positive beliefs toward learner-centred approaches, especially favouring opportunities for interaction, interactional importance of context-based grammar learning. These findings reflected research conducted on learner-centred approaches showing that they increase involvement of students in the activities, cooperation and communicative competence. However, students showed negative beliefs toward learning grammar inductively because they prefer direct teacher explanation instead of discovering rules themselves. This preference may come from their background exposure to teacher-fronted teaching methodologies, which made them dependent on the teacher for gaining knowledge. In addition, fear of making mistakes and restricted language proficiency hindered them to willingly involve in discovery learning. This revealed that students are both interested in and challenged by learner-centred approaches.
4. Motivation for language learning plays a pivotal role in engaging students in the teaching and learning processes. However, the findings from the observation showed that teachers' classroom practices were not in line with the theory. The teachers were not seen encouraging and motivating students through humour or other motivational words or expressions in classroom discussion while learning grammar. As a result, a lot of students were passive, which reflected that they failed to practice the key principles of learner-centred teaching approaches including cooperative learning and shared responsibility.

Generally, the study revealed a comprehensive understanding of learner-centred grammar teaching practices. Both teachers and students showed positive beliefs toward learner-centred grammar teaching approaches; however, their actual classroom practices are hindered by contextual, institutional and psychological constraints. The implementation of learner-centred grammar instruction has not fully realized because of a continued reliance on traditional teaching practices combined with students' limited readiness for independent learning. Bridging this gap requires fostering teachers' instructional skills, transforming classroom conditions, enhancing learner autonomy and incorporating assessment practices with learner-centred instructional objectives. Based on the conclusions the following points were recommended.

6.3 Recommendations

1. Empirical research showed that learner-centred grammar teaching approaches have significant effects on students' grammatical competence, but the present study reflected persistent implementation gap in classroom practices. This difference indicated not only an instructional preference concept, but also a professional knowledge and skills gap problems among secondary school teachers. To address this knowledge gap, it is mandatory that teachers develop a strong theoretical and practical understanding of learner-centred approaches specifically context-based grammar teaching, inductive grammar presentation cooperative learning techniques namely pair work and group work. Consequently, teachers should engage in professional learning that encompasses both the knowledge foundations of learner-centred instruction and the methods for its successful implementation. This includes explicit training in designing tasks that incorporate grammar with real communicative practice, scaffolding, discovery tasks and managing communicative pair work so that mental involvement is maximized.
2. The responsibility for improving the practice problems is not only teachers but also other stakeholders. Accordingly, the Ministry of Education, Regional Education Bureaus and Woreda Education Offices must collaboratively prepare professional development programs that address both content knowledge and instructional techniques for grammar teaching. These programs should be prepared by consulting experts in second language acquisition and teacher education to ensure the adherence of modern research on effective EFL grammar instruction. In addition, training sessions should integrate action research and lesson study components to help teachers refine their practices and involve in scholarly dialogue about instructional innovations.
3. In learner-centred instruction, students' active participation of students is central. However, the mental and emotional readiness of students to involve in inductive and cooperative grammar activities cannot be assumed. There is a gap in awareness concerning the nature and advantages of learner-centred communication in language teaching. To address this, students should be given training that elucidates learner-centred pedagogical models and clarifies expectations for their active cognitive engagement. At the same time, teachers must create classroom learning environments that promote equal

participation among students, distribute opportunities for engagement across all learners and decrease reliance on teacher-centred teaching methodologies. This needs skills of pedagogical leadership and classroom management techniques that enhance student voice.

4. The study emphasized a difference between teachers' conceptual understanding of learner-centred approaches and their classroom practices. To tackle this gap, professional development provided must be comprehensive and context-responsive professional learning conditions. These should incorporate mentoring, peer observation cycles, reflective journal and communities of practice that promotes continuous professional improvement.
5. Effective implementation of learner-centered methodologies in grammar lessons requires more than procedural implementation; it needs a psychologically supportive learning classroom environment that enhances learner confidence, intrinsic motivation, and risk-taking in language use. Therefore, teachers should design learning tasks that are mentally challenging, but affectively supportive in order to help students engage in learning activities without fear of making mistakes, to experiment with language structures and to derive communicative satisfaction from cooperation. Moreover, teachers should effectively use techniques that enhance students' participation such as pair work, group work, situational dialogues and randomized response systems.

6.4 Implications of the Study

6.4.1 Implication for Various Concerned Bodies

1. The findings of this research have a lot of implications for textbook designers, classroom practitioners and educational policymakers. At the curricular level, the findings demonstrated a significant challenge in current instructional resources like textbook, which prioritize isolated grammatical rules over learner-centred agency meaningful cognitive involvement. This hinders not only students' opportunities for active construction of meaning by learners but also maintains traditional, teacher-fronted teaching methodologies. Therefore, textbook designers should frame the contents of grammar not as isolated grammatical structures to be memorized but as communicative learning opportunities that support promote learner autonomy, integrate communicative

task-based learning, and facilitate the strategic use of form within meaning-focused discourse. Studies confirm that active learning techniques such as cooperative problem-solving and peer interaction are connected to strengthened linguistic knowledge into cognitive system and enhanced communicative proficiency in English as a foreign language contexts. Therefore, textbooks should give opportunities for students to take responsibility for their learning through logically arranged activities from structured discovery learning to independent application of knowledge.

2. The data provide justification for a paradigm shift from didactic grammar teaching to instructional teaching methodologies that focus on active learning techniques and learner engagement. Teachers should systematically incorporate evidence-based teaching strategies namely group work, pair cooperation, brainstorming, inquiry-driven questioning strategies and peer assessment because they increase retention, higher thinking and learner participation in grammar use. Moreover, a methodologically coherent approach in which active learning is not supplementary but structurally embedded as a core principle of lesson design is essential instead of occasional implementation of these techniques. This entails that teachers develop proficiency in facilitating interactional patterns, assisting learner participation and the assessment of both individual and group language development in real communicative settings. This view matches with instructional paradigms that regard grammar as not a discrete content but as a resource for meaning construction.
3. The findings additionally stress the importance of re-positioning students as active participants instead of passive recipient of knowledge. Actively participating in classroom discussions and communicative activities should not be considered as incidental process but as central mechanisms through which grammatical competence is internalized and implemented in real communicative contexts. Research indicated that students' involvement with learning activities requiring negotiation of meaning, cooperative language production and peer feedback fosters both accuracy and fluency. In order to activate this potential, students themselves must be assisted in fostering their metacognitive awareness of their learning processes, mechanisms in self-directed learning and confidence to undertake intellectual risk-taking in classroom interactional settings.

4. At the policy level the implications are similarly important. The Ministry of Education should elucidate and incorporate into institutional frameworks a comprehensive pedagogical framework comprehensively integrates innovative grammar instructional approaches underpinned by learner-centred and active learning techniques into national and curriculum standards and teacher education policies and classroom assessment practices. This would support that innovative practices should constitute a central component incorporated into pedagogical system of English instead of supplementary recommendations. Moreover, curriculum revision should promote integrated language skills where grammar is treated as a meaningful instrument for communication rather than a discrete system of rules.

6.4.2 Implications for Future Research

1. The present study identified a critical knowledge and instructional gap between English teachers' articulated beliefs about learner-centred grammar teaching approaches and their actual classroom practices. This gap is related to profound mental, situational and systemic challenges that hinder methodological innovation. Teachers responded that they practice learner-centred principles, but they did not practically implement. This concept is reflected in second language acquisition research, indicating that conceptually understanding something does not immediately direct to pedagogical change. As a result, research should address beyond descriptive documentation of the gap to analytically explicate the causal factors. These investigations may employ mixed-methods explanatory sequential designs that combine observations, stimulated recall interviews and teacher cognition surveys to explain beliefs, contextual constraints and institutional mandates that shape teacher decision-making.
2. A lot of research work has been conducted that learner-centred instruction is essential for promoting communicative competence and engagement. However, empirical research that focused on the quantifiable impact of learner-centred approaches on students' grammar achievement is limited especially in Ethiopian secondary school context. Therefore, research should undertake experimental or quasi-experimental design to evaluate the effectiveness of learner-centred teaching approaches in relation to traditional, teacher-fronted grammar teaching methodologies.

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APPENDICES

APPENDIX A: PUBLISHED ARTICLES

Teachers' Perceptions and Practices of Learner-Centred Grammar Teaching Methodology in Selected Secondary Schools of Oromia Special Zone Surrounding Finfinne

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Abstract

This study attempted to investigate teachers' perceptions of learner-centred grammar teaching methodology and their classroom practices. To collect data, three schools were randomly selected in Oromia Special Zone surrounding Finfinne, Ethiopia. The researcher used a mixed method that included a questionnaire and an interview. In order to fill out the questionnaire, twenty-four English teachers were selected using the census method since it was manageable. For the interview, four teachers were selected using purposive sampling. The findings of the study revealed that teachers have a clear understanding of learner-centred grammar teaching methodology. However, implementing the methodology was difficult because teachers usually focus on teaching grammar by presenting rules first followed by practicing examples. In addition, students' reluctance to actively participate in classroom discussion and fear of making mistakes were other problems. To create awareness in the implementation of a learner-centred method in grammar lessons, the concerned bodies like Woreda Education Office, Regional Education Bureau and Ministry of Education should prepare training sessions for both teachers and students. Besides, teachers should update themselves to the innovative methods of teaching grammar and encourage the students to participate in classroom discussions.

Keywords: Grammar, Learner-centred Methodology, Perceptions, Practices

1. Introduction

Language teaching in general and English language teaching in particular have passed through several stages of development. During the 1940s and 50s and even up to 1960s language teaching and learning were considered as knowing the syntactic rules and reading and understanding the literature of a language, which is a traditional approach to language teaching (Richards, 2006). According to (Asaoka, 2013), Grammar Translation Method, for

example, stressed the importance of grammar so that one can easily translate from and to a second language (L2). On the other hand, the Audio-lingual Method much depends on the drills and pattern practice (Brown, 2000). Lord (1999, as cited in Khalid & Azeem, 2012) explains that the teacher-fronted method assumes that all students have similar experience in the course and can understand the contents at the same speed.

The traditional, teacher-fronted, methods of teaching have their own shortcomings. They do not encourage students' participation, and the students are considered as "blank slates" with the teacher's role is to fill this blank slate by imparting knowledge (Brandes & Ginnis, 1986). However, new methods of language teaching have been introduced recently as a result of the shortcomings of traditional approaches. Nowadays, language is considered a means of communication, which focuses on the authentic use of the language. If someone fails to communicate either in speaking or writing, we cannot say that he/she is using the language for a real purpose.

It is undeniable that the way we deliver lessons plays a great role in an EFL class because the students' success or failure mainly depends on the method of delivery. In this regard, Mackey (1965, as cited in Moon, 2004) states that the method a teacher uses can either lead to students' success or contribute to their failure. This idea highlights that students achieve language learning goals when the teacher uses appropriate methodology in the classroom. Conversely, they may not gain anything from the content if inappropriate methodology is used.

During grammar teaching, lecturing rules to students all the time may not help them use those rules effectively in speaking and writing. To ensure students can apply the rules they learn in communication, learner-centred language teaching must be practised in the classroom. Students are expected to actively participate in the teaching and learning processes. This "learning by doing" approach helps learners use the language for everyday communication. To support this, (Schiro, 2013) argues that students in the classroom are responsible for their learning through socialization and creating meaning from what they have learnt.

In relation to grammar teaching and learning, a teacher may use either a rule-driven or an inductive approach. The learner-centred teaching methodology takes into account the experiences of learners and encourages their active participation in classes. In light of this, the present study attempted to identify teachers' perceptions of this approach and its implementation while presenting grammar lessons in ELT in the Ethiopian secondary schools context.

Both teachers and students have new roles to play in a learner-centred classroom. Teachers act as guides during the activities, and students become active participants. This implies that the learner-centred method encourages both teachers and students to become active participants in the classroom (Shah, 2020). Grammar is also effectively taught when students are actively involved in the lessons enabling them to use the rules for communication. Based on the researcher's observation and experience, teachers were not fully implementing learner-centred grammar teaching methodology. This could be due to the influence of the traditional methods of teaching to which they are accustomed. Additionally, students may have failed to assume their roles effectively.

There have been several studies on learner-centred methodology. For example, (Girma, 2005) conducted his PhD thesis on innovative teaching focusing on how teachers present grammar lessons. Another research on the learner-centred method was conducted by Adinew (2015). These researchers focused primarily on the practices of teaching. In contrast, this research project is different from these studies in that it focuses on the perceptions of teachers and their classroom practices. Taking this into consideration, the researcher attempted to answer the following research questions:

1. What are the perceptions of teachers towards learner-centred grammar teaching methodology in English as a foreign language?
2. What do the teachers' practices of learner-centred grammar teaching methodology look like in English as a foreign language classes?

2. Literature Review

2.1 Origin, Definition and Advantages of Learner-centred Teaching

2.1.1 Origin of Learner-centred Teaching

Initially, the teaching and learning of languages were driven by the need of understanding the literature of classical languages such as Greek and Latin. This approach led to the adoption of the Grammar Translation Method for teaching grammar. Richards & Rodgers (2001) explained that the Grammar Translation Method, for example, prioritizes presenting rules first, and translating activities. However, these methods did not seem to have brought the expected results. This means that the people who were learning the target language were not able to communicate fluently either in writing or speaking. Historically, the learner-centred method of teaching goes back to 20th century. According to Zohrabi et al. (2012), learner-centred language teaching

commenced with the idea of ‘learning by teaching’ in the 1970s. This method is based on the principles of social constructivism. Social constructivism stresses that effective learning and teaching occur in a classroom where there is a social relationship between the teacher and the students, among the students themselves and with the classroom environment in general (William & Burden, 1997).

2.1.2 Definition of Learner-centeredness

Learner-centeredness has been defined by many scholars and educators. These people view learner-centeredness in various ways. According to (Meece, 2003), learner-centeredness is a methodology that emphasizes students’ active participation in their course of learning and developing meaning from what they have learnt. Taking into account what and how students learn is the main focus of the learner-centred method as opposed to the teacher-fronted method, which stresses teaching rather than learning. (Brown, 2000) also defines learner- centred instruction as:

- techniques that focus on or account for learners’ needs, styles, and goals
- techniques that give some control to the student (group work or strategy training, for example)
- curricular that include the consultation and input of students and that do not presuppose objectives in advance
- techniques that allow for student creativity and innovation
- techniques that enhance a student’s sense of competence and self-worth

The author reveals that a learner-centred instruction gives due attention to learners’ needs and styles of learning; techniques for organizing students in the classroom; ways that pave ways for learners to be creative thinkers and develops the sense of accepting themselves as learners.

The learner-centred teaching is a method that creates suitable environment for students to become independent learners throughout their lives. Teachers should shift from actively imparting knowledge to helping students use any materials for self-learning (Nonkukhetkhong et al., 2006). As result, it encourages students’ engagement so that they can become independent learners and endeavours to fill the gaps of the traditional methods of teaching, which primarily focus on the output of learning.

Whether the learner-centred approach refers to curriculum, classroom activities or methodology, the teacher is expected to consider individual differences among learners because it is based on

these differences that the teacher can design tasks which motivate students. To support this view, (Weimer, 2002) reflects that the teacher supports students in order to find out information by themselves and interact with one another and prepares real classroom activities to increase students' engagement. This notion of learner-centeredness depicts that tasks and activities which stress students' participation should be designed and prepared by the teacher. Normally, some grammar activities are included in the textbook which enhance cooperation among students to discuss issues before they discuss rules in detail. However, English teachers have the right to incorporate activities out of the text to fulfil students' needs and interests.

2.1.3 Advantages of Learner-centred Teaching Methodology

The traditional methods of teaching have become less advantageous because of the fact that they haven't brought the expected results in students' performance in using the target language for daily communication. For instance, Lojova (2017) stresses that teacher-centred approach to language teaching is disadvantageous because students may not associate the content with their life; there could be low retention; they may lack confidence as a result of failing to understand the message. The goal of teaching and learning grammar is not expected to be focusing on memorizing the rules. The students could fail to use the rules in speaking or writing due to rote learning. In addition, students do not develop the confidence in using the language for interaction in communication.

Hence, there was a shift from teacher-fronted methods to learner-centred ones. Learner-centred methods of teaching have the following advantages:

- It generates more student participation and target language output.
- It encourages authentic communication.
- It encourages students to take more personal responsibility for their learning.
- It creates a community of learners by encouraging interaction within the class, helping them find learning partners and groups they are comfortable with, encouraging a sense of friendship among the students and to share interesting experiences to each other.

(Lim, 2010, Benson, 2001 as cited in Richards & Bohlke, 2011 p.26)

2.2 Teaching Grammar

2.2.1 Definition of Grammar

Grammar can be defined in various ways by different scholars. According to Thornbury (1999, p.1), "grammar is partly the study of what forms (or structures) are possible in a language." This

definition states that grammar is considering how words come together to create meaningful sentences. It is obvious that words can never be arranged as they come to our mind because they don't convey meaningful ideas. An additional definition which supports this idea is given by (Larsen-Freeman, 2001, p.151), saying that "Grammar is a system of meaningful structures and patterns that are governed by particular pragmatic constraints." This shows that structures of sentences are controlled by syntactic rules.

2.2.2 Reasons for Teaching Grammar

With the introduction of Communicative Language Teaching (CLT) in the 20th century, grammar teaching was to some extent ignored because it was assumed that it could not facilitate meaningful communication. The main focus of CLT is using a language for communication. Scholars understand CLT in different ways. For example, some understand CLT as an approach that is a bit more than combining rules and functions presentation (Richards & Rodgers, 2001). To support this, Littlewood (1981) stresses that CLT gives equal emphasis to both meaning and rule features of language.

On the other hand, some consider it as techniques for making students sit in pairs or groups in order to solve certain problems through activities (Richards & Rodgers, 2001). In general, in CLT, one important issue to be emphasized is that language teaching focuses more on meaning rather than on structure. This shows that rule presentation is somewhat underemphasized. However, in recent times teaching grammar has received due attention. Mart (2013) contends that grammar plays a significant role in language development and provides an opportunity for students to form meaningful sentences. In general, Swan (2002) mentions two useful reasons for teaching grammar. The first one is the concept of Comprehensibility. This concept is related to the fact that it helps students create certain acceptable structures. The second is Acceptability. This notion is connected to forming correct sentences that are acceptable to speakers of the target language.

2.2.3 Main Approaches to Teaching Grammar

2.2.3.1 Deductive Approach

The deductive approach to teaching grammar focuses on presenting the rules first and then giving examples for students to practice. Widodo (2006) and Thornbury (1999) mention that this way of teaching grammar prefers explaining the rules at the beginning and applying these rules to certain sentence-based exercises. This approach is a teacher-focused approach because the

teacher controls everything and students listen to the presentation and do mechanical exercises. Regarding this, Eisenstein (1987) reflects that students are controlled and there is no room for committing errors while doing tasks. Besides, students involve themselves in studying the examples given so that they can gain knowledge of the rule (Widodo, 2006).

2.2.3.2 Inductive Approach

As opposed to a deductive approach, an inductive approach to grammar teaching emanates from a logical reasoning, which is related to specific examples of theories and information (Felder & Henriques, 1995). This depicts that various examples of rules are given to students by a teacher. Then, the students discover the rules by themselves (Morrison, 2009); (Nunan, 1999). Therefore, an inductive approach to grammar teaching stresses that various examples of the rules are provided to students so as to encourage them to discover the rules, and this practice is advocated by a learner-centred method.

Thornbury (1999) explains that this approach favours the way the first language is acquired by exposing students to many instances of the input. Therefore, it is sometimes called discovery teaching/learning. The same author also reveals that discovery learning incorporates attempts of learning from errors through the teacher's monitoring and comments. This exposes students to many examples for encouraging them to learn from their mistakes and getting direction and advice from a teacher. An inductive approach to grammar teaching is related to communicative competence. According to Sasson (2007), there is a powerful relationship between inductive presentation and communicative competence because students obtain the opportunity to use the rules in context.

3. Methodology

3.1 Research Design

A research design helps a researcher to interpret and analyse data collected through observation, interview, questionnaire and focus group interview and other data collecting instruments. In this study, the researcher used a descriptive survey design. Best (1970, as cited in Cohen et al., 2007, p.205) states that a descriptive research design can help to see individuals, groups, institutions, methods and materials in order to describe, compare, contrast, classify, analyse and interpret the entities and the events that constitute their various fields of inquiry."

3.2 Participants and Sampling

The main focus of this research was to investigate teachers' perceptions and practices of the learner-centred grammar teaching methodology. For this, twenty-four English language teachers who were teaching grade 9 were selected from the seven schools in Oromia Special Zone surrounding Finfinne using census to fill the questionnaire. When we have access to reach everyone, census can be used (Dawson, 2007). For an individual interview, four teachers were selected using purposive sampling in order to obtain sufficient information.

3.3 Data Collection Instruments

In order to collect data, the following data collection instruments were used: questionnaire and individual interview.

3.3.1 Questionnaire

According to Singh (2006, p.191), "Questionnaire is a form which is prepared and distributed for the purpose of securing responses." This means that teachers' answers are not exposed to the researcher so that he/she does not know who filled the questionnaire so as to avoid bias. The questionnaire has contents composed of close-ended questions focusing on perceptions of teachers on classroom management, advantages of learner-centred teaching methodology, various ways of delivering grammar lessons and the practice of these methods in the classes were included. These close-ended questions related to perceptions were prepared on a five- point Likert Scale which are: (5=Strongly agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly disagree). Questions, which are related to the practice, were prepared on the frequency: (5=Always, 4=Usually, 3=Sometimes, 2=Rarely and 1=Never).

3.3.2 Interview

According to Kothari (2004, p.98) an interview, "...is probably the most widely employed method in qualitative research because it is used for getting in-depth information from the key informants." The researcher employed a semi-structured interview because it was more convenient than others allowing the interviewee to focus only on the point.

3.4 Method of Data Analysis

In this study both quantitative and qualitative data analysis were used. The data collected through questionnaire were analysed using mean values and standard deviation. Finally, the results were presented in tables and written words. The data collected through interview were analysed qualitatively. To do this, first, the data were collected by audio-recording. Next, they were

transcribed. The transcription included the main ideas found in the interview questions. Finally, these main ideas were taken for discussion.

4. Findings and Discussions

4.1 Findings of the Questionnaire

Table 1: Teachers' perceptions on classroom management in a learner-centered grammar classes (N=24)

Items	Mean	Std. Deviation
1. In a large class size, learner-centred method is	2.75	1.327
2. Accessing majority of the students to make them work together is possible.	3.00	1.383
3. Explaining the need for working together as pairs or groups to students is important.	3.88	1.035
4. Rearranging the students regularly in a class where there are long rows facilitates effective teaching.	3.33	1.239
5. Pairing weak or shy students with different partners encourages them to help one another.	3.75	1.189
Aggregate	3.34	1.235

1.49 = Strongly Disagree, 1.5-2.49 = Disagree, 2.5-3.49 = Undecided, 3.5-4.49 = Agree, 4.5 = Strongly Agree

Classroom management plays an important role for an effective teaching to take place especially in a learner-centred classroom. The above table 1 indicates that the aggregate mean for the above items is (M=3.34, SD=1.235), which implies that most of the teachers responded saying 'undecided'. However, looking at some of the items separately is important because their results are different. In line with this, for the items 'Explaining the need for working together as pairs or groups to students is important (M=3.88, SD=1.035)' and 'Pairing weak or shy students with different partners encourages them to help one another (M=3.75, SD=1.189),' most of the teachers articulated their agreement.

Table 2: Teachers' perceptions on the advantages methodology of learner-centered grammar teaching (N=24)

Items	Mean	Std. Deviation
1. It addresses students' individual needs and preferences.	3.79	1.02
2. It integrates language learning with students' life experiences.	3.92	1.248
3. It helps students to learn the language rules for daily communication.	3.88	1.227
4. It makes students active participants in the classroom	4.21	.977
5. It builds interaction between the teacher and students.	4.25	.897
Aggregate	4.01	1.074

1.49 = Strongly Disagree, 1.5-2.49 = Disagree, 2.5-3.49 = Undecided, 3.5-4.49 = Agree, 4.5 = Strongly Agree

The learner-centred language teaching methodology is pivotal for effective teaching and learning to take place in grammar lessons. Hence, teachers were asked to rate their agreement or disagreement on the advantages of learner-centred language teaching methodology. As shown in the table 2 above, the aggregate mean score of the respondents was (M=4.01, SD=1.074). This implies that most of the teachers expressed their agreement with the advantages of learner-centred language teaching methodology.

Table 3: Teachers' perceptions on the various methods of teaching grammar (N=24)

Items	Mean	Std. Deviation
1.*Grammar teaching should focus on the meaning of structures and their use in context.	4.04	.806
2.*Teachers should begin teaching a new grammar point by giving examples.	3.67	1.049
3. Correctness of form is a primary in grammar teaching.	3.08	1.248
4.*New grammatical points should be presented and practiced in situations.	3.88	1.035
5. Teachers should introduce grammar lessons by explaining the rules.	3.08	1.316
6.*Teachers should help learners to work out grammar rules for themselves.	3.83	1.167
Aggregate	3.60	1.104

1.49 = Strongly Disagree, 1.5-2.49 = Disagree, 2.5-3.49 = Undecided, 3.5-4.49 = Agree, 4.5 = Strongly Agree

Grammar lessons can be delivered to students in various ways by teachers. Some of these methods are teacher-fronted, and others are more of learner-centred methods. The questions with an asterisk are more related to learner-centred method. And the respondent teachers were requested to rate their agreement or disagreement on these items.

As indicated in table 3 above, the aggregate mean score of the respondents was ($M=3.60$, $SD=1.104$), which means most of the teachers expressed their agreement on the items listed in table 3 on the various ways presenting grammar lessons.

Nonetheless, looking at individual items is important because they have different results from the aggregate mean. For example, the mean values of the items ‘Correctness of form is a primary in grammar teaching ($M=3.08$, $SD=1.248$) and ‘Teachers should introduce grammar lessons by explaining the rules ($M=3.08$, $SD=1.316$) indicate that most of the teachers were not sure about these. In fact, these are teacher-fronted methods. When we observe the items with an asterisk: Grammar teaching should focus on the meaning of structures and their use in the context ($M=4.04$, $SD=.806$); teachers should begin teaching a new grammar point by giving examples ($M=3.67$, $SD=1.049$); new grammatical points should be presented and practiced in situations ($M=3.88$, $SD=1.035$) and teachers should help learners to work out grammar rules for themselves ($M=3.83$, $SD=1.167$), the mean values of each item reveal that majority of the teachers showed their agreement. From this result, one can understand that teachers emphasized the importance of learner-centered methodology to teach grammar lessons.

Table 4: The practice of different ways of teaching grammar by teachers (N=24)

Items	Mean	Std. Deviation
1. I explain grammar explicitly.	3.75	.89
2.*I teach the form and the meaning together when teaching new grammar.	3.54	1.103
3.*I provide students with opportunities to use grammar in context.	3.71	1.042
4. I correct students' errors immediately.	3.08	1.248
5. I teach the rule first and then give some activities for practice.	3.42	1.176
6.*I encourage students to discover grammatical rules for themselves.	3.42	1.501
Aggregate	3.57	1.156

1.49= Never	1.5-2.49=Rarely	2.5-3.49= Sometimes	3.5-4.49= Usually
4.5=Always			

The items in table 4 are related the various ways teachers use to present their grammar lessons. The items with an asterisk are more of learner-centred ways of presenting grammar lessons. The teachers were requested to rate their frequency practicing these methods. As shown in table, the aggregate mean score value is ($M=3.57$, $SD= 1.156$), which implies most of the teachers usually use the methods in order to present grammar lessons.

However, looking at the mean score of each item is important. First, most teachers responded that they always present grammar lessons explicitly ($M=3.75$, $.897$). On the other hand, most teachers replied that they sometimes correct students' errors immediately ($M=3.08$, $SD=1.248$); teach the rule first and then give some activities for practice ($M=3.42$, $SD=1.176$) and encourage students to discover grammatical rules for themselves ($M=3.42$, $SD=1.501$). This implies that teachers prefer using the traditional modes of delivery.

4.2 Findings of the Interview

In this interview, various questions were raised. These questions based themselves on the main ideas which include ways of introducing new grammar lessons, using Presentation- Practice- Production model, importance of learner-centred methods for presenting grammar lessons and advantages of using pair and group work in grammar lessons. These main points were considered for discussion.

4.2.1 Presentation of Grammar Lessons

4.2.1.1 Introducing New Grammar Lessons

Various methods can be used by teachers to introduce grammar lessons. In line with this, teachers were asked how they conduct their lesson. Their ideas are presented as follows. Teacher A responded, “I try to begin asking ‘What do you know about this?’” This idea depicts that the teacher introduces the lesson explicitly to students by asking questions. She also explained the usefulness of brainstorming for teaching grammar lessons. This shows that the teacher opens a way for interaction between her and the students, which is mainly advocated by learner-centeredness.

Teacher B reflected on how he introduces his grammar lessons saying, “When I enter the class, I first introduce the topic of the day. After introducing the topic, I will give some notes. Then, we will do some class activities.”

This quote depicts that teacher ‘B’ presents the rules to students first followed by activities to be done by students which is a deductive way of presenting grammar rules.

Teacher C replied that he begins presenting grammar lessons as follows: “As modern methods, I present the lesson of the day followed by asking questions about the lesson. After that I invite students to discuss in groups.” While presenting grammar lessons, giving an opportunity to students to work in groups is encouraged.

He also reflects, “I teach grammar lessons first by introducing the topic to students. Then I begin the lesson by asking students to check whether they are familiar with it.” The teacher thinks that brainstorming is important for grammar teaching. He adds, “I invite the students to discuss in their groups the topic that is to be presented in the lessons. I asked him about the importance of discussing in groups. He replied, “Even though students seem less confident in discussing certain grammar points in groups, I encourage them because group work is useful in order to understand the concept well.”

Teacher D adds the following concepts to how he starts his grammar lessons, “If I teach past tense, I provide some examples of what I did the previous day. Then I ask the students what they did yesterday”.

This quote shows that the teacher begins his lesson by providing his own examples followed by students' examples. The teacher tried to create an interaction in asking students questions which can pave the way for discussion.

4.2.1.2 Using Presentation-Practice-Production Model

In the traditional methods of teaching grammar, the Presentation-Practice-Production model is very important. First, the lessons will be presented by a teacher, and then the students practice. Finally, they are expected to produce their own sentences. The teachers were interviewed whether this model can be used as an effective way of presenting grammar. Teacher A mentioned the importance of the Presentation-Practice-Production model as follows, "I think the students like presentation and practice and I use the model for teaching grammar." This means that the teacher presents the grammar lesson by talking too much by standing in front of the class. Therefore, it is possible to conclude that the class was teacher-fronted. Teacher B explained the advantages of the procedures and model as follows:

I think it is important for students because presentation is given to the teacher to present his points. After listening to the presentation, the students get some understanding from the teacher's presentation. After the topic is presented to the students, the students can easily practice what they learnt.

However, he mentioned his fears that the model may not help students use the grammar rules for communication saying: "I think it doesn't encourage the students very much because it is in the form of feedback. First, you present your lesson to the class. After your presentation, you give chance to students to practice, so I don't think it is very much useful." From the teacher's idea, we can say the model does not encourage students to learn by themselves because the teacher controls everything. Teacher C added, "I don't think that it helps the students to use the rules for communication. It focuses only on the rules. Therefore, it never makes the students use or practice for communication. It doesn't help." From this quote the teacher clearly understands that presentation-practice-practice does not help students use the rules for communication. As it is more of a teacher-led form of presentation, the time for students to use the rules to express their ideas is limited. Consequently, it doesn't encourage a student-centred approach to grammar presentation through which the students take responsibility for their learning and become active participants in the classroom. Teacher D explained that:

It is not as such undermined procedure. I don't undermine that procedure. Of course, when you bring this 3P to the way we use the classroom today, it is not that much far from that. Presentation can include introduction and presentation.

As they practice important ideas can be stabilized.

The teacher relates the Presentation-Practice-Production model with stages of presentation which is read as Introduction, Presentation, Stabilization and Evaluation. He mentions that practice can lead to stabilization. And he mentioned the usefulness of the model as follows:

“As they practice, they may speak or write or make role play or whatever. Consequently, as the teacher presents or the students may present in the classroom; it can help them. It is very important.” This idea depicts the presentation of the rules and then practicing followed by production can encourage students to use the rules in speaking or writing.

4.2.1.3 Importance of Learner-centred Approach to Present Grammar Lessons

It is evident that learner-centred language teaching is a useful method. Teacher interviewees mentioned some of the importance of this approach. For example, teacher A revealed its advantages as follows, “It makes students to practice the language by themselves without expecting the teacher all the time and increases students’ thinking ability.” According to this view, this approach makes students creative thinkers. Besides, they become independent learners in order not to expect everything from the teacher.

Teacher B mentions its advantages as, “In fact, learner-centred teaching method is very important because it gives much opportunity to the students to practice grammar effectively.

This idea depicts that using a learner-centred approach helps students to practice the grammar rules they have learnt in the classroom. He adds, “The students have to practice by themselves.” From this quote we can understand that the students have to take responsibility for what they have learnt so that they use the target language for communication. Besides, teacher C explained, “...rather than the traditional one, learner-centred method is a modern way of teaching through practicing grammar. That is very important.” This teacher clearly understood the importance of learner-centeredness as a modern teaching methodology.

Teacher D confirmed that learner-centred approach is useful saying:

It is useful, but I don't think to just leave everything to the students in case of grammar especially in Ethiopian schools because our students couldn't learn English due to frustration of making mistakes while learning grammar.

He stresses the importance of learner-centeredness. However, he explains his fears because of the fact that students in Ethiopian schools are not confident enough to learn grammar through the student-centred approach.

4.2.1.4 Using Pair Work and Group Work

Using pair work and group work has been emphasized in the current and innovative teaching and learning processes especially in a learner-centred classroom. Teachers were interviewed how frequently they use pair work and group work and the degree of participation of students in grammar lessons. Hence, teacher A explains, “Using group work, pair work or individual work depends on the given topic. Our text by itself guides us to make students practice using pair work or group work.” Teacher B responded to this question by saying, “Most of the time the students do some class activities in group of four or three. Then, I will check their work.” Teacher C forwarded his idea as follows:

First, I tell the students to form group and do activities by sharing different titles and help them to talk on it and move round and facilitate the activity. After that I help them to present by themselves through their group leaders as well. Finally, I summarize it and tell them the main points.

As I asked the teacher, and he responded “I make students sit in groups by putting the desks in circle as much as possible.” And the grouping took place by the school. The teacher told me that he has some experience in grouping students and forwarded the following idea:

As I have told you, we are experienced and trained to use group work by mixing students gender wise and their background. But there is problem of fear in using group work because the school arranged them; changing their seats does not as such interest them.

This idea tells us that teachers are familiar with using group work and implement new methods when teaching grammar. However, the teacher revealed that majority of the students do not want to be grouped regularly based on ability and gender because of fear of being with students whom they are not familiar with. “Even in the group formed by the school, the majority of the students do not participate in the group discussion with the teacher,” he confirmed.

As stated above the students’ talk is not as expected level as a result of change of group that can sometimes happen. The students were not willing to participate in group discussion. The teacher told me, “Even when I give them some minutes for discussion, some of the students talk about

personal issues. To avoid this, I try to monitor some groups”. Accordingly, I interviewed him about the reason for not monitoring the majority of the groups. He explained:

As I have told you, one is the school problem. The other is the teaching background they come from. If I make them to stand and change their seats to talk with the other students, they will ignore one another.

The background, where the students come from, puts heavy burden on the teacher who is not able to monitor all the students to focus on the activities given, either in pairs or groups. The students’ resistance is the problem the teacher faces.

Teacher D confirmed that he uses group work in his grammar lessons as he forwarded the following, “First of all, I screen the students into the brilliant, middle ones and the slow learners. Then, I mix them to support each other; exchange experiences.” He added that he uses group work in his class saying, “On one hand, I will just make them to discuss with their friends in groups or pairs. And I will try to encourage them to come to the front and say whatever they like.”

From this idea we can conclude that he groups students in order to discuss *on* the grammar points under discussion. Following this, he gives an opportunity to students to present what they have discussed in their groups in front of the class.

5. Discussions

Based on the findings of the questionnaire and interview data, the following points were discussed.

Classroom management in a learner-centred grammar classroom plays a great role for effective teaching. In line with this, the findings of the study revealed that teachers have clear understanding in managing their classes by grouping students and mixing them while presenting grammar lessons. On the other hand, the finding also reflected that teachers did not have clear ideas in using learner-centred approach in a large class size and rearranging the students where there are long rows. Therefore, it is possible to conclude that teachers assume that learner-centred approach is used in small class size only. However, Jones (2007) reflects that effective classroom management takes place in a large class size in grouping students by mixing students with different abilities to focus on their tasks.

As a modern teaching method, learner-centeredness is essential in bringing the expected results on students to fulfil their willingness while learning grammar. In line with this, teachers stressed that learner-centeredness is advantageous for students in order to learn language effectively. This indicates that teachers are familiar with the uses so that they may practice in their grammar lessons. Aghris (2018) confirms that the learner-centred method encourages students to become independent learners. This means that the main focus of the student-centred approach is students themselves and how they effectively learn the target language. One of the items mentioned was that learner-centred approach is advantageous, for it addresses students' individual needs and preferences. According to Attard et al. (2010, as cited in Aliusta, 2014), the learner-centred approach fulfils the learners' needs.

Grammar can be presented in various ways and teachers were asked to express their opinions on how to teach grammar best. The findings of the study revealed that teachers have clear understanding in using the learner-centred methods like presenting grammar lessons by focusing on the meaning of structures and their use in the context; teaching a new grammar point by giving examples and presenting grammar and making students practice in various situations. However, at the implementation stage, teachers did not fully seem to have presented their grammar lessons using the method. The interview findings also showed that teachers do not practice a learner-centred method at the expected level. For this failure, they mentioned that students' fear of making mistakes and large number of students are the causes. Besides, one can conclude that teachers, most of the time, were using the lecture method. According to Ghazali (2006), the Presentation-Practice-Production is a way of presenting grammar rules which focuses on the rules first and similar to deductive method. Evans (1999) mentions a teacher takes some sort of language form from the syllabus or textbook and presents it to students explicitly. This definition reveals that the teacher is there to impart information to students and students become passive listeners which is the view of traditional grammar class. Teachers explained that the Presentation-Practice-Production model may not help the students because it focuses more on the way the teacher presents rules. Maftoon & Sarem (2012) stress the model emphasizes the correctness of form rather than using the language for meaningful communication. And the teachers reflected that they do not encourage students to exchange ideas since the teacher controls everything.

One of the ways of implementing a learner-centred approach in grammar lessons is grouping students to exchange ideas. In theory, teachers reflected that group work is important for presenting grammar lessons. Brown (2000) says groups pave a way for students to start, exchange ideas, discussion on points for agreement, dialogue practice and playing their roles. On the other hand, mixing students according to their ability is one room for practicing learner-centred method. Richards & Bohlke (2011) explain that mixing students of different ability levels can create an environment in which they depend on one another for help. Jones (2007) recommends that occasionally teachers should bring fast learners and slow learners together. In line with this, the findings show that teachers articulated their agreement, but on the implementation, they were not fully practicing in their grammar lessons because of the resistance of students to actively participate in classroom discussion.

6. Conclusions and Suggestions

Based on the presentation and discussion of the data obtained through questionnaire and interview, the following points can be concluded. Teachers have clear understanding of the advantages of learner-centred approaches of language teaching methodology. For example, teachers believe that classroom management is helpful for the teachers in order to effectively implement learner-centred approaches in their grammar lessons.

The learner-centred approach is advantageous for grammar teaching. Concerning this, teachers are familiar with these advantages and they may practice in their lessons. On the other hand, teachers have clear understanding in the ways that learner-centred approach can be used to present grammar lessons. However, in implementing these approaches in grammar lessons, teachers complain that students' lack of confidence in classroom participation while using pair and group work and large class size are the challenges they usually face.

Even though teachers are certain that learner-centred methods are advantageous for presenting grammar lessons, the interview results showed that they tend to focus on the traditional methods teaching grammar by themselves.

In order to fully implement a learner-centred method in grammar lessons, teachers should update themselves in the innovative methods of delivering grammar lessons such as pair-and group work, teaching grammar in context and an inductive approach to grammar presentation. Besides,

Ministry of Education, Regional Educational Bureaus and Woreda Education Offices are expected to prepare training sessions for teachers. In addition, students themselves should be given trainings to create awareness about this method so that they can actively participate in the classroom. Furthermore, teachers should encourage their students to participate in classroom discussions.

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Ethiopian Students' Perceptions of Learner-centered Grammar Teaching Methodology in Some Secondary Schools of Oromia Special Zone Surrounding Finfinne

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Article Info	Abstract
Article history Submission Date: 1 August 2024 Acceptance Date: 23 September 2024	The purpose of this study was to investigate students' perceptions on the advantages of learner-centered approaches and grammar teaching methods in secondary schools. The study utilized descriptive research design, employing a questionnaire and an interview. Two hundred grade 9 students for the questionnaire and six students for an interview were randomly selected. Questionnaire data was analyzed using mean and standard deviation. The interview data was analyzed thematically to support the questionnaire data. The findings of the study revealed students had positive perceptions on some of the learner-centered-methods of grammar presentation because they believe that these methods help them to become users of the language for communication. However, they had negative perceptions on some of them. As a result, they were more interested in grammar explanation by their teachers since they were accustomed by lecture method. Implications suggest that teachers should make students active participants by bringing various grammar tasks that arouse students' interests; they should practice learner-centered methods namely pair work, group work, asking and answering questions and situational dialogue in order to build students' confidence.
Keywords: Grammar; Learner-centered Methodology; Perceptions	
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INTRODUCTION

In the era of Communicative Language Teaching (CLT), grammar teaching was ignored because the main focus of language teaching in this approach is to help learners use the language for communication. For example, the main focus of language teaching should be expressing (Wilkins, 1971, as cited in Richards & Rodgers, 2001). However, research shows that grammar teaching has got due attention because without the knowledge of grammar students may not be able to produce meaningful sentences. The debate on the ways of teaching grammar has existed for many years. The debate is whether to teach grammar directly through presentation or exposing the learners to the meaningful usage of the language (Nassaji & Fotos, 2011).

There is a shift from teacher-centered approach to learner-centered one in the modern teaching methodology. It is because of the fact that the traditional methods of language teaching haven't helped students to achieve the expected levels of proficiency in English. From the traditional methods of teaching grammar, the Presentation-Practice-Production model, for example, failed to support students to use the language for expressing their ideas (Bakori, 2022). Achieving the goals became difficult because the purpose of language teaching is not only imparting information but also making students use the rules for communication in both national and international levels. The traditional methods of teaching a language emphasize presenting rules to students, and some others focused on methodology that gives attention to learners instead of lecturing to them by considering their previous experiences.

Learner-centered methods help students use language they have learnt in real communication. A learner-centered method considers that learners are at the center of teaching and learning in order that they are supposed to be active participants while learning certain lessons (Emaliana,

2017). Some scholars argue students may develop the knowledge of grammar when they are taught directly. According to Risnah (2018), direct teaching of grammar supports students to get time to practice. However, Ismoilovna (2020) stresses teaching grammar rules should focus on how learners use the rules they have learnt in real communication. Additional findings which were concluded by Benitez-Correa et al. (2019) revealed that inductive approach to grammar presentation is preferable by students in creating a good teaching/learning atmosphere and bringing a friendly relationship. These ideas reflect that teaching grammar is expected to be implemented using a methodology which helps students to become active participants and use the target language in daily communication.

Even though teaching grammar should encourage learners to manipulate the rules in speaking or writing, students' perceptions on the advantages of learner-centered methods and the various methods of presenting grammar lessons play a great role in employing the language for daily use. The Ethiopian education curriculum was prepared based the notion that students learn best when active learning techniques are implemented (Ministry of Education, 2009). However, in Ethiopian secondary schools, teachers tend to focus on teaching grammar deductively, of which rules presented first followed by practice. In addition, students are interested in to be taught using this method because teachers most of the time teach rules first by writing notes and lecturing to them. Also, students usually fail to express themselves with rules they have learnt.

There were some locally conducted studies in this area. First, Mingizem (2020) conducted a research related to using active learning in grammar lessons. The finding of the study revealed that teacher seemed they poorly implement this method in their grammar lessons because of shortage of time and appropriate material, and students are most of the time, passive listeners. Second, findings revealed by Tiglu (2008) showed that teachers are familiar

with the communicative approach, but they are not implementing at its full scale as result of the failure of the lessons in the text presented in a meaningful way. In addition, students are not willing to express their ideas confidently in the rules learnt, and the Plasma TV does not give enough time to students for practice. Another findings obtained by (G. Girma, 2005) disclose that teachers are not fully implementing innovative methods of teaching grammar because of lack training. Additional findings of the research conducted by (Girma & Degaga, 2022) reveal that students are unable to construct their own meaningful sentences in speaking as a result of the failure to use appropriate methodology by teachers.

Most of the studies done mainly focused on the teachers and the ways they practice teaching grammar even though some ideas from students' side included. The researcher was interested in collecting data from students in relation to perceptions because learning is very much related to perceptions. Without positive perceptions of grammar learning through learner-centred approaches, it may be difficult for a teacher implement in the classroom as a result of reluctance of students to participate in classroom discussions and dependence on the teacher for lecture. In order to address the problems in this study, the following research questions were prepared:

- a) What are the perceptions of students towards the advantages of learner-centred methods?
- b) What are the perceptions of students towards the various methods of teaching/learning grammar lessons?

LITERATURE REVIEW

Historical Background of Learner- centred Methods of Teaching

Learner-centred method of teaching goes back to 20th century. Learner-centred language teaching commenced with the idea of 'learning by teaching' in the 1970s (Zohrabi et al., 2012). This method of teaching based

itself on the view of social constructivism. Social constructivism stresses that learning/teaching effectively undertaken in the classroom when there is a social relationship between the teacher and the students, among the students themselves and with the classroom environment in general (William & Burden, 1997)). Therefore, a learner-centred teaching is an approach that puts students at the centre of teaching and learning processes. Besides, learner-centred learning/teaching is a compensation that the teacher does majority of the work in the classroom to the students who actively participate, and the teacher is there to support students to learn by themselves (Buditama, 2017). In addition, learner-centered methods emphasize students' active participation and take responsibility for their learning (Weimer, 2002). Besides, these methods, with the help of a teacher, open a room for students to learn from one another and from their teacher also (Fufa, et al., 2023). These methods grounded in constructivist view of teaching and learning. According to Akpan et al. (2020), constructivism theory of learning/teaching considers students' previous knowledge in order to understand the current information provided to them. In addition, social constructivism also plays a great role in learning something. This theory reveals that students learn more through social interaction among the students themselves and their teacher and environment as well (Mohamad & Romli, 2021). In its implementation, learner-centred approaches shifted the roles from teachers to students and from teaching to learning (Oxford, 1990). This means students and the way they learn is the main issue that should be taken into account.

Grammar teaching and learning can also become learner-centred methods when students discover the rules by themselves from the examples provided to them. According to Samanta (2021), an inductive grammar presentation is student-

centred approach which results in bringing the expected results on students' performance. As reported by Amin (2015), students' grammatical mistakes are reduced when they write by contextualized grammar teaching. These are ways of implementing learner-centred methods while presenting grammar lessons. Group work, as a learner-centred strategy, is essential for grammar teaching. Groups are advantageous for students to take responsibility for their learning, which results in supporting one another (Hung & Long, 2019). Therefore, students learn grammar better through group work.

Advantages and Disadvantages of Learner-centred Teaching

Various approaches and methods have their own advantages and disadvantages to deliver a lesson to students. Accordingly, learner-centred method of teaching a language has the following advantages. Students become active and motivated when they learn through a learner-centred method which comes from a sense of ownership (Altun, 2023). This entails that when students learn certain points in the classroom, they develop an understanding that they can show their performance of activities by themselves. In addition, Rao (2020) reflects that it is an approach that paves a way for students to learn and develop additional skills and understanding in order to be successful in their life. Furthermore, this approach has the following advantages for learners:

- It is sensitive to individual needs and preferences.
- It encourages construction of knowledge and meaning.
- It draws on and integrates language learning with students' life experiences.
- It generates more student participation and target language output.
- It encourages authentic communication.
- It breaks down barriers between in-class and out-of-class learning.
- It opens up spaces for discussion of motivations, learning preferences, and styles.

(Benson 2001, as cited in (J. C. Richards & Bohlke, 2011)

Although learner-centred approach to teaching in general and language in particular is useful, it has some disadvantages. Some learners may not accustom themselves easily to this approach despite the teacher's attempt, and some of them are not interested in working in groups (Rao, 2020). He also listed some of the disadvantages as follows:

- a. It requires a longer time for students so it is difficult to achieve curriculum targets.
- b. Takes a long time for teachers so that teachers in general do not want use cooperative learning.
- c. It requires special skills of teachers so that not all teachers can do or use cooperative learning.
- d. Specific nature of student demands such as the nature likes to work together.

Research on Learner-centred Methods

The importance of learner-centred language teaching has been discussed for years by a lot of scholars. Studies have been conducted to look into the practice and the challenges during its implementation. Research conducted in Thailand by Naruemon (2013) proves that teachers lack full understanding of this method so as to implement it at its full scale. Even though both learner-centred and teacher-centred approaches are advantageous for teaching, the usefulness of the former outweighs in teaching English as a foreign language (Al-Zu'be, 2013). Another studies conducted in Lesotho reflect that teachers and students usually are interested in doing certain tasks alone despite using some aspects of learner-centred methods on the side of the teachers (Matsau, 2007).

Teaching and Learning Grammar

For many decades different approaches and methods have emphasised the best ways to present grammar lessons in order to make students to achieve the expected levels of their proficiency. Even though there have been various methods of teaching grammar, their ultimate purpose is to benefit students to use the language. Accordingly, Richards &

Reppen (2014) reflect that the purpose of grammar teaching is to help students use the target language in daily communication based on the situation. This concept discloses that teachers are responsible for creating favourable conditions in order for students to use the language in their daily lives. For a long time, grammar teaching has become a controversial issue whether to teach or not teach and how grammar lessons should be delivered. However, in recent years grammar teaching has got due attention. Grammar teaching is essential because it is promising to increase learners' communicative abilities (Richards, 2015; Ur, 2011). This idea is supported by research conducted by Quan whose findings confirm that new methods of teaching grammar helped students improve their grammar knowledge (Quan, 2024).

Grammar teaching plays a significant role in making students to produce unlimited forms of new things in language (Thornbury (1999). In addition, Zhang (2009) emphasizes the teaching of grammar because students achieve grammatical competence, where they understand and use words and rules together which results in developing communicative competence. In general, the importance of teaching grammar in the second language classroom context has been taken into consideration by a lot of scholars. Grammar teaching is reconsidered recently as a result of its contribution for the second language acquisition (Ellis, 2006; Nassaji & Fotos, 2004).

People see grammar teaching in different ways. According to Ellis (2006), grammar teaching entails delivering certain rules and encouraging students in practicing separate grammar points. He also gives a broad definition saying that every methodology that makes students to focus on certain a particular structure so that they comprehend the language and make use of it. This definition tells us it is a methodology that a teacher uses to help students emphasize specific grammar rules.

In presenting grammar teachers may use various approaches. The first one is a deductive approach. This approach to grammar presenting begins from

rules. Takala (2016) explains that in a deductive approach a teacher begins by introducing new grammar forms and making students practice. This concept is related to Presentation, Practice and Production (P-P-P) model. Shirav & Nagai (2022) also explain that a deductive approach is manifested, where teachers are responsible for presenting grammatical rules directly to students. A deductive approach is advantageous as a result of making a teacher to lecture a lot of rules within a restricted time provided (Sopin, 2015).

A deductive approach has weakness in that it doesn't support the idea emphasizing language for communication, and students are always busy in listening to lecture, which may put them in stress (Fakazli, 2021). In addition, students' participation and the relationship between them and their teacher decreases (Chalipa 2013, as cited in Sik, 2014).

The second is an inductive approach. Contrary to a deductive approach to grammar presentation, an inductive approach begins from providing students with some examples so that they learn the structure of a specific piece of grammar on their own. During inductive presentation of rules, students are provided with some examples that contain certain nuances for grammar points so that they learn by themselves (Male, 2016). An inductive approach creates an opportunity for students to be independent learners so that they learn from their experiences (Ahmadzai et al., 2019). On the other hand, Brown & Lee (2015) state that an inductive approach to grammar teaching is preferable appropriate because:

- i. It is related to how people learn their mother tongue and goes with the view of the features of both the target language and the mother tongue gradual changes.
- ii. It allows students to enhance their initiation in learning through doing something, and students can also experience using the language while they are doing tasks in the classroom.

One of the learner-centred methods which can be practiced is

contextualized presentation of grammar lessons. Teaching/learning rules in situations let students to understand the way these rules are used in groups of words, and grammar teaching in context becomes effective in using dialogues, which can help students to easily understand the rules (Mart, 2013). This means it is difficult to isolate language rules from context.

METHOD

Research Design

The study generally employed descriptive research design. Best (1970, as cited in Cohen et al., 2018) states descriptive research deals with perceptions, perspectives and attitudes that certain group of people has towards given issues; assists someone to explain what something looks like; talk about the similarities and differences among things. Data related to perceptions of students on the advantages of learner-centered approach and the various methods of presenting grammar lessons were collected using questionnaire, and for the qualitative data interview was employed. Questionnaire was used to describe perceptions of students on the advantages of learner-centered methods and the various methods of presenting grammar lessons. Interview was prepared to identify students' perceptions on advantages of learner-centered methods and ways of teaching grammar.

Participants and Sample Size

The study took place in Oromia Special Zone surrounding Finfinne: namely Sebeta, Burayu and Dire which are located on 24, 10 and 11 kilometers away from the capital, Addis Ababa (Finfinne). The participants of the study were grade 9 students in these three schools. These students had been learning other subjects in their first language, and English is given as a subject since grade one. However, they learn all subjects in English starting from grade 9. The schools were selected using convenience sampling for the researcher had an

easy access to them. Convenience sampling is used in order to obtain the participants within a short period of time and at low cost (Golzar et al., 2022). Simple random sampling was employed so as to select 200 students from a total of 1289 to fill the questionnaire. In simple random sampling the participants of a study obtain unbiased chance to be selected (Noor et al., 2022). For an interview, one section each was selected randomly from the three schools. After that two students were randomly selected from each section by giving numbers 0 and 1. This code was given in order to include those students who drew 1 in the interview.

Instruments and Data Collection Procedures

Questionnaire

The questionnaire was prepared on a five point Likert Scale, which are: (5=Strongly agree, 4=Agree, 3=Undecided, 2=Disagree, 1=Strongly disagree), and it has two parts. The first part talks about the advantages of learner-centered methods. The second part consists of the various methods of teaching/learning grammar lessons, of which some of them are connected to learner-centered methods. After the English version had been prepared, the questionnaire was translated into the students' mother tongue to reduce barrier in understanding the questions. Before distributing the questionnaire, the researcher consulted the school administrators and students in that the data will be used for the research purpose only. Then, the students were informed that they don't need to write their name on the paper in order to keep the confidentiality and the informed consent. After collecting the questionnaire data, an interview was made with the selected students informing that the recording is confidential, and is used for the study only.

Interview

In this study, a semi-structured interview, which emphasizes the importance of learner-centered methods and the methods the teacher frequently uses to

present grammar lessons were used to substantiate data collected through a questionnaire. Semi-structured interview is preferable because it is used to provide detailed data taking into account the purpose of the research (Ruslin et al., 2022). It contains questions which talk about perceptions of students on the advantages of learner-centered approaches and grammar teaching methods. To obtain answers to these questions, six students (2 students from each school) were randomly selected. Before they were interviewed, the students had been told not to reveal their name and informed that their ideas are used for this research only.

Method of Data Analysis

This study used mixed methods of data analysis. Data collected through questionnaire was analyzed quantitatively using SPSS (Statistical Packages for Social Sciences) version 25. In using SPSS, the following procedures were followed. Before analysis began, data screening and cleaning had taken place. Data screening assists a researcher to find erroneous data and give correction while entering it (Won et al., 2017). This means this procedure paves a way for entering accurate data into the SPSS so that the expected results can be obtained. Accordingly, the data had no empty values which had not been filled. The screened data was coded. Therefore, the researcher continued to feed the data into SPSS. Based on the results of the mean values and the standard deviation, the data was analyzed interpreted. The interview data was recorded, transcribed and analyzed thematically from phrases and sentences that express perceptions of towards the advantages of learner-centered methods and the various methods grammar teaching to support the questionnaire data.

Reliability Test

The Cronbach Alpha Internal Consistency reliability analysis method was conducted to analyze the reliability of the two categories. As it can be seen

from the table, all the items are acceptable as Cronbach Alpha reliability coefficient is 0.62 and 0.87 for the first and second category respectively. This result is approved because Ekolu & Quainoo (2019) assert that reliability coefficient $0.5 < \alpha < 0.8$ is for acceptable reliability.

Questionnaire Categories	No. of Items	Cronbach's Alpha
Advantages of learner-centered methods	5	0.62
Various methods of teaching grammar	8	0.87

RESULTS AND DISCUSSIONS

Results

The analysis of the study divided into two sections. The first section elucidates perceptions of students on the advantages of learner-centered methods, and the second one explains students' perceptions on the methods of grammar teaching/learning. Following this, the data collected through a semi-structured interview was added to corroborate the data. The findings haven't explained the details of the challenges in implementing the learner-centered methods while teaching grammar lessons. Therefore, further research can be conducted on the potential problems on the side of both teachers and students that may hinder the practice of learner-centered methods in language teaching in general and grammar in particular.

Students' perceptions on the advantages of learner-centered methods

No.	Items	Mean	St. Deviation
1.	Aids learning language rules for daily use.	4.14	1.074
2.	Promotes active language participation	4.23	1.025
3.	Encourages independence from the teacher.	4.26	1.05
4.	Enhances peer communication.	4.34	.979
5.	Builds teacher-student and peer interaction.	4.38	.933
	Aggregate	4.27	1.0124

1.49 = Strongly Disagree, 1.5–2.49 = Disagree, 2.5–3.49 = Undecided, 3.5–4.49 = Agree, 4.5 = Strongly Agree

As indicated in table 1 above, the aggregate mean is ($M=4.27$, $SD=1.0124$). This reveals that majority of the students agreed that learner-centeredness helps them to fulfill those ideas. In item 1, students reflected their agreement that the method helps them learn the rules of language for daily communication ($M=4.14$, $SD=1.074$). The interview data also supported this idea and the students showed their reflection as follows:

St.1: Depending on the rules I have learnt, it helps me to exchange ideas and write things with my classmates.

St.2: Since grammar is the heart of any language, understanding any grammar point means using it either in speaking or writing, and a learner-centered approach encourages this. For example, when the teacher teaches tenses such as present tense, a learner-centered approach can help us to write a sentence or speak in it.

These views reveal that a learner-centered approach supports students to use the rules of grammar either in speaking or writing, which in turn results in peer communication. Besides, learner-centered approach is an effective method to make students understand some grammar points in detail. Moreover, learner-centered approaches create an opportunity for students to practice grammar rules and to learn from one another.

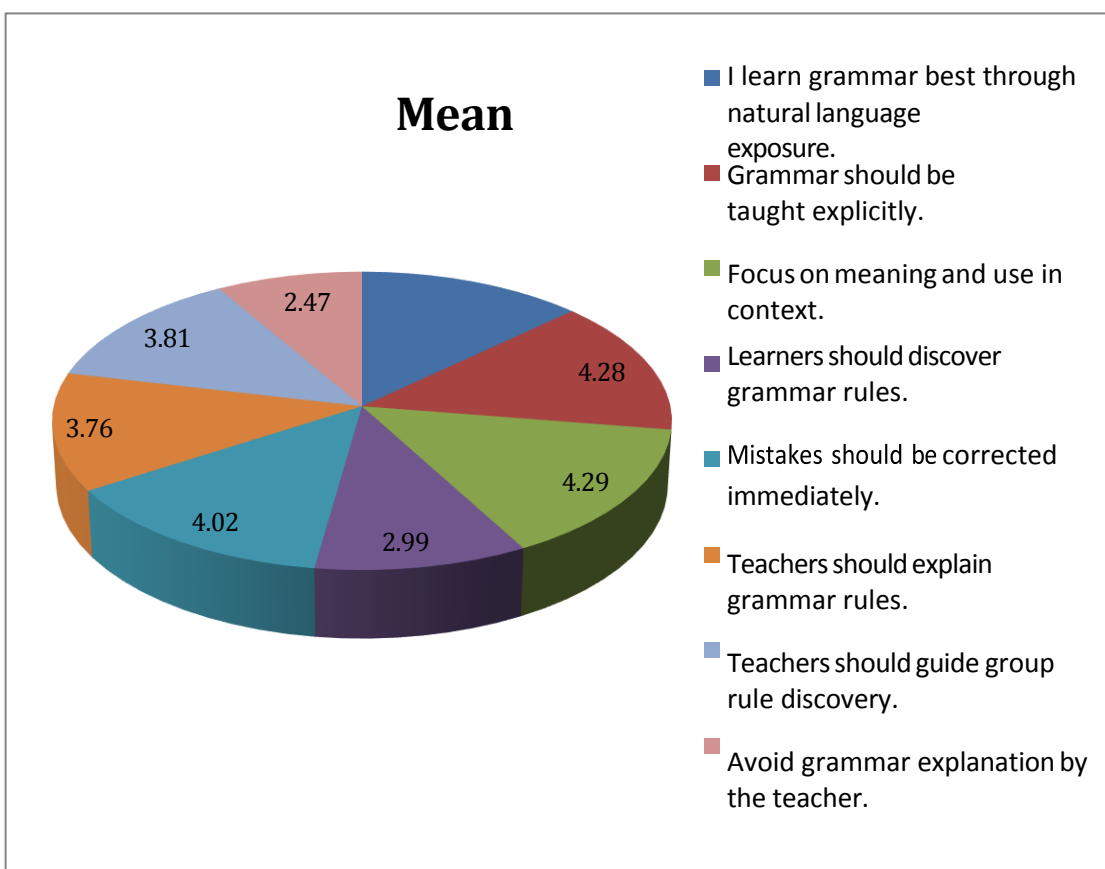
Concerning item 2, most of the students articulated their agreement that this method encourages them to become active participants in using the target language ($M=4.23$, $SD=1.025$). This means active participation is enhanced in the classroom while teaching and learning grammar through learner-centered approach. In addition, more than half of the students agreed that this approach supports them not to expect everything from the teacher all the time, which is the idea of item 3 ($M=4.26$, $SD=1.051$). Moreover, students agreed that learner-centered language teaching encourages them to communicate with their peers ($M=4.34$, $SD=.979$.) Finally, as shown in item 5, most of the students agreed interaction is built between the teacher and students and among students themselves using a learner-centered approach

(M=4.38, SD=.933). Interview data also emphasizes this idea, which is:

St.3: First, it makes us responsible for focusing on the rules either in writing. Second, it encourages us to learn from other students. Third, it encourages us to interact with the teacher and other students as well. In general it makes things clear for us.

St.4: They are helpful because they make us practice something. In grammar lessons also they give us an opportunity to learn from one another.

Both questionnaire data and interview data reveal that students believe interaction between the teacher and students is facilitated through a learner-centered approach such as pair work, group work and asking and answering questions in order to learn from one another and practice the rules they have learnt. Students' perceptions on the various methods of teaching grammar.



1.49 = Strongly Disagree, 1.5–2.49 = Disagree, 2.5–3.49 = Undecided, 3.5–4.49 = Agree, 4.5 = Strongly Agree

The pie chart above consists of items which are traditional methods of teaching grammar and more of learner-centered ones. Items 2, 5 and 6 are related to the former one. The 1, 3, 4, 7 and 8 are more of student-centered approaches.

Item 2 talks about whether grammar is expected to be taught in an explicit way. And with a value of ($M=4.28$), majority of the students agreed that it is preferable to teach grammar explicitly. This concept reveals students are more interested in explanation of grammar rules. In item 5, majority of the students agreed that their mistakes in English should always be corrected as soon as possible to prevent the formation of bad habits during learning grammar rules ($M=4.02$). This depicts students, most of the time, need correction from their teachers instead of correcting their mistakes by themselves. The mean score for item 6 is 3.76. This reveals more than half of the students agreed that teachers should always explain grammatical rules of English to them. The interview data also reflect this view:

St.4: I like if the teacher gives explanation first followed by giving examples.

St.5: I am interested in to be taught by the teacher beginning from explanation and giving some practice activities.

St.6: I prefer to be given notes first. After this, it will be better if explanation and extra examples are provided.

This reveals that even though they believe learner-centered approaches are important to them, they prefer to be lectured by teachers, which makes them passive listeners. This means students need explanation of rules. In order to identify the ways teachers present their grammar lessons, the researcher continued to interview the students. They reflected their ideas as follows:

St.4: At the beginning he gives us notes. Then, we practice.

St.5: First, he explains the rules to us. After giving one example, he makes us practice the rules.

St.6: She starts the lessons by writing notes followed by explanation. She gives us examples and questions. We will try to do, but we will correct the mistakes together with the teacher.

The students reflected that teachers present their grammar lessons starting from explaining the rules followed by practicing, which is related to deductive grammar presentation. Even correction is given with the help of the teacher, and this may not help students learn from their mistakes.

As previously mentioned, the remaining items are more of student-centered ways of presenting grammar lessons. These are: 1, 3, 4, 7 and 8. Learner-centered methodology prefers that grammar is taught as a process of arriving on certain language improvements for communication, which is advocated by communicative language teaching (CLT). Based on this assumption, in item 1, (M=3.81), more than half of the students agreed that they learn grammar best through exposure to language in natural contexts. In item 3, most students agreed that grammar teaching should focus on the meaning of structures and their use in the context (M=4.29). From learner-centered perspective, it is expected that students discover the rules of grammar from the examples provided to them by their teachers. In relation to this, the results of the students in item 4 show majority of them disagreed that grammar rules in English should be discovered by them rather than explicitly taught (M=2.99). In item 7, (M=3.81) shows more than half of the students agreed that their teachers should help them to work out grammar rules for themselves in pairs or groups. This shows that pair or group work is advantageous for them to exchange ideas so that they may arrive on the correct answer. The interview results also support this idea.

St.3: Our teacher sometimes makes us to discuss some grammar points in pairs or groups, which assists us to actively participate in the class, but students are not willing to participate. Even they don't do their homework. This is because of the background they come from.

St.5: If something is not clear for me, I will ask them, or if they fail to understand something, they will ask me. Through this way, we practice

learning from one another. St.6: Since all students cannot understand certain points equally, when we work together, we understand things easily; we learn something from each other.

The students' ideas reveal that pair or group work is important for them to learn grammar points from each other and by exchanging ideas through asking and answering questions. Even though they emphasized that pair or group work is essential, there is a gap in fully implementing by teachers while presenting grammar lessons. Moreover, low participation of students in classroom discussions is another problem. The result of item 8 depicts more than of the students disagreed that grammar explanation should be avoided by the teacher ($M=2.47$). This means students expect explanation from the teacher.

Discussions

Students' perceptions play a great role in fully implementing learner-centered methods in grammar lessons by both teachers and students. They are expected to have clear understanding of these methods for effective implementation in the classroom. Even though the curriculum emphasizes the practice of learner-centered approach in all lessons, the teachers tended to focus on lecture while students were passive listeners. Based on the findings, students' perceptions on advantages of learner-centered methodology and various methods of presenting grammar lessons are talked about in the following section.

Having positive perceptions on a methodology of language teaching plays a great role in order to fully implement in classroom. As has been stated in a literature review, learner-centered language teaching is advantageous especially for students. First, students are familiar in that it helps them use the rules they have learnt for communication. This shows students may employ the rules either in writing or speaking. The second point is active participation of students in the classroom. In line with this, learner-centered approach is more preferable

than the teacher-centered approach. Students believe that this approach ensures their active participation and makes them independent learners. Al-Zu'be (2013) asserts that both teachers and students actively participate in the teaching and learning processes and students become independent learners. The main purpose of language teaching in general and grammar teaching in particular is to help students communicate with their peers. As a result, students articulated that this method of teaching can encourage them to communicate with their peers while classroom discussions take place. Students have a lot of work in exchanging ideas in groups and there may not be no room for students to make a noise (Jeanne, 2009 as cited in Shah, 2020). The main focus of learner-centered method is an interaction as it develops a social relationship. Jony (2016) says that learner-centered method creates a good relationship between the students and the teacher, and the teacher is responsible to assess students' performance. Teo (2019) argues that interaction and actively participating in classrooms discussions come to effect when learner-centered methods are practiced. Students also affirmed that it helps them to interact with one another and their teacher as well.

Grammar lessons can be delivered in various ways. Some of the methods emphasize that teachers know everything so that they are given the mandate to convey the information to students. Others stress that teachers are not the only sources of knowledge, considering the students' experiences. Having these debatable issues into account, questions related to both concepts were included so as to identify the students' perceptions. The students were asked to reflect their perceptions towards the ways.

One of the learner-centered methods in teaching grammar is presenting rules in natural context. The students believe that learning grammar rules through exposure to the natural contexts can help them to fully understand the concept. This means teaching grammar should focus on helping learners use it in everyday life (Scrivener, 2005 as cited in Muhammed et al., 2018). Learner-

centered approach gives attention to introducing rules of a language and its meaning in context. In line with this, students clearly understand that it helps them learn the rules to use in a meaningful way. Teaching grammar should help learners use the language interactional communication instead of teaching separately (Shams, 2019). In addition, research findings revealed by (Ha & Van, 2020) show that contextualized grammar teaching is useful in enhancing students' speaking skills and making them show their ability in dialogues. In a learner-centered classroom, teachers may write some examples on the board and students are expected to discover the rules by themselves. Students articulated that they do not agree on this concept. This shows that students expect everything from the teacher in the form of lecture. However, some research findings stress that inductive presentation of grammar rules are essential. Active participation of students increases at this time because they are busy finding the way the rules work (Samanta, 2021). Findings from the research conducted by Shirav & Nagai (2022) also indicate that students' performance in grammar increased more through inductive approach, where examples are provided to them, and they work out by themselves. In addition, inductive presentation of rules promotes acquiring language skills (Latifah, 2023).

In the traditional methods of teaching, everything is done by teachers. Giving feedback is the one performed by them. Students want to get correction from their teachers as soon as possible in order to prevent habit formation. In the traditional methods of teaching grammar, teachers present information, and students have almost no roles in contributing to the teaching and learning processes in the classroom (Alessa & Hussein, 2023). Based on this idea, students are willing to be taught by the teacher despite the fact that they are familiar with learner-centered methods for grammar teaching, and they usually need correction from their teachers.

As learner-centered teaching techniques, pair and group work for

language teaching have a positive effect because they encourage an interaction between the teacher and students and among the students themselves. In line with this, students believe that exchanging ideas in pairs and groups helps them learn grammar rules effectively. Both the questionnaire and interview data reveal that students emphasize the importance of group work for grammar learning. Group work improves students' grammatical performance at high level (Farisatma et al., 2017). Besides, group work enhances students' communication and self-worth (Wahyuningsih, 2018), and it encourages them to learn from each other (Alfares, 2017).

In most Ethiopian secondary schools, students are passive listeners during grammar presentation because teachers prefer to use lecture method. As a result of this, students are also accustomed with this trend. This shows that students consider their teachers as they know everything. This is the reason why they don't want their teachers to avoid explaining grammar rules.

Students' perceptions of the advantages of learner-centered approaches and various grammar teaching methods have been discussed. Generally, students believe that learner-centered methods create an opportunity to use the language in communication and improve their grammar knowledge. In addition, learner-centered methods such as teaching/learning rules in natural contexts and exchanging ideas in pairs or groups while learning grammar are very useful. However, students were not interested in discovering the rules by themselves, and they were in favor of grammatical explanation by their teachers. This study can benefit the following bodies. First, teachers benefit from the findings to overcome the problems of teaching grammar through teacher talk only. That means they may give responsibility for their students to learn by themselves. Second, teachers may find grammar tasks, which motivate the students to attentively follow and become active participants in classroom discussions. Besides, teachers

implement some learner-centered teaching strategies/techniques such as pair work, group work, asking and answering questions and role plays.

CONCLUSION

The purpose of this study was to investigate students' perceptions on advantages of learner-centered approaches and grammar teaching methods. To achieve this goal, data was collected through questionnaire and interview. The findings showed students have positive perceptions on the advantages of learner-centered language teaching, which can create an opportunity to use the target language for communication. Moreover, teaching/learning grammar in natural context together with identifying meaning of structures and their use in situation were the methods that were beneficial for students. They were also interested in learning grammar by exchanging ideas in pairs and groups. Research findings also reveal that group work plays a pivotal role in improving students' grammatical competence. Additional research findings stress that teaching grammar in context improves students speaking skills and assists them to construct their conversation. However, students had negative perceptions on learning grammar through discovering the rules by themselves from the examples provided. This contradicts from the findings disclosed by other researcher, saying that students' grammar achievement is increased by teaching them inductively.

Generally, students were positive on the learner-centered methods in grammar learning. However, they were more interested in explanation from their teachers all the time. This may arise from the fact that teachers all the time lecture their grammar lessons. In addition, fear of making mistakes and poor background in learning English when they were in the lower grades can be the challenges. In order to implement learner-centered methodology in grammar lessons, teachers are expected to encourage students to build their confidence and motivate them to participate in the classroom. Using

pair and group work are one of the ways of implementing learner-centered approach through which students can become confident. In addition, teachers and students should be given trainings to fully practice learner-centered methods especially teaching grammar in context and inductive approach to grammar presentation.

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APPENDIX B: Teachers' Questionnaire

Addis Ababa University
College of Education and Language Studies
Department of Foreign Language (English)
Questionnaire for teachers

Dear teachers,

This questionnaire is designed to collect data on '**Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus.**' Your responses will be kept confidential and are used for research purpose only. Therefore, you are requested to give your genuine answer. Put a tick (✓) mark to give your answer. Don't write your name.

Key: 5= Strongly agree

2= Disagree

4= Agree

1= Strongly disagree

3= Undecided

Table 1: Teachers' beliefs about the advantages of learner-centred language teaching methodology

S/N	Items	5	4	3	2	1
1.	Learner-centered grammar teaching approaches:					
2.	build interaction between the teacher and students.					
3.	encourage students not to always expect everything from the teacher.					
4.	promote peer communication.					
5.	can encourage students to be active participants in the classroom.					
6.	help students learn the language rules for daily communication.					
7.	consider that students come to class with some experiences of the language rules.					
8.	open up spaces for discussion of motivations.					
9.	encourage construction of knowledge and meaning.					

Table 2: Teachers' beliefs on the challenges of implementing learner-centred grammar teaching approaches

S/N	The practices of learner-centered grammar teaching approaches are difficult because:	5	4	3	2	1
1.	covering all the contents in the academic year using learner-centered approach is difficult.					
2.	of large class size.					
3.	chairs and desks are not moveable for pair or group work.					
4.	students are not willing to participate actively in the classroom.					
5.	group discussion opens a door for students' misbehavior.					
6.	I don't have enough knowledge about learner-centered grammar instruction.					
7.	I'm not familiar with implementing cooperative learning.					

Table 3: Teachers' beliefs oabout the various methods of teaching grammar

S/N	As an EFL teacher, I think:	5	4	3	2	1
1.	Grammar teaching should focus on the meaning of structures and their use in context.					
2.	Grammar rules in English should be discovered by students rather than explicitly taught.					
3.	New grammatical points should be presented and practiced in situations.					
4.	Students should be supported to create by a process of a trial and error.					
5.	Teachers should assist students to work out grammar rules for themselves in pairs of groups.					
6.	Teachers should begin teaching a new grammar point by giving examples.					
7.	Focusing on students' attention on rules may not contribute to the acquisition of grammar.					
8.	Teachers should present grammar lessons by explaining the rules first followed by practice.					
9.	Accuracy (correctness of form) is a primary in grammar teaching.					
10.	Grammar explanation should be avoided by the teacher.					
11.	Students' mistakes in English grammar should always be corrected immediately to avoid the formation of bad habits.					

Table 4: The practices of learner-centred principles in grammar lessons

How often do you practice the following learner-centred principles in your grammar lessons?

S/N	In my grammar lessons, I, as an EFL teacher	5	4	3	2	1
1.	actively engage learners					
2	demonstrate empathy and respect					
3	communicate clear expectations					
4	encourage students independence					
5.	create a teaching and learning community					
6.	use appropriate assessment for learning					

Table 5: Teachers' practices of classroom management in a learner-centred grammar classes

S/N	In a learner-centered grammar classroom, you, as an EFL teacher, how often do you practice the following? I	5	4	3	2	1
1.	rearrange the students regularly in a class where there are long rows because it facilitates effective teaching.					
2.	access majority of the students to make them work together.					
3.	explain to students the need for working together as pairs or groups.					
4.	pair weak or shy students with different partners					
5.	make dominant students to be team leaders.					
6.	give a time limit on a given activity					
7.	let students prolong the activity if they are enjoying.					
8.	cut the activity short if it isn't going well					
9.	encourage students to interact with me and the whole class in asking questions.					
10.	stimulate a better exchange of ideas among students.					

Key: 5= Always 4= Usually 3= Sometimes 2= Rarely 1=Never

Table 6: The practice of different ways of teaching grammar

In this section, you are requested to indicate the frequency of the various ways you use in teaching grammar lessons. Put a tick (✓) mark to give your answer.

5= Always 4= Usually 3= Sometimes 2= Rarely 1=Never

S/N	As an EFL teacher, I:	5	4	3	2	1
1.	explain grammar explicitly.					
2.	teach the form and the meaning together when teaching new grammar,					
3.	give students an opportunity to discuss the grammar points they have learnt in pairs or groups.					
4.	use activities which encourage students to become aware of grammatical rules.					
5.	provide students with opportunities to use grammar in context					
6.	correct students' errors immediately.					
7.	teach the rule first and then give some activities for practice.					
8.	encourage students for correcting one another's work first.					
9.	encourage students to discover grammatical rules for themselves.					
10.	correct all the students' errors to prevent the habit of wrong forms.					
11.	help students use the rules they have learnt to practice either in writing or speaking.					
12.	help learners create by a process of a trial and error.					

Table 7: Grammar teaching strategies

The following are some of the learner-centred grammar teaching strategies. How often do you use each technique to teach grammar lessons? Use tick (✓) mark to give your answer.

Key: 5= Always 4= Usually 3= Sometimes 2= Rarely 1=Never

S/N	During grammar lessons I, as an EFL teacher, use:	5	4	3	2	1
1.	Situational dialogues and role-plays					
2.	Brainstorming					
3.	Information gap					
4.	Problem-solving tasks					
5.	Lecture method					
6.	Group work					

APPENDIX C: Students' Questionnaire (English Version)

Addis Ababa University
College of Education and Language Studies
Department of Foreign Language (English)
Questionnaire for students

Dear students,

This questionnaire is designed to collect data on **'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus.'** Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer. Put a tick (✓) mark to give your answer. Don't write your name.

Key: 5= Strongly agree

2= Disagree

4= Agree

1= Strongly disagree

3= Undecided

Table 1: Students' beliefs on the general concept of teaching methodology

S/N	I, as student:	5	4	3	2	1
1.	like the teacher who frequently lectures in the classroom.					
2.	think that discussion is important for language teaching.					
3.	asking and answering questions motivate me.					
4.	have confidence in classroom participation					

Key: 5= Strongly agree 4= Agree 3= Undecided 2= Disagree 1= Strongly disagree

Table 2: Students' beliefs on the advantages learner-centered language teaching methodology

S/N	Learner-centered grammar teaching approaches are advantageous because they :	5	4	3	2	1
1.	addresse our individual needs and preferences in the classroom.					
2.	help us learn the language rules for daily communication.					
3.	take into account that we come to class with some experiences of the language rules.					
4.	make us active participants in using the target language in and outside of the classroom.					
5.	break down barriers between in-class and out-of-class learning.					
6.	open up spaces for discussion of our motivations.					
7.	promote peer communication.					
8.	reduce disruptive behavior among us.					
9.	build interaction between the teacher and us and among us.					
10.	encourages us not to always expect everything from the teacher.					

Key: 5= Strongly agree 4= Agree 3= Undecided 2= Disagree 1= Strongly disagree

Table 3: Students' beliefs on the various methods of teaching grammar

S/N	As a student, I think:	5	4	3	2	1
1.	We learn grammar best through exposure to language in natural contexts.					
2.	Grammar should be taught in a direct way.					
3.	Grammar teaching should focus on the meaning of structures and their use in the context.					
4.	Grammar rules in English should be discovered by us from examples given by teachers.					
5.	I learn grammar best when our teacher gives me immediate correction my mistakes.					
6.	Our teacher should explain grammatical rules of English to us.					
7.	Teachers should help us to work out grammar rules for ourselves in pairs or groups.					
8.	We should be encouraged to create language through a process of trial and error.					
9.	Grammar explanation should be avoided by the teacher.					
10.	New grammatical points should be presented and practiced in situations.					
11.	I learn grammar best when my teacher encourages me to write sentences and form dialogues using the grammar points I have learnt.					

Key: 5= Strongly agree 4= Agree 3= Undecided 2= Disagree 1= Strongly disagree

Table 4: Students' Preferences on the different ways of grammar teaching

S/N	How often do you prefer the following concepts?	5	4	3	2	1
1.	I prefer a teacher who presents grammatical points and rules at first.					
2.	I like a teacher who encourages me to discover some rules and concepts by myself through a task.					
3.	I learn some grammatical rules better by exchanging ideas in pairs or groups.					
4.	I like a teacher who focuses on grammar rules that can help me in passing exams only.					
5.	I prefer a teacher who teaches grammar rules to use for communication.					
6.	I prefer activity based grammar teaching.					
7.	I practice using other skills through learning grammar rules.					

5= Always 4= Usually 3= Sometimes 2= Rarely 1=Never

Table 5: The practice of different ways of teaching grammar

In this section, you are kindly asked to indicate the frequency of the various ways of teaching grammar lessons your teacher uses. Please put a (✓) mark to give your answer.

5= Always 4= Usually 3= Sometimes 2= Rarely 1=Never

S/N	In the classroom the teacher:	5	4	3	2	1
1.	explains grammar explicitly					
2.	teaches the form and the meaning together when teaching new grammar					
3.	uses activities which encourage us to become aware of grammatical rules					
4.	provides us with a lot of opportunities to use grammar in context					
5.	corrects our errors immediately					
6.	teaches the rule first and then gives some activities for practice					
7.	encourages us to correct one another's work first					
8.	encourages us to discover grammatical rules for ourselves					
9.	encourages us to learn some grammar rules either in pairs or groups					
10.	creates opportunities for us to use the rules we have learnt in writing or speaking					
11.	helps us create language through a process of trial and error					

5= Always 4= Usually 3= Sometimes 2= Rarely 1=Never

Table 6: Grammar Teaching Techniques

The following are some of the learner-centered grammar teaching techniques. How often does your English teacher use each technique to teach grammar lessons? Use tick (✓) mark to give your answer.

Key: 5= Always 4= Usually 3= Sometimes 2= Rarely 1=Never

S/N	During grammar lessons, your English teacher uses:	5	4	3	2	1
1.	Situational dialogues and role-plays					
2.	Brainstorming					
3.	Information gap					
4.	Problem-solving tasks					
5.	Lecture method					
6.	Group work					

5= Always 4= Usually 3= Sometimes 2= Rarely 1=Never

APPENDIX D: Students' Questionnaire (Afan Oromo Version)

Yuuniversity Addis Ababaa/Finfinnee
Koollejjii Barnootaa fi Qo'annaa Afaanii
Bargaaffii Barattootaa

Jaallatamoo barattootaa,

Bargaaffiin kun kan inni qophaa'ef, mata duree 'Tooftaa Barattoota Giddugaleessa Godhateen Seerluga Barsiisuu: Manneen Barnootaa Sadarkaa Lammaffaa Filataman Keessatti Hubannoo fi Shaakala Barsiisaa fi Barattootaa Yemmuu Barnoota Afaan Inglizii' jedhurratti odeeffannoo walitti qabachuufidha. Deebin isin kennitan iccitiidhan qabameet dhimma qorannoo kanaatif qofa oola. Kanaaf, deebii sirriidha jettan akka deebistan kabajan isin gaafadha. Deebii keessaniif mallattoo (✓) fayyadamaa. Maqaa keessan hinbarreessinaa.

Furtuu: 5= sirriittin deegara

2= nan morma

4= nan deegara

1= sirriittan morma

3= hinmurteessu

Gabatee 1: Hubannoo barattoonni yaad-rimee waliigalaa tooftaa barsiisurratti qaban

Lakk.	Ani, akka barataatti:	5	4	3	2	1
1.	Barsiisiisaa od-ibsiidhan barsiisun jaaladha.					
2.	Deemsa afaan barachuu keessatti mariin garee barbaachisaadha jedheen yaada.					
3.	Gaaffii gaafachuu fi deebii deebisuun na gammachiisa.					
4.	Hirmaannaa dareerratti ofitti amanamummaa nin qaba.					

Gabatee 2: Hubannoo barattoonni faayidaa tooftaa barattoota giddugaleessa godhateen afaan barsiisurratti qaban

Lakk.	Tooftaa barattoota giddugaleessa godhateen afaan barsiisuun:	5	4	3	2	1
1.	Fedhii fi filannoo keenya kan eegedha.					
2.	Barattoonni seera afaanii barataniin akka fayyadamanii haasa'an gargaara.					
3.	Muuxannoo seerluga afaaniin kanaan dura baratne akka nuyi dhimma itti baanu gargaara.					
4.	Kutaa keessatti hirmaannaa keenya caalmatti guddisa.					
5.	Rakkoowwan adda addummaa barachuu gola keessaafi golaa alaa fura.					
6.	Akkaatawwanifi filannoowwan barachuu akkasumas fedhii marii akka horannuuf carraa ni uuma.					
7.	Nuti hiriyoota keenya wajjin akka waliigallu jajjabeessa.					
8.	Amala naamusa dhabuu nu gidduudhaa hir'isa.					
9.	Walitti dhufeenya keenyaafi barsiisaa, walii walii keenya gidduutti ijaara.					
10.	Akka nuti yeroo hunda waan hundumaa barsiisaarraa hineegganne nu taasaisa.					

Gabatee 3: Hubannoo barattoonni adeemsa seerluga barsiisurratti qaban

Lakk.	Akka barataatti kanin yaadu:	5	4	3	2	1
1.	Ani seerluga kanan baradhu, carraan itti fayyadama uumamaa afaanii yoo naa uumameedha.					
2.	Seerlugni ibsa bal'aadhan barsiifamuu qaba.					
3.	Seerluga barsiisuun, maalummaa caasaa fi faayidaa inni galumsa keessatti qabu irratti xiyyeeffachuu qaba.					
4.	Seera seerluga Afaan Ingilizii barsiisaan sirriitti barsiisurra nuti ofii keenyaa bira gahuu qabna.					
5.	Dogoggorri seerluga Afaan Ingilizii keenyaa, nuti amala hinmallee akka hin horanneef battalumatti sirraa'uu qaba.					
6.	Barsiisaan keenya yeroo mara seerota seerluga Afaan Ingilizii nuuf ibsuu qaba/qabdi.					
7.	Barsiisaan akka nuti ofuma keenyaa seera seerlugaa cimdiihaan yookiin gareedhaan barannu nu gargaaruu qaba.					
8.	Barattoonni seerluga yaalaa, dogoggoraa akka baratan jajjabeeffamuu qabu.					
9.	Barsiisaan seerlugarratti ibsa kennuu hinqabu.					
10..	Qabxiileen seerlugaa haaraan haala irratti barsiifamuufi shaakalamuu qaba.					
11.	Ani seerluga caalmaatti kanan baradhu, yoo barsiisaan akkan seerluga baradhe sanaan hima ijaaruu yookaanimmoo wallin dubbii uumuuf carraa naaf uumeedha.					

Gabatee 4: Adeemsa barsiisaan seerluga barsiisu keessatti fedhii barattootaa.

5= yeroo hunda 4= yeroo baayyee 3= yeroo tokko tokko 2= darbee darbee 1=gonkumaa

S/N	Ani akka barataatti:	5	4	3	2	1
1.	Barsiisaan qabxiilee fi seerota seerlugaa duraan dursee akka na barsiisun fedha.					
2.	Barsiisaa shaakala adda addaa qopheessuun, seeraa fi yaad-rimee seerlugaa ofuma kootiif akkan baru na gargaarun jaaladha.					
3.	Gareedhan yookin cimdii cimdiihanin seerota seerlugaa tokko tokko baradha.					
4.	Barsiisaa seera seerlugaa isa qormaata darbuuf qofa na garagaaru irratti xiyyeeffatun jaaladha.					
5.	Barsiisaa seerluga waliigalteef fayyadu barsiisun filadha.					
6.	Seerluga shaakalarratti hundaa'en filadha.					
7.	Yeroo seerluga baradhu, dandeettiiwwan afaanii kanneen biros nan shaakala.					

Gabatee 5: Shaakala tooftaa barataa giddugaleessa godhateen seerluga barsiisuu

Kutaa kana jalatti, daree keessatti barssiisaan yemmuu seerluga barsiisu, maloota seerluga ittiin barsiisu kam caalaatti akka fayyadamu/tu akka naaf ibsitaniin kabajaan isin gaafadha

5= yeroo hunda 4= yeroo baayyee 3= yeroo tokko tokko 2= darbee darbee 1=gonkumaa

Lakk.	Barsiisaan daree keessatti:	5	4	3	2	1
1.	Seerluga ifumatti seerasaa ibsa.					
2.□	Yemmuu seerluga haara'a barsiisu, unkaa fi hiikkaa isaanitis walumaan nu barsiisa.					
3.	Shaakalawwan akka nuti seerota seerlugaa barannu gargaaran fayyadama.					
4.	Nuti haala irratti hundaa'uun seerluga akka fayyadamanuuf carrawwan baayyee nuuf uuma.					
5.	Dogoggora keenya battalumatti sirreessa.					
6.	Jalqaba seera barsiisa itti aansuun shaakala qopheessa.					
7.	Dogoggora keenya akka waliif sirreessinu taasisa.					
8.	Nuti seerota seerlugaa ofuma keenyaaf akka hubatnu jajjabeessa.					
9.	Qabxii seerlugaa tokko tokko akka nuyi cimdii yookiin gareen barannu godha.					
10.□	Seerluga baranne sanaan akka nuti ittiin barreessinu yookiin haasofnu haala nu mijeessa.					
11.	Seer-luga barachuu keessatti dogoggora uumaa akka of sirreessaa deemnu nu jajjabeessa.					

Gabatee 7: Haxoota Seerluga Barsiisuu

Kunniin armaan gadii haxoota muraasa tooftaa barattoota giddu-galeessa godhateen seerluga barsiisuti. Barsiisan daree seerlugaa keessatti haxoota kanniin hammam fayyadama? deebii kennituuf mallattoo (✓) fayyadami.

Furtuu: 5= yeroo mara 4= yeroo baayyee 3= yeroo tokko tokko 2= darbee darbee 1=tasumayyuu

S/N	Yemmuu seerluga barsiisu barsiisaan kan fayyadamu:	5	4	3	2	1
1.	Waliin-dubbii haala irratti hundaa'e					
2.	Tooftaa yaaduu					
3.	Tooftaa odeeffannoo hir'ate guutuu					
4.	Mala-rakkoo hiikuu fi murtii kennuu					
5.	Tooftaa od-ibsii					
6.	Hojii garee					

APPENDIX E: Classroom Observation Checklist
Addis Ababa University
College of Education and Language Studies
Department of Foreign Language (English)

Classroom Observation Checklist

S/N	Motivation	
1.	The teacher motivates students using different techniques.	
	a) Creates a pleasant, relaxed atmosphere in the classroom through smiles, humour or positive feedback.	
	b) Presents the tasks properly through giving specific instructions, examples or enough time.	
	c) Makes the language classes interesting through encouraging students' engagement.	
	d) Promotes learner autonomy through encouraging self-correction or giving choices.	
2.	The teacher frequently asks students whether they are attending the lesson or not.	
3.	The teacher monitors students during activities:	
	a) By moving in the classroom.	
	b) By giving advice and encouragement through praise or hints.	
4.	The teacher clearly explains the objectives of the lesson to students	
5.	The teacher uses active learning techniques: a) Pair/group work b) Asking and answering questions c) Peer assessment in encouraging students to correct the work one another or giving feedback. d) others	
6	Teachers' and students' activities during presenting grammar lessons by the teacher	
	a) The teacher presents the grammar items inductively.	
	b) The teacher presents the grammar items deductively.	

APPENDIX F: Transcription of Classroom Observation Data

School Name: Holata Secondary School

Date: 10-09-2014 E.C

Grade and Section: 9H

Number of Students: 67

Teacher: A

Observation 1

Title: Past, Present and Future

Introduction: After greeting the students, she started reading from the textbook on page 179 about pronunciation. Some Students were answering questions in chorus. Majority of the students had no textbook. In the middle of the lesson, she was using Afan Oromo. Based on the topic 'Pronunciation', she made students read the words orally in chorus.

Presentation: At this stage, the teacher wrote some words in the table asked students to write the different forms: past, present and future.

After doing all these things, she told the students the difference between regular and irregular verbs. Without giving an opportunity for students, she was asking them orally. At this time, the students were not willing to learn because they were joking and disturbing the class.

Practice: At this stage, she was reading from her notes by standing in front of the class to give answers to students. She wrote the following sentences herself. However, she told students to write a sentence using the verb to buy in past, present and future. She did not wait for the students' response; instead, she gave them answers herself by writing on the board.

On page 184, the instruction says, "How well do you know your tenses?" You have five minutes to complete the above table. After finishing this one, work with your partner to make sentences with each form of these verbs. She was appreciating some active participants by saying 'Good', but majority of the students were passive.

Summary: She asked the students: T: 'Do you have any questions?'

SS: They kept silent.

After that she gave them homework.

A) Motivation

To motivate the students, the teacher tried to ask them questions, and the students were free to give answers. But few students were participating in giving answers orally in chorus. In addition, she was presenting the tasks clearly in that the students were asked to write the past, present and future forms of the verbs given. She was trying to make the lesson interesting by asking questions. Furthermore, the teacher was trying to develop a good relationship with the students by asking questions, but focusing on a few students. On the other hand, she was promoting learner autonomy by giving an opportunity for students to do an activity by themselves, but she immediately gave answers to the questions given.

B) Checking Students' Attention

In order to check the students' attention, she was frequently asking questions, but focusing only on the whole class; individual students were not given an attention.

C) Monitoring Activities

The teacher was standing in front of the students; therefore, monitoring the activity by moving in the class was not implemented. Appreciation by using the word 'Good' was observed when students gave answers, but advice and encouragement were not given in general.

D) Explaining Objectives of the Lesson

Objectives of the lesson were not told to students before presenting the lesson.

E) Using Active Learning Techniques

Except asking and answering questions, active learning techniques such as pair work, group work, peer assessment and others were not used by the teacher. But some students grouped themselves to share the few copies of textbooks.

F) Seating Arrangement

The classroom had not enough space to move freely because 67 students were present. The chairs and desks were not easily moveable during pair/group work, but the students were sitting in pair or three on their desks which is convenient for discussion even though this opportunity was not given for students by the teacher.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

She was writing notes on the board while she was presenting the lesson orally. In the middle, she was asking questions. Students were using their mother tongue while answering questions. When students made a mistake, the teacher immediately gave feedback. Majority of the students were talking about personal issues.

School Name: Holata Secondary School

Date: 15-09-2014 E.C

Grade and Section: 9H

Number of Students: 62

Teacher: A

Observation 2

Title: Past Events

After greeting the students, the teacher started reminding the previous lesson. While the teacher was revising, some students were writing the notes of other subjects. Some students were late comers. The teacher was using Afan Oromo to revise the lesson. The textbooks were not enough.

Introduction: At this stage, the teacher wrote the following titles: Simple Past, Past Continuous, Past Perfect and Past Perfect Continuous.

Presentation: At this stage, the teacher asked the following question.

T: What is the meaning of Past?

SS: They kept silent.

T: What is the form of Simple Past?

S1: Subject + V1.

T: 'No,' the teacher replied giving immediate feedback for the student. The teacher continued writing the correction as follows by writing on the board.

She continued focusing on past continuous tense. At this time much time was occupied by the teacher's talk. After orally discussing the Past Continuous Tense, she gave them classwork from the text.

Practice: At this stage, the teacher gave the students an opportunity to discuss saying: Do the activity in pairs or groups.' She was monitoring the students while a few students were doing the activity. There were no enough copies of textbook so that majority of the students were sitting idle. After a few minutes, the teacher gave an opportunity for some students to come out and write their answers on the board.

Summary: She did not give a summary.

A) Motivation

The class was not as such as pleasant and relaxed because the teacher was focusing only on few students to give answers. She was presenting the tasks properly because the students were clear with what and how to do. The teacher also tried to create a good relationship with those students who were participating. The language class was not interesting she did not make students listen to her attentively, so majority of them were making a noise. In addition, learner autonomy was encouraged with majority of the students because she was giving the answers herself.

B) Checking Students' Attention

Except with those who were participating actively, she was asking questions to check the students' understanding.

C) Monitoring Activities

The teacher was standing at the front around the board, so she was effectively monitoring the activity by moving in the classroom. She was not giving advice and encouragement.

D) Explaining Objectives of the Lesson

Objectives of the lesson were not mentioned to students before presenting the lesson.

E) Using Active Learning Techniques

Pair work, group work peer assessment are not used to present the grammar lesson. Asking and answering questions were used, but focusing only on a few students. Majority of the students were silent instead of answering the questions.

F) Seating Arrangement

The classroom had enough space to move here and there. There was manageable number of students in the class because these are students who had failed in grade nine the year before. Desks were not moveable for pair work and group work although these techniques were not practiced by the teacher.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher was presenting the grammar lesson deductively beginning from writing notes on the board followed by discussion. During asking and answering questions and doing an activity, majority of the students were not taking part.

School Name: Holata Secondary School

Date: 21-09-2014 E.C

Grade and Section: 9H

Number of Students: 62

Teacher: A

Observation 3

Title: The Present Perfect Continuous with for and since

Introduction: At this stage, the teacher wrote the title on the board. After writing the title, she started revising the previous lesson about quantifiers- some and any.

Presentation: At this stage, she started writing notes on the board while she was presenting the lesson orally.

At this time, majority of the students were writing notes from the board and listening to the discussion simultaneously, but a few of them were writing notes of other subjects.

Practice: At this stage, the students were not given any activity.

Summary: She did not summarize the daily lesson.

A) Motivation

It was not as such a pleasant and relaxed atmosphere because the teacher was communicating with the students who were actively participating. She presented the tasks properly in that students were clear with what to do. She did not try to develop a good relationship since she was

communicating with a few students. In addition, learner autonomy was encouraged because she gave them an activity, but she immediately gave an answer before the students had tried themselves.

B) Checking Students' Attention

She was frequently asking questions whether the students were following the lesson or not, but she asked the whole class. Therefore, it is difficult to say she was drawing the students' attention towards the daily lesson.

C) Monitoring Activities

She was moving here and there in front of the class. Therefore, we could not say that she was monitoring activities because she did not check whether majority of the students were doing the activity or not. No advice and encouragement were given for students.

D) Explaining Objectives of the Lesson

Objectives of the lesson were not mentioned to students before presenting the present perfect continuous.

E) Using Active Learning Techniques

The teacher was rarely asking questions, but she did not give an opportunity for students to ask questions themselves. On this lesson, pair work, group work, peer assessment and other active learning techniques were not employed.

F) Seating Arrangement

The classroom had no enough space to move here and there were a lot of students in the classroom. The chairs were not moveable for pair/group work even though group activity was not given.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher was presenting the rules deductively because she started writing notes on the board and presenting orally simultaneously. She did not encourage students to ask and answer questions using the rules they had learnt. No activity was given by the teacher out of the textbook.

School Name: Holata Secondary School

Date: 11-09-2014

Grade and Section: 9D

Number of Students: 76

Teacher: B

Observation 1

Title: Quantifiers

Before he introduced the daily lesson, he revised the previous lesson. He introduced me to the students. He wrote Unit 8-Money and Finance.

Introduction: At this stage, the teacher wrote the title.

Presentation: At this stage, the teacher was presenting orally and writing notes simultaneously.

Following this, he asked the students whether some of the quantifiers are used with countable and uncountable nouns. Some students answered this question. On this day, almost all students did not have textbook. The teacher did not ask other students to give answers for the questions asked.

Practice: At this stage, the teacher was asking questions by focusing on these quantifiers. However, he did not give an opportunity for students to give answers for the questions asked.

Summary: At this stage, he gave an opportunity to ask questions, and one student asked in Afan Oromo. However, the teacher didn't respond. He gave an opportunity to other student. He gave home work on page 151.

A) Motivation

The teacher tried was giving an opportunity to students to give answers as they like. This can be considered as creating a pleasant relaxed atmosphere in the classroom. He was also trying to develop a relationship with the students through asking and answering questions. In addition, the lesson was interesting through asking and answering questions. However, learner autonomy was not encouraged.

B) Checking Students' Attention

While he was presenting the lesson, he was checking the students' attention by asking questions. However, he was focusing on a few students only.

C) Monitoring Activities

Since pair work and group work were not implemented, there was not any monitoring of the activities. In addition, giving advice and encouragement was not implemented.

D) Explaining Objectives of the Lesson

In this lesson too, the objectives were not mentioned to students before delivering the lecture.

E) Using Active Learning Techniques

During this lesson, active learning techniques such as pair work and group work, peer assessment were not practiced because there was no activity done. However, asking and answering questions were done in the middle of the presentation. On the other hand, some students were participating in answering the questions asked.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

He started his presentation by writing notes on the board. At the same time, he was orally presenting. Therefore, the teacher was presenting the grammar lesson deductively. At this time the students were taking note and listening to the lecture at the same times. As stated previously,

some students were participating in classroom discussion through asking and answering questions while the teacher asked questions in the middle of the lesson. However, majority of the students were simply idle.

School Name: Holata Secondary School

Date: 23-09-2014

Grade and Section: 9D

Number of Students: 63

Teacher: B

Observation 2

Title: Preposition

He started revising the previous lesson about spelling rules.

T: What did we say about these?

S: He explained the rules to students by standing at his desk.

Introduction: After doing this, he started writing the notes on the board.

Presentation: A preposition- is a word that links nouns with pronouns. He started giving notes for students and holding discussion simultaneously. At this time, students were taking notes and listening to the discussion at the same.

While- is used to talk about two things that are happening at the same time. The length of the time is not important. While is used with a subject and a verb/while + subject + verb

Practice: At this stage, the students did not do anything because there was no activity given to them.

Summary: He revised the lesson focusing on the prepositions mentioned. And students were listening to the revision and some of them were writing notes. After summary, he gave home work on page 159. He ordered the students saying 'Give your completed sentences to your partner to check'.

A) Motivation

It wasn't as such relaxed class because much time was occupied by the teacher's talk. There was no task given to students. He tried to create a good relationship by asking and answering questions focusing on only a few students. The students were not given an opportunity to learn by themselves; therefore, learner autonomy was not encouraged.

B) Checking Students' Attention

He was not asking students questions whether they are following the lesson or not.

C) Monitoring Activities

No monitoring activities at all because no activity was given. Advice and encouragement were not practiced. But when a student gave an answer he was saying 'Good'.

D) Explaining Objectives of the Lesson

In this lesson too, the objectives of the lesson were not told to students before presenting the lesson.

E) Using Active Learning Techniques

As of the previous lesson, active learning techniques namely pair and group work, peer assessment and others were not used by the teacher. However, the teacher was asking and answering questions with one or two students only.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher was presenting the grammar lesson first writing notes on the board. The teacher was holding discussion while he was writing notes. No activities were given to students, so it was difficult for students to actively participate. Even during presentation only one or two students were participating in responding to the questions. No activities were prepared by the teacher.

School Name: Holata Secondary School

Date: 25-09-2014 E.C

Grade and Section: 9D

Number of Students: 63

Teacher: B

Observation 3

Title: Conditionals/Zero Conditional

The teacher started revising the previous lesson.

Introduction: After finishing the revision, he began writing notes on the board on Zero Conditional.

Presentation: At this stage, he was writing the following notes while he was presenting the lesson and the students were taking notes and listening to the discussion. In the middle of the discussion, the teacher was asking students and they were to some extent giving answers.

Practice: At this stage, he wrote the following two questions of jumbled words which are formed from zero conditional. The teacher was answering these questions by himself without waiting for the students' answer.

Summary: He summarized the lesson by reading from the board. Homework was given for students.

A) Motivation

The teacher tried to motivate students by creating a pleasant, relaxed atmosphere because the students free to ask whatever they like, and the teacher was making things clear for students. He was also presenting the tasks properly by beginning from giving notes up to explanation. In addition, he was giving ample examples to make things clear for students. He tried to develop good relationship with some students in asking and answering questions, but accessing majority of the students was not observed. Most of the time, he was focusing only on few students to communicate. During giving activities, the time given for students to do the questions was enough; as a result, he was answering the questions by himself. This discourages learner autonomy.

B) Checking students' Attention

Checking students' attention is mandatory for teacher because the students may be absent-minded. To this regard, the teacher was checking some students by calling their names whether they are following or not. But some students were talking about personal issues and doing something else.

C) Monitoring Activities

The teacher was sometimes instructing the students to do the activities in their groups. However, teacher was not moving in the classroom to monitor activities. While asked by the teacher, the students were giving answers in chorus.

D) Objectives of the Lesson

Even though the objectives of the lesson were clearly stated, the teacher didn't explain the objectives to students beforehand. He simply presented and gave them certain activities such as the questions written on the board.

E) Using Active Learning Techniques

In this lesson, the teacher use active learning techniques such as group work and pair work. However, asking and answering questions were to some extent implemented. The teacher was using this technique, but with students who were actively participating in the classroom. It seemed that he didn't address majority of the students.

G) Activities of teachers and students during presentation of grammar lessons

The teacher was presenting the lesson by asking brainstorming questions. Then, he wrote notes on the board followed by oral explanation. At this time, the students were taking notes and listening to the discussion. Therefore, the teacher was presenting the lesson deductively. He did not start from giving example sentences, which is an inductive method. Participation of students in this lesson as of the other lessons is low. Majority of the students were not asking questions. Even they were not answering the questions asked by the teacher.

School Name: Burka Harbu Secondary School

Date: 11-09-2014 E.C

Grade and Section: 9F

Number of Students: 64

Teacher: C

Observation 1

Title: Conditional Sentences

When he entered the class, he greeted the students. He made the students keep silent. He asked the students to tell the date. They answered in chorus saying '11-09-2014'.

Introduction: At this stage, the teacher started the lesson by asking what they learnt yesterday- Clauses. He asked the students saying, 'Can you tell me the kinds of clauses? He gave the students an opportunity to give answers. However, he didn't wait for the students' the response. He immediately gave them feedback. He used ten (10) minutes to summarize the previous lesson.

Presentation: At this stage, the teacher began writing on the conditional sentences. The teacher was writing notes of conditional sentence type 1 after telling students orally the various types of conditionals.

At this time, majority of the students were taking the notes and listening to the teacher. This is because the teacher was writing notes and holding discussion simultaneously.

Practice: At this stage, the teacher gave them class activity. He told them to do the activity in with their partners, but majority of the students kept silent. He advised them to do the activity in groups. At this time, he was moving in the class to monitor the students. After a few minutes, he told the students to come to the front and write their answers.

Even though they were given an activity to discuss in groups, majority of the students were not discussing with their partners. Even those students who were doing the activity in groups were using their mother tongue. In addition, the teacher was standing in front of the class for a long time. He was trying to motivate the students who wrote correct answers on the board saying, 'Well and good', 'Thank you'. However, he didn't say anything to those students who didn't get correct answer when they wrote on the board. He also motivated the students who got correct answers by making other students to clap their hands for them.

Summary: At this stage, he didn't give summary. But he told the students to take out their textbook on page 147 and gave them homework. On page 147, there is a dialogue, but he didn't make students do it.

A) Motivation

The students were free to ask whatever they like. He wrote an exercise related type 1. Therefore, the students were clear with what they do- to complete the main clause of the type I conditional

sentence. In addition, he tried to develop good relationship with students in asking questions. On the other hand, he was not encouraging learner autonomy because he was discussing by himself.

B) Checking Students' Attention

While he was presenting the lesson, he was not checking the students' attention by asking them questions.

C) Monitoring Activities

He was standing in front of the students even though he tried to monitor the activity by moving once among the students. He was encouraging students to give answers to the questions.

E) Using Active Learning Techniques

During discussion, he was asking and responding to questions. He was also using pair work and group work while students were doing the activities. Peer assessment and other active learning techniques were not being used by the teacher. Majority of the students were not actively participating in the classroom activities.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

Based on the teacher's approach to grammar presentation, both the teacher and the students have their own roles to play. The teacher was using a deductive method because he started writing notes on the board followed by discussion of the notes based on the given sentences. The teacher wrote one example of conditional sentence type I on the board.

E.g. If I do physical exercise, I will be strong person.

School Name: Burka Harbu Secondary School

Date: 16-09-2014 E.C

Grade and Section: 9F

Number of Students: 62

Teacher: C

Observation 2

Title: Using Quantifiers

Introduction: At this stage, the teacher asked the following question:

T: What did we discuss last time? What was our homework?

SS: New words.

T: What are they?

SS: Stranger?

T: What is the meaning of stranger?

SS: They kept silent.

The teacher wrote the title of the daily lesson: Using Quantifiers.

Presentation: At this stage, he continued asking questions.

T: What do we mean by quantifiers?

SS: Kept silent.

T: Quantifiers are nothing, but words that show the quantity or numbers of something. He defined by himself without waiting for the students' response.

SS: many, much ... Students started giving examples of quantifiers without giving the definition asked by the teacher,

S: little, any, some ... one student gave this answer.

After doing all these things, the teacher told the students to take notes on page 151. Immediately he gave an opportunity to one student to read the notes. The student continued reading. He appreciated the students for reading the notes saying, 'Wonderful!'

Practice: He continued telling students to do the activity on the same page. Ample time was not given for the students to finish the activity, but he started collecting answers. One group answered question number 1: many and he asked why have you said this?

SS: they answered saying 'woks' is countable noun.

When students answered he was trying to motivate the students using 'Well and good'.

Summary: On the summary, he said that it is all about for today.

A) Motivation

He tried to create a relaxed classroom atmosphere in that students were free to ask questions and give answers. He told them not to worry the correctness of their answers. There was a good relationship between the teacher and the students through asking and answering questions. The lesson was interesting he gave the students an opportunity to try by themselves even though the students were not actively participating. In addition, he was encouraging students to give answers by their own first, but he did not give them time to think over the answers.

B) Checking Students' Attention

One of the ways that learner-centred approaches can be practiced is trying to identify whether the students are following the lesson or not. In line with this, the majority of them were not attentive because the teacher was not checking attention.

C) Monitoring Activities

He was standing in front of the students for a long time. When students gave answers he was appreciating them through motivational words like 'Good'.

D) Explaining Objectives of the Lesson

Pedagogically, explaining objectives to students before presenting the lesson is advantageous. However, the teacher did not explain the objectives.

E) Using Active Learning Techniques

Using active learning techniques is important. After presenting the lesson the teacher gave students classwork on page 151 to do with their partners. But he did not check whether the students were doing together or not. In addition, there were asking and answering questions, but he was focusing on a few students. Peer assessment and other active learning techniques were not used.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher was using a deductive approach to grammar presentation. He tried to discuss the uses of quantifiers by writing on the board. This is followed by holding discussion. At this time the students were taking notes and listening to the lecture. Some students were actively participating by asking and answering questions, but majority of them were passive on answering the questions and doing activities. No extra activities were given for students except from the textbook.

School Name: Burka Harbu Secondary School

Date: 20-09-2014 E.C

Grade and Section: 9F

Number of Students: 62

Teacher: C

Observation 3

Title: Tenses

Introduction: At this stage, the teacher started asking students how many tenses they have learnt. However, the students didn't respond anything. The first tense he wrote was Present Simple Tense. He told the student to write the sentence. Majority of the students were not writing the sentences in the tense mentioned. Some of them were talking about personal issues. Few students were participating in giving examples and the teacher collected some examples from students who raised their hands and wrote on the board as follows:

Presentation: He continued with other tenses.

T: What about other tenses?

S: *She have been reading a book.*

T: We don't say: She *have*.... 'She has been reading a book,' said the teacher and gave immediate feedback. He continued appreciating students saying: Very good. He tried to make students remember the formation of Present Perfect Tense. He continued writing an example of his own as the following: *She has been eating lunch*.

The other tense that he focused on was the 'The Past Continuous Tense'. He asked one student to give example, but he didn't give an answer.

T: The teacher continued asking: *What is the form of Past Continuous Tense?*

S: *was, were + ing*. He appreciated the student: *Exactly*. Two other students gave examples.

S: Is it correct to use **were** with 'I' in the first example? 'Sometimes it is possible to use,' the teacher answered.

Summary: He asked the following questions: What is the use of Present Tense?

S: 'It is used to show habitual action,' one student answered.

T: To express general truth. He gave by himself. He asked students to give an example, but students didn't respond.

T: What is the use of Present Perfect? To show action happened in the past with no time reference. It was orally explained by the teacher. He asked students to give an example.

S: *I have eaten my lunch*.

T: (When?) (No exact time.) It was explained to students by the teacher.

The following are the major points, which have been observed by the researcher whether the teacher is implementing them or not in the classroom and as the students were playing their roles when the teacher taught grammar.

A) Motivation

The students were given opportunities to give examples of different tenses which might create a pleasant, relaxed atmosphere in the classroom. In addition, the teacher was presenting the grammar tasks properly in that she discussed different tenses based on their difficulty level. That means students were clear with what to do and how to do. He tried to create good relationships with some students by providing an opportunity to give answers. However, majority of the students were sitting idle and he focused only on students who raised their hands to give answers for the questions asked by him. He tried to create a good relationship with students even though he focused on only a few students. The teacher didn't encourage learner autonomy because he was doing with few students and he was giving answers to the questions by himself.

B) Checking students' attention

Checking students' attention during presenting grammar lessons facilitates teaching and learning processes. In connection with this, he was focusing only on students who are active participants. The movement was not enough because he was standing at the corner so that it was difficult to check whether students are following her lessons or not.

C) Monitoring activities

He discussed the tenses and their uses. He told them to write their own sentences. He was appreciating students who wrote sentences and gave answers saying ‘Very good’ by standing at the back. During this time other students were talking about personal issues and writing notes of other subjects, which arose from lack of appropriate monitoring activities.

D) Explaining Objectives of the lesson

Explaining objectives beforehand is essential for students to understand the lesson. However, in this lesson as well students were not told the objectives. This makes students not to understand what to achieve and how to achieve at the end of the lesson.

E) Using active learning techniques

Using active learning techniques for teaching and learning grammar plays a significant role for students’ achievement. They are very important for students in that they encourage for exchanging ideas so that students can become independent learners. Nevertheless, the teacher didn’t use pair work, group work, peer correction and other active learning techniques. In fact, he was using asking and answering questions. Even these techniques were not used with majority of the students. This means that the lesson was not this much participatory.

G) Activities of teachers and students during presentation of grammar lessons

In this lesson, the teacher started asking questions about the tenses. He told them to write their own sentences. He was collecting answers from a few students who were actively participating. He continued started discussing the uses of some tenses in isolation which is a deductive method of teaching. He didn’t give examples of his own to encourage students to work out the rules by themselves. He asked students, ‘How can we form Past Continuous Tense?’ It was more of a teacher-dominated lesson because the teacher was giving answers himself.

School Name: Burka Harbu Secondary School

Date: 14-09-2014 E.C

Grade and Section: 9A

Number of Students: 62

Teacher: D

Observation 1

Title: Sequence Words

Introduction: At the introduction stage, the teacher started revising the previous lesson about spelling rules. Even at this stage, she was talking too much without giving an opportunity for students to give answers. In addition, she was focusing on only a few students on the revision and too much time was taken for revision. She gave an opportunity for students to ask questions. In the middle, she asked what they know about probability and possibility.

Presentation: The teacher continued discussing ‘sequence words’ followed by writing notes on the board. These words are at first, then, when, while, immediately and next. After finishing this,

she asked, 'What is the difference between these sequence words?' However, the students didn't respond.

Practice: At this stage, the teacher began to read questions from the textbook on page 158. She was doing the answers to the questions by herself. This means the students didn't get an opportunity to do activities by themselves in exchanging ideas.

Summary: She did not give a summary for this lesson.

A) Motivation

During this observation, the teacher tried to motivate students by using different techniques. For example, class was relaxed because the students were free to ask questions. She presented the tasks properly so that students were supposed to the questions. In addition, she tried to create good relationships with the students through asking questions but focusing only a few students who were actively participating. In this lesson, learner autonomy was not applied because she was doing everything herself. The problem on motivation is that teacher was focusing on a few students and the lesson was participatory. In addition, she did not encourage students to be independent learners.

B) Checking Students' Attention

The teacher normally focused on only a few students who were actively participating by asking and answering questions. Majority of the students were talking about personal issues. Others were sitting idle without observing what was being written on the board. Few of them were doing activities of other subjects. It is possible to conclude that the teacher was not drawing the students' towards the lesson, which can be the barrier for the effective implementation of learner-centred approaches in grammar lessons.

C) Monitoring Activities

Monitoring activities is one of the ways of learner-centred approaches in language classroom. In line with this, the teacher was standing in front of the class which was not methodologically recommended. Also advice and encouragement were not given for students to ensure motivation. This reveals that monitoring students while they are doing activities was implemented.

D) Explaining Objectives of the Lesson

The objectives of the lesson were clearly stated in the students' text. Students are expected to be given the objectives of the lesson so that they may focus on these objectives to be achieved at the end of the lesson. This may help students to use the grammar rules they have learnt in their daily communication either in speaking or writing. However, the teacher didn't either write the objectives of the lesson on the board or explain to students orally. Explaining the objectives of the grammar lesson can help the students to evaluate themselves whether they have arrived on the learning goals or not. A teacher is responsible for making this. However, failure was observed in its implementation.

E) Using Active Learning Techniques

In order to implement learner-centred approaches in grammar lessons, practicing active learning techniques namely pair work, group work, asking and answering questions, peer assessment and others is very important. In line with this, except asking and answering questions with few students, the teacher was not using any of the techniques. Since the teacher was focusing on lecturing students the students were not actively participating..

G) Activities of Teachers and Students during Presentation of Grammar Lessons

Based on the approaches of the teacher uses, there are activities done by both teachers and students. In connection with this lesson, the teacher was presenting the lesson deductively. This means she began from presentation using lecture method followed by discussion. The students were not actively participating in the grammar activities by asking answering questions because much time was occupied by the teacher's talk. She was reading the questions the students' text. No activities were prepared by the teacher outside the text.

School Name: Burka Harbu Secondary School

Date: 16-09-2014 E.C

Grade and Section: 9A

Number of Students: 57

Teacher: D

Observation 2

Title: Adverbs

Introduction: At this stage, the teacher began revising the previous lesson in relation to spelling rules orally.

Presentation: At this stage, the teacher wrote the following sentences that contain adverbs on the board.

After writing the sentences, she started making things clear for students by discussing herself. At this time some students were listening even though majority of them were not. She was asking questions about these adverbs, but she was immediately giving answers without waiting for the students' response. While she was holding discussions, majority of the students were writing notes of the previous lesson. Even during discussion, she was reading notes from the students' text.

Practice: At this stage, the teacher gave students' classwork. The students didn't get an opportunity to discuss the answers in pairs or groups. She simply asked individual student to come out and write their answers on the board. A few students came out and wrote their answers one by one. Even some students had no English exercise book.

Summary: She tried to summarize the lesson asking: 'Do you have any questions?' The students kept silent.

A) Motivation

The lesson was not as such relaxed because much time was occupied by the teacher's talk-lecture. She was presenting the tasks clearly because students were clear with what they do. Except asking questions and answering those questions without waiting for the students' response, the class seemed to be uninteresting because the students were not actively participating. Even she didn't try to create a good relationship by interacting with the students through various techniques such as pair work, group work and asking and answering questions. In addition, learner autonomy was not encouraged because she was the questions asked herself.

B) Checking Students Attention

One of the most effective teaching methods is checking students' attention. During discussion, she didn't try to check their attention. The students were doing whatever they like and talking about personal issues.

C) Monitoring Activities

The lesson was presented a teacher-fronted approach. After presentation, the teacher told students to do activities. However, there were no group discussions. As a result of this, monitoring activities by moving in the classroom and giving encouragement and advice were not practiced.

D) Explaining Objectives of the Lesson

Before presenting the lessons, the teacher did not mention the objectives of the lesson to students.

E) Using Active Learning Techniques

Learner-centred approaches advocate active learning techniques to make students participate in the lesson. Having this, the teacher did not use pair and group work and peer assessment. However, asking and answering questions were there, but she was focusing on the whole class, and the students were giving answers in chorus.

F) Activities of Teachers and Students during Presentation of Grammar Lessons

Based on the methods the teacher uses, teachers and students have various roles in grammar presentation. The teacher began discussing based on the examples given how we can form adverbs. The students were not actively participating by asking and answering questions.

School Name: Burka Harbu Secondary School

Date: 22-09-2014

Grade and Section: 9A

Number of Students: 67

Teacher: D

Observation 3

Title: Determiners: Using all, every, no, none, both, neither, either

Introduction: At this stage, the teacher began revising the previous lesson about Present Perfect Tense. She tried to settle students saying 'Keep silent'.

T: What is the form of Present Perfect Tense?

Ss: S+ has/have +V3

T: Which subject goes with has?

Ss: All students kept silent.

T: She answered by herself saying She/He/He + v3 + Object.

While she was writing these examples on the board and asking the, some students were doing the activities of other subjects, and some of them were talking about personal issues.

After this, she continued to write time adverbs used in Present Perfect Tense: since, for, just, yet, already. Since is used with point of time, and for is used with length of time.

Presentation: At this stage, the teacher gave notes from students' text on page 179. Following this, she asked 'What are the uses of these determiners?' 'They are used before nouns' answered by herself immediately. 'What is the use of all?' she asked. All the students did not say anything.

Practice: At the practice stage, she told students to do activity on page 180. This activity is contextualized grammar activity, which encourages students to complete the sentences and create their own sentences using the words. Actually much time was finished on revision part of the previous lesson.

Summary: At this stage, she invited students to ask questions, but all students kept silent.

A) Motivation

Since much time was occupied by the teacher's talk and the students were not given an opportunity to ask questions, they were not free to ask questions. She tried to create a good relationship with some students by asking questions. The class was not interesting because majority of the students were not responding to the questions. In addition, students were not given an opportunity to learn by themselves; as a result, learner-autonomy was not encouraged.

B) Checking Students Attention

She was asking questions the whole class, and some students were responding by their willingness. However, majority of the students kept silent, and the others were talking about personal issues.

C) Monitoring Activities

While the students were doing activities, the teacher was moving in the class around the blackboard only. This means she was not monitoring the activities being done the students. Giving advice and encouragement was not observed.

D) Explaining Objectives of the Lesson

Before presenting the lesson about determiners, she did not explain the objectives of the lesson.

E) Using Active Learning Techniques

From the active learning techniques, the teacher was using only asking and answering questions. This means group work, pair work, peer assessment were not practiced.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher was implementing a deductive approach to grammar presentation she started discussing the uses of all determiners, and the students were listening. In the middle, she was asking questions, but she immediately gave answers to the questions before giving time for students to think over the answers. Besides, majority of the students were not participating by asking and answering questions may be because they were not given an opportunity or were not willing to respond to the questions except a few students.

School Name: Kolobo Secondary School

Date: 15-09-2014 E.C

Grade and Section: 9D

Number of Students: 67

Teacher: E

Observation 1

Title: Using all, every, no, none, both, either and neither

The teacher started revising the previous lesson asking students about newspaper and magazine.

Introduction: At this stage, he asked students (one student) the meaning of sequencing words. However, majority of the students were not participating in answering the questions.

Presentation: The teacher was presenting about sequence words orally. He was writing notes on these sequence words on the board. The students were writing notes from the board, but they did not have enough textbook. They were listening to the teacher at the same time. Much time was occupied by the teacher's talk.

Practice: At this stage, students were doing nothing because there was not activity given to them in the classroom.

Summary: He revised the lesson, by focusing on the quantifiers discussed. At the end, homework was given on page 180.

A) Motivation

The students were free to answer whatever they like. The teacher was trying to create a good relationship with some students who were participating. The discussion was clear. Learner was not encouraged by the teacher because the teacher was discussing everything by himself.

B) Checking Students' Attention

Majority of the students were not attentively listening to the discussion because they were talking about personal issues. However, the teacher was asking questions focusing only on a few students who were participating.

C) Monitoring Activities

Since the teacher was lecturing standing in front of the class, he was not monitoring activities. No advice and encouragement given to students.

D) Explaining Objectives of the Lesson

Objectives of the lesson were not mentioned to students before presenting the lesson.

E) Using Active Learning Techniques

Except asking and answering questions, other active learning techniques such as pair work, group work, peer assessment and other were not used.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher started presenting the lesson orally while he was writing notes on the board. Therefore, the teacher was using a deductive approach to grammar presentation. At this time, the students were listening to the teacher and writing notes from the board simultaneously.

School Name: Kolobo Secondary School

Date: 21-09-2014 E.C

Grade and Section: 9D

Number of Students: 61

Teacher: E

Observation 2

Title: The Present Perfect Tense

At the beginning he started revising the previous lesson about Past Continuous Tense.

T: What is Past Continuous Tense?

SS: A verb used to show completed action.

He tried to revise the lesson by asking questions orally followed by writing examples on the board.

Introduction: At this stage, the teacher started writing notes on the board first by writing the title on the board.

Presentation: We use the Present Perfect Tense to talk about an action that took place in the past, but we don't know exactly when. The teacher wrote various examples and uses of 'has' and

‘have’ in Present Perfect Tense by reading the notes prepared in the text. And the students didn’t have any textbook.

Practice: At this stage, there was no practice because no activity was given to students.

Summary: He did not summarize the lesson, but he gave homework related to Present Perfect Tense. He finished the daily lesson and told the next lesson-Articles.

A) Motivation

The class was not as such relaxed because he was the only person who was talking too much. He did not try to create a good relationship with majority of the students except one or two students who were answering questions. The class did not seem to be interesting because he was writing notes and presenting the language lesson at the same time. Therefore, majority of the students were in confusion whether to write notes or listen to the discussion. In addition, learner autonomy was not encouraged because he was presenting by himself.

B) Checking Students’ Attention

The teacher did not ask any students to check students’ attention even though some of them were doing something else instead of writing notes and listening to the discussion.

C) Monitoring Activities

The teacher was moving in the classroom, but in front of the class. A piece of advice and encouragement were not given to students.

D) Explaining Objectives of the Lesson

As usual objectives of the lesson were not mentioned to the students before presenting the daily lesson.

E) Using Active Learning Techniques

There were asking and answering questions, but with a few students only during the discussion. Other active learning techniques such as pair work and pair work, peer assessment and others were not used.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher started writing notes while he was presenting orally. During discussion, some students were participating, in answering the questions, but majority of them were not participating.

School Name: Kolobo Secondary School

Date: 23-09-2014 E.C

Grade and Section: 9K

Number of Students: 65

Teacher: E

Observation 3

Title: Cause and cause

The teacher began the lesson by asking students what they learnt in the previous time.

T: What is Past Continuous Tense?

S₁: Past Continuous Tense is the one that shows a continuing action in the past.

T: Good.

By giving appreciation for the student who answered the question, he began to revise the previous lesson asking the structure of Past Continuous Tense and Present Perfect Tense. He continued.

T: What is an article?

SS: The word that occurs before a noun.

During the revision, the teacher took more than ten (10) minutes. Therefore, I don't think that he got enough time to discuss the daily lesson effectively.

Introduction: After writing the title on the board, the teacher asked students question.

T: What is a conjunction?

SS: They kept silent.

Presentation: Since the students kept silent, he began explaining the uses of the conjunctions and writing notes on the board simultaneously. He was reading the notes from the textbook by himself. At this time, majority of the students were doing some other activities. The remaining students were busy writing the notes from the board instead of listening to the teacher.

Practice: No tasks were given for students, so no practice on the conjunctions explained to them.

Summary: No summary was given. Homework was also not given for practice in order to encourage learner autonomy.

A) Motivation

It was not a relaxed class because the teacher was mainly focusing on writing notes and talking to students simultaneously. After presentation, there was no task given for students. He was

communicating with a few students because the discussion was held the teacher only He did not encourage students by learn independently, so learner autonomy was not as such practiced.

B) Checking Students' Attention

He was not asking the students whether they are attending the lesson or not.

C) Monitoring Activities

During discussion, he was standing in front of the students at the black board. Therefore, there was no monitoring of students' activities. No advice and encouragement given for those students who were participating by answering the questions asked.

D) Explaining Objectives of the Lesson

Before presentation, the teacher did not mention the objectives of the daily lesson.

E) Using Active Learning Techniques

The teacher was asking questions, but focusing only on a few students. Majority of the students were passive listeners. Pair work, group work, peer assessment and other active learning techniques were not used.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher started the daily lesson by writing notes on the board while presenting the rules orally. Therefore, the teacher was using a deductive approach to grammar presentation. The students were doing two things simultaneously-writing notes from the board and listening to the teacher's presentation. However, majority of them were sitting idle without actively participating in answering the questions.

School Name: Tullu Harbu Secondary School

Date: 16-09-2014 E.C

Grade and Section: 9B

Number of Students: 71

Teacher: F

Observation 1

Title: Present and Future

She greeted the students and told them to take out their exercise and textbook. She also ordered them to keep silent. Then, she started revising the previous lesson about neither, either and both. She asked one student to create one sentence by using both. She continued writing one example sentence by herself.

T: What do you remember about this?

SS: Kept silent.

Introduction: At this time she continued introducing the daily lesson by asking:

T: How well do you know your tense?

SS: Kept silent.

T: She continued asking the students in Amharic? Tensochin min yahil tawkalachew?

SS: They were not responding to the question.

Presentation:

T: Who can create a sentence by using 'went'?

SS: Kept silent.

T: What did you do yesterday?

S1: I went to school yesterday.

T: Another sentence-Yesterday you went to market. What did you do in the market?

S2: I bought a pen yesterday.

T: What are you doing now?

S3: I am learning English.

T: Who can tell me the future form of a verb?

S4: I will go to Adama next week.

T: ...Very good. She continued to give additional example: She will travel to America tomorrow morning.

Practice: She was presenting the whole period, so no activity given for students.

Summary: She hasn't given any summary.

A) Motivation

She was trying to create a pleasant, relaxed atmosphere in the classroom by asking students questions about the previous lesson. In addition, she tried to create a good relationship with the students by asking and answering questions. She was encouraging the students to become independent by doing activities. Besides, the class was interesting because she was giving an

opportunity for students to give answers for the questions asked. The task given for students was also clear.

B) Checking Students' Attention

She was asking questions whether the students have understood the lesson, but she was focusing only a few students.

C) Monitoring Activities

She was moving in the classroom to monitor the students while they were doing the activity or not. Also she was encouraging the students to give answers on the present and the future tenses.

D) Explaining Objectives of the Lesson

Objectives of the lesson were not mentioned to students before presenting the lesson.

E) Using Active Learning Techniques

From the active learning techniques, the teacher was using pair work, group work and asking answering questions. Peer assessment and other active learning techniques were not implemented. Pair work and group work were implemented by the teacher saying: Share your ideas with your partners. Asking and answering questions were also used by the teacher although focusing on a few students who raised their hands.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

She was presenting the grammar lesson deductively, but the teacher was trying to make students active participants by asking questions. Some students were participating by answering the questions in chorus, but they were not asking by themselves. The students were writing notes/examples given on the board and they were also listening to the teacher simultaneously.

School Name: Tullu Harbu Secondary School

Date: 21-09-2014 E.C

Grade and Section: 9B

Number of Students: 59

Teacher: F

Observation 2

Title: The Present Perfect Tense

Introduction: She introduced the daily lesson by writing the title, and then went on revising the previous lesson about Past Tense, but all the students kept silent.

S1: I went to a party last week.

T: What type of tense is it?

SS: Past.

T: Another past tense. All students kept silent, so she started writing the following sentence.

E.g. While I was eating my breakfast, my father went to a party.

Presentation: At this stage, the teacher encouraged students to discuss the Present Perfect Tense in pairs, but the students started to make a noise. And majority of were talking about personal issues. The teacher continued writing the following sentence.

Instruction: After writing the sentence on the board, she told them to change the sentence into Present Perfect Tense. She gave an answer to this question by writing on the board. This means she did not encourage students to do themselves first.

Practice: After writing the answer to this question, she wrote the following four questions as an activity to be done in the classroom, but majority of the students were not willing to do the activity because they were sitting idle.

Summary: At this stage, she hasn't summarized the daily lesson. Even she did not collect answers from students on the classwork. However, homework was given at the end.

A) Motivation

The teacher did not seem to be relaxed. She was angry at students because they were noisy. And other students were doing the activities of other subjects. She was presenting the task properly in that the students were clear with what and how to do. She was not creating a good relationship with the students because she did not have empathy. The lesson was interesting because the students were answering questions freely.

B) Checking Students' Attention

The teacher was checking the students' attention, but she was focusing only on a few students.

C) Monitoring Activities

The teacher was moving in the classroom, but only in front of the students. She encouraged the students to discuss the meaning of the Present Perfect Tense, she did not move in the classroom to monitor. She was giving a piece of advice and encouragement for students to make them active participants.

D) Explaining Objectives of the Lesson

Objectives of the lesson were not mentioned to students before presenting the Present Perfect Tense.

E) Using Active Learning Techniques

On this lesson, pair work, group work and peer assessment were not used except asking and answering questions. Even asking and answering questions were used only with those students who raised their hands.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher was presenting the grammar lesson deductively because she started from discussion. At this time, majority of the students listening to the discussion and writing notes and examples from the board. Except a few students, majority of them were not participating in asking and answering questions. The teacher was also giving correction immediately for

School Name: Tullu Harbu Secondary School

Date: 23-09-2014 E.C

Grade and Section: 9B

Number of Students: 63

Teacher: F

Observation 3

Title: Cause and effect

She asked the students what they learnt yesterday.

T: What did we talk about yesterday?

SS: About articles.

T: A/an =singular nouns. She was writing on the board and reminding the students orally simultaneously. The students were listening and some of them were writing the example.

T: What about an?

S1: Before a word that begins with a vowel.

T: Can you give me an example?

S2: An elephant.

T: What about 'the'?

SS: Majority of the students kept silent.

S3: the moon.

S4: We don't use *the* with pronouns and nouns.

T: But we can use *the* with common nouns, writing a sentence on the board. At this time, majority of the students were not taking part.

Introduction: In the introduction part, the teacher began asking question as follows.

T: What do you know about cause and effect?

SS: Kept silent.

And other students were copying notes of other subjects. The teacher gave an answer herself.

T: To link different ideas. And she continued listing down conjunctions. At this time, the teacher was reading the note from the textbook while she presenting to the students orally.

Practice: At this stage, she told the students to join the following sentences using an appropriate conjunction. She ordered the students: ‘Do the question in pair’.

Summary: She did not summarize the lesson and give homework.

A) Motivation

The class did not seem to be a pleasant and relaxed because the students were not attentive. On the other hand, the teacher was presenting the task clearly because the students were told to join the sentences using the conjunctions they learnt. Since majority of the students were interested to learn (Some of them were making a noise and some others were doing other activities such as writing the notes of other subjects.), the teacher was frowning to the students. In addition, because the teacher was talking too much, learner autonomy was not as such encouraged.

B) Checking Students’ Attention

She was not checking the students’ attention whether they are attentive or not.

C) Monitoring Activities

She was moving in the class, at the front only. She did not give advice and encouragement for students.

D) Explaining Objectives of the Lesson

Objectives of the lesson were not mentioned to students before the lesson had begun.

E) Using Active Learning Techniques

In this lesson, pair work, group work and peer assessment were not implemented by the teacher. But there were asking and answering questions between the students and the teacher, but the teacher was focusing on only those students who were actively participating in the class discussion.

G) Activities of Teachers and Students during Presentation of Grammar Lessons

The teacher started discussing the uses of the conjunctions by writing notes on the board followed by examples. Therefore, a deductive approach to grammar presentation was used. Majority of the students were not participating in asking and answering questions except a few students. While the teacher was writing a note and an example, some of the students were copying and some others were listening to the teacher and still some others were not attentive.

APPENDIX G: Teachers' Interview Guide

Addis Ababa University

College of Education and Language Studies

Department of Foreign Languages and Literature (English)

Interview Guide for teachers

Dear teachers,

The purpose of this interview questions is to collect data on the title 'Teachers' and Students' Beliefs, Practices and Preferences toward Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus.' Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

1. When you present a new grammar lesson, how do you introduce it and proceed from beginning to end?
2. How do you understand of learner-centered language teaching? Have you been given any training related to learner-centered language teaching? Is it effective for teaching grammar rules? Why? Are your students more or less interested in the way present them? If 'yes' how? If 'no', why?
3. Are students willing to learn grammar using learner-centered approach? If 'yes' why? If 'no', why not?
4. How often do you use group work, pair work, asking and answering questions, role plays and interviews to teach grammar lessons? To what extent students participate during group work and pair work? And what are the responsibilities of both the teacher and students in teaching and learning grammar? When I was observing your classes, majority of the students were not participating. Why do you think is the reason?
5. How do you manage the students that have different leaning styles? What techniques do you use to motivate them in order make follow grammar lessons actively?
6. Do you provide your students with extra grammar activities that enhance students' engagement?
7. What kind of activities are suitable for learner-centered grammar teaching?
8. Do you give your students grammar activities to encourage them speak/write using the rules they have learnt? Are students interested in learning grammar in these ways?

9. How often do you use the following stages of presenting your grammar lessons: Introduction, Presentation, Stabilization and Evaluation? What do you think are your roles at different stages? What about your students' roles? Do you think that these procedures help students learn grammar for communication? How? Why?
10. What problems have you faced during the implementation of learner-centered grammar teaching?
11. What do you think are the problems that hinder students to speak using the grammar rules they have learnt?
12. Do you think that the three P (Presentation, Practice, and Production) or Introduction, Presentation, Stabilization and Evaluation way of teaching is effective for students to use the rules for communication?
13. Which methods do you think your students prefer when they learn grammar? I mean explanation by you or learn by themselves?

APPENDIX H: Teachers' Interview Transcripts

Transcription of Interview for Teacher A: Holata Secondary School

Interviewer: Thank you very much for your cooperation, first. The purpose of these interview questions is to collect data on the title "Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus" Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

Interviewer: When you introduce your grammar lesson, how do you introduce it? Or how do you present it from the beginning to the end?

T.A: Ok. When I introduce my grammar lesson, I revise the previous lesson. After that I introduce the daily topic. I will give students some notes on the lesson. Then the students will do questions from the text.

Interviewer: Have you been given any training related to learner-centered language teaching?

T.A: Yes. I have been given courses or topics which are based on learner-centered grammar lesson. For example, we practice some dialogues in the classroom. In that dialogue the students play the major role. They practice together. So I use most of the time.

Interviewer: What do you think is the importance of learner-centered language teaching?

T.A: Learner-centered teaching method is advantageous it gives students an opportunity to use grammar rules. The students also discuss together.

Interviewer: Do you simply use learner-centered grammar teaching in your grammar lessons?

T.A: Yeah. Most of the time, I use learner-centered grammar teaching. As I told you before, it is very important to give much opportunity for students to practice grammar because it is impossible for the teacher to help students by himself. They have to practice by themselves. The students have to practice by themselves.

Interviewer: Ok. Is learner-centered approach effective for teaching grammar lessons?

T.A: Yeah. I think it is good approach because it is very useful for students to use the grammar.

Interviewer: Ok. Are your students more or less interested in the way you present the grammar lessons? If 'yes' how and if 'no' why not?

T.A: Right. It is a very good question as I think. The students are very interested in my grammar teaching approach because I give very important notes on any grammar topic. So I think they are interested in my teaching grammar.

Interviewer: Ok. That's good. The other question is that are the students to be taught grammar using learner-centered approach. That means do the students have interest to learn grammar when you teach them grammar points using a learner-centered approach?

T.A: The students do not have much interest because when they learn grammar they have much fear of making mistakes. For example, when a given students makes a mistake in grammar, he/she can be afraid because other students can laugh at him or her. So they don't have much interest to learn grammar because they afraid of their grammar skill. They don't have much knowledge of grammar. They don't have much interest to learn grammar using learner-centered approach.

Interviewer: Ok. Why do they lack interest may be as you think?

T.A: As you know, we teach English as a second language. This means starting from the lower class the students want learn English because they consider it as a very difficult subject. This is one reason. Another point is most of the time they want the teacher to translate into their mother tongue. So due to lack of much knowledge of English, they do not want to learn grammar most of the time. They have much fear of learning grammar.

Interviewer: How often do you use group work, pair work or it could be asking and answering questions in your grammar lessons?

T.A: Ok. I some implement pair and group work to help discuss on grammar points to help them learn from each other. The students sometimes work together and sometimes in pair.

Interviewer: So when I observed your class, for example, the students were sitting in three. Have you grouped them by yourself or maybe they were grouped by the school? Or you were not saying that do this one in groups. May be what do you think?

T.A: The sitting arrangement is or three or four students sit on one bench. So when I give group work, I tell them to work in group of three or four. Due to class arrangement it is not much suitable to help every student in the class. There are a large number of students in the class. So we don't have access to see the work of every group.

Interviewer: So do you think that large class size affects using learner-centred approach?

T.A: Yeah. It has great effect on teaching grammar because if there are a lot of students in one class, you cannot check their work one by one. You cannot tell them their mistakes. So it has great effect on teaching grammar. The number should be 40 or less than 40 if possible.

Interviewer: Ok. Why don't you use peer correction because it is considered as a learner-centred approach?

T.A: Right. To tell you the truth, the students do not want help each other. This is due to lack of much knowledge of English. They cannot correct their mistakes by themselves. Most students do

not know English very well. This means one student cannot correct the mistakes of another. So peer correction is not much suitable, but sometimes I tell them to help each other. I tell them to correct their mistakes by themselves or by discussing together.

Interviewer: Ok. When I observed you classes, majority of the students were not participating. Or they were simply sitting idle or they were not active and when you asked them questions sometimes only two or three students were raising their hands and giving their answers. What do you think is the problem for this one or what about students?

T.A: Right. As I told you before, most students cannot tell their name in English. This means they don't have knowledge of English even speaking skill. They cannot express themselves in English. They cannot introduce themselves in the classroom correctly. This is due to lack of knowledge of English. Most students afraid. When the teacher asks them, they feel nervous. So they afraid to speak in English because other students make fun of them.

Interviewer: Ok. The other point is that in pair work or sometimes in group work what are responsibilities both the teacher and students?

T.A: Right. In pair work or group work both the teacher and students have many responsibilities. The responsibility of the teacher could be facilitating and observing the work of the students. And the students are responsible because the students should play the major role in group work or pair work. On the other hand, the teacher should give necessary notes and information to the students when they work in pair or group.

Interviewer: Ok. Thank you very much. The other question, how do you manage the students that have different learning styles? For example, in the classroom, some students are visual learners-they want to see something and some students are auditory learners-they want listen to something and some students are kinaesthetic-they want to do certain activities. What techniques do you use to motivate them in order to make them follow your grammar lessons actively?

T.A: Right. As you said, students can learn in different ways. Some can learn by looking; some can learn by listening. As much as possible I try to help every student in the way they can understand my lesson. So I use different methods in order to help students.

Interviewer: What are these methods may be? Can you tell me?

T.A: For example, some students can learn by looking what's written on the board. These kinds of students get many advantages from the notes I give. Others can learn by listening to what I say. These kinds of students learn from what I speak. They easily understand what I say. And others learn in the same.

Interviewer: Ok. The other question, do you provide your students with extra grammar activities than enhance students' engagement? Sometimes for example, you teach from the textbook and

sometimes you provide them extra activities out of the textbook. So do you provide your students extra grammar activities that enhance students' engagement?

T.A: Yes. Sometimes I add some basic and important notes to the one which is presented in the textbook. Again I give them some worksheet. I prepare some questions then I give these questions for the students to work on them at home. So I provide some important points and notes that enhance their grammar skill.

Interviewer: Do you think the students have interest, for example, researching for some questions or points out of the textbook and come to class? Do they have interest to learn like this? Do they take responsibilities to do that?

T.A: Right. Some students are very interested to get extra information and important notes, but some students don't want to take additional or extra information. So some students are very interested in extra notes or activities I give out of the textbook. But some students do not want do the questions I give.

Interviewer: Ok. What kinds of activities are suitable for learner-centred grammar teaching? For example, sometimes when you teach grammar lessons, you can use learner-centred approach, what kinds of activities are suitable for this one?

T.A: As I think, in order to teach grammar using learner-centred, it is better to use dialogue, asking and answering questions. We use these kinds of methods when I teach grammar using learner-centred approach. One student asks and the other answers.

Interviewer: Ok. Do you provide them to speak to each other in the form of dialogue or may be do you simply create a kind of dialogue to teach them? Do the students write the dialogue by themselves or do you provide them a kind of dialogue to practice the grammar points?

T.A: Yeah. First, I write some dialogues on the blackboard. Then it helps them as an example. After looking and practicing the example I wrote on the blackboard. Then I ask different questions relating the topic.

Interviewer: Do the students take roles or speak to one another when the dialogues are given?

T.A: Yes. As I told you before, not only students have the same interest and motivation in these activities. Some are very interested to practice in group or pair, but others refuse to participate in this kind of activity.

Interviewer: So how do you encourage or motivate students who are not willing to participate in the dialogue or pair work or group work?

T.A: Right. I use different methods in order to help these kinds of students. For example, most students consider every simple question as a difficult one. I ask them a very simple question first

or start from a very simple question. Then, turn by turn I will come to my point or grammar teaching. So I begin from a very simple question.

Interviewer: That's good. Do you give your students grammar activities to encourage them to speak/write using the rules they have learnt? For example, today you may teach them some grammar points. It could be past tense or some other points. Do you give them activities to encourage them to speak using the grammar rules or to write some points using the grammar rules?

T.A: Yes. I give them some activities. First, I give important notes on that grammar topic. After I give important points and notes on that grammar, I ask them whether they have got my point or not. Then, write some examples on the blackboard using the lesson of that day. After I gave them some examples, I ask them to tell me more examples. I use this method.

Interviewer: What about writing? Do they write their own sentences using the grammar points? Do you encourage them to write?

T.A: Yeah. First, I recommend them to write their examples on their exercise book. Then, I will check their work. If there is a mistake in their sentences, I will tell the mistake made in that sentence.

Interviewer: Ok. Do you simply give them feedback or correction immediately?

T.A: Yeah. It depends on time. If I have enough time to give feedback for every student, I will check the work of every student and give feedback and correction. But if I don't have enough time, I will check the work of some students.

Interviewer: Do you think that giving feedback immediately for students helps them to learn the grammar for communication?

T.A: I think so because some students simply understand what the teacher said. So if I tell the mistake made by students, next time that student can correct his mistake.

Interviewer: Ok. That's good. Are the students interested in learning grammar in these ways, for example, you give them certain grammar points and you encourage them to speak or write using the rules they have learnt?

T.A: Not all students have the same interest on this issue because some students criticize themselves. If I tell him/her the mistake made, that student will criticize himself/herself. But some students are very interested in taking correction and feedback. So in short, not all students are equally interested in taking feedback.

Interviewer: Do majority of the students have no interest in taking feedback immediately?

T.A. Yes. Only some of them.

Interviewer: How often do you use the following stages of presenting your grammar lessons: Introduction, Presentation, Stabilization and Evaluation? And what are your roles in each stage and what about the students' roles?

T.A: Right. First, on Introduction stage I simply introduce the topic. For example if that topic is about the *Past Tense*, I briefly tell the students some basic information. I simply introduce the topic to the class. On Presentation stage I give detail information and presentation. I give important notes on that grammar topic. On Stabilization I summarize what I taught. Then finally, on the last stage which is Evaluation, I ask the students whether it is clear or not. On this stage I use different methods. For example, I can ask questions the students. Another method can be giving some activities or exercise.

Interviewer: What about the students? What do they do?

T.A: The students also do different activities on all these stages. For example, on Introduction stage, the students tell me what he knows about that grammar topic. Whether it is right or wrong it doesn't matter. I recommend to freely tell me their opinion.

Interviewer: Do you use brainstorming activities at this point?

T.A: Yes. I use brainstorming questions. For example, if it is about the Past Tense, first I can ask them some questions about tense. So students do different activities on different each stage.

Interviewer: Ok. Do you think that these procedures: Introduction, Presentation, Stabilization and Evaluation help students use the rules they have learnt for communication? Or do they speak using the rules? Or do they contribute to the development of the language points using the rules they have learnt?

T.A: Of course it can be useful for the students to develop their communication skill. But the major problem here is lack of time. They cannot practice as they want because it is very difficult to practice every in forty or thirty minutes. So it will the students to some extent.

Interviewer: Ok. What problems have faced during the implementation of learner-centred grammar teaching? What are the challenges?

T.A: There are a lot of problems that face while teaching grammar using a learner-centred method. For example, the students do not want to participate in the classroom. Another problem could be shortage of time. This means you cannot teach the students in this short time in the way you want. Every student cannot get an opportunity to participate in the classroom.

Interviewer: Some teachers complain that where is a large number students in the classroom, it is difficult to implement a learner-centred approach. What do you think about this?

T.A: I think it is true because if the number of students in the classroom is large, it is very difficult for the teacher to use learner-centred approach. It is very difficult to teach in this very short time and large number of students. They do not match.

Interviewer: What do you think are the problems that hinder students not to speak using the grammar rules they have learnt? Most of the time, the students may fail to speak using the rules. What are the problems for this?

T.A: As I think this is lack of much knowledge of English. Starting from the lower class, students do not have knowledge of English. It is a foreign language as we know. So students consider it as a very difficult subject. This is one problem.

Interviewer: Are you saying that students' background can affect students to speak using the rules they have learnt?

T.A: Yes. It affects the students' ability to speak.

Interviewer: So do the students fear making mistakes when they speak?

T.A: Yeah. They are very afraid of making mistakes in the classroom because students can laugh to one another. So they don't want to speak any word in English in the classroom.

Interviewer: What are your roles to encourage them to speak using the rules they have learnt?

T.A: Right. The main thing here is building their confidence. First you have to build the confidence of your students. After that if that students has full confidence, he /she doesn't afraid to speak what he/she wants. So the main thing is building the confidence the students.

Interviewer: What methods do you use to build their confidence?

T.A: Right. Sometimes give the chance for the students to speak in front of the students. I call a given student, then I bring to the front. I motivate him to speak in front of the students. For example, I can say 'Who is that student sitting at the corner?' At that time the student looks at the eyes of every student in the classroom. But while they are sitting on their bench, they afraid to stand in front of others.

Interviewer: That's good. Do you think the three P (may be a traditional method of teaching grammar-Presentation, Practice and Production) are effective for students to use the rules for communication?

T.A: Yeah. I think it is important for students because presentation is given to the teacher to present his points. After listening to the presentation, the students get some understanding from the teacher's presentation. After the topic is presented to the students, the students can easily practice what they learnt.

Interviewer: What about using the rules to communicate with you and their peers?

T.A: I think it doesn't encourage the students very much because it is in the form of feedback. First, you present your lesson to the class. After your presentation, you give chance to students to practice. So I don't think it is very much useful.

Interviewer: That's good. I finished my questions. Thank you very much. I appreciate your cooperation.

T.A: No matter.

Transcription of Interview for Teacher B: Holata Secondary School

Thank you very much first of all. The purpose of this interview is to collect data on the title **'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus.'** Your responses will be kept confidential and are used for this research purpose only.

Therefore, you are kindly requested to give your genuine answer. Let me continue with the first question.

Interviewer: When you introduce your grammar lesson, how do you introduce it? Or how do you present it from the beginning to the end?

Teacher B: First of all, before I start the daily lesson, I revise the previous lesson by asking and responding to the questions. Then if I have notes, I write them. After writing notes, I will give the students short and long presentations by making students participate. When I say 'participating' the students, most of the time I use active teaching-learning method. That means student-centered method. And then before I complete the lesson, I also give them homework or class work and revise the daily lesson.

Interviewer: What are these active learning techniques you frequently employ when you teach your grammar lessons?

Teacher B: When I say active learning method, most of the time, I use the student-centered method. As you know, at this time the students are very passive and cannot speak properly. And as you saw, the students do not participate in the class. But our push, we try to make a few students participate. Majority of the students do not participate because of fear. If they participate I use student-centered method by asking and responding to questions and giving them quiz.

Interviewer: May be have you interviewed your students some other time because as I was observing you classes, you were giving notes and there were discussions. After that, there were activities being given for students. Do you encourage your students some other time to take part in the activities being done in the classroom? Or are there any methods that you use to make them participate?

Teacher B: As you know, after corona, we miss discussions but we encourage the students by advising. As you know the English language is the third language for the students even it is difficult for us. For this reason I encourage them, for example, if they miss the answer, in order to avoid their shyness. And if they cannot get the answer, I say 'Good', 'Continue' to motivate them.

Interviewer: Have you been given any training related to learner-centered language teaching method or how implement it?

T.B: No. I haven't been given any training.

Interviewer: Do you think that learner-centered approach is effective for teaching grammar rules?

T.B: It is very difficult to teach them (the students) because when they come to school, they can't use the language. Even the students totally cannot speak a word, phrase or sentence.

Interviewer: It's obvious, but my question is if you use learner-centered approach or active learning methods in your class, is it/are they good for teaching grammar rules or can it/they help students learn the grammar rules?

T.B: Yeah. Without approach, it is difficult to teach the students. For example, most of the time, when we are teaching them, sometimes we become serious and sometimes we joke with them and sometimes we encourage them. Also we approach them in a friendly way. Otherwise they feel shy. They are also afraid to learn the language.

Interviewer: Are your students interested in the way that you present the grammar lessons in the classroom? Or are they happy with the method that you are using to present grammar lessons?

T.B: Yeah. I give presentation for them, but we can't get more ten students in one class as you saw. I sometimes give them presentation as assignments.

Interviewer: Is it focusing on grammar lessons?

T.B: Yeah, but not always. Sometimes I give presentation on the tense.

Interviewer: What is use of giving them an opportunity to present the grammar rules to students?

T.B: It's very important one because during their presentation, they develop their pronunciation, confidence and speech. But majority of the students are not interested in this method or to participate.

Interviewer: What do you think is the reason why students lack interest or why don't they participate in the classroom?

T.B: Because the language is difficult to them. As I told you before, English is the third language for them. They can't speak. They feel shy.

Interviewer: How often do you use group work, pair work, asking and answering questions, role plays and interviews to teach your grammar lessons?

T.B: As you observed, by giving homework, quiz and asking and responding to questions and by making students participate, I teach them. When I ask them, I ask randomly by calling their names. Most of the time, I push them without their willingness.

Interviewer: During my observation, you were asking your students to participate in the class. But you did not tell them to discuss this one in pairs or groups except some students were responding to your questions. What could be the reason for this?

T.B: We cannot use groups because our class is not convenient for the arrangement of groups as it is crowded. And there are more than 80 students in the class. But on their seats, I give discussions for them. I ask and encourage them.

Interviewer: What are the responsibilities of the teacher or you and your students when you present your grammar lessons? That means what roles do you play or what do you do and what do your students do when you present your grammar lessons?

T.B: I have many responsibilities during presentation of grammar lessons. My responsibility is giving notes, encouraging the students, giving presentations, giving a quiz or homework or questions. The most important one is encouraging the students, most of the time, even when they feel shy.

Interviewer: What about the students' roles?

T.B: The students' role is participating in that grammar points and listening to their teacher carefully. And if they have any question on the difficult points, they must ask their teacher. Doing their class work and homework is another role.

Interviewer: When I was observing your lessons, majority of the students were not participating. What do you think is the reason for this?

T.B: Because as I told you they feel ashamed. In addition, most of the students were the ones who were repeating grade 9. Only a few students have come from grade 8. For this reason they are not active students. Not more than 20 students that I can get from that class who are willing to participate.

Interviewer: What do you think is the reason that they are passive kept silent when you give them an opportunity to participate in the class?

T.B: The problem is fear of making mistakes or lack of confidence. Also they can't speak in English because the language is difficult to them.

Interviewer: In the class, there are three kinds of students: some students learn the grammar rules more by having a look at something or visual learners; and some of them learn the grammar rules by listening to the discussion or they are auditory learner and still some of them learn more by doing certain activities or they are kinesthetic learners. What techniques do you use to address these students?

T.B: For example, some students can learn by looking what's written on the board. These kinds of students get many advantages from the notes I give. Others can learn by listening to what I say. These kinds of students learn from what I speak. They easily understand what I say. And others learn in the same way.

T.B: By the way, class management is very important during teaching-learning process. If class management fails, teaching is very difficult. When you enter the class, before you start teaching,

you must control the students. Even let alone in our classroom, where there are more than 85 students, I you saw, teaching medium class is difficult without classroom management. If classroom management is poor, it is difficult to teach them. So, before you start teaching, you must manage your students. After that, you must make them participate by calling them especially passive students. If you make them participate more, they may become active. When you encourage them, they will develop their abilities.

Interviewer: Do you provide your students with extra grammar activities that enhance students' engagement? That means activities out of the textbook.

T.B: Yeah. As you saw, most of the time, we take a title provide students with some activities because Grade 9 textbook very boring. If you had seen the notes before, I took them from others, for example, World Wide English. Most of the time, I don't use the text. I only take title and find notes from outside. It is difficult to teach students from the text because it has no explanation on the grammar points.

Interviewer: Do you give students questions or activities out of the textbook?

T.B: Yeah. As you saw in the previous presentation, I gave them extra questions out of the textbook. In one presentation, I give the students one or two questions. First of all, I give them questions to discuss, and then I give presentation.

Interviewer: Do you give your students grammar activities that encourage them speak or write using the rules they have learnt?

T.B: No.

Interviewer: What could be the reason? Or why haven't you given them activities that they can use or write or speak using the rules?

T.B: I encourage them in order to write or speak or listen, but they haven't ability to write or speak using the grammar points. But most of the time I push them. Even If I give them writing orally, they can't write. Sometimes we make them practice writing or speaking.

Interviewer: Ok. If you give them some questions to write sentences or to speak using the rules they have learnt, do you think your students are interested in learning grammar in this way?

T.B: They have interest, but they don't have the ability to write or to speak using the rules.

Interviewer: How often do you use the following stages (Introduction, Presentation, Stabilization and Evaluation) of presenting your grammar lessons? And what are your roles and your students' roles in each stage?

T.B: When I prepare a lesson, I give more attention for student-centered method, but the students do not participate. For this reason, most of the time, I use student-centered method. When they

can't speak, I present by myself. And I also encourage them in order to present by themselves and ask and answer questions, but the students can't.

Interviewer: Do you think that these procedures (Introduction, Presentation, Stabilization and Evaluation) can help students learn the grammar rules for communication either in writing or in speaking?

T.B: Yeah. By the way when we prepare a lesson, we arrange by time, but when we enter the class, most of the time as you know, we cannot act we prepared because of classroom management and students' passiveness, Sometimes our lesson plan and our teaching system is disordered. Anyway, I push my students to participate.

Interviewer: What are the challenges of implementing learner-centered approaches in grammar lessons?

T.B: If I give them group work, I cannot manage the students. For example, when you give some title for discussion, they leave that work aside and chat with one another. If you manage group discussion, it is very important. But if you leave them alone they chat and play with their mobile games.

Interviewer: Are you saying that students' lack of participation is the challenge?

T.B: Yes.

Interviewer: Is there any other challenge?

T.B: Yes. The number of students in class is very large. Therefore, when I give them presentation, it is difficult to access them very well. The second one is the shyness of the students. The third one is that students haven't ability to speak because there was no participation in English when they were in elementary school. They learn all subjects in Afan Oromo in elementary school. When they come to high school for the first time, they learn all subjects in English.

Interviewer: Which methods do you think your students usually prefer when they learn grammar lessons? I mean explanation by you or learn by themselves by having a look at some examples provided?

T.B: If you give the chance for them, even you can learn many things from them. For example, as you saw, there are active students in the class. If you saw Ebisa in the classroom, I like his pronunciation, presentation, his confidence and his ability. Therefore, I can learn many things from him. Other students learn from such students rather from me.

Interviewer: OK. You were giving them notes followed by discussion. Do majority of the students usually prefer this method or learn by themselves by looking at some examples?

T.B: They need my explanation. Even during explanation, they ask me to translate into Afan Oromo. They are not willing to learn by themselves independently.

Interviewer: Some students were giving answers and actively participating in the class. Why didn't you give an opportunity to other students, who were doing any other activity by calling their name to give answers to the questions asked by you so that they may follow you?

T.B: It is very important. When students do any other activity, I call their name ask questions.

Interviewer: Some students were asking questions in Afan Oromo. Why didn't you encourage them to speak in English?

T.B: When they ask me in Afan Oromo, I respond in English.

Interviewer: Why didn't you encourage them saying 'Would mind speaking in English? Or feel free to speak in English.

T.B: I encourage them. But they adapt asking questions in Afan Oromo, they always ask questions in Afan Oromo.

Interviewer: Yes. That's why I am asking you. One student was asking you questions in Afan Oromo. Why didn't you him to ask you in English?

T.B: I told them to ask in English.

Interviewer: He asked you in Afan Oromo and you responded in English. Why didn't you encourage that student to ask in English?

T.B: Student's lack of language. For this purpose they want to speak in Afan Oromo.

Interviewer: Do you think that writing grammar notes on the board followed by discussion all the time help students learn the rules for communication either in speaking or writing?

T.B: Yeah. After my presentation, I give them quiz in order to make the students participate whether they have understood or not. I check their answers one by one. I give them a chance to present by themselves in the class.

Interviewer: I have already finished my presentation. Thank you very much.

T.B: Thank you. Your questions are good. I have learnt many things from you.

Transcription of Interview Data for Teacher C: Burka Harbu Secondary School

Interviewer: Thank you very much. The purpose of these interview questions is to collect data on the title '**Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus**'. Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer. Let me continue with the first question.

When you begin your lesson, how do you introduce your grammar lesson? Or how do you present it from the beginning to the end?

T.C: Before I begin my lesson, I revise what I taught in the previous lesson. After that I take out some points which refer to the topic.

Interviewer: You begin from the previous lesson and you introduce the daily lesson. How do you teach the whole period?

T.C: After introducing the lesson, I try to pick up the students and do that part and explain their interests and what they have observed before they come to class.

Interview: How do you understand learner-centred language teaching? Or are you familiar with learner-centred language teaching?

T.C: Yes, of course. Some students want to participate in classroom and majority of the students do not want to participate. This is a great problem so that it difficult to see students as equal.

Interviewer: Have you been given any training learner-centred language teaching?

T.C: Yes, I have.

Interviewer: Alright. Do you think that it is effective for teaching grammar rules?

T.C: Yes, of course. According to the training I have taken, it increases students' participation. Based on this, I want to make students participate based on the student-centred approach.

Interviewer: Are you saying that learner-centred approach is important for teaching grammar?

T.C: Yes, because students can easily understand the rules they have learnt if learner-centred approach is practiced.

Interviewer: Are your students interested in the way that you present your grammar lessons? If you say 'yes', how? If you say, 'no' why?

T.C: Really, most of the time, they are interested as I have evaluated my students. Some if they fail to understand, I change the methodology so that students can learn that grammar part.

Interviewer: Are your students willing to learn grammar using learner-centred approach?

T.C: As I mentioned before, I use a student-centred approach and they are interested to learn grammar.

Interviewer: How often do you use group work, pair work, asking and answering questions, role plays and interviews to teach grammar lessons?

T.C: If students fail to understand by one method, I make them try to participate in different activities such as pair work, group work and home work activities.

Interviewer: To what extent students participate in pair work and group work?

T.C: I didn't get all students' participation. Some students participate, but most of the students are passive. I don't know the reason, they afraid of participation.

Interviewer: To avoid the students' fear or to increase their participation during pair work or group work, what have you done in the classroom or at home when you prepare your lessons?

T.C: To enhance the students' participation I have tried to make them practice again and again so that they avoid their fear.

Interviewer: When you present your grammar lessons in the classroom using different methodologies, what are the responsibilities or duties of both the teacher and the students? Or what are your roles and your students' roles to play in the classroom?

T.C: Most of the time I advise them to do the grammar activities and they try to make conversation together and exchange ideas. I want to encourage them learn from each other day to day.

Interviewer: When I was observing your lessons, majority of the students were not participating. What do you think is the reason behind for this?

T.C: Most of the time students do not participate because they are afraid of making mistakes. However, the participation of the students is different from topic to topic. When the topic is new to the students, their participation decreases.

Interviewer: Is there anything that you have done to make majority of the students participate in the classroom?

T.C: Of course. I encourage them to read those new topics before they come to class to improve their participation.

Interviewer: How do manage students with different learning styles? It is obvious students have different learning styles. Some students are visual learners-they want to learn more by looking at something; some of them are auditory learners-they learn more through listening and some others are kinaesthetic learners-they want to learn more through doing activities. What techniques do you use to motivate them to follow your grammar lessons attentively?

T.C: When I evaluate my students their interest is different from skills to skills. I encourage them to give equal attention to all skills.

Interviewer: Do you provide your students with extra grammar activities to enhance their engagement? When was observing your classes, you were doing questions from the textbook only. You were not giving them activities out of the text. Why didn't you give them activities beyond the textbook to enhance their engagement?

T.C: No, no. It was not as you observed. But I have prepared different questions from different books. I have given them an assignment and they do. Through this way I evaluate my students.

Interviewer: What kinds of activities are suitable for learner-centred grammar teaching? For example, in your lessons, you give students grammar activities, what kinds of activities are for teaching grammar lessons using a learner-centred approach?

T.C: I think as I told you before there are different type of activities: Group discussions, independent activities, try and error activities.

Interviewer: These are the methods that you use to present you grammar lessons. My question is certain activities are suitable for learner-centred grammar teaching. So what activities are suitable for learner-centred grammar teaching?

T.C: When we look at our textbook, it is arranged in different forms. For example, some questions are choice; some of them are fill in the blank spaces and some others by definition form.

Interviewer: Which of these are suitable for learner-centred grammar teaching?

T.C: I haven't chosen because if students try to learn grammar in different ways, they can grasp different information or knowledge of grammar or abilities. For these reasons, I haven't focused only on one activity.

Interviewer: How often do you give your students grammar activities to encourage them speak or write using the rules they have learnt?

T.C: I encourage them to use grammar rules in speaking or writing or listening. After listening to discussion, they do activities again and again. Generally, I integrate the four skills of language.

Interviewer: How often do you use the following stages of presenting grammar lessons: Introduction, Presentation, Stabilization and Evaluation?

T.C: Most of the time, I try to implement these four steps. I write some points on the lesson I teach today. After that I give an opportunity for students to express themselves. I try to explain what they have said. At the end I try to summarize what I have taught them.

Interviewer: What do you think are your roles at different stages?

T.C: When I begin the lesson, I arrange my students to follow the lesson. After I introduce my lesson and I will go to do various activities.

Interviewer: What about the students' roles?

T.C: They try to participate on the activities.

Interviewer: Do you think that these procedures help students learn grammar for communication?

T.C: I accept that.

Interviewer: How does it contribute to learning grammar for communication?

T.C: If they understand the main point from that lesson, they can improve themselves by grammar points they have learnt.

Interviewer: Do you think that these procedures are modern teaching methods or traditional teaching methods?

T.C: It depends on you approach. If you arrange your students as students-centred, it will become student-centred approach.

Interviewer: How can it be student-centred approach?

T.C: If you make students participate and encourage them do by themselves, it is student-centred approach.

Interviewer: Are you saying that these procedures can help students to be active participants based on the teacher's implementation?

T.C: Yes, of course.

Interviewer: What problems have faced during learner-centred grammar teaching?

T.C: I think, most of the time, if I evaluate this textbook its contents are too vast to finish within the academic year.

Interviewer: Is there any additional problem if you want to implement a learner-centred approach in your grammar lessons?

T.C: Students have no interest, but I don't know the reason. That means students have no interest in classroom participation.

Interviewer: Do you think that the three P (Presentation, Practice and Production) way of teaching grammar is effective for students to use the rules for communication? Or sometimes you present your grammar lessons and you may your students practice and may be you make

them produce their own sentences using the rules they have learnt. Do you think that this way of grammar teaching help students use the rules they have learnt for communicating with others?

T.C: As I think to use these grammar, rules most of the time, they are afraid of. They want to learn the rules to pass exams only. To express their ideas while they are talking to each other, they are afraid of. So around this area there is a problem, but I don't know the reason. They don't express themselves.

Interviewer: Which methods do you think your students prefer when they learn grammar? Or do you think that they need explanation from you learn by themselves under the guidance of you?

T.C: Most of the time they need explanation from me because when I explain to them they try to understand in an easy way. But as I believe if they dig out the grammar rules by themselves, it is very important for them.

Interviewer: Have you encouraged them to dig out the rules by themselves?

T.C: Really, of course. I give them the hint and show them examples. After I give them examples, they try to do with one another in the forms of homework, classwork.

Interviewer: While I was observing you classes, some students were actively participating by giving answers to the questions, but majority of them were not participating in answering your questions. Why didn't you give an opportunity for the students who were keeping silent to answering your questions by moving in the classroom?

T.C: If you observed properly at that time, I asked the students who were silent. I want to pick up and take out who do not talk in the classroom. I use this system, most of the time.

Interviewer: During giving an activity, you started collecting answers before majority of the finished. Why didn't give enough time to finish the activity and give their response.

T.C: It is recommended that ample time should be given for students to finish an activity. But as you observed, another teacher used extra minutes from mine. This is the reason why I didn't give them enough time. However, some other time, I give students time to finish an activity. After that I try complete my lesson and revise the daily lesson. Generally, I categorize my lesson into four parts: Introduction, Presentation, Stabilization and Evaluation. So, at the end I conclude.

Interviewer: I have finished my interview questions. Thank you very much.

T.C: Thank you also.

Transcription of Interview Data for Teacher D: Burka Harbu Secondary School

Interviewer: Thank you very much. The purpose of these interview questions is to collect data on the title '**Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus**'. Your responses will be kept confidential and are used for research purpose only.

Therefore, you are kindly requested to give your genuine answer. Let me continue with the first question.

When you present your grammar lesson, how do you begin? Or how do you present it from the beginning to the end?

Teacher D: First, I revise the previous lesson. After that I ask the students some questions from active students and slow learners. Then I tell them the daily topic. After I give some information about that lesson, I summarize the main points of the idea. I ask the students some questions to check their understanding.

Interviewer: Do you think that this way of teaching grammar can help students learn the grammar rules effectively?

Teacher D: Yes. Partially some students understand effectively and some students may not understand. Or half of the students understand because of this it is very nice.

Interviewer: Have you been given any training in relation to learner-centred language teaching?

T.D: For myself?

Interviewer: Yes.

T.D: Yes. Before ten years, I had taken some training about learner-centred approaches?

Interviewer: OK. If you were training on learner-centred approaches, do think that they are effective for teaching grammar lessons?

T.D: If it were given continuously, it would be important for us. But it was not given continuously because the change of text books in with the curriculum.

Interviewer: Assume that you want to use learner-centred approach to teach your grammar lessons; do you think that learner-centred methods are effective for teaching grammar lessons?

T.D: Yes. They are very important.

Interviewer: How?

T.D: Because when we use learner-centred approaches, students are clear with what they have learnt.

Interviewer: Are your students interested in the way that you present your grammar lessons?

TD: Yes, because according to my way of teaching, most of the time, I teach the grammar points by focusing on forms or structures. So, when I say something students are active.

Interviewer: Are you saying that the students listen to your presentation very actively?

T.D: Yes. However, many students do not have interest. They simply sit idle in the class. They are not active. Those students who are willing to learn have an interest and participate in the class.

Interviewer: Are your students willing to learn grammar using learner-centred approaches?

T.D: Yeah. Students who have interests in all subjects want to learn grammar using learner-centred approaches.

Interviewer: What about others? I mean what about majority of the students?

T.D: The students who live around town plan or idea about teaching-learning process. Totally, they don't like. They come to the school compound to enjoy themselves.

Interviewer: Was there anything that you have done to motivate these students?

T.D: I have advised them many times saying learning is very important for your life.

Interviewer: How often do you use group work, pair work, asking and answering questions, roles plays and interviews to teach your grammar lessons?

T.D: Sometimes at the end of the class. I give them pair work or group work. Sometimes I ask students to come to the front and try to present. Others students ask him/her.

Interviewer: When I observed classes, no students came out to the front asked each other question. Why didn't you implement?

T.D: I did that.

Interviewer: Did you do that?

T.D: Yeah. I asked some students to come to the front and do something.

Interviewer: You were encouraging students to come to the front and write the answers of the questions from the text.

T.D: Yeah.

Interviewer: Do you think that giving the students certain opportunities to present their questions, help them learn the grammar rules effectively?

T.D: Yeah. It is very important to develop their ability as I think.

Interviewer: To what extent do students participate in group work or pair work?

T.D: When they exchange ideas in pairs or groups they have an interest to participate because they talk with partners or friends.

Interviewer: Do they participate?

T.D: Yes.

Interviewer: But when I observed your classes, majority of the students were not participating except some students. Why didn't you they participate when you asked them some questions or you told them to share ideas?

T.D: Regarding our school, most of the students have no interest to learn English. When you asked them, they consider English as a difficult subject. Since the contents of the book are very fast, we want to save time.

Interviewer: Are you saying that it is difficult to cover the book in practicing learner-centre approaches in grammar lessons?

T.D: Yes. The book has twelve units. Therefore, it is difficult to cover the contents.

Interviewer: When you teach your students, there are three types of students. Some students are visual learners-they learn more when they look at something; some students are auditory learners-they want to listen to something more; some students are kinaesthetic learners-they learn more by doing certain activities. What techniques do you use to address the needs of all these students?

T.D: As to me, I write down some notes on the blackboard and by asking the students to come to the front. When the student comes out and stands in front of the class, the students give attention to that student by asking questions. But most of the time I write some notes on the blackboard and ask them to say something in front of the class.

Interviewer: Do you provide your students with extra grammar activities to enhance students' engagement? That means activities which are not included in the textbook?

T.D: Yeah. By referring to another book, I will try to bring information which is not in the textbook.

Interviewer: I am not talking about giving notes. Assume that you taught the students the Present Perfect, do you give them activities or questions out of the text?

T.D: Yes.

Interviewer: What do you think is the importance of giving activities or questions out of the textbook?

T.D: When these types of questions are given, the students refer other books to get answers for the questions given for them.

Interviewer: Do you think students are learning by themselves at this time?

T.D: Yes. To find the answers to the questions, they ask one another; communicate with each other.

Interviewer: Do you give your students grammar activities to encourage them to speak or write using the rules they have learnt? Or after presenting your grammar lessons, do you give them certain activities to speak or forming dialogue and writing sentences using the rules? When I observed you classes, you were giving the students notes; you were giving them questions to discuss. You were teaching Present Tense, why didn't you give the students to write their own sentences or create a dialogue using the rules they learnt?

T.D: Most of the time I do this. For example, I encourage the students to hold conversation. If student A asks questions by using past tense, the other student give the answer by using Simple Past Tense. So, when they communicate with each other, the students learn grammar.

Interviewer: During my observation sessions, I didn't observe such like practice. What could be the reason?

T.D: There are repetitions of grammar points. There is a repetition of grammar points. That is why I didn't practice. At the beginning I was trying to do that, but now I don't have time.

Interviewer: Are your students interested in the ways that you teach your grammar lessons? That means do they have interest in using the rules they have learnt to write sentences or speak in it?

T.D: When I see the students, they have interest to learn grammar because when you say something by using forms, the students understand the idea. But if you ask the students on the four skills-to speak, to write, they don't have as such an interest.

Interviewer: Are you saying that they don't have interests to write sentences or form a dialogue using the rules they have learnt?

T.D: Yes.

Interviewer: Why do you think they lack an interest?

T.D: I think in the lower grades the students might have not practiced this.

Interviewer: Are saying that the background they come from matters?

T.D: Yes, this is the problem.

Interviewer: How often do you use the following stages of presenting your grammar lessons- Introduction, Presentation, Stabilization and Evaluation? And if you use these stages, what are your roles and your students' roles in each stage?

T.D: Most of the time, what I do is asking students. After I teach, I ask the students to check their understanding. To make things clear for students, I write notes on the board and again ask them questions at the end of the lesson.

Interviewer: What do the students do at this time?

T.D: When I ask them revision questions, the students, most of the time, say something about the previous lesson. In the middle, they may keep silent or may not give the answer. But at the end, when I revise the idea of the lesson, they give me responses.

Interviewer: Do you think that these procedures that you follow-Introduction, Presentation, Stabilization and Evaluation help students to learn language rules for communication or using the rules in writing or in speaking?

T.D: Exactly.

Interviewer: How can it be?

T.D: Because according to our practice or if we follow this rule most of the students understand the topic.

Interviewer: During the implementation of learner-centred approaches in your grammar lessons, what challenges have you faced that hinder you to practice?

T.D: The students disturb the class and talk about personal issues with each other. But I ask those students who talk about various issues to get the students attention towards the lesson.

Interviewer: Are you saying that students' noise can hinder you to implement learner-centred approach in the classroom?

T.D: Yes, because students who disturb in the class have no interest to learn. However, I ask them questions to settle them as much as possible.

Interviewer: Which methods do you think your students prefer when they learn grammar? I mean do they always prefer taking notes and explanation by you or learn the rules by themselves?

T.D: Most of the time, majority of the students prefer explanation.

Interviewer: Do you mean that they want to learn from you all the time?

T.D: Yes.

Interviewer: What could be the reason for this?

T.D: Most of the students do not want to say anything because they are afraid of making mistakes. Therefore, they keep silent.

Interviewer: To encourage them to participate, what methods do you use?

T.D: I ask questions again and again; I give them pair work, classwork, and group work. So, by making them practice in groups and in pairs, they may say something. I use such like methods.

Interviewer: Some students were asking questions in Afan Oromo. Why didn't you encourage them to ask questions in English so that they can learn the rules in speaking?

T.D: Not only the students but I also use because there is a relationship between them. For example, we call 'syllables' in English and 'birsaga' in Afan Oromo. Therefore, when you say something according to this, the students understand more.

Interviewer: That is good. But do you think that using Afan Oromo to ask questions help them use the rules in communication-in speaking or writing?

T.D: No. It has a problem. But to give attention or motivate for students sometimes I do this.

Interviewer: After asking questions you started collecting the answers from some students who are fast learners, but still others were working. And before majority of the students finished doing the questions, you gave them the answers by yourselves. Why didn't you wait for majority of the students to finish doing the questions?

T.D: Because the topic is not new for them, I didn't focus on majority of the students.

Interviewer: Why did you give them feedback or corrections immediately? Or why didn't you give an opportunity to students to correct themselves or students can exchange ideas to get the answers?

TD4: May be this true. But the book has twelve chapters. To cover this, it is difficult because of shortage of time. Most of the time, I roughly ask students questions to cover the contents.

Interviewer: During my observation, you were inviting students to ask questions. Why is the use of giving an opportunity to students to ask you questions?

T.D: This opportunity is very important for students because when students ask me questions, others students who are afraid of me to ask questions may get clear on the topic under discussion when I give them explanation.

Interviewer: Do you think that asking questions develops students' confidence?

T.D: Yes. They can develop confidence, their language skills and strong relationship-interaction between me and them.

Interviewer: I have already finished my question. Thank you very much for your cooperation.

T.D: Thank you.

Transcription of Interview Data for Teacher E: Kolobo Secondary School

First of all I would like to say thank you. The purpose of this interview is to collect data on the title **'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus'** Your responses will be kept confidential and are used for this research purpose only. Therefore, you are kindly requested to give your genuine answer. Let me continue with the first question.

Interviewer: When you begin your grammar lesson, how do you introduce it? Or how do you present it from the beginning to the end?

T.E: When I begin my grammar lesson, first I will ask my students what I taught them in the previous class, after that I will continue teaching grammar rules and I will finalize in grammar. Or I will revise the previous lesson. For example, when I teach past continuous tense, or other grammar points, I will introduce using correct grammar.

Interviewer: Have you been given any training related to learner-centered approach?

T.E: No.

Interviewer: Do you think that learner-centered approach is effective for teaching grammar rules?

T.E: When students are taught using learner-centered approach, they will improve grammar.

Interviewer: Do you think that your students are more or less interested in the way that you teach your grammar lessons?

T.E: When I teach my students, first I will give explanation about the topic, and then I will give them short notes. After that I will present what I wrote on the black board. Then most of the students are interested in this method. This means most of the time I teach my students in the way that you have observed in the class.

Interviewer: Are students willing to learn grammar using learner-centered approaches such as pair work, group work, asking and answering questions and other learner-centered methods?

T.E: They are willing to if these methods are implemented in teaching grammar lessons.

Interviewer: How often do you use pair work, group work, asking and answering questions, role plays and interviews to present your grammar lessons?

T.E: Sometimes I will give chance to students to encourage them to discuss in groups or their teams or role plays. I will ask them questions to discuss in pairs.

Interviewer: To what extent your students actively participate in the class during pair or group work?

T.E: Whether the answer is right or wrong they will participate.

Interviewer: But when I was observing your classes, majority of the students were not participating except a few students who were asking questions or responding to your questions. What do you think is the reason?

T.E: For this reason when you were observing the classes, may be they were frustrated or felt fear because they saw a new face.

Interviewer: What about some other time?

T.E: They participate in the class.

Interviewer: When you present grammar lessons, what are your responsibilities and what about yours? In other words, when you present grammar lessons what do you do and what do your students do?

T.E: When I introduce my grammar lessons, my students are responsible in listening to what I teach. Also they should take notes I give them and they should understand what I teach.

Interviewer: In the classroom, you find students who have different learning styles: Some of them learn more when they listen to something (auditory learners); some of them learn more when they observe something (visual learners); some of them learn more when they do certain activities (kinesthetic learners). What techniques do you use to motivate all these students?

T.E: I will ask them some questions directly related to my topic by calling their names.

Interviewer: What about the students who want to learn through observing something and through doing activities?

T.E: I will give an opportunity to ask questions and I will encourage students who participate in class by giving them extra mark to make them focus on the activities being done.

Interviewer: Do you provide your students with extra grammar activities out of the textbook that enhance students' engagement? Or how often do you do? When I was observing your classes, you were making your students do questions from the text. What about some other time?

T.E: While doing activities, I will write some questions on the black board, bringing out of the textbook. I will tell them to do the questions at home, and I will ask the students to them mark.

Interviewer: What do you think is the importance of giving extra grammar activities?

T.E: It helps students to get more knowledge about the topic.

Interviewer: Do you think that providing extra grammar activities develops their confidence in doing some questions or to participate in class?

T.E: Only in the classroom they may participate.

Interviewer: Do you give your students grammar activities to encourage them to speak or write using the rules they have learnt?

T.E: Most of the time I don't use this method.

Interviewer: Assume that you use this method. What is the importance of making students write their own sentences or forming a dialogue by using the grammar rules they have learnt?

T.E: It is important to give such like activities for students because it enables them to language skills. However, when I teach my students I have only forty minutes. I have no more time to do this activity. I want focus on my teaching in only forty minutes.

Interviewer: Are you saying that shortage of time is the problem?

T.E: Yes.

Interviewer: How often do you use the following stages of presenting your grammar lessons? These stages are Introduction, Presentation, Stabilization and Evaluation in your grammar lessons? What are your roles and your students' roles in each stage?

T.E: I follow these procedures.

Interviewer: So what are your roles and your students' roles?

T.E: On Introduction, I will ask some questions what we have already learnt in the previous class. After that they remind me what they learnt in the previous class. Then I teach my students the daily lesson. After teaching them, I will ask them some questions to evaluate. By asking questions, I check their understanding.

Interviewer: What do the students do at this time?

T.E: They will reflect what they have learnt. Or they respond to my questions.

Interviewer: Do you think that these procedures help students use the grammar rules for communication, example for writing sentences or speaking in it?

T.E: In my opinion, it helps because when they reflect on what they learnt in the previous class, they may develop their language skills. For example, yesterday I taught about article. Article is one of the grammar rules. When they talk using the articles they have learnt, it helps them to use the structure of the language.

Interviewer: What problems have you faced during the implementation of learner-centered grammar teaching?

T.E: Yeah. There are some problems. The students fear to participate. May be more than speaking or reading or other skills, they fear of committing mistakes in the rule of the language.

Interviewer: Is there anything that you have done to encourage students not to fear?

T.E: Yeah. I will encourage my students saying through practice, you will become perfect. Don't fear. Free from any influence. Try to participate in the classroom. After that you may understand something. These are the ways I use to encourage them.

Interviewer: Do you think that the 3P (Presentation, Practice and Production) can help students use the language rules they have learnt in communicating with others or in writing sentences?

T.E: It helps students.

Interviewer: How do they help?

T.E: When students listen and write, they may use the rules.

Interviewer: Which methods of teaching do your students prefer when they learn grammar? Always explanation by you or learn by themselves? Or do they always expect something from you or they want to learn the grammar rules by themselves instead of waiting for you all the time?

T.E: It is better when they learn by themselves. But I will give them some activities. Based on this, when they find additional points, they develop their language skills.

Interviewer: Let me repeat my question. Some students expect everything from the teacher in the form of explanation. And some of them want to learn by themselves, looking at the sentences and find out the structure. For example, if you want to present the present perfect tense, you may provide them with some examples to discover the rules before your explanation. So, which one do your students most of the time prefer? Based on your experiences of teaching do they prefer explanation by you only or they want to learn by themselves the grammar rules you present?

T.E: If they get additional explanations from teachers, it is good because when they learn by themselves, they find more information about what they have learnt.

Interviewer: You are telling me the importance of learning by themselves. And my question is that do they like explanation by you or learn by themselves.

T.E: It is good when they learn by themselves.

Interviewer: What about explanation by you?

T.E: The questions that I give students may be few and not enough for them.

Interviewer: So do they learn by reading only the examples in the classroom because when I was observing your lessons, you gave the students short notes followed by discussion. Some students want to learn by themselves in reading examples provided to them. But in the observation, the students were waiting for you for explanation. Actually sometimes you were asking the students questions and they were responding to the questions. Therefore, which one do they prefer?

T.E: Sometimes they need explanation.

Interviewer: When they gave answers, some students were answering questions in Afan Oromo. Do you think that using Afan Oromo can help students to learn the grammar rules in English?

T.E: They use their mother tongue, but it does not help them to develop their language skills in English because it is not English. They have to use English.

Interviewer: Do you encourage them to use English?

T.E: In the classroom, I encourage my students to use English.

Interviewer: When you asked questions, you focused on the meaning of the articles which are used as revisions of the previous lesson. Why didn't you encourage students to write their own sentences using the articles they have learnt?

T.E: As you saw my class, in the previous class I taught about articles. Then, to remind the students what they learnt in the previous lesson, I asked some questions. I gave students short notes and explanation. Therefore, I didn't use such like technique as you saw.

Interviewer: Why didn't you use this one?

T.E: The opportunity that I gave them in revising the previous lesson and asking questions help them to understand the differences is also the way of learning.

Interviewer: Before discussion don't you think that providing the students with some examples and asking them to discover the grammar rules by themselves is preferable? For example, you taught cause and effect using the words since, as and because. Why didn't you write some sentences that contain the words on the board and encourage students to identify among these words?

T.E: As you observed my class, first, I gave explanation about the topic. After that I gave short notes with examples.

Interviewer: Why don't you leave giving short notes and simply give the students examples so that they can learn by themselves.

T.E: May be the students may not know about the meaning of the conjunctions which are related to cause and effect. They may not have background knowledge.

Interviewer: Why don't you ask them saying, 'Are you familiar with these conjunctions?'

T.E: May be some students are familiar with these conjunctions, but majority of them may not be familiar. This is the problem.

Interviewer: I have finished my interview. Thank you very much for your cooperation.

T.E: Thank you.

Transcription of Interview Data for Teacher F: Tullu Harbu Secondary School

Thank you very much first of all. The purpose of this interview is to collect data on the title **'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus.'** Your responses will be kept confidential and are used for this research purpose only. Therefore, you are kindly requested to give your genuine answer. Let me continue with the first question.

Interviewer: When you present your grammar lesson, how do you introduce it?

T.F: When I present my grammar lessons, I ask the students pre-questions. For example, if I want to teach past tense, first I ask students questions what they did yesterday or last time.

Interviewer: Have you been given any training related to learner-centered language teaching?

T.F: Yes.

Interviewer: What was the training about and do you think that such like trainings help you teach grammar lessons effectively?

T.F: Yes. Student-centered teaching is very useful for teaching because first students participate in groups and pairs in the class freely. I took different trainings on this area.

Interviewer: If you were given training related learner-centered language teaching, do you think learner-centered approaches are good for teaching grammar rules?

T.F: Yes. They are effective and students learn better through learner-centered approaches.

Interviewer: How?

T.F: They practice together again and again. They ask questions one another and they become good practitioners. Then they become good learners.

Interviewer: Are your students willing to learn grammar using learner-centered approaches? If you say 'yes' why and if you say 'no', why not?

T.F: To some extent, but they are not good.

Interviewer: What do you think is the reason for this?

T.F: I don't know. Nowadays, majority of the students are not interested in learning through these approaches. They lack of interest may arise from the condition. For example, when they see their brothers and sisters, they completed their education and stayed at home. There isn't any change. Therefore, I guess this could be the reason.

Interviewer: How often do you use group work, pair work, asking and answering questions, role-plays and interviews to teach grammar lessons?

T.F: I always use the methods?

Interviewer: As I observed your lessons, you were practicing pair work and group work. Is possible for you to always practice all these methods?

T.F: May be there is a shortage of time. Because of this I may not always practice all of them.

Interviewer: To what extent do your students participate during pair work and group work?

T.F: They don't participate actively because they have so many lacks. First, they don't have interest; they simply talk about another issue.

Interviewer: What do you think are the responsibilities of both the teacher and the students in teaching and learning grammar rules? I mean what do you do and what do your students do?

T.F: I motivate students to participate in pairs and groups; I move here and there to control what they do in the class. The students participate in their pairs and groups.

Interviewer: When I observing you lesson, majority of them were not participating. What do you think is the reason for this?

T.F: They don't care about their education nowadays. They don't have an interest, but I don't know the reason.

Interviewer: Did you try to motivate them?

T.F: So many times.

Interviewer: By doing what?

T.F: By calling their name; by going around; by asking questions why don't participate in their pairs.

Interviewer: Students have different learning styles: Some students are visual learners-they learn grammar more by looking at something, some are auditory learners-they learn grammar better through listening and some others kinesthetic learner-they learn grammar more by doing something. If you find such like in the classroom, what techniques do you use to motivate these students?

T.F: I'm new to this school. Therefore, I haven't identified the students. But for those students who want see something, I write notes on the board.

Interviewer: What about the others? Some students want to do certain activities. At this time what do you do?

T.F: I motivate them by checking how they do the activities; by looking at them; by going around.

Interviewer: Do you provide your students with extra grammar activities that enhance students' engagement in the classroom?

T.F: Yes.

Interviewer: When I was observing your classes, you were doing the questions from the students' textbook?

T.F: May be when you were observing my classes, I was focusing on the book. But before that I was collecting different types of activities from various reference books in order to make the students participate in the class.

Interviewer: What do you think is the importance of providing these activities? What do these questions help the students?

T.F: They help students remember what they learnt in the previous time and understand everything.

Interviewer: Do you give your students activities to encourage them to speak or to write using the rules they have learnt? Or do you encourage your students to write a sentence or form a dialogue using the rules they have learnt?

T.F: Yes. I encourage the students to write their own sentences, but the students can't participate actively.

Interviewer: If you give them writing sentences or forming a dialogue, do you think that students are interested in learning grammar through these ways?

T.F: Some of the students have an interest, but majority of the students have no interest because they do not have sufficient knowledge about the rules and writing by itself.

Interviewer: Are saying that they are not confident enough?

T.F: Yes.

Interviewer: How often do you use the following stages of presenting grammar rules (Introduction, Presentation, Stabilization and Evaluation)?

T.F: I try to follow these stages, but students do not actively participate in the classroom.

Interviewer: What do think are your roles and your students' roles at different stages?

T.F: My role is reminding what they learn in the previous lesson at the introduction part and students participate. In the presentation, I present what they learn in daily lesson. I use different methods to present by asking and answering questions may be and students listen and participate. In stabilization, I repeat what they have learnt and try to give them different activities and students do the activities. In evaluation, I ask different questions and students participate in answering the questions.

Interviewer: Do you think that these procedures help students learn grammar for communication? Or do these stages help students use the rules for writing or speaking?

T.F: Yes, they help the students.

Interviewer: It is good. What challenges have you faced during the implementation of learner-centered grammar teaching in the classroom?

T.F: Students lack of interest to participate in pairs, groups. Students do not bring their textbook to school.

Interviewer: Have you advised them to bring?

T.F: So many times, but they refused.

Interviewer: Do you think that the three PPP (Presentation, Practice and Production) way of teaching is effective for making students use the rules they have learnt for communication?

T.F: Yes.

Interviewer: In what ways?

T.F: During presentation, I make them participate by asking the previous lesson to check to their understanding and make them practice. After practicing they produce their own grammar.

Interviewer: Which methods do you think your students prefer when they learn grammar? I mean do they prefer explanation by you or learn by themselves?

T.F: They prefer explanation by a teacher only.

Interviewer: What do you think is the reason for this?

T.F: They think that only explanation is a way of learning. They think that simply lecture method is a good learning method. They think that a teacher is the source of all knowledge.

Interviewer: Do you think that students are not familiar with learner-centered approaches?

T.F: I don't think, but they learn all subjects by listening to a lecture.

Interviewer: What is the importance of making students create sentences using the rules they have learnt? For example, last time you taught quantifiers such as every, each, neither, either and both. You told them to write their own sentences using 'both'. What is the importance of making students create their own sentences using these quantifiers?

T.F: To develop their grammar knowledge; to help them how they write their own sentences contextually and how to use it.

Interviewer: Sometimes in the middle of your lesson, you were using Afan Oromo and Amharic. Since it is English class, why do you think is the reason for using Afan Oromo or Amharic to ask questions or give explanation?

T.F: Because students can't understand what I said to them in English only. So many times, I advised them to use English, but they are not able to use English.

Interviewer: Do you think that this can help the students use the rules or learn the rules because if the students are accustomed with using mother tongue they always use it to ask questions? Why didn't you tell other students to explain to these students who use their mother tongue so that you can implement learner-centered approach in the classroom?

T.F: Yes, but majority of the students can't understand what I say and what their partners say. They are afraid of what responding to questions and exchanging ideas in English. Using mother is the only option to understand what I taught them and what they learnt. However, it is not good.

Interviewer: You were telling the students to do activities in pairs or in groups while you were presenting your grammar lessons. Do you think that doing activities in pairs or in groups help students learn grammar effectively?

T.F: Yes.

Interviewer: How?

T.F: Because they use different kinds of speech, different questions together and they share their ideas. When one creates idea, the other listens. They can also understand things from one another and how the grammar works.

Interviewer: Sometimes correction can be given by the students themselves. If you give them certain activities in pairs or groups, you may tell them to check the works of another. This one is one of the ways of practicing learner-centered approaches. But I didn't observe you practicing this. You told them to discuss the activities in pairs or groups. You did not make students correct the activities among the pairs or groups. What do you think is the reason?

T.F: The students don't participate actively in the class. The other one is we don't have time to practice such kind of teaching/learning process.

Interviewer: Thank you very much. I have finished my interview.

T.F: Thank you.

APPENDIX I: Students' Interview Guide (English Version)

Addis Ababa University

College of Education and Language Studies

Department of Foreign Languages and Literature (English)

The purpose of this interview questions is to collect data on the title **'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus'** Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

1. In the teaching and learning processes, do want to work alone or with your partners in classroom? Why?
2. Are you interested in learning grammar? If 'yes' why? If 'not', why?
3. How does your teacher teach grammar? I mean, does he/she give you note and then present the grammar rules? Or does he/she give you certain activities that have rules and then you learn the grammar rules by yourselves? Which way do you like most? Why?
4. How does your English teacher frequently organize students? Is it in pairs, groups or alone? What do you think the purpose grouping students? Do you like the way he/she teaches? If you like, why? If you don't like, why?
5. Do you think that the student-centered teaching methodologies such as group work, pair work questioning and answering enhance your grammatical knowledge? If 'yes' in what way? If 'no' why?
6. Why do you think weren't majority of students actively participating in classroom grammar activities while the teacher was presenting grammar lessons?
7. What are the roles and responsibilities of teachers and students in the classroom during the presentation of grammar points? Or for an effective grammar teaching to take place in the classroom, what are expected of the teacher and the students?
8. Do you have interests when your teacher gives you extra activities out of your textbook? If 'yes' what does it help you, if 'not' why not?
9. Can you tell me some of the barriers that hinder you to actively participate while you learn grammar lessons?
10. Do you think that group discussions and situational dialogues are advantageous for grammar learning?
11. Are you interested in if your teacher assesses you on a regular basis in your grammar lessons? If you say 'yes', 'why and if you say 'no' why not? Does your teacher encourage you to correct the work of one another?
12. Do you think that if the teacher teaches you grammar using learner-centered approach, helps you write or speak using the rules you have learnt?
13. What do you think are the problems that hinder in teaching/learning grammar using learner-centered approach?

APPENDIX J: Students' Interview Guide (Afan Oromo Version)

Yuuniversiitii Addis Ababaa/Finfinnee

Koollejjii Barnootaa fi Qo'annoo Afaanii

Muummee Afaanota Alaa Ogbarruu (Ingilizii)

Afgaaffii Barattootaa (Afan Oromo version)

Bargaaffiin kun kan inni qophaa'ef, mata duree 'Tooftaa Barattoota Giddugaleessa Godhateen Seerluga Barsiisuu: Godina Addaa Oromiyaa Naannawa Finfinnee Manneen Barnootaa Filataman Keessatti Hubannoo, Shaakalaa fi Filannoo Barsiisaa fi Barattootaa Yemmuu Barnoota Afaan Ingilizii' jedhurratti odeeffannoo walitti qabachuufidha. Deebin isin kennitan iccitiidhan qabameet dhimma qorannoo kanaatif qofa oola. Kanaaf, deebii sirriidha jettan akka deebistan kabajan isin gaafadha.

1. Adeemsa baruu fi barsiisuu keessatti, qophaa moo hiriyoota kee waliin hojjechuu barbaadda? maaliif? Yeroo seerluga barattuwoo?
2. Seerluga barachuuf fedha qabdaa? eeyyeen yoo jette maaliif? lakki yoo jettee maaliif? Akkamitti barsiisaankee seerluga si barsiise sitti tola?
3. Barsiisaan kee akkamittiin seerluga barsiisa? Jechuun koo jalqaba yaadannoo isinii kennee/ kennitee itti aansuun seera seerlugaa isiniif ibsaa/ibsitii? Moo shaakala seera qabeessa adda addaa isiniif kennee/kennitee isin isarraa ofuma keessanii seera seerlugaa baarattu? Isin hoo tooftaa isa kam irra jaallattu? maaliif? Seerluga barattan sanaan hima mataa keessanii yookin ammo waliin-dubbii uumaa isinnin ni jedhaa? Akka ati yaaddutti barattoonni harki caalaan kana gochuuf fedhii qabuu?
4. Barsiisaan Afaan Ingilizii yeroo baayyee akkamitti isin qindeessa? Cimdii cimdiin, garee gareen moo qofa qofaa dha? Akkaataa inni/ishiin ittiin isin barsiistu kana isin hoo ni jaallattuu? Yoo ni jaallattu ta'e maaliif? Yoo ni jibbitu ta'e maaliif?
5. Tooftaan barattoota giddu-galeessa godhate kunnin akka hojii garee, hojii cimdii, gaaffif deebii akka beekkumsa seerlugaa cimsattan isi taasisaa? Yoo eeyyen jettan akkamitti? Yoo lakki jettan maaliif?
6. Yeroo barsiisaan seerluga barsiisu, barattoonni tokko tokko shaakala daree keessatti maaliif hirmaannaa gadaanaa qabaatu jettee yaadda?
7. Daree keessatti yemmuu qabxiileen seerlugaa dhihaatu, gahee fi itti gafatamummaan barsiisaa fi barataa maal faadha?
8. Yeroo barsiisaan shaakala dabalataa seerlugarratti kitaaba barnootatiin alaa siif kennu fedhii qabdaa? Eeyyen yoo jette maaliif? Lakki yoo jette maaliif?
9. Gufuuwwan akka ati shaakalawwan barnootaa seerlugaa irratti hin hirmaanne si taasisan muraasa natti himuu ni dandeessaa?
10. Seerluga barachuuf, mariin garee, akkeessuun, mormiini fi tooftaan gahee taphachuu ni fayyaduu?
11. Barsiisaan bu'uuruma idilee ta'een akka isin madaalu ni jaallattuu? Eeyyeen yoo jette maaliif? Lakki yoo jette maaliif? Barsiisaan akka isin dogoggora keessan hiriyoota keesan waliin waliif sirreessitan hammam isin jajjabeessa?
12. Seerluga haala barataa giddugaleessa godhateen yoo barsiisaan barsiisee, afaan sanaan dubbachuu yookiin barreessuuf na gargaar jettee yaaddaa? Maaliif? Akkamitti?
13. Rakkoon haala barataa giddu-galeessa godhateen seerluga barachuu keessatti nama mudatu maal jettee yaadda?

APPENDIX K: Students' Interview Transcripts

Interview Transcription of Student 1: HOLATA SECONDARY SCHOOL

Interviewer: First of all, I would like to thank you. The purpose of this interview questions is to collect data on the title 'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus' Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

St.1: OK.

T: In the teaching and learning processes, do you want to work alone or with you friends or classmates in the classroom?

St.1: I want to work with my classmates.

T: Why?

St.1: When we work together, we exchange ideas. This means if I don't have any information about something, one of my friends may know. Therefore, working together helps us learn from one another.

T: What about while you learn English? I mean do you want to work with your friends or work alone?

St.1: I want to work and exchange ideas with other students.

T: While you learn English grammar, what do you think is the importance of working together?

St.1: We learn different grammar points from one another.

T: The second question. Are you interested in learning grammar?

St.1: Yes.

T: How do you like your teacher teach grammar? I mean do you prefer learning grammar first by explanation or prefer the teacher gives you examples first or prefer the teacher helping you learn grammar through something?

St.1: I prefer to learn grammar through the teacher's explanation.

T: Does giving you explanation first by the teacher make the grammar points clear to you?

St.1: Yes.

T: Can't you learn if the teacher gives you examples of grammar points or makes you read a paragraph which contains some grammar points or gives you a dialogue using the grammar points that you have learnt?

St.1: I can learn, but I am more interested in the explanation of the teacher first followed by examples given by the teacher.

T: What do you think about other students? Which one do you think do they prefer?

St.1: I think they prefer to learn through explanation first followed by examples provided.

T: How does your teacher teach you grammar? I mean does he/she give you notes first followed explanation or he/she gives you some meaningful activities and you learn from the examples provided?

St.1: First, he writes notes for us. After that he gives us some practice activities.

T: After learning the grammar points, does your teacher give you an opportunity to write your own sentences or create dialogues using the grammar points you have learnt?

St.1: He hasn't given us such like opportunity so far.

T: Do you and your classmates have interests if the teacher gives you an opportunity to write your own sentences or form dialogues using the grammar points you have learnt?

St.1: Yes.

T: How does your English teacher, most of the time, organize you when he teaches you grammar? Does he organize you in pairs or groups or make you work alone?

St.1: He rarely makes us do some activities in groups.

T: Are you interested to learn grammar points in pairs or groups if the teacher gives you an opportunity.

St.1: Yes.

T: Why are you interested in learning through this way?

St.1: Group discussions help us to explain things to one another.

T: Do learner-centred approaches such as group work, pair work and asking and answering questions help you understand the grammar points more?

St.1: Yes.

T: How?

St.1: While we work activities in groups and pairs, we exchange ideas.

T: While your English teacher was teaching grammar, majority of the students were not participating. What do you think is the reason?

St.1: I think it is because of lack of interests.

T: What do you think is the reason for their lack of interests?

St.1: I think majority of the students come to school because of the fear of their parents. Even some of the students leave the class while the teacher is teaching.

T: You mean that they don't have interests to learn.

St.1: Yes, they don't have.

T: What are the roles and responsibilities of teachers and students in the classroom during discussions of grammar points?

St.1: The teacher should explain the grammar points and the students are expected to exercises given.

T: Do you have interests when your teacher gives you extra activities out of your textbook? If 'yes' what does it help you, if 'not' why not?

St.1: Yes, I have interests.

T: When the teacher gives you an opportunity to do some tasks from different references, what is its importance?

St.1: When you do some questions out of the textbook, you also learn some other points. Therefore, it is advantageous.

T: Do you mean it gives you additional knowledge on the points you have learnt?

St.1: Yes.

T: Can you tell me some of the barriers that hinder you not to actively participate while you learn grammar lessons?

St.1: Fear is a barrier.

T: You feel fear; what about other students?

St.1: I think it is the same as to me.

T: Can you tell why you are afraid of?

St.1: I don't know the reason.

T: Do you think that group discussions and situational dialogues are advantageous for grammar learning?

St.1: Yes, they are.

T: How?

St.1: I can't say anything on this.???

T: Are you interested in if your teacher assesses you on a regular basis in your grammar lessons?
If you say 'yes', 'why and if you say 'no' why not?

St.1: Yes.

T: What is the importance of being assessed by the teacher on a regular basis?

St.1: I think it helps us to remember and evaluate our knowledge of grammar based on the grammar points we have learnt.

T: Do you think that if the teacher teaches you grammar using learner-centred approach, helps you write or speak using the rules you have learnt?

St.1: Yes.

T: How does it help you?

St.1: It helps us to exchange ideas using the grammar points we have learnt.

T: What do you think are the problems that hinder in teaching/learning grammar using learner-centred approach?

St.1: Sometimes when may, disturb the class during group discussion and the teacher becomes angry.

T: While you learn grammar, do you prefer a teacher who gives you explanation first and you do class activities or you prefer to learn by yourselves?

St.1: I prefer if a teacher to give me explanation first.

T: Why do you prefer an explanation given by the teacher first?

St.1: Grammar rules become clearer for me after the teacher gives me an explanation followed by doing activities.

T: I have finished my interview questions. Thank you.

St.1: Ok. Thank you, too.

Interview Transcription of Student 2: HOLATA SECONDARY SCHOOL

Interviewer: First of all, I would like to thank you. The purpose of this interview questions is to collect data on the title 'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus' Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

Interviewer: In the teaching and learning processes, do you want to work alone or with you friends or classmates? Why?

St.2: First, I would like to thank you for getting this opportunity. Most of the time, I work alone, but I am more interested in doing with my friends because when they ask you things not clear for them or you explain to them what you know, it makes us happy.

Interviewer: What about during learning English grammar?

St.2: I am interested in doing with my friends.

Interviewer: Why are you interested in doing with you friends?

St.2: The reason for this is that if there is anything not clear for me, I will ask them, and if they don't know the point, they will ask me. So, I think it makes us practice one another or teach one another.

Interviewer: Are you interested in learning grammar? If you say 'yes', why? And if you say 'no', why not?

St.2: My answer is 'yes'. The reason is that in the future I want to grow well, I want to go abroad. Therefore, I want think over it now because it helps me to have the knowledge. (The translation may not be exactly)

Interviewer: How would you like your teacher teaches you grammar? For example, sometimes he/she gives you some examples and encourages you to learn from the examples provided or exchange ideas by yourselves on these grammar points or gives you notes and then holds discussion. As to you on which method are you interested in?

St.2: I am interested in the teacher who gives us explanation first and makes us practice doing some activities and then and gives us an opportunity to do some activities by ourselves, I think.

Interviewer: Don't you think that you will learn grammar points if the teacher gives you some examples and encourages you to learn by yourselves?

St.2: I don't think that I will learn as such. If he leaves writing notes, I may not understand or learn more, but if I practice doing activities and ask myself why this happens, it helps me to dig out the points in detail.

Interviewer: Most of the time how does your English teacher present her grammar lessons to you?

St.2: As I told you previously, first she gives us explanation followed one example. Then, she makes us doing some activities.

Interviewer: Can't you learn anything if the teacher gives you examples first and creates an opportunity to learn the rules by yourselves? Or assume that she gives you one example or two examples or three on 'Present perfect', can't you learn by yourselves?

St.2: Making an effort by ourselves to learn through this way is also the responsibility of us.

Interviewer: Which method do you prefer? I mean do you prefer the method that the teacher provides examples first and makes you learn the rules from the examples provided or the method the teacher gives notes first followed by explanation?

St.2: Even though I don't know what majority of the students prefer, I prefer the method that the teacher gives explanation first and then gives us practice activities.

Interviewer: How does your English teacher frequently organize students? Is it in pairs, groups or makes you work alone?

St.2: Sometimes when the activities are easy, she helps us practice activities individually. If the activities are a little difficult, she encourages us to work in groups with fast learners so that we can learn from one another.

Interviewer: Do you think that the student-centred teaching methodology such as group work, pair work questioning and answering enhance your grammatical knowledge?

St.2: Yes. For example, if I learn some previously, it would make me revise and exchange ideas with the other students.

Interviewer: What while learning grammar?

St.2: I think it makes me practice the grammar points I have learnt again and again and understand the concept. In addition, it helps me understand the questions for passing exam in the future.

Interviewer: Do you think that learning grammar through this method is advantageous?

St.2: Yes.

Interviewer: While you teacher was presenting grammar lessons, majority of the students were not actively participating in classroom activities. What do you think is the reason?

St.2: The first one may be because of fear, but most of the time, they don't follow the teacher and have no interest in learning and become knowledgeable.

Interviewer: Why do you think they are not interested in learning?

St.2: I think it could be because they don't know the language.

Interviewer: Do you think that students didn't have enough practice/didn't learn in detail?

St.2: This depends on the teacher. If the teacher knew that he/she advised the students saying 'do this and do that, they could make themselves knowledgeable in the grammar points. For example, my teacher advised me and helped me and made me practice so that I have become what I am now. Concerning other students, they could be taught by the teacher who didn't have enough knowledge about the language, and this could result in lack of interest in the students' mind.

Interviewer: Do you think this problem happened because of the teacher?

St.2: It may be the problem of both the teacher and the students.

Interviewer: What do you think are the roles and responsibilities of your teacher and students in the classroom while the teacher presents grammar lessons?

St.2: The teacher is responsible for making students effectively use the grammar points they have learnt and encouraging them to understand the concept and practice the activities given for them. The students' responsibilities are listening to the teacher attentively and practice the activities given for them.

Interviewer: Do you have interests when your teacher gives you extra activities out of your textbook? If 'yes' what does it help you, if 'not' why not?

St.2: I think activities given out of the textbook helps me to study in detail. For example, on grammar lessons, if the teacher gives me extra activities of the textbook, it will help me to understand the concept better.

Interviewer: Can you tell me some of the barriers that hinder you and your classmates not to actively participate while you learn grammar lessons?

St.2: As to me I may lack interest when the grammar points presented by the teacher are not clear for me. Others may lack interest may be because of they are not willing to learn.

Interviewer: Do you think that group discussions and situational dialogues are advantageous for grammar learning?

St.2: Yes. They are very useful very learning grammar. Their advantages are if you stand in front the students and exchange ideas to convince one another, it will develop our confidence.

Interviewer: Are you interested in if your teacher assesses you on a regular basis in your grammar lessons? If you say 'yes', 'why'? If you say 'no' why not? Does your teacher encourage you to correct the work of one another?

St.2: I think both of them are important for me, but I prefer if the assessment is given some other time because while I am learning, I may not give an attention. Therefore, I may refer back when tests are given after we learn everything. Concerning activities done in the classroom, our teacher does not encourage us to correct one another's work.

Interviewer: Do you think that if the teacher teaches you grammar using learner-centred approach, helps you write or speak using the rules you have learnt?

St.2: Exactly. I think it helps me.

Interviewer: In what ways do you think it helps you?

St.2: It helps improve my speaking skills through explaining some grammar points I have learnt to other students.

Interviewer: While you are learning grammar lessons, do you prefer that the teacher gives you explanation first or learn the grammar rules by yourself from the examples provided by your teacher?

St: As to me I prefer if explanation is given by the teacher first followed by practice activities.

Interviewer: I have finished my interview questions. Thank you.

St.2: I also thank you for the opportunity you have given me.

Transcription of Interview for Student 3: BURKA HARBU SECONADRY SCHOOL

Interviewer: First of all I would like to thank.

St.3: It doesn't matter.

Interviewer: The purpose of this interview questions is to collect data on the title 'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus' Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

In the teaching and learning processes, do you want to work alone or with your partners in classroom? Why?

St.3: Most of the time, I prefer working with my partners or classmates. In working groups in the classroom, it is possible to do questions and give the answers. It is also possible to work alone, however. If we are given to work together in the classroom, one student understands more from the others, so we learn from one another.

Interviewer: What about while learning grammar? While you learn grammar lessons, are you interested in discussing/ doing activities from your classmates or working alone by listening to teacher?

St.3: Most of the time, I am interested in listening and understanding by myself and if other student asks me and if I want to ask him/her, I explain to them.

Interviewer: Are you interested in learning grammar? If 'yes' why? If 'not', why?

St.3: I have an interest to learn grammar, because if you want to know the rules of the language, it is mandatory to learn grammar. Therefore, I like to learn grammar.

Interviewer: How do you want your teacher to teach you grammar? I mean some teachers present grammar lessons by writing notes followed by discussion and sometimes without giving notes and holding discussions, they provide you examples and make you learn the rules by yourselves. So, to which method are you interested in more?

St.3: As to me I am interested in to be given notes first followed by discussion. Then, I want to be given additional examples by the teacher.

Interviewer: What do you think are other students? Are they interested in the way you learn in listening to the discussion by the teacher or learn by themselves from the examples provided by the teacher?

St.3: I think the way I learn grammar more is different from the others.

Interviewer: How does your teacher most frequently present you her grammar lessons?

St.3: Most of the time, she writes notes on the board. After that she presents orally. Then, she provides us examples. After explaining all the grammar points to us, she gives us examples and we try ourselves. With the teacher, we take correction and work with the teacher.

Interviewer: Does your teacher encourage you to write your own sentences and create a dialogue using the grammar points you have learnt?

St.3: So far we haven't seen. She gives us activities from the textbook and we explain. She was not encouraging us to write our own sentences or form a dialogue.

Interviewer: How does your English teacher frequently organize students? Is it in pairs, groups or alone? What do you think the purpose grouping students? Do you like the way he/she teaches? If you like, why? If you don't like, why?

St.3: She teaches us in simply, and majority of the students don't participate/do activities. As of this school, majority of the students do not like to do activities either in pairs or groups. Even majority of the students, most of the time, come to school without doing homework.

Interviewer: Do you mean that majority of the students do not participate in classroom discussion?

St.3: Yes.

Interviewer: Because the teacher doesn't give us group activities and she lectures her lessons. What do you think is the reason for students to be not interested in?

St.3: As I think, majority of the students do not have interest in learning even. Most of the students follow various actions related technologies, and they come to school because their parents push them, I think. Therefore, students have interest in class participation.

Interviewer: What do you think the reason for the lack of interest in students?

St.3: I think they don't care about education. As to me I come to school to learn and understand something. To understand what I learnt, I need to work a lot otherwise I cannot understand the concept. However, concerning other students if they have an interest, they work a lot. But they may not have an interest, I think.

Interviewer: Do you think that the student-centered teaching methodology such as group work, pair work questioning and answering enhance your grammatical knowledge? Or if your teacher implements these methods and students have in interest, do you think that these methods enhance your grammatical knowledge?

St.3: They help us.

Interviewer: How do they enhance your grammatical knowledge?

St.3: For example, if the students have interests and the teacher also practices such methods, I and other students work a lot, with the help of the teacher, they make us learn the grammar points more and understand the rules the grammar.

Interviewer: Are you saying that practicing learner-centred approaches helps you understand the rules you have learnt?

St.3: Yes. If I try by myself first and ask the teacher the points that are not clear for me to take correction is good, I think.

Interviewer: Why do you think are majority of students have little participation in classroom grammar activities while the teacher presents grammar lessons?

St.3: As I think, there are problems on both the teachers and the students. The teachers were supposed to give more attention or punish those students who do not participate. On the side of the students, there is lack of motivation, hard work and attention or interests towards their learning.

Interviewer: Are you saying teachers are also responsible for inactive participation of students?

St.3: Yes.

Interviewer: What are the roles and responsibilities of teachers and students in the classroom during the presentation of grammar points? Or for an effective grammar teaching to take place in the classroom, what are expected of the teacher and the students?

St.3: Students are expected to give attention to know the grammar points more. The teachers are also responsible for giving focus and making students active participants by punishing them, I think.

Interviewer: Do you think that the roles of the teacher is always writing notes and giving explanation?

St.3: That is not the case. It is better if the teacher usually gives notes for students. In addition to this, the students by themselves are expected to try, for example, in the form of homework and read additional reference books to enrich their knowledge.

Interviewer: Do you have interests when your teacher gives you extra grammar activities out of your textbook? If 'yes' what does it help you, if 'not' why not? What about other students?

St.3: Yes I have an interest. Even though I don't know the interest of other students, as for me I think it is good because if we get different activities out of the textbook, it is good.

Interviewer: What is its importance if your teacher instructed you saying do this, do that or find this point and do?

St.3: The activities in the textbook may not be enough. If we do activities out of the textbook, it helps me widen and the connect ideas to study in detail.

Interviewer: Do you think that group discussions and situational dialogues are advantageous for grammar learning?

St.3: For example, if we take debate, it makes students active participants. When students stand in front of their classmates and debate on certain issues, it helps them develop their speaking abilities, I think.

Interviewer: Do you think it makes you develop your speaking skills using the grammar points you have learnt?

St.3: I think, after learning some grammar points, it helps me develop the speaking abilities. If I participate on certain debate, I improve the speaking abilities and make me lead something.

Interviewer: Are you interested in if your teacher assesses you on a regular basis in your grammar lessons? If you say 'yes', 'why and if you say 'no' why not? Does your teacher encourage you to correct the work of one another?

St.3: As to me, it better if she gives us some questions for assessment immediately after presenting grammar lessons in order to check our understanding.

Interviewer: What is importance of being assessed immediately?

St.3: It helps me to evaluate myself on how much I have understood the points. Based on this, I actively listen to the teacher tomorrow. What I have encountered today will encounter me tomorrow. I may get or miss it. For this reason, I make an effort to follow the teacher.

Interviewer: Does your teacher encourage you to correct the work of one another?

St.3: No. She hasn't made us practice such activity.

Interviewer: Do you think that it is good if the teacher encourages you to correct the work of another?

St.3: I think so.

Interviewer: Why? What is its importance?

St.3: Because if I do the activity correctly, I will tell my partners the correct answer and they write the correct answer. If my answer is not correct, they will correct me. So we learn from one another.

Interviewer: Do you think that if the teacher teaches you grammar using learner-centered approach, helps you write or speak using the rules you have learnt?

St.3: Yes.

Interviewer: In what ways?

St.3: After learning some grammar points, helps me write or form my own dialogue using the rules I have learnt.

Interviewer: What do you think are the problems that hinder in teaching/learning grammar using learner-centered approach?

St.3: Lack of students' interests and as you observed low participation of students hinder to practice. If students make an effort, the teacher may help them.

Interviewer: I have finished my interview. Thank you.

St.3. Thank you.

Transcription of Interview for Student 4: BURKA HARBU SECONDARY SCHOOL

Interviewer: I would like to thank you in advance.

St.4: It doesn't matter.

Interviewer: The purpose of this interview questions is to collect data on the title 'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus' Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

In the teaching and learning processes, do you want to work alone or with you friends or classmates? Why?

St.4: I want to exchange ideas with my classmates or friends.

Interviewer: What does it help you if you exchange ideas with your friends.

St.4: Because if we are given some questions which are not clear for me, other students may know the answer. Therefore, when we ask one another and discuss together and give an answer to the questions, we will get the exact answers.

Interviewer: What while learning English grammar? Or if you are given some questions to do, are interested to work alone or with your classmates?

St.4: I am willing to work with my friends.

Interviewer: What does it help you?

St.4: I think that if I don't know the answers, they may know. Therefore, I discuss and work with them.

Interviewer: Are you interested in learning grammar? If 'yes' why? If 'not', why?

St.4: Yes, I have because grammar is important for our life. That means someone does live in one area only; he/she moves from one place to the other. So learning grammar is important.

Interviewer: How do you want your teacher teaches you grammar? I mean some teachers present grammar lessons by writing notes followed by discussion and sometimes without giving notes and holding discussions, they provide you examples and make you learn the rules by yourselves. So, to which method are interested in more?

St.4: I am more interested to be taught using examples.

Interviewer: What does it help you if you are taught in this way? Don't you think that it is better if the teacher provides you examples first and you learn from the examples or giving you discussion before notes are given instead of being notes first followed by discussion?

St.4: I like to be given examples first and based on the examples I need discussion from the teacher. Based on the discussion, we can answer questions next days.

Interviewer: So, are you interested to be given examples first?

St.4: Yes.

Interviewer: How does your teacher teach grammar? I mean, does he/she give you note and then present the grammar rules? Or does he/she give you certain activities that have rules and then you learn the grammar rules by yourselves?

St.4: First, he gives us notes. Then, he lectures us. After providing us examples, he gives us explanations followed by discussion. Finally, he gives us activities from the textbook and we do the activities.

Interviewer: Which method do you prefer or are you interested in the method he uses?

St.4: Yes.

Interviewer: What is your reason?

St.4: Because the teacher creates interest in us while we learn, and he creates motivation in us.

Interviewer: Does your teacher encourage you to write your sentences or form a dialogue of your own using the grammar rules you have learnt?

St.4: Yes.

Interviewer: Does he encourage you to form your own dialogue?

St.4: Yes.

Interviewer: What is its importance?

St.4: It creates motivation in us, and it increases our knowledge of grammar points we have learnt.

Interviewer: While I was observing your classes, your teacher didn't tell you to form your own dialogue or write your own sentences using the grammar points you have learnt, but you told me that he encourages. May be can you explain this idea again?

St.4: At that time he might not have done it, but some other time he encourages us. He encourages us to exchange ideas and give him the answers.

Interviewer: How does your English teacher frequently organize students? Is it in pairs, groups or encourages you to work alone?

St.4: If it is classwork, he encourages us to work together in on our desks and gives him the answer. We exchange ideas with our partners and give the answers.

Interviewer: Do you like the way he organizes you?

St.4: Yes.

Interviewer: What is its importance?

St.4: As I told you at the beginning, we exchange ideas with our friends and it helps us to create a good relationship with our teacher.

Interviewer: Do you think that the student-centered teaching methodologies such as group work, pair work questioning and answering enhance your grammatical knowledge? If 'yes' in what way? If 'no' why?

St.4: Yes, they help us. He gives us various practice questions to work in groups.

Interviewer: What are the uses of working in groups, pairs or asking and answering questions while doing activities on the grammar points you have learnt?

St.4: Someone does not live in one only. That means he/she moves from one place to another. Therefore, it helps the rules to communicate with other people.

Interviewer: Therefore, do you think that it helps you speak using the language?

St.4: Yes.

Interviewer: How does it help you?

St.4: For example, when we exchange ideas with our friends, we use the language to speak. This helps us to communicate with other people when we go abroad. Exchanging ideas enhances our ability to use English language.

Interviewer: As I observed your classes, while your teacher presents grammar lessons, majority of the students were not participating in classroom activities. And while the teacher asked questions, only two or three students were participating in giving answers. What do you think is the reason?

St.4: Participation in the classroom is different from student to student. They do not participate as such. They don't have an interest towards learning/ education.

Interviewer: What do you think is the reason for their low participation?

St.4: I don't know. But the students' interests are different from subject to subject. They like certain subjects, and do not like other subjects.

Interviewer: Do you mean that they don't have interests to learn English?

St.4: Yes. But it may or may not be.

Interviewer: What are the roles and responsibilities of teachers and students in the classroom during the presentation of grammar points? Or for an effective grammar teaching to take place in the classroom, what are expected of the teacher and the students?

St.4: The relationship between the teacher and the students is important. If both the teacher and students have a good relationship, our interests towards the subject increase.

Interviewer: While you learn grammar, what are expected of you?

St.4: I should listen to the teacher attentively. I need to take main points from what he teaches. If I am asked questions, I will also answer.

Interviewer: If other students participate by answering questions, does it help them understand the concept the grammar fully?

St.4: Yes, it helps them.

Interviewer: Do you have interests when your teacher gives you extra activities out of your textbook? If 'yes' what does it help you, if 'not' why not?

St.4: Yes, I have an interest.

Interviewer: What does it help you??

St.4: Because grammar a very vast area, if questions appear on exam out of the textbook, we have to answer. I haven't learnt doesn't work. If questions come on exam out of the textbook, we can say, 'We haven't learnt'. But on grammar we have to learn the concept the rules since it is vast.

Interviewer: Therefore, do you think that practicing activities out of the textbook is important?

St.4: Yes.

Interviewer: Can you tell me some of the barriers that hinder you not to actively participate while you learn grammar lessons? For example, while the teacher was teaching you were participating rarely. And sometimes what do you think makes you and other students not to actively participate in classroom?

St.4: Everything begins from interests. I think it comes from lack of interests. In addition, the language is new to them.

Interviewer: Are you saying that students are not confident?

St.4: Yes.

Interviewer: Do you think that group discussions and situational dialogues are advantageous for grammar learning?

St.4: Yes.

Interviewer: How?

St.4: It enhances the motivation of the students towards the subject. It also helps us use the rules we have learnt in speaking.

Interviewer: Are you interested in if your teacher assesses you on a regular basis in your grammar lessons? If you say 'yes', 'why' and if you say 'no' why not?

St.4: Yes.

Interviewer: What is its importance for you?

St.4: Since those questions are based on the rules we have learnt, it gives us an opportunity to get additional ideas on the grammar/helps us become knowledgeable in the grammar points we have learnt.

Interviewer: After learning the grammar points, does your teacher encourage you to correct the work of one another while practicing activities?

St.4: Yes, he encourages us.

Interviewer: What is the advantage of correcting the work of one another?

St.4: It strengthens the relationship among students, and makes us learn from one another. It also makes us avoid committing additional errors.

Interviewer: Do you think that if the teacher teaches you grammar using learner-centered approach, helps you write or speak using the rules you have learnt?

St.4: Yes.

Interviewer: How, for example?

St.4: It creates motivation and develops confidence in us.

Interviewer: I have finished my interview. Thank you.

St.4: It doesn't matter.

Transcription of Interview for Student 5: KOLOBO SECONDARY SCHOOL

Interviewer: I would like to thank you in advance.

St.5: Thank you, too.

Interviewer: The purpose of this interview questions is to collect data on the title ‘Teachers’ and Students’ Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus’ Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

St.5: You may continue with your questions.

Interviewer: In the teaching and learning processes, do you want to work alone or with you friends or classmates while you learn English? Why?

St.5: When I learn English, I am interested in both working alone and working with my classmates. For example, when the teacher teaches in the classroom, I am interested in listening to the teacher and if the teacher asks me a question and give him the answer and if I don’t know the answer, I will ask questions. When we work with other students if the teacher gives us group activities, we discuss together. Both of them are important.

Interviewer: When you learn grammar, which one do you prefer?

St.5: While I learn grammar, working with other students is advantageous. Since grammar a language, we cannot learn a language without speaking to one another or listening or answering question. To learn grammar effectively, I prefer discussing in groups.

Interviewer: Thank you. Are you interested in learning grammar? If ‘yes’ why? If ‘not’, why?

St.5: Learning English grammar is important because grammar means a language. To learn a language, learning grammar is mandatory. It is not only for me but also important for other students as well.

Interviewer: How does your teacher you grammar?

St.5: Most of the time, teachers do not present their grammar lessons totally as needed. They teach only the grammar points included in the textbook. They don’t connect the ideas in textbook by bringing the grammar points out of the textbook. Therefore, everything is lagging behind.

Interviewer: Are you interested in the method your teacher uses to present grammar lessons?

St.5: At this time, we cannot say we are interested in the method he uses totally and we cannot say that we are interested in totally. We are in medium interest.

Interviewer: Why have said so?

St.5: Because he focuses only in the contents in the textbook, he does bring add any ideas from to the class out of the textbook. I think if he teaches us by bringing new ideas out of the textbook, it is very good. Our textbook does not talk about grammar points in details. The teacher is expected to teach in detail. And the students read in details by themselves. Therefore, the teacher is manager.

Interviewer: Aren't the teachers implementing this?

St.5: They are not practicing as expected. Out of the textbook, they don't bring additional ideas to present their grammar lessons in details.

Interviewer: How does your teacher teach grammar? I mean, does he/she give you note and then present the grammar rules? Or does he/she give you certain activities that have rules and then you learn the grammar rules by yourselves?

St.5: First, he writes notes on the blackboard. After writing notes, he gives us explanations. Then, he doesn't ask students any questions. 'Do you have any questions?' he asks. If they have questions, students ask him. If students have no questions, he leaves the classroom without organizing ideas in order to ask questions or organizing students in groups to discuss on certain activities.

Interviewer: Are you saying that there is no organized way of practicing activities?

St.5: Totally, there is organized activity so far, but I don't know in the future.

Interviewer: Which method do you prefer? For example, do you prefer if the teacher gives you meaningful activities to learn grammar lessons or gives you notes first followed by explanation? I mean which one do the students prefer?

St.5: The students prefer if the teacher gives them various practice activities to be done. It does not help the students if the teacher gives explanation and asks them saying, 'Do you have any questions?' does not help them increase their grammar knowledge. He presents the lessons and gives them questions. Through evaluate their pace, the students they focus on the activities done. Even if they fail to understand the idea, they will learn from the activities, and this in turn helps them.

Interviewer: Are you saying students are not interested if the teacher gives them notes first and followed by explanation?

St.5: Exactly, majority of the students do not like.

Interviewer: Does your teacher encourage you to write your own sentences or form your own dialogue using the grammar points you have learnt?

St.5: Except teaching from the textbook, he hasn't made us to write our own sentences or form a dialogue using the grammar rules we have learnt so far. But the book has some dialogues.

Interviewer: I am not talking about the dialogue in the speaking activity. I am asking, 'Using the rules you have learnt, does your encourage you to write sentences or form a dialogue?

St.5: We haven't practiced so far.

Interviewer: What about the book? Doesn't it have any activity like this?

St.5: The book has some activities like this rarely.

Interviewer: Does the book encourage you to form your won dialogues?

St.5: It doesn't say this. But it gives the idea of part A and asks students to fill in the idea of part B. Except this, the teacher does not make us practice writing a dialogue using the grammar points we have learnt.

Interviewer: What about writing? Does he encourage you to write your own sentences?

St.5: Frankly speaking, we haven't practiced so far.

Interviewer: Is it only explanation?

St.5: Yes, he gives us only explanation

Interviewer: What about the students? Do you think students have an interest if they are given an opportunity to write sentences or form a dialogue?

St.5: Since they have come to learn something, they need what is important for them. But the teacher couldn't fulfil what they need. If we had asked him, he might have fulfilled. Because the students go school to learn something, they need it very much.

Interviewer: How does your English teacher frequently organize students? Is it in pairs, groups or encourage you to work alone?

St.5: While we learn grammar, he does organize us in pairs or groups. We have already been grouped, but he does make us to discuss in groups. So far after presenting his lessons, he simply leaves the class without giving an opportunity to discuss in our groups, but I don't know in the future. Other subject teachers make us to discuss something in groups.

Interviewer: Are you interested in the method that he teaches you?

St. 5: As to me I am not interested because learning grammar means learning a language. Therefore, while we learn grammar if students do not exchange ideas and teachers and students exchange, we cannot learn grammar. If the teacher lectures all the time and students work alone,

we cannot learn grammar. We learn grammar more when there is an interaction between the teacher and students and among the students themselves. Therefore, I am not happy with the method he uses.

Interviewer: Are saying that exchanging ideas among students is a better way to learn grammar?

St.5: Yes.

Interviewer: Very good. Do you think that the student-centred teaching methodologies such as group work, pair work questioning and answering enhance your grammatical knowledge?

St.5: Exactly.

Interviewer: How?

St.5: We have said that learning grammar means learning a language. For this reason, while we do some activities in groups, students talk together. In this way, our skill of grammar becomes improved. It develops our ability of English language, widens and widens it.

Interviewer: Why do you think are majority of students have little participation in classroom grammar activities while the teacher presents grammar lessons?

St.5: Students were not participatory may be because of the influence from the peer groups. On the other hand, there are some students who think that English grammar becomes clear for me if I listen attentively or keep silent. However, if there is no discussion among students and between a teacher and students, grammar cannot be learnt.

Interviewer: Why do the students keep silent? For example, the teacher may sometimes ask them questions. However, majority of the students do not ask questions or answer questions or do not participate in group activities. What could be the reason?

St.5: It may be because of peer pressure. For example, since majority of the students are slow learners, loose heart, and their mind think negative things, they go out when the teacher teaches. They don't have an interest towards learning. They also need other students to be like this. Even while the teacher teaches they disturb the class, and talk about personal issues.

Interviewer: Are you saying they don't have an interest?

St.5: I don't think that someone has no interest in learning, but may be it from the influence their friends.

Interviewer: Is it only from the influence of their friends?

St.5: As of our school and my observation, I don't think there are other influences.

Interviewer: Do you think that students the ability to use English?

St.5: As of our class, including me the students don't have the ability to use English.

Interviewer: What is the reason for this low ability in English?

St.5: Because the teacher hasn't been using group work to exchange ideas. He simply lectures. This contributes for the low ability.

Interviewer: Does the teacher use lecture method only?

St.5: Since the teacher uses only the lecture method, the ability to use English language decreases. The other is may be from the influence of friends.

Interviewer: What are the roles and responsibilities of teachers and students in the classroom during the presentation of grammar points? Or for an effective grammar teaching to take place in the classroom, what are expected of the teacher and the students?

St.5: While the teacher presents grammar lessons, the student is expected to listen. The student has to give an answer when he/she is asked by the teacher, and the teacher has to give an answer to the questions. When one student gives answers to the questions, other students are supposed to listen.

Interviewer: To participate in class discussion, what is expected of the students?

St.5: To increase the active participation of students, the teacher should implement group discussion. The students can easily give answers because they are discussing on activities in groups so that they arrive on the answer.

Interviewer: Do you think that they ask questions?

St.5: Yes, they may ask questions. The students' participation can increase through asking or answering questions.

Interviewer: Do you have interests when your teacher gives you extra activities out of your textbook?

St.5: I have a high interest. Since we have learnt, we know the points in the textbook. Or knowledge of grammar is widened if the teacher includes activities out of the textbook and we do various activities. This means it enriches our reading skills and grammar points we have learnt.

Interviewer: What about other students? Do you think that they have interests?

St.5: Majority of the students have interests, but as of my class they are not interested in group activities. They say, 'I can't do this'.

Interviewer: Do you mean that they are not confident?

St.5: They don't have confidence.

Interviewer: Why do you think they lack confidence?

St.5: They don't have firm intention. If you come to learn something, you have to have a firm intention.

Interviewer: Can you tell me some of the barriers that hinder you and your classmates not to actively participate while you learn grammar lessons?

St.5: The first is peer pressure. For example, if you make a mistake while participating, they laugh at you. At this time, you become demotivated, and this makes you not to participate again. Therefore, the students don't have laugh at one another. The teachers are expected to encourage and thank you for your participation. If they demotivate us saying, 'You don't know; sit down', we challenges to participate aging.

Interviewer: Are you saying that fear of making mistakes is a challenge?

St.5: Yes.

Interviewer: Is it the only challenge?

St.5: There may be other factors, but I have observed only this so far.

Interviewer: Do you think that group discussions and situational dialogues are advantageous for grammar learning?

St.5: The help us very much. For example, while you simulate you speak again and again. This retains knowledge. Grammar points become clear for students by practicing through a dialogue or group discussion. They are very important.

Interviewer: How often does your English teacher use the above mentioned techniques of teaching grammar?

St.5: Rarely he uses group work. But other such as simulation is not implemented. While the fast learners ask questions again and again, they can develop their grammar knowledge, but others consider it as foolishness. The teacher has not organized the students like this up to now.

Interviewer: Are you interested in if your teacher assesses you on a regular basis in your grammar lessons? If you say 'yes', 'why and if you say 'no' why not?

St.5: My classmates and I have interests because after presenting grammar lessons if the teacher evaluates us in this way, he can identify where the students are, and it helps students to evaluate themselves on how much they have understood the concept.

Interviewer: Do mean that students are interested in method?

St.5: They have high interests. It helps you to evaluate yourself.

Interviewer: But how often does the teacher practice this?

St.5: So far he hasn't implemented at all. There is no quiz.

Interviewer: While you learn grammar, how often does your teacher encourage you to correct the work of one another? For example, during discussion does he encourage you to correct the work of one another?

St.5: Yes. If one student makes a mistake, he encourages us to correct the work of one another since it helps learn from one another.

Interviewer: Does he implement it in the group formed?

St.5: Even though we cannot say he fully implements, there are some practices.

Interviewer: Do you think that if the teacher teaches you grammar using learner-centered approach, helps you write or speak using the rules you have learnt?

St.5: It extremely helps us because grammar is the core in learning a language, it helps use the language in speaking.

Interviewer: How?

St.5: It improves the skills of writing or speaking. For example, in grammar there are a lot of tenses. After presenting a lesson on one tense, the teacher may ask to explain that tense. This develops your speaking ability.

Interviewer: What about in writing?

St.5: It is also advantageous. For example, after presenting lessons on the present tense and the past tense, if he asks us to write a sentence using present tense, we may write. It helps us through this way.

Interviewer: I have finished my interview. Thank you very much.

St.5: Thank you a lot, too.

Transcription of Interview for Student 6: KOLOBO SECONDARY SCHOOL

Interviewer: Interviewer: First of all, I would like to thank you. The purpose of this interview questions is to collect data on the title ‘Teachers’ and Students’ Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus’ Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

In the teaching and learning processes, do want to work alone or with your partners in classroom? Why?

St.6: I prefer to work with my teacher and my friends as well.

Interviewer: Why do you prefer to work with your friends in discussing with one another?

St.6: I may come across things which are not clear for me, and my friend may be clear those things. In order to share ideas and discuss on the things not clear for me, exchanging ideas is good.

Interviewer: While you learn English grammar, do you want exchange ideas with your friends or want to work alone?

St.6: On grammar learning also, the rules become clear for me if I exchange ideas others. Since the grammar points are not clear for if I work alone, I want to work with others.

Interviewer: Are you interested in learning grammar? If ‘yes’ why? If ‘not’, why?

St.6: I am interested in learning grammar. It makes me knowledgeable in grammar points. It paves the way for me to understand everything about learning.

Interviewer: In the class, which method do you prefer to be used by your teacher in teaching grammar? Or to use the language fully, how do you prefer your teacher to present grammar lessons?

St.6: I prefer a teacher to teach us that focus on all the grammar points so that I can easily understand. I don’t prefer a teacher who teaches the grammar rules roughly. I need to be taught in detail as she learnt.

Interviewer: Most of the time, while they teach grammar, they begin from giving notes followed by discussion. Then, they provide students with some activities. Are you interested to be taught like this? What if the teacher leaves giving notes and explanation and begins from examples to encourage you learn the rules from the examples provided?

St.6: I am interested to be taught if through being given examples.

Interviewer: Are you saying that instead of being given notes you learn from the examples given?

St.6: I also make an effort to learn the grammar points.

Interviewer: Do you mean that you want to learn grammar through a learner-centred approach or want to try by yourself?

St.6: I want to know something by trying myself; I also want the teacher to teach me effectively.

Interviewer: How does your teacher teach grammar? I observed your classes, I need your idea. Does he present the grammar lesson first by giving notes followed by explanation or does he give you certain activities that have rules and then you learn the grammar rules by yourselves?

St.6: We don't learn by ourselves. Our teacher presents us the rules. He also gives us notes. We also focus on these learn through reading.

Interviewer: Therefore, do you mean that she gives you notes and explanation

St.6: Yes.

Interviewer: Does he encourage you to write sentences or form dialogues using the rules you have learnt?

St.6: He doesn't implement it in the classroom, but he encourages us to practice with our friends at home.

Interviewer: Do you mean that she doesn't encourage you write your own sentences or form a dialogue?

St.6: He doesn't make us practice.

Interviewer: Assume that your teacher encourages you to write your own sentences or form a dialogue using the rules you have learn, do you have an interest? What about other students?

St.6: Even though I have an interest, other students don't have.

Interviewer: What do you think is the reason?

St.6: Some students have no interest even to read something and learn. And some others complain that these rules are not clear for me. 'How do I write using the rules,' they ask themselves. Because of this, they don't have an interest.

Interviewer: Do you mean that they expect everything from the teacher?

St.6: Yes. There are students who expect everything from the teacher. And some others expect a few things from the teacher.

Interviewer: How does your English teacher presents grammar lessons to you? For example, do these grammar activities in groups or in pairs or work these individually? I was observing, but I want to get confirmation from you.

St.6: Sometimes he encourages us to do activities individually. Sometimes he gives us activities to do in groups if there are group activities.

Interviewer: Most of the time on which method does he focus?

St.6: Most of the time he focuses on individual work, not on the pair work or group work.

Interviewer: Doesn't he give you an opportunity to exchange ideas?

St.6: He rarely makes us to discuss on certain activities.

Interviewer: Do you think that majority students are interested to be taught like this if teacher implements? Or are students interested in writing sentences or form a dialogue using the rules they have learnt if they are given an opportunity by the teacher?

St.6: As to me, I don't think that they have interests. There are some students who have interests, but we are rarely given such activities by the teacher.

Interviewer: What do you think is the reason students have no interests?

St.6: I think the methodology the teacher uses may not make the teaching and learning processes clear for them. There are also students who focus on making noise. And some others sit idle even though the lessons are not clear for them. The teacher might have not made them things clear for them. .

Interviewer: Do you think that the student-centered teaching methodologies such as group work, pair work questioning and answering help you use the rules in speaking or writing?

St.6: I think they help me.

Interviewer: How?

St.6: We can easily understand when he teaches us. In addition to what the teacher instruct us, they help us to exchange ideas.

Interviewer: Why do you think majority of students do not actively participate in classroom grammar activities while the teacher presents grammar lessons? For example, as I observed your classes, while the teacher was presenting, they were not listening, some of them were doing other activities. What do you think is the reason for students not to follow the teacher's presentation or actively participate?

St.6: Since the students think that English is difficult, they sometimes hate the subject. This comes from their background. This means the way they have been taught beginning from the lower grades is very poor.

Interviewer: Do you think that students do not effectively learn English at the lower grades?

St.6: Yes, we were not learning English in detail. Teachers were not teaching us by giving attention. That is why students feel nervous when they go to high school.

Interviewer: What are the roles and responsibilities of teachers and students in the classroom during the presentation of grammar points, the 'present perfect tense'? Or for an effective grammar teaching to take place in the classroom, what are expected of the teacher and the students?

St.6: As much as possible, the teacher is expected to share ideas on what we are learning. He/she has to teach us effectively.

Interviewer: What method of teaching is expected to be used by the teacher?

St.6: He has to have an interest for what he is teaching us. That means he has to have an interest to in making students understand the concept. While we follow him, we have to implement it what we have learnt.

Interviewer: Do you have interests when your teacher gives you extra activities out of your textbook? For example, after learning some grammar points, if she gives some activities or encourages you to find by yourselves out of the textbook, do you have an interest?

St.6: I am very much interested in.

Interviewer: What do you think is the importance giving extra activities by the teacher out of the textbook?

St.6: Rather than what he has taught me, it makes things clearer for me and helps me to understand more if he encourages us to search for ourselves.

Interviewer: Do you mean that you have an interest to learn grammar by trial and error?

St.6: Yes.

Interviewer: Can you tell me some of the barriers that hinder you not to actively participate while you learn grammar lessons?

St.6: When the teacher presents us grammar lessons, I may not understand the concept of the rules; the method he uses and the examples she provides may not be clear for me. There is also fear.

Interviewer: To avoid this fear, what has to be done by you, and what do you advise other students not to fear?

St.6: To avoid it (fear), practicing again and again and understanding what he teaches are recommended. The teacher has to teach us effectively by giving examples. As students, we have to also do the activities based on the examples given.

Interviewer: Do you think that group discussions and situational dialogues role play are advantageous for grammar learning if the teacher uses?

St.6: Yes, they are advantageous.

Interviewer: What is their advantage?

St.6: Since these techniques have debates and exchanging ideas, other students and I learn something from them.

Interviewer: Are you interested in if your teacher assesses you on a regular basis in your grammar lessons? For example, after presenting 'Presenting Perfect' today, if he gives you immediately, are you happy with it?

St.6: Yes I like it.

Interviewer: What is its importance?

St.6: It gives me additional knowledge; I can easily understand the concept the grammar points. I am happy if he asks us questions by providing examples.

Interviewer: Does your teacher encourage you to correct the work of one another? Or does he make you evaluate the work of one another after doing activities?

St.6: He doesn't encourage us to correct the work of one another; he gives us correction by himself. Hee also gives us answers by himself when we ask questions.

Interviewer: Do you think that this method is a good method to learn grammar? Or which one do you prefer? Do you prefer taking correction by the teacher only or being corrected by your friends?

St.6: I prefer to take correction from my friends first.

Interviewer: Why?

St.6: Because if when we correct the work of one another, my friend explains the ideas which are not clear for me.

Interviewer: Do you think that if the teacher teaches you grammar using learner-centered approach, helps you write or speak using the rules you have learnt? Or instead of talking too much, the teacher may make students to talk and encourage you to ask questions one another or make you discuss something in groups. Do you think these student-centred techniques help you write or speak using the rules you have learnt?

St.6: They absolutely help us to do questions from the textbook.

Interviewer: How?

St.6: For example, if he gives an opportunity to write sentences using present perfect tense, and the one that she has taught is clear for me, it helps doing questions on the exam and making the grammar points clearer for me.

Interviewer: I have finished my interview. Thank you.

St.6: OK.

Transcription of Interview for Student 7: TULLU HARBU SECONDARY SCHOOL

Interviewer: Interviewer: Interviewer: First of all, I would like to thank you. The purpose of this interview questions is to collect data on the title ‘Teachers’ and Students’ Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus’ Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

In the teaching and learning processes, do want to work alone or with your partners in classroom? Why?

St.7: It depends. Sometimes I am interested in working with my friends. I also work alone rarely.

Interviewer: But which one makes you happier?

St.7: Most of the time, I am interested in if we exchange ideas with our friends.

Interviewer: What about while you learn English grammar? Previously, you learnt ‘Quantifiers’. If your teacher lets you discuss on some activities, does this one make you happy or are you willing to do some questions individually

St.7: I prefer to do the questions by exchanging ideas with my friends.

Interviewer: Why do you prefer exchanging ideas with your friends?

St.7: Because if one knows something, the other student may not know. If something is clear with one student. It may not be clear for other student. Therefore, when we do questions by exchanging ideas, we arrive on the correct answers.

Interviewer: Do you mean that when you exchange ideas you learn from one another.

St.7: Yes.

Interviewer: Are you interested in learning grammar? If ‘yes’ why? If ‘not’, why?

St.7: I have an interest to learn grammar because to use the language in communication or to speak with it fluently, learning rules of the language first is important.

Interviewer: How do you prefer your teacher teaches you grammar? As I observed your classes, after giving you notes, she holds discussion. Sometimes without giving notes or holding discussion, she may give you questions or provide you examples and you learn something from the sentences. Which one do you prefer?

St.7: I prefer the teacher to write notes first and discuss the grammar points in detail and give us practice questions.

Interviewer: Does this method help you learn grammar points effectively?

St.7: Yes.

Interviewer: How does your teacher present grammar lesson most often? I observed how she was presenting her grammar lesson, but I want to confirmation from you. Does she give you notes first followed by explanation or does she give practice activities which you can learn the grammar points from the example provided?

St.7: First she notes and then she gives us explanation.

Interviewer: Which one do you prefer?

St.7: We prefer notes to be given first followed by explanation based on the rules.

Interviewer: Does she encourage you to write your own sentences or form a dialogue using the rules you have learnt?

St.7: Yes.

Interviewer: But I did see while I was observing your classes.

St.7: At the beginning, she was making us practice, but now she has stopped. While we were learning simple future tense, she was giving us an opportunity to write our own sentences using the rules.

Interviewer: What about forming a dialogue?

St.7: She has not been implementing as such.

Interviewer: If you are given an opportunity to write your own sentences or form a dialogue using the rules you have learnt, are you interested in it? What about majority of the students?

St.7: In learning grammar, if we are given an opportunity to write our sentences, we can learn through this way, I am interested in it. But majority of the students have no interest as such.

Interviewer: Are say interested in listening from the teacher all the time?

St.7: Yes.

Interviewer: What do you think is the reason why they always want to listen to the teacher instead of trying and working by themselves?

St.7: Since it is an English language, the way the grammar points presented may not be clear to them. They may not understand the rules.

Interviewer: If they fail to understand the rules they have been presented to them, why do you think they don't ask their teacher in order to get further explanation?

St.7: There are some students who ask questions, but some of them may not ask of fear of making mistakes.

Interviewer: How does your English teacher frequently organize students? Is it in pairs, groups or encourages you to work alone? I observed your classes, but a teacher can change the way he/she teaches when someone else come to class. Some other time does she encourage you to discuss in groups or in pairs or make you do some activities individually?

St.7: She has not told us to discuss on some activities in groups. But she gives us home work to do individually.

Interviewer: What about in the classroom? For example, after teaching some grammar points, does she instruct you to discuss in groups or work individually?

St.7: So far all English teachers who have been teaching us haven't told us to discuss on some activities in groups.

Interviewer: Are you interested in the ways she was presenting the grammar lessons to you or do the grammar points she was presenting clear for you?

St.7: Except giving us homework, she does not hold any detailed discussion on grammar. In addition, she gives us explanation on the notes given.

Interviewer: Do you think that the student-centred teaching methodologies such as group work, pair work questioning and answering enhance your grammatical knowledge?

St.7: Yes, if the teacher gives us an opportunity to discuss on some activities in groups and makes us exchange ideas to give her an answer and the correct answer is taken, and gives us correction, we can effectively learn the grammar points.

Interviewer: Are you saying we learn from one another?

St.7: They help us learn from one another because after exchange ideas on the grammar points which are clear for us and we present them, our teacher gives us correction, our grammar knowledge increases.

Interviewer: Why do you think majority of students do not actively participate in classroom grammar activities while the teacher presents grammar lessons?

St.7: Sine they don't effectively use their time, they write the notes of other subjects. Because of fear of making mistakes, they don't ask questions.

Interviewer: Do you think that students have interests to learn English?

St.7: I don't think that they have interests.

Interviewer: What do you think the reason?

St.7: In general, it is because of education.

Interviewer: Why do think they lack interest in their learning?

St.7: I don't know the reason.

Interviewer: What are the roles and responsibilities of teachers and students in the classroom during the presentation of grammar points?

St.7: The teacher is responsible for bringing different grammar points not only from the textbook but also out of the text. The students are also responsible for listening to the grammar points the teacher presents and practice again and again.

Interviewer: Do you think their practice is in speaking or writing?

St.7: It could be either in speaking or writing. It is better if students get an opportunity to practice through which they can learn the rules.

Interviewer: Do you have interests when your teacher gives you extra activities out of your textbook?

St.7: Yes it is good because the students can get additional knowledge if they are provided with activities not only from the textbook but also from other reference materials.

Interviewer: Can you tell me some of the barriers that hinder you and other students not to actively participate while you learn grammar lessons?

St.7: First the methodology the teacher uses plays a decisive role because if the teacher does not present grammar lessons effectively, it can be a barrier for students. On the other hand, if the students don not listen to the teacher attentively, they cannot learn the grammar points.

Interviewer: Do you think that group discussions and situational dialogues are advantageous for grammar learning?

St.7: Yes, they help me. .

Interviewer: How do they help you?

St.7: If one student comes out and explains as a student, he may learn how to use the language in speaking; it also help to the rules of the language.

Interviewer: Are you interested in if your teacher assesses you on a regular basis in your grammar lessons? I mean after presenting the grammar lessons, if she you gives questions as a quiz immediately in order to check your understanding, are you interested in?

St.7: Yes, because to check the students' understanding I think it is better if questions are given by the teacher.

Interviewer: When you learn grammar, how often does your teacher encourage you to correct the work of one another? For example, after learning some grammar points, she gives you questions. After giving you questions, how often does she encourage you to discuss on the questions and correct the work of one another?

St.7: We haven't practiced so far. She hasn't even been encouraging us to discuss in groups.

Interviewer: If she implements this method, does it help you learn rule of grammar?

St.7: Yes. If she gives us an opportunity to discuss in groups and correct the work of one another.

Interviewer: Do you think that if the teacher teaches you grammar using learner-centred approaches such as group work, individual work asking and answering questions help you write or speak using the rules you have learnt?

St.7: The teacher is expected to present us the way the rules work. Only giving notes and encouraging us to discuss in groups do not help us because after these things are clear for us on the rules that we can exchange ideas.

Interviewer: After writing notes and holding discussion, she may give you an opportunity to discuss in pairs or groups or asks you questions or gives you answers. Do you think that these methods enhance you grammar knowledge?

St.7: Yes.

Interviewer: How?

St.7: When we discuss together, we will learn the rules of the language. Therefore, they help us use the language in speaking or writing.

Interviewer: I have finished my interview. Thank you.

St.7: OK. Thank you, too.

Transcription of Interview for Student 8: TULLU HARBU SECONDARY SCHOOL

Interviewer: Interviewer: First of all, I would like to thank you. The purpose of this interview questions is to collect data on the title 'Teachers' and Students' Beliefs, Practices and Preferences towards Learner-centred Grammar Teaching Approaches in English as a Foreign Language Classes: Grade 9 in Focus' Your responses will be kept confidential and are used for research purpose only. Therefore, you are kindly requested to give your genuine answer.

In the teaching and learning processes, do want to work alone or with your partners in classroom? Why?

St.8: I want to work with my friends.

Interviewer: Why?

St.8: If I don't know the idea, the others may know. Therefore, I will tell them what I know and they will tell what know.

Interviewer: What about when your teacher presents grammar lessons? When you learn some grammar points, are interested in learning through discussion with your friends or learn by yourself in working alone?

St.8: If we are given an opportunity to discuss on something in groups, we exchange ideas with one another and give the correct answer.

Interviewer: Therefore, are you interested in working with your friends?

St.8: Yes.

Interviewer: Do you think that other students want to learn through this way?

St.8: Majority of the students have no interests except a few individuals. While you respond to questions, they will laugh at you; they don't want you to give an answer; they want you to disrupt the class together with them.

Interviewer: What do you think the reason?

St.8: They are not thinking deeply on it; they consider school as a place where you pass time. If they thought over it, school is a place where we learn a new thing even though it not as such.

Interviewer: Are saying that these students have no plan in the future?

St.8: Some can have, but students focus driving vehicles and they buy forged documents. There is no improvement through learning something and change a generation.

Interviewer: Are you interested in learning grammar? If 'yes' why? If 'not', why?

St.8: Yes, because I need knowledge; I want transmit this knowledge to the generation who is coming behind me.

Interviewer: How would you like your teacher teaches you grammar? I have observed your classes for four days, but how does she presents the grammar lessons? Does she give you note first followed by explanation and gives you activities?

St.8: It is always as you observed. She writes questions and makes us do the questions. I like if she gives us notes first followed by explanation.

Interviewer: Aren't you interested in the ways that she is teaching you?

St.8: Yes, but I am not saying that we are not interested in the ways. We prefer to be given notes first followed by explanation and then other activities, but I don't know she is interested in this the previous ways.

Interviewer: What about other students? Are they interested in the ways that your teacher teaches?

St.8: We have been discussing on it as our class, but not with all students. We have been recommending if the teacher gives us notes first and then explanation.

Interviewer: Are you saying that you have not been given notes followed by explanation while learning grammar lessons?

St.8: Yes, we have not been given notes.

Interviewer: How does your English teacher frequently organize students? Is it in pairs, groups or makes you do some activities alone?

St.8: She encourages us do some activities in groups or in pairs to exchange ideas.

Interviewer: Are you interested to be taught in this way?

St.8: This is good because if the idea that is generated is not enough, we take additional ideas to arrive on the correct answer.

Interviewer: Do you think that the student-centered teaching methodologies such as group work, pair work questioning and answering enhance your grammatical knowledge?

St.8: Yes.

Interviewer: How?

St.8: When we exchange ideas in asking and answering questions, or if our teacher asks us questions and we give answers, we will not forget what we have learnt. Since we exchange ideas

when questions rise, our teacher gives us detailed explanation so that knowledge retention is ensured.

Interviewer: Does it enhance your participation?

St.8: Yes.

Interviewer: Why do you think majority of students do not actively participate in classroom grammar activities while the teacher presents grammar lessons?

St.8: While the teacher presents the lessons, some students think about personal issues, not to what they are learning by sitting idle in the classroom. So when the teacher asks them questions, they act as if they are day dreaming because they know nothing about what we are learning.

Interviewer: What do you think the reason for their lack of interest/participation?

St.8: It is because of lack of focus; they don't have room for what they are learning.

Interviewer: What are the roles and responsibilities of teachers and students in the classroom during the presentation of grammar points? Or for an effective grammar teaching to take place in the classroom, what are expected of the teacher and the students?

St.8: While our teacher presents us grammar lessons, we need to listen to her attentively by giving attention; we have jot down what says to study at home. Our teacher should respond to our questions by giving detailed explanation.

Interviewer: Are you saying your teacher should ask questions, and you are supposed to ask and respond to questions and practice at home?

St.8: Yes.

Interviewer: Do you have interests when your teacher gives you extra activities out of your textbook?

St.8: Yes.

Interviewer: What is its importance for you?

St.8: I am interested in if she teaches us out of the textbook because it enhances my knowledge and I can also understand how exam questions are prepared.

Interviewer: Do you think that other students have interests if your teacher gives you extra grammar activities out of the textbook?

St.8: Some students have interests, but majority of them do not have because they don't want an exam to be difficult to them. They don't want to be under pressure to the difficult questions.

They want to do questions directly from the textbook and prefer the teacher who prepare exam from the textbook

Interviewer: Do you think that they don't want to be independent learners?

St.8: Yes. They are willing to answer questions from textbook, and prefer the questions they are familiar with.

Interviewer: Can you tell me some of the barriers that hinder you not to actively participate while you learn grammar lessons?

St.8: While teaching grammar lessons, the teacher teaches us the grammar points which are disconnected. That means there is no connection between the first idea and the second. This makes me not to participate actively.

Interviewer: Do you think that group discussions and situational dialogues are advantageous for grammar learning?

St.8: Yes. While we learn grammar, it makes learn the language by itself and motivates me since they help me use the language in speaking and learn new things.

Interviewer: Are you interested in if your teacher assesses you on a regular basis in your grammar lessons? For example, after presenting some grammar points, if she gives you quiz immediately, do you have an interest?

St.8: I am interested in it.

Interviewer: What about other students?

St.8: Since majority of them have not been following the lessons, they don't have an interest.

Interviewer: What do you think is its importance if she gives you questions immediately after the presentation?

St.8: It helps the teacher to evaluate the students how much they have understood what she learnt. On the other hand, we also evaluate ourselves whether we have understood the concept or not.

Interviewer: How often does your teacher encourage you to correct the work of one another? For example, she gives you questions to discuss in groups or pairs. After discuss discussion, how often does she encourage you to correct the work of one another?

St.8: While we do grammar activities, she gives us correction by herself by saying, 'You have made a mistake here; take correction'.

Interviewer: Do you think that if the teacher teaches you grammar using learner-centered approach, helps you write or speak using the rules you have learnt? For example, after presenting grammar lessons, she may say, 'discuss in groups, exchange ideas in asking and answering questions or discuss in pairs. Do these techniques help you use the grammar points you have learnt either in writing or speaking?

St.8: Yes.

Interviewer: How?

St.8: I am happy if we speak in English in English period because we may miss a lot of things during translation from English to Afan Oromo or Amharic. We also waste our time. Therefore, we exchange ideas, we improve our language.

Interviewer: But, how often does your teacher use these ways? I mean how often does she encourage you to write your own sentences or form a dialogue using the rules you have learnt?

St.8: She uses ways. She encourages us to write our own sentences and tells us what we are we are supposed to write and give her back as classwork in order to get feedback.

Interviewer: What do you think is the importance of practicing writing sentences or forming a dialogue using the grammar points you have learnt?

St.8: It helps her evaluate us on how much we can use the rules we have learnt in speaking and how much we are knowledgeable in rules in the rules we have learnt. While the teacher gives us feedback on the activities we have done, we also evaluate ourselves how much we are knowledgeable in the grammar points, and we are happy.

Interviewer: What do you think are the problems that hinder in teaching/learning grammar using learner-centered approach? For example, instead of talking too much, the teacher may give an opportunity for you to increase your participation through speaking. What do you think are the challenges?

St.8: Lack of attention from majority of the students is one problem. The second one is that they may not be clear with the grammar points under discussion. The other one can be lack of interest.

Interviewer: I have finished my interview. Thank you.

St.8: Thank you, too.