

ADDIS ABABA UNIVERSITY

**College of Humanities, Language studies,
Journalism and communication**

Department of Foreign Languages and Literature

Exploring the Effects of Teachers' Beliefs about Grammar Teaching

By

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ABSTRACT

The main objective of this study was to explore the effects of teachers' perception of English language grammar teaching with reference to Nifas SilkLafto Sub –City government preparatory school teachers teaching English in the second semester of 2007 E.C .The subjects of the study were thirty one in which 12 of them were from Higher- 23 preparatory school while 10 and 9 of them were from FrieHiowt and Ginbot- 20 preparatory schools respectively. Subjects were selected using available sampling technique. Three kinds of data collection instruments were used in this study; namely, questionnaire, interview and observation. The data were analyzed quantitatively and qualitatively including descriptions, such as frequency counting and percentage. The findings indicated that the great majority of the subjects of the study were that their perception of grammar teaching has effects on English language grammar teaching in classroom. As the result, it is concluded that there is a deep woven correlation between teachers' beliefs about teaching English grammar and their classroom practices of teaching grammar. So, the administrations of the three preparatory schools should assessed teachers based on structural approach. So, proper classroom observation system should be arranged in the schools to guide the teachers on the right time and proper language development program for parents should also be arranged so that the students can get better language exposure. As the result, providing additional and professional training so as to have directly related beliefs and classroom practices.

CHAPTER ONE

Introduction

1.1. Background

Teaching is mainly an outcome of a teacher's perception. Philosophy of teaching revolve around one's understanding about how students learn, what type of instructions are the best suitable for deep and concrete learning, what actions should be taken to enact such instruction. It also defines ones teaching and learning goals and the specific areas in which a teacher wants herself/himself to improve her/his abilities (Richards 1996).

The structure of a teacher's beliefs is seems to be interconnected. Teacher's beliefs deeply influence both behavior and perception. Pajeres (1992, p.324 as cited in Nayyer 2013).William and Burden (1994) state that teachers' beliefs play a vital role in the teaching learning process that is why teachers must know their own beliefs. Teachers' beliefs can be transformed by experience, knowledge, professional development and making them aware of their teaching approaches. According to Fisher (2007) a teacher must understand his/her teaching philosophies so that he/she can work on further improvement.

Most of the researches have focused only the self-reported beliefs through interviews and questionnaires, whereas a few have investigated whether these beliefs are practiced in classroom or not. No doubt, there is an essential need to find out whether there is a correlation between teacher's beliefs about teaching English grammar and their actual classroom practices.

There has been an on-going debate about grammar in ESL teaching and in studies of L2 acquisition. The inconclusive debate about the best way to teach grammar has significant influence on the development of language teaching practice. As a result, different views, approaches and methodologies to grammar teaching have emerged for ESL teachers to choose to suit their own learners and classroom environment. However, "the methodological proposals in pedagogic grammar for teachers are often implicit rather than explicit" (Corder, 1988; p.127).

The absence of clear guidelines about teaching of grammar particularly in situations when ‘the contexts and environments within which teachers work, and many of the problems they encounter are ill-defined and deeply entangled’ (Nespor. 1987; p. 324), have led teachers creating their own personal theories about how to approach grammar in language classroom (Borg, 1998; 2003). These personal theories are derived from their belief system. Thus, there is a crucial need to explore the teachers’ perceptions about teaching English grammar and their actual class room practices in Nifas Silk Lafto Sub-City government preparatory schools.

1.2. Statement of the Problem

Teachers’ perception is said to be one of the factors which could affect the process of learning grammar. If teaching is mainly the result of a teacher’s perception and philosophy exploring the correlation between teachers’ perceptions about teaching grammar and their classroom practice is very important.

The common issue which has emerged from the theoretical and contextual background of this study is that there is no well-defined approach to the teaching of grammar. This is due to the different views of grammar in language teaching. The different language teaching approaches, which emerged over the years, have placed different emphasis on grammar in language teaching.

When new teaching approaches emerge to rectify the inadequacy of the previous approach, teachers who are the implementers of the new teaching approach may reserve their views and perceptions about teaching grammar according to the previous teaching approaches. This is especially so when teachers are advocates of the previous teaching approaches either through their experience as language learners or language teachers. These views and perceptions will shape their beliefs about English language teaching, which will subsequently influence their planning and instructional decisions.

Having understanding of teachers’ perceptions is important for language teacher trainers and curriculum designers since beliefs are predispositions to action (Rokeach 1968 as cited in Habtamu 2011).

The researcher has observed in Nifas Silk Lafto sub-city context that different preparatory schools vary in their English grammar teaching objectives, goals and assessment. As a result, teachers take grammatical concepts differently and use different teaching methodologies in their classroom. So, this difference in teachers' belief is the main source of motivation to conduct this study which explores teachers' beliefs about grammar and their classroom practices. It will further find out the correlation between teachers' belief and their classroom practices.

In this issue, there is related research studied in global and local level. But only little research has been done on exploring effects of teachers' perception on grammar teaching in Ethiopia context in general and no specific study has been conducted on exploring effects of teachers' perception on English grammar teaching in Nifas Silk Lafto Sub-City government preparatory schools.

To begin with the international research done which is related to this area as far as the information obtained by the researcher is concerned there are a few related studies. Some of them can be discussed as follows.

A study was conducted by Mehmet Bardakci (2014), in Gazi University; Turkey entitled "Teachers' Beliefs and Practices of Grammar Teaching: Focusing on meaning and Form." The findings revealed that most teachers favored the beliefs that represent traditional approaches to grammar teaching such as the use of explicit grammar teaching followed by controlled practice; use of L1, mechanical drills and repetitions.

Another study which arrived at almost similar findings with the previous study was conducted by Nayyer Hassan (2013) entitled "The Impacts of Teachers' beliefs on L2 Grammar Teaching." Her finding shows that there is a deep woven correlation between teachers' beliefs about teaching English grammar and their classroom practices of teaching grammar.

Sitirohani Zain (2007) also conducted entitled "Teaching of Grammar: Teachers' Beliefs, Instructional Contexts and practices." Her finding shows that teachers have different interrelated sets of beliefs related to the five belief dimensions under study beliefs about learners, beliefs about language teachers, beliefs about grammar, beliefs about grammar learning and beliefs about grammar teaching. Previous personal and professional experiences both negative and positive were found to contribute to the development of the five belief dimensions.

Coming to the local studies in this area; as far as the knowledge of the researcher goes, there are only two studies which have some kinds of relations with the current research which are carried out locally. The first one is Habtamu Adem (2011) entitled " Teachers' and Students' Perceptions of Effective Grammar Teaching." His finding shows that there is correlation between teachers' beliefs about teaching English grammar and their classroom practices of teaching it.

The second study is conducted by DerejeTadesse (2001) entitled " An Exploration of Students' Beliefs about EFL Grammar Teaching and Learning and Strategy Use." His finding shows that quite significant correlation among their grammar belief variables, teaching variables and their strategy variables. These findings have tremendous practical implications like EFL learners hold wrong beliefs about grammar .Consequently, they expect and insist on inadequate teaching approach and poor learning strategies.

As a problem Hbtamu Adem (2011), has suggested that further research should be conducted on how teachers 'and students' previous experience affect their present perceptions; and impacts of their perceptions on their teaching and learning practices. His study was altogether considered both teachers' and students' perceptions on grammar teaching. As a result, the perception of subject teachers' was implicit approach is effective approach to teaching grammar. Contrary to this, explicit approach is chosen as an effective approach by students. Here it is clear that teachers' and students' perceptions are mismatched. Thus, the present researcher wants to explore the effects of teachers' perception on grammar teaching independently.

1.3 Objectives of the study

1.3.1 General Objective

The general objective of this research was to explore the effects of teachers' perception on English language grammar teaching on their actual classroom level.

1.3.2 Specific Objectives

The specific objectives of this research are to:

1. Explore the relationship between teachers' beliefs about a grammar teaching and their actual practice in classroom.
2. Identify the beliefs of teachers' in preparatory schools about English grammar teaching.
3. Find out the effects of teachers' perception on English grammar teaching in preparatory schools.

1.4 Scope of the Study

The study is focused on NSL Sub-City government preparatory school teachers. The researcher also believed that in order to manage the study very carefully, the study is to be delimited on three government preparatory schools.

1.5 Significance of the Study.

The researcher believes that the findings of the study have the following benefits:

- It motivates English language teachers to know about their beliefs on teaching grammar.
- It helps to raise educational standard of English language grammar teaching.
- Teachers, teacher trainers, principals, students and the whole educational system would benefit from this study.
- It helps to know the influence of teachers' beliefs on their class room practices.

It encourages teachers to change their irrelevant beliefs in order to improve their instructional practices.

1.6 Limitations of the Study

This study has a few limitations that may affect its generalizability. Firstly, it would not include repetitive observation and extensive interviews with the subjects. Secondly, school administrators were not willing to allow repetitive classroom observation so as to explore and assess teachers' perception of grammar teaching because perception is subjective and some thing in mind. Thirdly, during interview teachers might reflect their own views and would remain unrepresentative of everyone in the study. Fourthly, a few teachers might respond to the interview what they respond in the questionnaire. Therefore, care ought to be taken in generalizing the results to other similar contexts.

1.7 Organization of the Thesis

The thesis is organized into five chapters. First chapter is an introduction which provides the outline of the research, its purpose and the context of the study. The next one reviews the literature relevant to English grammar teaching, its back ground, different approaches to grammar, interplay between beliefs and instructional practices etc. The third chapter explains research methodology, sample and instruments used for research accomplishment. Chapter four is about analysis, interpretation and discussion of the collected data. A concise summary of research, its findings and conclusion has been discussed in the fifth chapter.

1.8 Definitions of Key Terms.

●**Teachers' perception on grammar teaching:** It consists of tacitly held assumptions and perceptions about teaching that they are generally stable and they reflect the nature of the instruction that the teacher provides to students (Johnson, 1994).

Perceptions/beliefs: Represented as individual personal knowledge, which are constructed from experience acquired through cultural transmission and serves as implicit theories to guide thoughts and actions (Pajares, 1992).

Teaching: An activity consciously undertaken in order that somebody should learn something (Langford, 1968).

Practice: a customary action or way of doing something (Morris, 1973).

●**Abbreviations used:** For the sake of convenience, the following abbreviations were used in this thesis.

ESL =English as a Second Language.

NSL = Nifas Silk Lafto; it is the largest sub-city in Addis Ababa.

L2 = Second Language.

+ = Sign of plus/to mean plus

EEE = Exploration, Explanation and Expression.

CHAPTER TWO

2. Review of related literature

2.1 Historical background of grammar teaching

Importance of grammar teaching in second language learning is well known. Long ago from the fifteenth century there had been a long debate on the problems of teaching grammar effectively. For centuries, language has been synonymous with language teaching then the role of the grammar declined with the introduction of communicative language teaching (Thompson, 1996). At the beginning of 1970 the interest of 'real language' teaching emerged and more interest was taken in social and cultural teaching of language. Consequently, it proved to be a shift from audio-lingual and grammar translation methods to the exploration to communicative teaching of language. Hence integrative tasks were focused instead of discrete structures.

Grammar according to Rutheford (1987) is "a necessary component of any language teaching program" (p.9), and thus plays an important role in language teaching. However, the focus on grammar in language teaching was challenged with the emergence of teaching methodologies based on different learning theories, such a challenge influenced not only the content and the curriculum in language teaching, but also the implication for teaching grammar. Thus a fresh look at grammar was necessary causing linguists and language educators to rethink the status of grammar in language teaching and learning. This led to a constant debate among language educators and linguists regarding the nature and type of grammar instruction, which affected the understanding of how second languages should be taught or learned.

The beginning of communicative language teaching has a tremendous impact on the way language should be taught and learned. It is a turning point for linguists and language educators to seriously review the role of grammar in language teaching (Celce-Murcia, 1991). This is because there are two different views about teaching grammar, that is, explicit and implicit grammar teaching (Howatt, 1984).

The conflicting views about how grammar should be taught are generally, vacillated/oscillated between language analysis and language use.

The communicative approach to language teaching emphasizes on meaning and how language is used or the functional aspects of language. This emphasis leads to the implication that grammatical accuracy is less important in communication (Garett, 1986; Woods, 1995). However, communication can generally be achieved most efficiently by means of grammatical sentence or by a series of such sentences logically related” (Close, 1991; p. 14), implying the important function of grammatical competency in communication. In general, although researchers and language educators differ in giving emphasis toward grammatical competency, they all share the same view that grammatical competency has its important role in the development of communicative competence. Hence, three issues emerged related to the role of grammar in language teaching. Firstly, how teachers teach grammar in the classrooms in ways which avoid formalism ““without losing sight of the fact that grammar is systematically organized” (Carter, 1990; p. 117). Secondly, how teachers decide and find ways of teaching grammar “which recognize that appropriate and strategic interventions by the teacher are crucial to the process of making implicit knowledge explicit” (ibid). Grammatical items in the syllabus are carefully selected, ordered, and tabulated reflecting a linear and straightforward process of displaying language items to be taught, while language acquisition is not a linear and straightforward process. The stages and time for each learner to learn or acquire certain aspect of grammatical constructs vary with age and personality.

Some of these issues and concerns led to further research in the field of second language acquisition and second language teaching. The controversial views regarding the extent of grammar instruction within communicative approach need to be resolved. As a result of different views about grammar in language teaching, many methodological proposals to the teaching of grammar emerged. However, those proposals have no clear or well-defined guidelines about how grammar should be taught.

2.2 The concepts of grammar

Based on one's theoretical orientation and experience, different linguists define grammar differently. Paul (1977) defines grammar into three ways.

The first thing we mean by grammar is "the set of formula and patterns in which the words of language are arranged in order to convey larger meanings." It is not necessary that we be able to discuss these patterns self-consciously in order to be able to use them.

The second meaning of grammar is "the branch of linguistic science which is concerned with the description, analysis and formulization of formal language patterns." just as a gravity was in full operation before Newton's apple fell, so grammar in the first sense was in full operation before anyone formulated the first rule that began the history of grammar as a study.

The third sense in which people use the term grammar is "linguistic etiquette." The word in this sense is often coupled with a derogatory adjective. Here linguistic etiquette means a language which is governed by rules and socially acceptable behavior of language.

Ur (1991) as cited in Habtamu defines grammar as the way "language manipulates and combines words in order to form longer units of meaning." It concerns with form and structure of words and their relationship in sentences. Cook (2001) defines grammar as a "computational system that relates sound and meaning." Plamer (1984) similarly views grammar as a technical sense which lays in the middle of phonology the study of sounds of language and semantics.

2.3 Principles of grammar teaching

Clark, (1977) grammar has arrived at some basic of its science, three of which are fundamental to this discussion.

The first is that a language constitutes a set of behavior patterns common to the members of a given community. It is a part of what the anthropologist call the culture of the community.

The second important principle linguistic science is that each language or dialect has its own unique system of behavior patterns. Parts of this system may show similarities to parts of the system of other languages, particularly if those languages are genetically related. But different languages solve the problems of expression and communication in different ways.

The third principles on which linguistic science is based on that the analysis and description of a given language must conform to the requirements laid down for any satisfactory scientific theory. These are simplicity, consistency, completeness and usefulness for predicting the behavior of phenomena not brought under immediate observation when the theory was formed.

2.4 Teachers' beliefs on grammar teaching

Johnson (1994) as cited Thomas has suggested that teacher beliefs are neither easy to define nor study because they are not directly observable. What we do know is that teacher beliefs consist of tacitly held assumptions and perceptions about teaching that they are generally stable and they reflect the nature of the instruction that the teacher provides to students.

According to Johnson (1994) educational research on teachers' beliefs share three basic assumptions:

1. Teachers' beliefs influence perception and judgment.
2. Teachers' beliefs play a role in how information on teaching is translated into classroom practices.
3. Understanding teachers' beliefs essential to improving teaching practices and teacher education programs. In the area of grammar teaching teacher beliefs have been examined to see how personal beliefs and knowledge of the pedagogical system of teaching have informed the instructional practices and decisions of teachers English as a second language. In addition, the study of teachers beliefs, as Richards, Gallo and Renandya (2001) have pointed out forms parts of the process of understanding how teachers conceptualize their work.

Studies by both Farrell (2003) and Yim (1993) investigated the extent to which teachers' theoretical belief influenced their classroom practices and found evidence to suggest that what teachers say and do in the class room are governed by their beliefs. As Borg (2003) suggests, “teachers are active, thinking decision-makers who mark instructional choices by drawing a complex practically-oriented personalized, personalized and context-sensitive network of knowledge, thought, and beliefs.”

2.5 Teachers' attitude towards grammar instruction

In teaching grammar, three areas have to be considered: grammar as rules, grammar as form and grammar as resource. For many L₂ learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security.

A better approach is perhaps to see grammar as one of many resources that we have in language which helps as to communicate. Grammar is not a constraining imposition but a liberating force; it frees us from a dependency on context and a purely lexical categorization of reality. Many teachers tend to view grammar as a set of restrictions on what is allowed and disallowed in language use (Widdowson 1990:86).

2.6 The great grammar debate

The debate on the role of grammar in L₂ teaching is one that has been active since naturalistic language learning principles were first advocated by language specialists in the late 19th century. In 1884, German scholar F.Franke in his publication “practical language learning, described on the basis of the psychology and physiology of language” called for replacement of focus on explanation of grammar rules in the class room by more direct use of the foreign language, where by learners would be able to induce the grammar rules for themselves (Franke, 1984, cited in Richards & Rodgers, 2001).

Nevertheless, owing to the strong dominance of Latin and Greek tradition in language learning and teaching the supremacy of grammar in the language learning curriculum did not begin to suffer a serious decline until the mid-20th century, when the place of grammar in the language learning curriculum (i.e. not how grammar should be thought) began to be questioned in this historical overview of the great grammar debate, Tonkyn (1994) attributes this decline to several principal causes, among which are: (a) the disillusionment of language teachers with linguistics, in general, as well as with traditional grammar; (b) the influence of sociolinguistics in broadening the notion of communicative competence to include a sociolinguistic dimension; and (c) the communicative language teaching movement, which saw grammatical competences as just one component of overall communicative competency.

2.7 Types of Grammar

Woods (1995), as cited in Rohani (2007) outlined five different types of grammar namely: prescriptive and descriptive grammar, traditional grammar, phrase-structure grammar, transformational-generative grammar and functional-systematic grammar. These five types of grammar illustrate different approaches towards analysis and description of language.

2.7.1 Prescriptive and descriptive grammar

Perspective grammar is when the correct use of language is prescribed by a set of rules. These are fixed. Unlike prescriptive grammars, descriptive grammars recognize that language is constantly changing (Quirk et al., 1985) as cited in Rohani (2007). This means that certain utterances that were considered incorrect grammatically at one time are now accepted as correct; for example, the use of “a few” and “a little”. In the prescriptive grammar “a few” determines countable noun and “a little” is related to non-countable noun. Thus, we say few students, fewer students, fewest students and little salt, less salt, least salt. But today the use of “less” with countable noun as in “less students” is also accepted (Woods, 1995).

2.7.2 Traditional grammar

In traditional grammar, syntax rather than semantics is a central component of a language. In teaching the syntactic organization of the sentences, traditional grammarians have identified and defined eight parts of speech. These are nouns, verbs, pronouns, adjectives, adverbs, propositions, conjunctions and interjections.

Traditional grammarians focus on the relationships of words in a sentence such as subject, object, complement, adverbial, etc to show the different clause types.

Traditional grammar is descriptive in the sense that it attempts to describe linguistic structures (Quirk al, 1985) as cited in Rohani (2007). For example, according to traditional grammar the basic structure of an English structure is subject+verb+object as in “he drinks water.” Language teaching based on the philosophy of traditional grammar will focus on the parts of speech.

2.7.3 Phrase-structure grammar

Extending and developing the work of traditional grammar phrase-structure grammar highlights the relationship of words and phrases in a sentence (Cook, 1991). It helps to understand how the structural relationships of words and phrases support the meanings, which we attempt to convey through language. The relationship is presented geographically using substitution tables, which have been widely used in basic grammar lessons. If traditional grammar emphasizes on written form, then phrase structure grammar focus on spoken form. Thus, the practice of drills using substitution tables is an attempt to help learners master the structure of the sentence. Although it focuses on consideration of meaning and communicative function (Woods, 1995).

2.7.4 Transformational-generative grammar

Like traditional and phrase-structure grammar, transformational –generative grammar also emphasizes on syntax. In fact, it deals with syntax in greater details. If phrase-structure grammar shifts the perspective from individual word to the sentence, transformational-generative grammarians are interested to explain how our mind generates sentences, that is, from intent to utterance (Radford, 1981).

Transformational generative grammarians argue that innumerable syntactic combinations can be generated by means of system formal rules, such as, transformational rule. This transformational rules, which are based on the phrase structures in to other forms, like active voice to passive voice. The process that transform active voice to passive voice do not only depict the grammatical relationships between the various constituents that makeup the sentence, but also explain how individuals can produce numerous sentences, which they have never produced or heard before.

Chomsky (1965) sees language as a generative system not a close system; a construct, which accounts for understanding and producing infinite number of grammatical sentences. To him, grammar should describe a native speakers' intuitive understanding of the language he or she uses. The term 'surface structure' and 'deep structure' are used to describe the intuitive knowledge. 'Surface structure' is the actual form of the sentence produced while 'deep structure' is an underlying forms that is related to the meaning of the sentence (Radford, 1981).

2.7.5 Functional-systemic grammar

Functional-systemic grammar concerns with making clear instruction between syntax, semantics and pragmatics. Halliday's (1985) Functional-systemic grammar, which focuses on the functional aspect attempts to account for how language is used. Utterances are viewed as some meaning whose expression will vary depending on the situation. Thus the semantics of the intended utterances as well as the relationship between the speaker and the listener influence the choice of expressions.

2.8 Approaches to grammar in language classroom

The different views of approaches in analyzing and describing language have influenced the ways grammar is taught. Based on these different approaches, Woods (1995) derived three views of grammar; grammar as rules, grammar as forms and grammar as a resource. These views of grammar, to a large extent, inform teachers about their approaches to teaching grammar in a classroom. In language teaching history, different approaches to language have been developed. These approaches address the issue of grammar teaching differently. In addition grammar teaching approaches developed in language teaching methods, teachers have been developing their own approaches. The reason for teacher mode approaches to teaching grammar are the disagreement on the concept and teaching of grammar among language teaching methods, absence of clear guidelines and educational and professional experiences (Borg 1999). This section however is limited to approaches to teaching grammar which we found in language teaching methods; namely, explicit, implicit and inclusive approaches to teach grammar.

2.8.1 Explicit approach

Explicit approach also known as formal instruction overt grammar teaching, product oriented approach or deductive approach. It is an approach to teaching grammar which overtly presents grammatical rules (Harmer 1987). Cook (2001) considers this approach as a process of working-out and learning the grammatical system of language.

The teacher in explicit approach provides grammatical rules and explanations for students. The assumption behind explicit instruction is rules that are learnt consciously can be converted in the unconscious process of comprehension and production (Cook 2001).

The linguistic forms and language functions are related through a network. This network, which is called a system network, organizes co-occurrence potential of grammatical types showing which types are mutually compatible, and which are incompatible. In simple term this system network consists of choices of expressions of various kinds depending on the social context. For example, in greetings, there is a system network consisting a set of possibilities of which one is chosen: how do you do? , Hello, What's up; and Good morning/Good afternoon/Good evening. Depending on how the speaker evaluates the whole context including the relationship with listeners and their current state of feelings, he or she chooses one from this book? And who did you give this book both sentences are grammatically correct but depending on the social context and the relationship between speaker and listener both are used in different situation. We usually use the former in a formal situation.

If transformational generative linguistic are interested in how the human mind distinguishes grammatical from non-grammatical structure, systemic functional linguists are interested in how people use language to communicate. It is about language in use where the purpose, situation, setting, audience and cultural assumptions create context in the speakers' mind. It does not only deal with how people use language but also looks at how language is structured for use, which is constrained by the social context (Eggins, 1994).

However, explicit approach is criticized for its production of structurally competent but communicatively incompetence because they assumed students in explicit instruction do not learn the language rather than about the language (Atkins, 1995 as cited in Habtamu 2011). Cook (2001) however, reported that the aim of teaching is academic knowledge conscious understanding is acceptable. Lynch (2005) further reported situations where explicit teaching is required. These are when some basic features of English structures are illogical and dissimilar to learners first language and difficult to be understand even in context, when the English grammar offers exceptional rules which are highly challenged for foreign language learners and when the students are logically or linguistically biased thinkers respond well to structure for example adult learners often favor from explicit instruction.

2.8.2 Implicit approach

Chomsky in the 1960's defined grammar as the knowledge of the language "the speaker possesses in mind" (Cook 2001). He named this knowledge of language linguistic or grammatical competence. Here his assumption is all speakers of any language can develop grammatical competence without having to study grammar explicitly. He supports his assumption with those native speakers who know the system but unable to verbalize or speak it. This knowledge can be seen as implicit (unseen) knowledge. From this assumption; it is possible to conclude that grammar can be learnt without having study it.

Implicit approach to teaching grammar also known as inductive teaching, skill oriented approach, covert instruction. Therefore, it is an instruction whose aim is raising the learners' consciousness of specific grammatical structure (Rutheford and Smith 1985 as cited in Habtamu 2011).

Consciousness rising in this context is used to refer the deliberate attempt to draw the learners' attention specifically to the formal properties of the target language (Habtamu 2011). Harmer (1987) views this approach as a teaching of grammar where grammatical facts are hidden from students. Implicit grammar instruction and communicative approach are often used interchangeably Yip (1994) as cited in Habtamu (2011), However, defines implicit approach and shows its little difference from communicative approach as follows:

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

Although, as Yip said, implicit approaches is different from pure communicative approach by telling learners which structures are ungrammatical and providing the grammatical counterparts, its main aim is to enable learners to use grammar for communication (Atkins, et al 2005). To sum up, implicit approach is an approach to teaching grammar whose goal is raising learners' consciousness to specific grammatical structure or like Chomsky's view teaching of grammar without having to study it. In both cases, explicit explanation of grammatical facts is avoided.

2.8.3 Inclusive approach

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

Inclusive approach is applicable into two different ways. The first way is as Atkins, et al (2005) indicated with awareness-raising tasks following more explicit teaching of grammar points or with explicit grammatical explanation following awareness raising activities. In this way both approaches are integrated while teaching a lesson. The new method of teaching grammar proposed by Sysoyev (1999) as cited by Habtamu (2011) further elaborated this idea. He names this method integrative grammar teaching which consists of three Es (EEE) which stand for Exploration, Explanation and Expression (Inductive teaching) where learners are given sentences to illustrate certain grammar rules and are asked to discover the rules by themselves. The second stage is explanation (deductive teaching where learners learn the explicit grammar rules). The third stage is expression where learners are allowed to apply their knowledge of grammar to express them-selves (to produce meaningful sentences). There for, in EEE method explicit and implicit instructions are integrated while teaching a lesson.

The second way of integrating explicit and implicit approaches to teaching grammar is to apply explicit instruction alone when it is needed and implicit whenever it is required.

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

2.9 Teachers' perception of grammar teaching

The disagreement among language teaching methods and the ill-defined guidelines on how to approach grammar has made the subject of controversy (Ellis 1994, Rohani 2007). Teachers therefore are confused and split into groups. These paradoxes also lead teachers to create their own personal theories about how to approach grammar. The personal theories mainly are derived from their perceptions of grammar and grammar teaching. Their perception which is emerged as

a result of paradoxes mentioned and professional experiences often determines how grammar should be taught (Borg 1999).

Assessing teachers' perceptions that they bring to the classroom has been attracting considerable research interest (Borg 1999, 2001, Farrel and Particia 2005, Rohani 2007, Tok 2010). It is because having understanding of teachers' perceptions is important for language teachers, teachers' trainers and curriculum designers since "beliefs are predispositions to actions" (Rokeach 1968 cited in Habtamu 2011). However, researchers came up with contradictory research findings. Borg, for example, reported that teachers have developed personal theories through educational and professional experiences which influence their instructional decisions. He also reported that teachers' theory and classroom teaching practices are strongly linked. Farrel and Particia; on the other hand, found that teachers have 'a set of complex belief systems' which are not sometimes reflected in their classroom practices. It is further reported sample teachers were not consciously aware of their belief until they were interviewed. Rohani; on his part, reported that teachers have different interrelated sets of beliefs whose practicality would be influenced by contextual factors in their work setting.

2.10 Relationship between Perceptions or beliefs and classroom practices

The main difference in grammar teaching methods is due to teachers' different views about the role of grammar according to Clindinin& Connelly (1986 as cited in Nayyer 2013), conceptual confusion starts due to the definition of identical terms in different ways and due to the use of different terms to describe similar concepts. It shows that there are as many definitions of terms as there are different beliefs and there are as many teaching approaches as there are many minds. So, it leads to be as many teaching practices as there are minds and perceptions or beliefs exist. However, a belief is held consciously or unconsciously, it is always accepted as true by the person and is "imbued with emotive commitment" (Borg 2001, P.186 as cited in Nayyer, 2013). Majority of the researchers perceive or believe that teaching is a cognitive activity and teachers' instructional practices for example, (Shavelson, Stern 1981; Tillema 2000 as cited in Particia 2005). Calderhead (1996 cited in Nayyer 2013) sustains that teachers are found to hold their significant beliefs or perceptions in five main areas of beliefs about learners and learning, teaching, subject or curriculum, teaching. He also clearly reported that these five areas are interconnected.

2.11 Ineffective grammar teaching

Researches over the period of 90 years have shown that the teachings of grammar in schools have little or no effect on the improvement of students' language developed (George Hillocks & Michael Smith, 1991). Researchers have shown that teaching of grammar have rarely achieved any goals. "Diagramming sentences teach nothing beyond the ability to diagram" (George Hillocks & Michael Smith. 1991 as cited in Nayyer Hassan, 2013). According to De Boer (1959) all researches have shown negative results so far as the learning of grammar is concerned and students have not shown any kind of improvement in their language expression and furthermore there is no justification is present in the evidences for a lot of time spent on grammar teaching. Grammar teaching is not helpful for students in avoiding and correcting errors (Elley et al., 1976, Hillocks, 1986 as cited in Nayyer, 2013).

2.12 Teaching grammar in Ethiopian schools

Most research findings shows that grammar teaching approach in Ethiopian schools is product oriented as opposed to as process and skill oriented one. In the same manner learners' and students' view of grammar is chiefly the static one in contrast to the dynamic view. Both learners and teachers personal strategy is predominantly limited to learning grammar from product perspective in preference to process and skill perspective (DerejeTadesse, 2001).

According to Abrham Degu (2008) most Ethiopian school English language teachers beliefs that teaching grammar through the integration of form, meaning and use is more effective than the structural or form focused method of grammar teaching. The integrated grammar teaching approach is suitable in promoting pair work, group work and discovery technique in language teaching. It is also effective to enable learners acquire and understand the meaning of grammatical forms and their roles in communication. Although learning the form aspect of grammar is important, an exclusive emphasis on it seems less effective in making learners produce meaningful and grammatical sentences to express their ideas. Generally, teachers' perception on grammar teaching methods (the way they teach English grammar) still remains fundamental and key element for successful L2 teaching pedagogy.

Habtamu Adem (2011) explores and compares teachers' and students' perceptions of effective grammar teaching. The finding suggests that subject teachers perceive implicit approach as an effective approach to teaching grammar. In other words, they believe that grammar would be

best taught implicitly. Contrary to this, explicit approach is chosen as an effective by students. Therefore, it is clear that teachers' and students' perception is mismatched. That is why the researcher wants to study on the effects of teachers' perception on grammar teaching independently.

CHAPTER THREE

3. Methodology

3.1 Research Type

The researcher used the descriptive survey method to conduct this research. The reason for choosing this method was that this research type is assumed to be helpful to explore the major factors influencing the subjects of the study both qualitatively and quantitatively.

3.2 Research Setting

Three research places were selected. These were Ginbot 20 Preparatory School, Higher 23 Preparatory School and Frie Hiwot Preparatory School. The reason for selecting those schools in NifasSilikLafto Sub-City is that, there is not any significant research work on these preparatory schools in general and this kind of research, in particular. Therefore, the researcher selected those government preparatory schools by the available sampling technique because there are only three preparatory schools in the sub city.

3.3 Sources of Data

The primary source of data for this research was sample English language teachers in the selected three preparatory schools namely Ginbot 20 Preparatory School, Higher 23 Preparatory School and Frie Hiwot Preparatory School in 2007 E.C.

3.4 Sample Size

In Nifas Silik Lafto Sub City there are only three government preparatory schools. Thus, according to the information obtained from the three selected preparatory school offices, there were 31 teachers teaching English language subject in the second semester of 2007 E.C in Higher- 23 Preparatory School 12 teachers, Frie Hiwot Preparatory School 10 teachers and Ginbot -20 Preparatory School 9 teachers.

Considering this situation, the total population of the study is the whole 31 teachers who were teaching from the above mentioned preparatory schools (i.e. 100% of total population) were selected from the three government preparatory schools.

3.5 Sampling Technique

In NifasSilikLafto sub city there are three government preparatory schools. In these schools there were 31 English language teachers in second semester of 2007 E.C. So, due to low numbers of English language teachers in the sub city preparatory schools, the researcher has used the whole (31) English language teachers for the questionnaire who were teaching in the three government preparatory schools in NifasSilikLafto sub city as sample technique of available sampling. Because available sampling technique is good to meet the objectives of the research, represent the population, answer a series of questions and data interpretation so as to make the research feasible or realistic.

The second data gathering instrument which was used in this study was an interview. (10 interview questions for English language teachers' appendix-B). Three English language teachers in each preparatory school (nine teachers) were interviewed. This was purposely done to understand teachers' perception on grammar teaching. Besides, this instrument was used in order to enrich the information obtained from questionnaire

The researcher then conducted observations using 10 observation checklists (appendix-C). The classroom observations were carried out with three teachers in each preparatory school (totally nine teachers) purposely while they were teaching in the classroom. In doing so, teachers' perception on grammar teaching could be easily observed. The purpose of conducting observation was just to triangulate the information obtained in the two instruments namely questionnaire and an interview with the actual realities observed in the classroom.

3.6 Tools of Data Collection

In order to achieve the objective of this study, the researcher used: questionnaire, an interview and classroom observation. The researcher has used these tools of data gathering because of the following reasons:

Questionnaire – is a self-report instrument which is very useful to obtain data both economically and speedily from a large number of respondents. It is also used to collect both qualitative and quantitative data.

Interview- the researcher has used this tool because it used to understand people's ideas, beliefs and attitudes.

Classroom observation- the purpose of the observation is not to evaluate the teachers' teaching. It rather helps to assess the extent to which the teachers' beliefs and report practices were corresponding to what actually teachers did in their classroom.

3.7 Data gathering process

The first part of data was gathered by using questionnaire (appendix –A) which were used to explore the effects of teachers' perception on grammar teaching. All the subjects who were given to fill questionnaire, did so properly and then returned the questionnaire sheets to the researcher.

Next, the second part of data was collected by interview questions (using ten guided questions mentioned in appendix-B) which were used to identify teachers' beliefs about English grammar teaching. This was done immediately after the subject teachers returned the questionnaire.

Then, the third part of the data was collected by applying classroom observation (appendix-C) which was used to crosscheck the interconnection between teachers' beliefs and their actual practices in classroom. This was done by following ten classroom observation check lists.

3.8 Procedures of analyzing the data

After carefully gathering the appropriate data from all subjects of the study, the data were analyzed by using different statistical tools and narration. Thus, frequency counting, percentage and description of some qualitative data were used to analyze and describe the data. Finally; based on the findings obtained in chapter four, summary, conclusions and recommendations were made.

CHAPTER FOUR

4. Data Analysis and Interpretation

In order to address the general and the specific objectives which are mentioned in the first chapter, the collected data from all subjects of the study were analyzed by making use of frequency counting, percentage and description of some qualitative data. Moreover, the subject teacher's grammar teaching perception was assessed in order to see the relationship between their perceptions on grammar teaching and its effect in classroom practice. Therefore, this chapter presents the quantitative and qualitative results of the research. The data was collected to find out the effects of teachers' perception about teaching grammar. The results are presented quantitatively and qualitatively so as to explore the general beliefs of teachers about teaching grammar, effects of their perception on teaching grammar and activities they use in the classroom while teaching grammar. Generally, considering questionnaires, interviews and classroom observations the data was analyzed as follows:

4.1. Respondents' Background

Table1: Classification of respondents based on sex

Sex		Number	Percentage
	Male	25	81
	Female	6	19
Total		31	100

Table2: Classification of respondents based on age

Age		Number	Percentage
	18-25	0	0
	26-35	20	64
	36-45	8	26
	46-60	3	10
Total		31	100

Table3: Classification of respondents based on qualification

Qualification		Number	Percentage
	Diploma	0	0
	Degree	15	48
	MA	16	52
	PhD	0	0
Total		31	100

Table4: Classification of respondents based on work experience

Teaching experience		Number	Percentage
	1-10Years	14	45
	11-20	6	19
	21-30	7	23
	>30	4	13
Total		31	100

From the above tables, few number of female English language teachers (19%) is teaching in Nifas Silk Lafto sub city preparatory schools. On the other hand, 81% of the respondents were male. 64% of the respondents were found between the ages of 25-35 years. This shows that most of the respondents were young teachers.

In Nifas Silk Lafto Sub city preparatory schools 52% of the respondents were MA holders whereas 48% of them were BEd Degree holders. 45% of the respondents had 1-10 years of teaching experience in teaching in English. However, well experienced teachers were few in number (13%).

Table5: Teachers' responses on rating their perception on grammar teaching

Item	Rating Scales										Total	
	Strongly disagree		Disagree		Neutral		Agree		Strongly agree			
	fr.	%	fr.	%	fr.	%	fr.	%	fr.	%	fr.	%
a. Teachers should apply their beliefs of grammar teaching in their classroom.	0	0	3	10	5	16	12	39	11	35	31	100
b. Teachers’ perception on grammar teaching has effects on their teaching methodology and classroom practice.	4	13	0	0	0	0	9	29	18	58	31	100
c. grammar should be taught to all learners in preparatory.	0	0	1	3	4	13	19	61	7	23	31	100
d. teachers should provide with students grammatical rules and explanations.	1	3	8	26	1	3	11	35	10	33	31	100

From the above table (5) item (a), one can see that the majority i.e. 74% of the respondents either strongly agreed or agreed that teachers should apply their beliefs of grammar teaching in their classroom. Therefore, this implies that the great majority (74%) of the respondents believe that English language teachers should apply their beliefs of grammar teaching in their classroom.

On the other hand, 10% of them disagreed with the idea of language teachers should apply their beliefs of grammar teaching in their classroom. Further, 10% of the respondents believe that English language teachers should not declare their beliefs of grammar teaching in their classroom. 16% of the respondents were neutral about the idea of teachers' beliefs on grammar teaching and classroom practice. This means 16% of teachers have not any concept on their beliefs of grammar teaching in their classroom practice.

In the above table item (b) shows that 58% of the respondents strongly agreed that teachers' perception on grammar teaching has effects on their teaching methodology. 29% of the respondents also agreed on the above idea. This implies the great majority (87%) of the respondents believe that teachers' perception about grammar teaching has effects on their teaching methodology and classroom practice.

However, 13% of the respondents strongly disagreed that teachers' perception of grammar teaching has effects on their teaching methodology and classroom practice. On the other hand, 13% of respondents responded that teachers' perception of grammar teaching has no effects on their teaching methodology and classroom practice. This shows that there is some sort of confusion among some teachers concerning the idea of teachers' perception of grammar teaching and teaching methodology.

According to the above table item (c), 23% of the respondents strongly agreed that grammar should be taught to all learners. 61% of the respondents also agreed that grammar should be taught to all learners. Therefore, this shows that the vast majority (84%) of the respondents believe that grammar should be taught to all level of learners. Based on this information the researcher concluded that grammar should be given to all level of learners.

But 13% of the respondents are neutral about the above idea which means 13% of respondents have not any idea or concept on grammar and learners.

As the results depicted in table (5) item (d), 33% of the subjects strongly agreed that teachers should provide students with grammatical rules and explanations. The majority, i.e. 35% of the respondents agreed that teachers should provide students with grammatical rules and explanations. This indicates that the great majority (68%) of the respondents believe that teachers should provide grammatical rules and explanations to their students. 26% of the respondents disagreed that teachers should provide grammatical rules and explanations. This implies that 26% of the respondents believe that teachers should not provide students with grammatical rules and explanations.

4.2. Some Yes/No questions assessing subjects' beliefs about grammar teaching

So as to come up with some kinds of further information (findings) in line with the objectives set, some Yes/No questions were included in the questionnaire. The following results were then obtained.

Table 6: Subject teachers' responses on the three Yes/No questions which assess their grammar teaching background as it has strong connection with their classroom practice.

Items	Responses		
a. Teachers should use implicit or skill oriented approach to teach grammar so as to raise the learners' consciousness of specific grammatical structure.	Yes	Respondents	%
		30	97
	No	Respondents	%
		1	3
	Total	31	100
b. Do you think it is necessary to teach grammar?	Yes	Respondents	%
		31	100
	No	Respondents	%
		0	0
	Total	31	100
c. Have you ever experienced any difficulties in teaching grammar?	Yes	Respondents	%
		16	52
	No	Respondents	%
		15	48
	Total	31	100

As can be seen from table (6) item (a), 97% of the respondents replied that teachers should use implicit or skill oriented approach to teach grammar so as to raising the learners' consciousness of specific grammatical structure. Therefore, the researcher concluded that the vast majority

(97%) of subjects believe that teachers should use implicit or skill oriented approach to teach grammar so as to raise the learners' consciousness of specific grammatical structure.

As the data in table (6) item (b) 100% of the respondents replied that they think it is necessary to teach grammar meaning all respondents agreed that teaching English grammar is necessary. This shows that Nifas Silk Lafto Sub city preparatory school teachers believe that grammar teaching is important for students.

Concerning item (c), 52% of the respondents rated "Yes" meaning they have experienced difficulties in teaching grammar. This implies that the majority i.e. (52%) of the subjects faced difficulties when they teach English grammar. But 48% of the subjects claimed that they have not faced any difficulties in teaching English grammar. This indicates that, 48% of the respondents are either good at grammar or have no idea about teaching grammar.

4.3. Rating Teachers' Perception on Students Contribution while they Teach Grammar

To see the extent to which students' roles or activities contributed to the teaching learning process of English grammar classroom, some questions were asked to rate their contribution for English language teachers' specifically for grammar teaching. The following table presents the relevant analysis of data.

Table 7: Teachers' response on rating the contribution of students during grammar teaching

Items	Rating Scale	Responses	
		No of respondents	%
a. A learner can acquire foreign language without grammar structure.	Strongly disagree	1	3
	Disagree	8	26
	Neutral	1	3
	Agree	15	48
	Strongly agree	6	20
	Total	31	100
b. All students will learn different structures of	Strongly disagree	8	26
	Disagree	15	48
	Neutral	1	3

English grammar in the same order.	Agree	5	16
	Strongly agree	2	7
	Total	31	100
c. Students should be given the opportunity to work out grammar rules from example.	Strongly disagree	0	0
	Disagree	0	0
	Neutral	0	0
	Agree	13	42
	Strongly agree	18	58
	Total	31	100
d. It is essential that students are familiar with the correct grammatical terminology.	Strongly disagree	1	3
	Disagree	4	13
	Neutral	1	3
	Agree	20	65
	Strongly agree	5	16
	Total	31	100

The above table (7) item (a), 68% of the respondents either strongly agreed or agreed that a learner can acquire foreign language (English language) without grammar instruction. This indicates that the majority, i.e. (68%) of the respondents believe that students can learn English language without grammar instruction but 29% of the respondents believe that learners cannot learn/acquire foreign language or English language without grammar instruction. On the other hand, 29% of the respondents disagreed that a learner can acquire /learn foreign language/ English language with grammar instruction.

The results shown in item (b), 48% of the respondents disagreed that all students will learn different structures of English grammar in the same order. 26% of the respondents also strongly disagreed that all students will learn different structures of English grammar in the same order. Therefore, this implies that the great majority (74%) of respondents believe that all students will not learn different structures of English grammar in the same order.

However, 23% of the respondents agreed that all students will learn different structures of English grammar in the same order. This shows that 23% of the respondents believe that all learners can learn different structures of English grammar in the same order.

In case of item (c), 58% of the respondents strongly agreed that students should be given the opportunity to work out grammar rules from examples. 42% of the subjects also agreed that students should be given the opportunity to work out grammar rules and structures from examples. In other words, 100% of the respondents believe that learners should be given the opportunity to work out grammar rules from examples.

Therefore, this implies that Nifas Silk Lafto Sub-City Preparatory school teachers believe that students active participation and their contribution is important for teaching grammar. This idea may relate to student center /participatory grammar teaching method because as can be seen in item (c) there is no respondents who responded that students should not be given the opportunity to work out grammar rules from examples. Meaning no respondents who strongly disagreed or disagreed.

From item (d), one can see that the majority, i.e.16% of the respondents strongly agreed that it is essential that students should be familiar with the correct grammatical terminologies. 65% of the respondents also agreed with the above idea. This shows that the great majority of the subjects believe that students should be familiar with the correct grammatical terminologies so as to learn grammar effectively.

However, 16% of the respondents said that students should not be familiar with correct grammatical terminologies in order to learn grammar effectively. This means they believe that it is possible for students to learn grammar without knowing grammatical terminologies in advance.

4.4. Teachers' Perception of Grammar Teaching Approach

In order to assess teachers' perception on grammar teaching approach some questions were included in the questionnaire. The data which obtained from the respondents are presented in table 8 below.

Table 8: Teachers' perception of grammar teaching approach

Items	Rating Scale	Responses	
		Respondents	%
a. Teachers had better use inductive grammar teaching approach than deductive grammar teaching approach.	Strongly disagree	1	3
	Disagree	4	13
	Neutral	9	29
	Agree	7	23
	Strongly agree	10	32
	Total	31	100
b. Teachers should teach students strategies of learning English grammar but not teach grammar	Strongly disagree	3	10
	Disagree	7	22
	Neutral	5	16
	Agree	12	39
	Strongly agree	4	13
	Total	31	100
c. Teachers first should provide examples following grammar points.	Strongly disagree	0	0
	Disagree	3	10
	Neutral	3	10
	Agree	9	29
	Strongly agree	16	51
	Total	31	100
d. The major parts of a language course, should focus on teaching and practicing grammar.	Strongly disagree	8	26
	Disagree	16	52
	Neutral	3	10
	Agree	2	6
	Strongly agree	2	6
	Total	31	100
e. Teachers should begin a grammar lesson by explaining how a particular structure works.	Strongly disagree	1	3
	Disagree	5	16
	Neutral	6	19
	Agree	7	23
	Strongly agree	12	39
	Total	31	100

As the results depicted in table (8) item (a), 55% of the respondents either strongly agreed or agreed that teachers had better use inductive grammar teaching approach than deductive

grammar teaching approach. This shows that the majority of participants believe that teachers had better use inductive grammar teaching approach than deductive grammar teaching approach.

Regarding item (b), the majority i.e. 52% of the respondents either strongly agreed or agreed that teachers should teach students strategies of learning English grammar; but not teach grammar. This implies that the majority of teachers believe that student should be taught strategies of learning English grammar so as to become efficient users of the language. This also paves the ground for students to be independent learners in the process.

Concerning item (c), 80% of the respondents either strongly agreed or agreed that teachers should provide examples following grammar points. Therefore, this implies that the vast majority participants believe that students should be provided with the opportunity to infer grammatical rules and structures by themselves.

In the same table item (d), 78% of participants either strongly disagreed or disagreed that the major parts of a language course should focus on teaching and participating grammar lessons. This implies that the great majority of teachers believe that grammar is a very important and a key component of a language course.

In relation to item (e), the majority i.e. 62% of the subjects replied that teachers should begin grammar lesson by explaining how a particular structure works. This implies that the great majority respondents believe that teachers should begin grammar lessons by explaining how a particular structure works.

4.5 Qualitative Data

This research is mainly based on the qualitative data collected from open-ended questions of the survey questionnaires (see appendix A, Part A) interview and classroom observation (see appendix B and C). All the data collected from the open and closed ended questions (see appendix A). In the end an integrated study was conducted to find out the correlation between

teachers' beliefs about grammar teaching and their classroom practices in order to present the final results.

4.5.1 Meanings of grammar

According to the qualitative results of Q1, a large number of teachers are of the belief that the word grammar means a set of basic rules and regulations, principles, laws, technicalities and structures of a language for written and spoken communication i.e., forming words and sentences, and understanding of a language. A little number of teachers is of the view that grammar is the science of every language or it is the scientific study of a language. Some wrote that grammar is the mother of a language on which the total methodology of a language works. Only one teacher of all recorded linguistic terminologies, i.e., syntax, semantics, phonology and pragmatics.

A few teachers discussed the vital or key role of grammar in the process of learning the structure and understanding of a language. Some of them think that the definition of grammar circles around the basic formation, parts of speech, tenses, punctuation etc. Seventeen percent teachers mentioned that it is a proper systematic system of a language which include the prescriptive notions of grammar, in other words it is the basic formation and formulation of a language which is linked with all functions of a language .A minority holds very isolated viewpoints which didn't match with anyone else in the whole sample group such as grammar is the science of correct usage of language, it gives meanings to our writing and it holds a special place in language and literature, etc.

4.5.2 Role of grammar in language teaching and learning

According to the results found in Q7, it was observed that a large majority has discussed the importance of grammar regarding the process of teaching and learning of English as a second language and it makes the whole process of teaching and learning easy.

A necessity of grammar learning is stressed by the teachers because according to their point of view without knowing grammar, the whole process becomes vague and impossible.

Some sustain that it develops the four basic skills which in turn helps to enhance students' comprehension and communication skills.

Moreover, it is not only gives context to the language but further structure helps to understanding meanings of sentences .Only a few teachers expressed that learning of grammar is not important

for learning a language. Some said that conscious effort towards grammar learning is useless grammatical skills are developed gradually with the passage of time.

4.5.3 Importance of teaching grammar

According to the results of Q8, a huge majority of teachers gave positive opinion about the importance of grammar teaching. They gave the reason that grammar helps the learner to develop the four skills and helps the learner to conduct an error free communication because tenses give the knowledge of time, structure and hierarchy of structure. As it has earlier been discussed, its importance is undeniable as it's the key to language. So, no language can be acquired without learning grammar. So in order to make learners learn English as a second language, grammar rules must be taught. Moreover, it helps learner to learn a standard language. Others gave the reason that it helps learner to understand English. Only a few teachers of all denied the importance of teaching grammar, they are of the view that English language can also be learnt without learning grammar and language fluency can also be attained without knowing grammar.

4.5.4 Difficulties in teaching grammar

Based on the results found in question number 9, indicated that difficulties while grammar teaching is concerned a large number of teachers mentioned that the main hindrance in grammar teaching is that it is a second language for both teachers and learners. Some mentioned certain reasons for their difficulty such as due to lack of reinforcement, less time, more syllabus, poor basic concepts of the students in the initial classes, large class size, concepts that are present in syllabus but are high above the level of the students. A few mentioned that the grammar rules are difficult to learn for the students but a few admitted that they feel grammar teaching difficult due to their own lack of English grammar competence.

A minority stated that the uneducated family backgrounds, lack of home preparation and less language exposure the students remain less competent in language which creates problems for the teachers to teach them grammar.

4.5.5 Grammar activities used by teachers

According to the results of Q10, it has come to the notice that teachers use a large variety of activities but most popular are speaking activities like dialogues, role plays, language games and identification activities of grammatical concepts.

4.6. Analysis of Interview

Interviews were held in voice recording device with nine teachers (three teachers in each school) were interviewed to cross-check the information obtained through the questionnaire. The interview questions are designed in ways that enable the researcher to obtain further information on matters that are directly related to the goal of the study. Items in the interview raise questions on teachers' awareness regarding effects of their perception on grammar teaching, their background and approach to grammar teaching. The data gathered through the interviews is analyzed, summarized and presented as follows.

Apart from one teacher/interviewee who seemed to be confused and claimed that even the term "grammar" is not clear to him, the other respondents said that the conceptual and theoretical framework concerning effects of teachers' perception on grammar teaching is there in teachers' minds. They believe that the traditional approach is more advantageous than the structural approach to teach grammar.

All of the interviewees said that their own language learning experiences have influence in the way they teach English grammar. They also said that they have enough experience to teach English grammar. Interviewees further said that before they started the grammar lesson they planned in structural approach, but while they teach they use traditional approach to teach their students because of many classroom situational problems like; lack of students' motivation and time.

Two of the nine interviewees said that they usually teach grammar through the communicative approach and they found it fruitful and effective. They also said that they use this approach because students were found to be interested to learn grammar through it. This implies that two teachers out of the nine teachers usually used skill oriented approach of teaching grammar.

All of the interviewees agreed that the way they learnt grammar when they were student influences on the way they teach now. This shows that vast majority of the interviewees believe that their learning experience highly influences their current teaching grammar.

In the same way, all the interviewees replied that when they planned lessons, grammar features are highly focused on. This implies that in Nifas Silk Lafto Sub-City preparatory schools grammar lesson dominated other language skills and language areas. In other words, listening, speaking, reading, writing and vocabulary have been given low attention because as majority of the interviewees lesson plan contents in a week 3 days out of the five days they decide grammar features ; the rest 2 days for other skills; like (listening, speaking, reading, writing) and language area vocabulary.

As in teachers' response in the questionnaire the interviewees identified that teachers' perception affects the teaching approach of grammar in the classroom. Finally, exposing teachers to the effective/communicative approach to teach grammar before they joined the profession, providing short term training to teachers on the practical aspects of teaching grammar and experience sharing among teachers are suggested by the interviewees as possible solutions to the problem.

4.7. Analysis of Classroom Observation

Classroom observation was basically undertaken in order to see effects of teachers' perception on grammar teaching on the spot. While the observations were underway attempts were made to cross-check to what extent the effects or problems that were identified by respondents while answering items in the questionnaires and interviews are reflected in the actual classroom. To serve this purpose, the researcher used 10 observation checklists to examine the degree to which extent the perception affects the classroom grammar delivery of features and principals of teaching. Three teachers were observed from the three preparatory schools on different dates while delivering lessons on grammar. Each teacher is observed two times in different sections which means six observations were made.

The selected teachers were observed for two consecutive periods in the forthcoming analysis; only points that are directly related to the study are addressed. The analysis of classroom observations proceeded as follows;

Observation 1

The class observed was 12K in Higher 23 on Friday March 13/2015. The topic of the lesson was “passive voice” the teacher entered the classroom and made one of the students clean the blackboard. He introduced the day’s topic by writing it on the blackboard. Then, he said that we had been discussed about active voice in the preceding chapter and asked the students to tell what to mean active voice. A few students raised their hands and tried to respond to the question. The teacher gave the chance to the students one by one and took all the responses as they were without giving feedback.

After hearing the students’ responses exhaustively the teacher went on writing the note on the blackboard. Following this, the teacher order the students to follow him for discussion which is teacher dominated discussion. But here students were expected to construct passive sentence and the teacher himself was expected to provide contexts so as to teach grammar intgreatively with other skills.

While the students were writing the given note, the teacher was moving around. After 5 or 6 minutes, the teacher gave 4 questions to change into active sentence. After 3 minutes the teacher told the students that the time for working the exercise was over and he invited them to read the sentences they constructed using set structure in the note.

Only few students raised their hands and read their answers to the class. The teacher left the correct answers as they were appreciating the students and introduced modifications to sentences that were ill-formed. Finally, the teacher invited students to ask questions on points that were not clear. No student asked a question assuming that the whole point was clear; the teacher gave the students' other exercises as a homework and did question number one as an example. In these exercises students were expected to work out by themselves without example using the structure learnt.

The above discussion shows that the grammar lesson was mainly presented using a deductive approach. The teacher provided although explanation on the structure to be learnt with isolated examples. Much of the lesson was dominated by the teacher. Even though the students were encouraged to work in groups to discuss the meaning and the structure of the passive voice on one occasion, the fact that this task was preceded by teacher’s explanation made it less effective.

The lesson was not assisted by other supports. Rich and meaningful contexts were not provided. Except for group work, other activities were absent. Students were not frequently encouraged to share their experiences freely using the structure learnt and there was no attempt to create authentic situations to teach grammar from the teacher's part. Most of the tasks were done individually and this did not open the door for students to engage in an interesting and meaningful interaction. Finally, the teacher seemed to tolerate students' errors to some extent.

Observation 2

The second observation was held at "12L" in the same date, school and teacher but different section. The teacher came to class 4 minutes late, greeted the students, cleaned the blackboard and wrote the day's lesson topic on the blackboard which is the same to the previous section then the teacher did all activities that he did in the previous section "12K". Therefore, so as to analyze observation 2 referring observation 1 is enough because what the teacher present in the second section is totally the same to the first section.

Observation 3

The third observation was held at "12B" in FrieHiwot preparatory school. This class was observed Monday March 16, 2015. The lesson topic was "present perfect tense". Then the teacher stated the relevance of refreshing the students' memory about the present perfect tense that was claimed to be covered in the preceding unit and asked students to tell the form of the present perfect tense. Some students raised their hands and the teacher gave the chance one of the students calling her name and she replied the question correctly the teacher appreciated her saying "excellent" and wrote the structure on the background.

Following this, the teacher gave an in-depth explanation on the use of the present perfect tense without giving students the opportunity to say something on it. After this the teacher ordered the students to study the structure of isolated examples taken from the reading passage and wrote three sentences on the board.

When the students finished studying the examples, they were given other exercises as a class work. The exercise demanded students to write sentences of their own using took some time writing sentences; as students were doing the exercise, the teacher stood at the back and

monitored what was going on. After some time, the teacher ordered students to read the sentences they constructed to the class. Some students raised their hands and read out the sentences they made when they were given the chance. The teacher was giving feedback and correction right away.

Then, students were ordered to study the long dialogue how “since” and “for” are used for them. Even though the instruction orders students to rehearse and act the dialogue out in pairs, they were not provided with the opportunity to do so having done this; the teacher summarized the lesson by explaining the difference between “since” and “for” and wrote the following statement on the blackboard.

Since: shows the beginning point of an action whereas **for** indicates total duration of time.

In the end the teacher invited students to ask questions. Two students asked questions and they were given appropriate responses. Then, the teacher gave some exercises as homework and left the class.

Observation 4

The fourth observation was held at "12C" in the same date school and teacher but different section. Unlike the previous section, the teacher came to class on time, greeted students and cleaned the blackboard. Then, he ordered the students to take out their exercise book and text book. He moved around the classroom and checked whether students had textbook and exercise book or not. Then the teacher did all activities what he did in the previous section (12B) without any other difference. So, no need to reanalyze it.

To sum up, in both sections the teacher mainly employed a deductive approach to teach grammar. The focus of the lesson on both occasions was the mastery of form. The teacher was the major actor in the classroom. The students’ role was mainly confined to providing appropriate rules for previously learnt grammar items, studying the structure of the grammar items to be learnt using isolated examples and dialogues provided exercises that demand memorization and application of the structure learnt. Thus, the students were not given the chance to discover the rules of grammar by themselves using discovery techniques and most of the students’ activities were very weak in serving the notions of effective grammar teaching.

Moreover, the lessons were not presented through a meaningful and interesting context. There was an attempt to link grammar with group discussion but it was found to be weak to teach grammar effectively. The attempt to integrate grammar with speaking through the dialogue was deliberately left out despite the instruction on the blackboard.

Observation 5

The fifth observation was undertaken at 11A in Ginbot 20 preparatory school. This class was observed on Tuesday March 17, 2015. The lesson topic was "simple present tense". The teacher entered the classroom, greeted students, cleaned the blackboard and told students that the day's topic was simple present tense. Then he ordered them to take out their exercise books and copy the notes he was going to write. After this, the teacher wrote a detailed note on the form and uses of the simple present tense taken from a reference material and the students were copying the note from the blackboard.

When the students finished copying what was written on the board, the teacher took the stage and explained the form and use of the simple present tense using specific examples based on the note provided. Finally, the teacher invited students to ask questions on points that were not clear. A few questions were raised and appropriate responses were given by the teacher.

Generally, the lesson was presented using a deductive approach. The whole period was devoted to explanation of the form and use of the simple present tense by the teacher. Thus, students were passive recipients and they were not provided the chance to learn by themselves.

Observation 6

The last observation was held at 11B in Ginbot -20 Preparatory School on the same date and teacher but different section. In this section the lesson topic was the same as the previous section (11A) which is simple present tense because the day's lesson was simple present tense. When such kinds of lessons presented by the teachers the same lesson topic for the same grade level but different sections, the researcher checked their lesson plans; so as to cross-check their plan and actual classroom practices. Thus, in the same manner no need of further discussion on observation 6 because observation 5 and 6 were the same; the researcher used only for checking the teachers' ways of lesson delivery from one section to another.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary of the findings

This research is an effort to explore teachers' beliefs about teaching grammar and their instructional practices which are finally correlated to get the final results. No such study had ever been done in Nifas Silk Lafto Sub City government preparatory schools context so such a research was attempted. Both quantitative and qualitative means were used for data collection.

A research questionnaire consist of two different parts was distributed among the population of three government preparatory schools of English language teachers of Higher 23, Friehiwot and Ginbot 20 preparatory schools in Nifas Silk Lafto Sub City, Addis Ababa.

Thirty one teachers were availably selected from the above three government preparatory School. Their responses were devotedly studied; classes were formally observed and finally, interviews were conducted and recorded. The interviews were well informed in which open ended questions about teachers' English language grammar teaching experiences, professional experience, and beliefs about teaching, learning and their instructional practices were asked. The whole collected data was consequently analyzed and interpreted. Statistic description and comparative graphs of closed ended questions were made whereas the open ended questions were qualitatively discussed. A correlation between teachers' beliefs and their instructional practices was presented as a result. Some of the underpinning factors were explored and a few recommendations are given. This research will help teachers to explore their own particular beliefs. This study opens gates for further research in the field of changing beliefs related to the teaching of grammar.

The results of this study explore different beliefs of English teachers about teaching grammar and their ways of teaching in their classroom. The investigation of their reported beliefs and their classroom practices indicated a number of contradictions among teachers' reported beliefs and their classroom practices. This study comes up with a large number of questions to be answered and these replies have the answers of how grammar is taught in the three government preparatory schools of Nifas Silk Lafto Sub City in Addis Ababa 2007 E.C.

5.1.1 It is evident from the class observations that teachers actually own traditional/structural teaching approaches but due to some language teaching awareness they try to modernize themselves in front of others as most of the teachers have said that students should be made to work out rules because they are well aware of the right way to teach grammar.

5.1.2 They claim to be a teacher of a new era as the demand of new era is to teach grammar through functional and indirect approach. It has also been noticed that teachers are unaware of their teaching approaches. They don't have much knowledge about grammar approaches. That is why they show distinct features as to what ever sounds good and acceptable to others, e.g., as teachers said that they were taught through old traditional methods but they have changed themselves according to the demands of the students of present era.

For example, one of the teachers has mentioned that the present assessment system is a big hindrance against bringing change. He has developed himself as a result of attending professional development courses but still he can't practice it.

5.1.3 Almost all the teachers denied that they are in favor of structural approach and they actually teach through this method. They claimed that according to them working out rules from examples is good for teaching grammar but while teaching grammar they started their lesson by explaining grammar rules. A few teachers started their lessons by explaining structures and wrote definitions on board. Because they think if they learn rules they will automatically learn Language.

5.1.4 One of the teachers made his students to work out grammar rules from examples; it shows the influence of his own language learning experience. He explained during interview that he has been taught through activities like group and pair work and this is evident that teachers' own language learning experience plays a vital role in developing the beliefs of the teachers. Only a few of them were bold enough to accept their structural approach and exhibit it in their classes. Many other factors also come to the notice, some among them are, teachers' own language learning experiences, lack of professional development for example one of the teachers improved his classroom practices by replacing his conventional belief about teaching English grammar by the inductive approach after he got professional development courses and English language teachers training workshops.

5.1.5 All these facts are evident that teachers' language learning experience plays a vital role in forming teachers' beliefs. They like to teach English grammar in the same way they were taught. Teachers are unaware that they teach purely through structural approach. They rather think their ways are well developed according to the need of the time. Teachers do not boldly accept their classroom traditionalism because they know that that old system has failed in developing English language skills. Teachers' actual beliefs and classroom teaching methods are strongly correlated with each other although some teachers denied by pretending or defending their traditional approaches.

5.1.6 Old traditional structure based assessment system does not let teachers practice indirect teaching. Whatever teachers are doing in the classes is a proof that they don't treat English as a language and ignore development of four skills. They rather deal it like a subject as if the grammatical concepts are facts and figures which need to be overcrowded.

5.2 Conclusions

From the findings of the study it is concluded that there lies a deep woven interrelation between teachers' beliefs and their instructional practice, although some teachers claimed to have indirect approaches towards teaching English grammar because they accepted the effectiveness of communicative and functional approach. But due to their own language learning experiences, structure based assessment system, lack of monitoring system and lack of professional development courses in schools, they teach through traditional methods. Teachers need to be given professional development training courses to make them aware of their existing beliefs about teaching English grammar. Teachers should be motivated to replace their existing structural beliefs with the functional communicative teaching approaches. There is an essential need to improve teachers' instructional classroom practices in order to improve the present state of language teaching in these schools.

5.3 Recommendations

Based on the finding of this study, the following are recommended:

1. Most of the respondents have no beliefs of grammar teaching. So, teachers should know what teaching beliefs they have.

2. As the evident from the class room observation most of the subjects used traditional teaching approach. Thus, they must be given proper professional training opportunities for opening the doors of self-development.
3. Almost all teachers used structural teaching approach. So, teachers must be providing proper language related guidance to develop their language teaching skills.
4. Large class size is one of the difficulties in teaching grammar so that classes shouldn't be large enough as they hinder activity based teaching.
5. Old traditional structure based teaching approach does not let teachers practice indirect teaching. Due to this, teachers should be provided ample opportunities through which they can develop their communication.
6. School administrators assessed teachers based on structural approach. So, proper classroom observation system should be arranged in schools to guide the teachers on the right time.
7. Most of the teachers like to teach English grammar in the same way they were taught; because they are unaware that they teach purely through structural approach. So, skill based teaching and assessment system must be promoted.
8. Uneducated family background, lack of home preparation and less language exposure the student remain less competent in English grammar learning. As a result, proper language development programs for parents should also be arranged so that the students can get better language exposure.

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APPENDIX-A-1

Questionnaire for English Language Teachers

Dear Teacher,

Currently, I am conducting a postgraduate (MA) research entitled "Exploring the Effects of Teachers' Perception on Grammar Teaching." This questionnaire is designed to explore your grammar teaching perception back ground. Consequently, the researcher requests you to give your genuine response for each question below. Your co-operation in responding to the questionnaire will be of considerable help to the success of this research and subsequently it may be used to improve the quality of teachers' perception on grammar teaching.

Your co-operation will be greatly appreciated!

Thank you in advance!

Personal profile

1. *Male..... Female.....*
2. *Age: 18-25.....25-35.....35-45.....45-60.....*
3. *Qualification: Diploma.....Degree.....MA.....PhD.....*
4. *Years of service in teaching English subject.....*

General Directions

- i. You are not expected to write your name.
- ii. More than a single answer is possible in part B for some questions.
- iii. Please, as much as possible if your hand writing is readable in part A, the research will be more fruitful.
- iv. Please, remember to what extent you were exposed to teaching grammar activities while you taught English as a subject.
- v. Please, answer all questions as honestly as possible.
- vi. Please, mark tick when you give the answer in part B fore each question on the space provide

A-2

1. Please describe what the word grammar means to you.

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2. What kinds of beliefs do you have about teaching grammar?

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3. What are the factors which underpin these beliefs?

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4. How do you teach English grammar in your classroom?

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5. What is the correlation between your beliefs about teaching grammar and your classroom practices?

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6. Teachers should use implicit or skill oriented approach to teach grammar so as to raising the learners' consciousness of specific grammatical structure.

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7. What role do you think grammar plays in language learning and teaching?

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8. Do you think it is necessary to teach grammar? (Please tick) Yes No

Please explain why you think so.

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9. Have you ever experienced any difficulties in teaching grammar? (Please tick)

Yes..... No

If your answer is yes, please describe it briefly.

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10. Please note down any type of grammar activities that you use with your students,
indicating how often you use them.

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A-3

Rate each of the following statements by ticking the most appropriate answer on the given scale.

1. Teachers should apply their beliefs of grammar teaching in their classroom.
Strongly disagree..... Disagree..... Neutral..... Agree..... Strongly agree.....
2. Teachers' perception on grammar teaching has effects on their teaching methodology.
Strongly disagree..... Disagree..... Neutral..... Agree..... Strongly agree.....
3. A learner can acquire a second or foreign language without grammar instruction (i.e. Similar to how children learn their mother tongue).
Strongly disagree..... Disagree..... Neutral..... Agree..... Strongly agree.....
4. All students will learn different structures of English grammar in the same order.
Strongly disagree..... Disagree..... Neutral Agree..... Strongly agree.....
5. Grammar should be taught to all learners (i.e. beginner, intermediate and advanced).
Strongly disagree..... Disagree..... Neutral Agree..... Strongly agree.....
6. Students should be given the opportunity to work out grammar rules from examples.
Strongly disagree..... Disagree..... Neutral Agree..... Strongly agree.....
7. Teachers should provide to students grammatical rules and explanations.
Strongly disagree..... Disagree..... Neutral Agree..... Strongly agree.....
8. It is essential that students are familiar with the correct grammatical terminology and classroom practice.
Strongly disagree..... Disagree Neutral..... Agree..... Strongly agree.....
9. Teachers shall use explicit or product oriented or deductive or formal instruction approach over grammar teaching.
Strongly disagree..... Disagree Neutral..... Agree..... Strongly agree.....
10. It is important for students to be given the right answers after a written exercise or test.
Strongly disagree..... Disagree Neutral..... Agree..... Strongly agree.....
11. Teachers better to use inductive grammar teaching approach than deductive grammar teaching approach.
Strongly disagree..... Disagree Neutral..... Agree..... Strongly agree.....
12. Teachers should teach students strategies of learning English grammar, but not teach grammar.

- Strongly disagree..... Disagree Neutral..... Agree..... Strongly agree.....
13. Do you think that your teaching approach and method are best for grammar teaching?
Strongly disagree..... Disagree..... Neutral..... Agree..... Strongly agree.....
14. Teachers first should provide examples following grammar points (adjectives, adverbs...etc).
Strongly disagree..... Disagree..... Neutral..... Agree..... Strongly agree.....
15. Both deductive and inductive grammar teaching approaches have their own draw backs.
Strongly disagree..... Disagree..... Neutral..... Agree..... Strongly agree.....
16. The major part of a language course should focus on teaching and practicing grammar.
Strongly disagree..... Disagree..... Neutral Agree..... Strongly agree.....
17. Teachers better to use deductive grammar teaching approach than inductive grammar teaching approach.
Strongly disagree..... Disagree..... Neutral Agree..... Strongly agree.....
18. It is important to identify all grammatical errors in students' written work.
Strongly Disagree..... Disagree..... Neutral Agree..... Strongly Agree.....
19. Teachers should begin a grammar lesson by explaining how a particular structure works.
Strongly disagree..... Disagree..... Neutral..... Agree..... Strongly agree.....
20. So as to produce both product oriented and skill oriented students, English language teachers shall use inclusive or integrative grammar teaching approach.
Strongly disagree..... Disagree..... Neutral..... Agree..... Strongly agree.....

A-4

Any additional comments or suggestions about teaching/learning grammar:

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APPENDIX-B

Interview Questionnaire for English Language Teachers

1. Please tell me about your own experiences of language teaching.
2. Do you think your own language learning experiences have any influence on the way you Teach?
3. Now tell me about your background in teaching.
4. Can you tell me about a good language teacher that you know?
Perhaps one that you have worked with or a teacher who taught you.
4. How would you describe your approach to grammar?
6. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?
7. When planning lessons, how do you decide which grammar features to focus on?
8. What kind of grammar activities do you normally use with your students?
9. Do you correct your students' grammatical errors?
10. If so, when and how?

APPENDIX-C

Classroom Observation Checklist

1. Do teachers apply their beliefs of grammar teaching in their classroom?
2. Is there any correlation between teacher's perception of grammar teaching and his /her classroom practice?
3. How he /she teach English grammar in the classroom?
4. What kind of approach he /she use while teaching grammar?
5. Do teachers give students grammatical rules and explanations?
6. Do teachers provide an opportunity to practice grammar rules?
7. Do teachers use authentic contexts to teach grammar lesson?
8. Do teachers give the grammar lesson in an attractive and participatory way?
9. How many do methods teachers use while he/she teaches grammar?
10. Do teachers use inclusive/ integrative grammar teaching approach?

Declaration

I, the undersigned, declare that this thesis is my original work and has not been presented for a degree in any other university. All sources used in writing the thesis have been duly acknowledged.

Name: Aytenew Tilaye

Signature:

Place: Addis Ababa University

Date of submission: May 15, 2015

