

**ADDIS ABABA UNIVERSITY
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(GRADUATE PROGRAMME)**

**THE EFFECTIVENESS OF THE TEACHING OF ENGLISH
GRAMMAR AS A FOREIGN LANGUAGE THROUGH THE
INTEGRATION OF FORM, MEANING AND USE**

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**The Effectiveness of the Teaching of English Grammar
as a Foreign Language through the Integration of Form,
Meaning and Use**

**By
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Declaration

I, the undersigned, declare that this is my original work and has not been presented for a degree in any university.

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Table of Contents

	Page
Acknowledgements-----	i
List of Tables-----	v
List of abbreviations used-----	vi
Abstract-----	vi

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study-----	1
1.2 Statement of the Problem-----	4
1.3 Hypotheses-----	5
1.3.1 The Null Hypothesis (Ho) -----	5
1.3.2 The Alternative Hypothesis (H1) -----	5
1.4 Purpose of the Study -----	6
1.5 Importance of the Study -----	6

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction -----	7
2.2 Grammar and its Role in Communication-----	7
2.3 Arguments in favor of and against Grammar Teaching -----	10
2.3.1 Arguments against Grammar Teaching -----	10
2.3.2 Arguments in favor of Grammar Teaching -----	13
2.4 Balanced Approach to Language Teaching -----	15
2.5 Grammar Teaching Techniques-----	17
2.5.1 Explicit Grammar Teaching-----	18
2.5.2 Implicit Grammar Teaching-----	20
2.5.3 Integrated-Grammar Teaching-----	22

CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Population: Selection, Grouping, Constants and Variables -----	26
3.1.1 Selection and Grouping -----	26
3.1.2 Variables and Constants -----	28
3.2 Preparation of the Teaching Materials -----	28
3.2.1 Teaching Material for the Study Group -----	28
3.2.2 Teaching Material for the Control Group -----	29
3.3 The Classroom Teaching -----	29
3.3.1 Teaching Grammar through Integrating Form, Meaning and Use -----	29
3.3.2 Teaching Grammar through Structural Approach -----	31
3.4 Data Collection Instruments -----	31
4.4.1 Achievement Tests -----	32
3.4.1.1 Pretest -----	32
3.4.1.2 Posttest -----	32
3.5 Hypotheses Testing Instrument -----	34

CHAPTER FOUR: DATA ANALYSIS AND DISCUSSION

4.1 Pretest Result -----	35
4.1.1 Descriptive Group Statistics of the Pretest Result -----	35
4.1.2 Independent Samples t-test of the Pretest Result -----	36
4.2 Posttest Result -----	37
4.2.1 Descriptive Group Statistics of the Posttest Result -----	37
4.2.2 Posttest Independent Sample t-test -----	38
4.2.3 Descriptive Group Statistics by the Test Types -----	39
4.2.4 Independent Samples t-test of the Test Types -----	40
4.3 Hypothesis Testing -----	43
4.4. Discussion -----	43

**CHAPTER FIVE: SUMMARY, CONCLUSION AND
RECOMMENDATIONS**

5.1 Summary of the Finding -----47

5.2 Conclusion -----48

5.3 Recommendations-----49

Bibliography -----50

Appendix-I Teaching Materials for the Study Group -----53

Appendix-II Teaching Materials for the Control Group -----77

Appendix-III Posttest -----88

Appendix-IV Pretest -----96

Appendix-V Raw Data of the Pretest and Posttest Results of the Study
and Control Group-----100

Appendix-VI Comparisons of the Pretest and Posttest Results of the Study and
Control Group-----102

List of Tables

<i>Table I- Descriptive Group statistics of the pretest Results</i> -----	35
<i>Table II- Independent Sample t-test of the pretest Results</i> -----	36
<i>Table III- Descriptive Group Statistics of the posttest Results</i> -----	37
<i>Table IV- Independent Sample t-test of the posttest Results</i> -----	38
<i>Table V- Descriptive Group statistics by the test types</i> -----	39
<i>Table VI- Independent Sample t-test of the test types</i> -----	40

List of abbreviations used

CLT = Communicative Language Teaching

ELT = English Language Teaching

L₂ = Second language

L₁ = First language

Df = Degree of freedom

Abstract

The main objective of this study was to see whether or not teaching grammar through the integration of form, meaning and use is effective and functional.

To this end, the totals of 60 students were randomly selected from two sections of grade nine. Thirty of them formed the study group and the remaining thirty students assigned to form the control group. Then, the pretest was given for both groups to measure whether there was significant difference between previous language performances of the sample students. Accordingly, the pretest result showed there was no statistically significant difference between the language performance levels of the two groups. Following the pretest results, the study group and the control group were taught two grammar items (simple past and present perfect) through the integrated grammar teaching approach and the structural approach respectively. Ultimately, a communicative grammar posttest, after eight weeks training, was conducted for both groups.

Descriptive statistics and independent samples t-test were used to compute and analyze the posttest results of the two groups. And the results revealed that the study group outperformed the control group significantly ($p < 0.05$). Thus, the null hypothesis that there would not be any significant difference between the effectiveness of the methods of grammar teaching used in the study and the control group is rejected. Instead, the alternate hypothesis is drawn for conclusion in that teaching grammar by integrating form, meaning and use is effective. The findings of this research go in consistent with other findings such as Hailom (1982) Gebremedhin (1984) and Geremew (1994).

CHAPTER ONE

1.1 Background of the Study

Whenever we are dealing with the issues of second language pedagogy and learning theories, we are, partly, concerned about the forms and structural aspects of the target language. As a matter of fact, the form and structure of a language are the main skeleton or backbone of a language up on which the entire language system is built. As a flesh of human beings or other animals can not stand alone without the presence and healthy system of their skeleton (set of bones); in most cases a collection of content words can not make a meaningful communication unless they are combined with the right forms and structural words. This is the major rationale for the inclusion of grammar in second language teaching and learning process. As Sysoyev (1999) quoted Encyclopedia of Applied Linguistics, "Communication can not take place in the absence of structure, or grammar, a set of shared assumption how language works..." This is because grammar is a means by which we organize messages to convey meaningful communication (Atkins, Hailom and Nuru, 1996). To emphasize this point, let us think of the proportion of English content words and structural words. It seems that content words in English take the lion's share of English language word stock. However, making meaning out of them may probably be difficult without consideration of structural words. Thus, the issue of grammar becomes worth and very critical in ELT. This does not mean that we have to give little attention or ignore other language skills, which are equally important.

However, with the introduction of communicative language teaching approach (CLT), it seemed that grammar was given little attention in second language pedagogy. This could be because, as Dickens and Wood (1988)

pointed out, there has been confusion about the importance of grammar for communication. Grammar and communication were perceived as two independent features, rather than as two basic elements necessary for effective language use.

Due to the above misconception, as Celce-Murcia (1992) cited Eskey (1983), there is now a belief that if students learn to communicate, mastery of the form will take care of it self (the reverse was true before the introduction of CLT). However, as Eskey (1983) suggested, “the form does not take care of it self”. It is difficult to teach students how to communicate without having the key tools for communication. Regarding this view, Celce-Murcia (1992) stated, “we claim that linguistic accuracy is as much a part of communicative competence as being able to get one’s meaning across or to communicate in a socio-linguistically appropriate manner” (p. 208)

The point from the discussion we have so far is that the inclusion of grammar is crucial in ELT. But, the way it is taught is the basic question which may narrow down the central issue of the debate that has been existent for ages. In the history of ELT, there have been two broad methods of grammar teaching. One is a form-focused grammar teaching and the other (recent) is a meaning-focused grammar teaching approach, or as Harmer (1987) classified, covert and overt grammar teaching methods. As to the question of effectiveness of the methods, (Prabhu, 1987) claims that it is determined based on the goals and needs of learners. If the students need grammar for communication, meaning based grammar teaching approach will be effective. However, if the students need grammar for translating L_2 to L_1 , then form-based grammar teaching will be effective. Nevertheless, as the very goal of the current second language learning and teaching process is developing learners’ communicative competence, meaning-focused grammar teaching is believed to be relatively effective. As many researches conducted in our country showed, meaning focused grammar teaching approach is effective and functional. Many of the researches were conducted in Addis

Ababa University, among these; Hailom Banteyerga (1982), Gebremedhin Simon (1984), Worede Yishak (1986), Geremew Simu (1994) and Dereje Tadesse (2001) are some of the researchers who had conducted a study in connection to the teaching and learning of grammar in Ethiopian context.

The purpose of the study which was conducted by Hailom Banteyerga (1982) was to compare the effectiveness of communicative approach Vs the structural approach in the teaching of English conditional sentences. Accordingly, the finding of the study showed that the students who were taught through communicative approach had scored better performance than those of students who were taught through structural approach. In the same way, the study which was conducted to see the effectiveness of structural versus the form-function approach in the teaching of English modals, by Worede Yishak (1986), revealed that the form-function approach is relatively effective. Other researches, 'Contextualizing structural based exercises,' by Getachew Fantaye(1984); 'The effectiveness of language acquisition approach versus conscious-rule learning approach,' by Gebremdhin Simon (1984) and other findings revealed a positive result in favor of communicative language teaching approach. Thus, the above stated researchers recommended the use of context, and meaning-based or/and communicative approach for the teaching of grammar.

Although this is what the literature and the research findings recommended, many English grammar teachers of Ethiopian high schools and students are still in the system of the old structural grammar teaching and learning method. (Dereje Tadesse, 2001). Besides, Walter (1997) stated, "Although the need for contextualization in ESL grammar instruction has long been recognized, a great deal of traditional teaching methodology in this area still persists." (p. 201).

The rationale for using context is so as to familiarize students with the meaning and use aspects of a given form. This encourages the need to give attention to meaning and use in grammar teaching, which calls for the method that promotes teaching grammar through the integration of form, meaning and use. Celce-Murcia, (1992) said, " ... in dealing with the complexity of grammar, there are three dimensions of a language that must be dealt with the form or structure themselves, then semantic or meaning, and the pragmatic condition governing the use" (p 280). It is with this assumption that the present researcher proposed to conduct a study on the effectiveness of grammar teaching through the integration of form, meaning and use.

1.2 Statement of the Problem

For the last three decades, the communicative language teaching approach (CLT) has been the very fashionable term and an accepted language teaching approach, which is widely recommended and implemented in second language classrooms. CLT as an approach may have its own limitations and problems when it comes to the actual classroom setting. However, as compared to the traditional language teaching methods, it is relatively, an effective approach in making second language learners to develop communicative competence (the goal of second language learning). It is due to its broader acceptance that CLT is being implemented almost all over the world, where English is taught as a second/foreign language. Our country, Ethiopia, is part of this development. As a result, it is highly recommended by many scholars to put CLT in to effect in our schools. Despite this, what is really going on especially in many Ethiopian English classrooms is something different from what it has to be. For instance, the research, which was conducted by Derejec Tadesse (2001) showed that students have a 'static' or a 'machine-like' belief about the learning and teaching of grammar. Such view shows that the meaning and the use aspects of grammar in

communication are totally neglected. Besides, from the unstructured classroom observation and English test evaluation that I made in the schools and colleges I have been working, most of the English language teachers have a tendency to rely on a form-focused/accuracy-focused ways of teaching English grammar and the tests they set were mostly intended to measure learners' knowledge of correct grammatical forms and structures. Although there are cases that demand the teachers to give an emphasis on the form aspect of a particular linguistic item, it is highly recommended to deliver a grammar lesson through meaningful context, which require the teacher to integrate form, meaning and use of grammar (Atkins, Hailom and Nuru, 1996). As long as the goal of all language teaching and learning including grammar is to buildup students' communicative competence, the issue of meaning and use in the teaching of grammar is very critical. It is on the basis of this view that the present researcher planned to conduct an experimental study so as to check whether or not teaching grammar by integrating form, meaning and use is effective. Accordingly the following hypotheses are formulated.

1.3 Hypotheses

1.3.1 The Null Hypothesis (Ho)

There will not be a significant difference between the effectiveness of structural method of grammar teaching and the effectiveness of grammar teaching through the integration of form, meaning and use.

1.3.2 The Alternative Hypothesis (H1)

There will be significant difference between the effectiveness of structural method of grammar teaching and the effectiveness of grammar teaching through the integration of form, meaning and use.

1.4 Purpose of the Study

The intention of this experimental study is to check whether or not teaching grammar through the integration of form, meaning and use is effective and functional than the structural method that is still used as the dominant method of grammar teaching in many Ethiopian high schools.

1.6 Importance of the Study

This study is important in that:

- It serves as a threshold up on which other researchers can conduct studies in a similar area with a greater magnitude for reliable and comprehensive research finding.
- It provides the opportunity for English language teachers to look back and evaluate the effectiveness of the methods and techniques they employ for grammar teaching, and to compare with the integrated approach of grammar teaching.
- It may be used as an instance for the concerned bodies to deal with the prevailing problems in connection with the method that teachers employ in the teaching of grammar, and strive for a possible solution.

1.7 Abbreviations

CLT = Communicative language teaching

ELT = English Language teaching

L₂ = Second language

L₁ = First language

Df = degree of freedom

CHAPTER TWO

2. Review of Related Literature

2.1. Introduction

As shown in the previous chapter of the paper, the objective of the study is to investigate the relative effectiveness of teaching grammar through integrating form, meaning and use. To this end, as part of the research discipline, an attempt is made to review the theoretical ground that underpins the focus area of the study.

Accordingly, some of the literature that was felt as having a strong connection with the main topic of the study, namely, grammar and its role in communication, arguments in favor of and against grammar teaching, balanced approach to language teaching and different grammar teaching approaches (explicit, implicit and integrated-grammar teaching) is discussed in this chapter.

2.2. Grammar and its role in communication

To begin with, it seems necessary to look at the roles grammar has in a communication through its definitions. Thornsbury(1999:1-2) defined grammar as, *A study of what forms are possible in a language.... The system of rules that covers the order of words in a sentence (syntax) and information of words (morphology)... Grammar is a kind of sentence-making machine.* Azar (2001:3) also described it as, *'Grammar is a weaving that creates the fabric.'* Musumeci (1997:1) similarly defined grammar as follows:

Linguists define grammar as a set of components: phonetics, (production and perception of sounds), phonology (how sounds are combined), morphology (the study of forms, or how elements are

combined to create words), syntax (how words are strung together in to sentences) and semantic or meaning. Because all languages are characterized by these components, by definition, language does not exist without grammar.

All these definitions have some commonality that magnifies the strong bondage which exists between grammar and communication (meaning). In another words, grammar is a backbone of a language system without which communication exists with difficulty (Thornsbury, 1999; Atkins Hailom and Nuru, 1995; Richards and Renardya, 2002; Harmer, 2001).

These views are also supported by Cataford (1967). He depicted grammar as a 'skeleton' of a language upon which the entire language system is built. In his description, he further made a very good analogy between language and human being or other vertebrate animals. He stated that vocabularies or content words are just like the flesh of human beings which cannot stand alone and function by themselves with the absence of the structural words and the rules that tie up the language system.

The above mentioned opinions and facts about grammar have a very good lesson which calls for the need to have grammatical knowledge as a ground for second language learning and teaching process. In other words, the knowledge of the target language grammar is a fundamental element to develop one's communicative competence, which is the final goal of language learning.

However, in different historical periods of second language pedagogy, there have been different viewpoints and theories about language learning in general and about grammar in particular. As a result, there have been different language teaching methods and approaches that have been acceptable, preferable and dominant during their time of existence.

For instance, prior to 1970s, the structural approach had been the most widely used second language teaching approach. By the time, there was no

strong challenge and argument against the centrality of grammar as content for language teaching as well as the basic principle under which the teaching material is organized (Celce- Murcia ,1991).

According to the structuralism point of view, language was considered as a system of structurally related elements for conveying meaning. These elements are phonemes, morpheme, words, structures, and sentence types. The goal of language learning is considered as mastering each part of the grammatical item bit by bit. Because language acquisition was assumed as a process of gradual accumulation of parts (from phoneme to morpheme to word to phrase to sentence) until the entire system of the language is built up. (Wilkins, 1976, Richards and Rodgers, 1986, Celce-Murcia, 1991). Linguistic competence was the goal of language learning and due to this, L₂ classroom teaching process was highly accuracy-focused or form-focused.

Nevertheless, following the introduction of communicative language teaching (CLT), grammar teaching began to receive very little attention. This is mainly because, structural approach to language teaching failed to enable second language learners to use the target language for their communicative needs. (Lock, 1996)

Language is a tool of communication and therefore, the primary objective of second language learning and teaching process is to develop learners' communicative competence. To this end, proponents of CLT believed that we use the language in order to learn it. In other words 'we learn to communicate by communicating.' (Thornsbury 1999:18).

Krashen (1982) strongly argues that language acquisition is unconscious process rather than conscious or something that can be achieved through tutored instruction/learning/. Thus, as Thornsbury (1999:19) reported, "*Acquisition occurs (according to Krashen) when learner is exposed to the right*

input in a stress-free environment... success in a second language is due to acquisition, not learning."

As to the issue of grammar in second language pedagogy, advocates of CLT believed that communicative competence means more than the knowledge of grammar. It includes sociolinguistic competence, discourse competence and strategic competence. Thus, linguistic/grammatical/ competence is one of the components of communicative competence, which can be acquired through communication. (Ellis, Basturkmen and Loewen, 2001; Lock 1996; Thornsbury, 1999; Richards and Renandya, 2002).

Because of this view point, there has been prolonged debate between scholars in favor of and against the inclusion of grammar teaching in second language pedagogy. The next section will deal with the rationales given by the two opposing parties and the third options suggested by other scholars.

2.3. Arguments in favor of and against Grammar Teaching

The history of language teaching is essentially the history of claims and counter claims for and against the teaching of grammar. (Thornsbury, 1999:14)

As mentioned above, the advent of communicative language teaching in second language teaching arena has resulted a difference in attitudes towards the place of grammar in L₂ pedagogy.

2.3.1. Arguments against Grammar Teaching

The arguments against grammar teaching come from different views about language.

The first argument comes from the views that language is a set of skills. To elaborate the point, they equate language learning with learning to ride a bike. Some one may have the information or the knowledge about the activities and the basic steps involved in riding a bike, such as: keeping your

balance, pedaling, steering by means of the handlebars and so on. But, this does not guarantee that one knows how to ride or can ride a bike. The same idea works for language learning. One may have a good knowledge of grammar; however, it does not necessarily mean that he/she can be fluent user of the language. One piece of evidence to support this view is the inability or inefficiency of structural approach of language teaching to produce learners who use the target language for their communication needs.

Thus, from the skill point of view, we learn language by doing it. In other words, it is by means of experiential learning that one can learn a language rather than by studying it. Proponents of this view, suggest that L₂ learners should not be exposed to an explicit grammar learning rather there should be a situation where in students can use the target language to communicate their ideas, opinions and feelings each other. Thornsbury (1999)

The second major argument (according to Thornsbury, 1999) that discredits the weight given for grammar teaching comes from the goal of language learning. As frequently heard, communicative competence is the end goal of second language learning. Here, linguistic competence is considered as one element of communicative competence among other components. As to the learning process, there are two different views. The first view, which is advocated by the adherents of the weak version of CLT, suggests that we learn a language in order to use it and accordingly, language learners should learn the rules first and then engage themselves in a life like communication in order to apply what they have learned. However, as opposed to this point, scholars who are the leading followers of the strong version of CLT believed that L₂ learners can acquire a language by communicating or by using the language. In other words, some call it, learning by doing or experiential learning. Due to such belief, explicit grammar teaching is considered 'unhelpful' and a 'waste of time' (Thornsbury, 1999)

The other source of the argument against grammar teaching is connected with the theory of first language acquisition. Thornsbury (1999:19) questioned, "*The fact that we all learned our first language without being taught grammar rules has not escaped theorists. If it works for the first why shouldn't it work for the second?*" The origin of this view comes from the well known applied linguist Stephen Krashen. Krashen has made the distinction between learning and acquisition. For him, learning is achieved through tutored/formal/ instruction, like learning grammar rules, which is incapable to make L₂ learners use the target language for communication. However, acquisition is a natural process that can be achieved through the communicative interaction made with the speakers of the language, as what happen in the process of first language acquisition. Therefore, acquisitions (the sole means of L₂ success) can occur when learners are exposed to a rich variety of comprehensible input in a stress-free environment which can trigger learners' innate capacity. (Thornsbury, 1999)

In a similar way, Prabhu (1987) as cited in Richards and Renandya (2002:67) argued, "*classroom learners can acquire an L₂ grammar naturalistically by participating in meaning focused tasks.*"

The last argument that favors the exclusion of grammar from second language pedagogy is associated with the theory of universal grammar. The famous linguist, Noam Chomsky believed that language ability is not a learned/habituated behavior. Rather it is through an innate human capacity that one can acquire a language. Chomsky (as reported by Thornsbury: 1999) argued, "*Human beings are 'hard-wired' to learn a language. That is, there are universal principles of grammar that we are born with.*"

According to Chomsky, formal grammar teaching has nothing to do with language acquisition as there is the natural order of acquisition of grammatical items. The grammar that L₂ learners learn in language

classroom can not replace the 'mental grammar' and so that formal classroom's grammar instruction is a waste of time. (Thornsbury 1999)

Despite all these opposite views and arguments against the relevance and the inclusion of grammar in second language pedagogy, there are also a number of strong arguments in favor of the inclusion of grammar and its centrality in the entire foreign language learning and teaching process.

2.3.2. Arguments in favor of Grammar Teaching

In the last section we have seen some of the arguments against the inclusion of grammar teaching in ELT. At the same time there are also strong claims that favor the need to incorporate grammar teaching as one part of second language pedagogy. Below are some of the arguments.

The first and foremost argument which tries to put grammar teaching at the forefront of second language teaching and learning process comes from the view that-grammar is '*a sentence making machine*' (Thornsbury 1999). In the word stock of English language, the content words comprise the highest percentage of the total words and the remaining are structural or grammatical words (Cook, 2001). However, unless one has the necessary knowledge about how structural words combine with content words to convey meaning; it is mostly very difficult to communicate only by using content words. In support of this argument, Azar (2007) suggested that grammar helps learn to discover the general feature of a language.

Language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have individual words or sounds, pictures, and body expression to communicate meaning. Grammar is the weaving that creates the fabric (Azar 2007:3).

Azar (2007), in connection with the views that exclude grammar teaching from second language teaching and learning process, strongly argues that those who were prominent in the naturalist approach (Krashen) were

mistaken in advocating zero grammar. In a similar way, Cunningsworth, 1984; Cecle-Murcia, 1991; Widdowson, 1990; Lock, 1996 noted that the question whether to include grammar in second language teaching pedagogy is not a debatable issue. It is not optional since it is one of the key elements necessary for effective communication to take place. As Cook (2001:19) depicted, "*Grammar is sometimes called the computational system that relates sound and meaning's trivial in itself but impossible to manage without.*"

The second view that favors grammar instruction comes from the 'fossilization' argument. Thornsbury (1999:24) reported, "*More recently researchs suggest that without some attention to form, learners run in the risk of fossilization.*" In a similar way, Larsen-Freeman (1992) notes that excluding the teaching of syntax is to open the door for linguistic competence fossilization. Azar (2007) in a similar way, states that there is nothing difficult than trying to explain certain grammatical structures and rules for students who knows nothing about the ideas of grammar. Such students' speaking and listening ability may be considered as fluent; however, their written English is full of ungrammatically.

Thus, there must be a grammar lesson that draws some attention to form. Azar (2007) notes that those learners (both native speaker and non-native speaker) who wish to use a language to the best of their ability, especially to do well in academic discourse, should have fundamental understanding of the target language grammar. Otherwise, it is very unlikely for learners to progress beyond the basic level of communication (Thornsbury, 1999).

The third point of argument that favors the inclusion of grammar in language teaching relate to the issue of 'noticing'. There is a view that grammar knowledge can serve as an '*advance organizer*' which facilitates the language acquisition process. As the diary of Richard Schmidt (Researcher) has showed, the grammar lesson he had learnt previously helped him to become fluent Portuguese speaker while he was interacting with Brazilians. This is

because he was noticing certain grammar features while communicating naturally. As a result, Schmidt concluded that noticing is a pre-requisite for acquisition. (Thornsbury, 1999; Ellis 1993).

In general, second language learners primarily should have the awareness about how the lexical and grammatical words combine to convey meaning. For the overall language progress (communicative competence) that is sought as the end goal of language learning and teaching program, grammar teaching should be part of it as it forms the basement of the system.

Thus, as opposed to Krashen's (1982) and Prahbu's (1987) arguments, total negligent of grammar seems against the nature of a language. Both the form and the meaning are two fundamental and compulsory components of communication. We cannot think of language as a tool for communication with the absence of either form or meaning. Grammar knowledge is a necessary condition for communication to occur as it is the means to an end.

2.4. Balanced Approach to Language Teaching

As we have seen earlier, there have been strong opposite views towards the inclusion of grammar teaching in second language classrooms. However, there is a middle ground that advocates the need to incorporate both grammar/form and communication/meaning in second language teaching pedagogy. Many scholars suggest that an exclusive emphasis or focus on one aspect of a language, and giving very little emphasis to the other aspect of a language is dangerous and probably creating an obstacle for successful language learning process. (Girma, 2005; Seedhouse, 1997)

Seed house (1997:338) suggested the following idea as an option that can alleviate the disagreement created between the advocators of the two opposite views.

The middle way, covering both form and meaning, accuracy and fluency, would seem to be the most sensible way to proceed, and indeed there currently appears to be a general consensus that it is unwise to neglect either area.

In a similar way, Azar (2007) recommended that both form and meaning are inseparable language elements and fundamental in second language learning process and therefore, practitioner should give a balanced emphasis. Here is the actual word of Azar (2007:1-2).

Focus on fluency or accuracy? Do both, in proper balance given the students' need and goals. Have students work with grammar structures inductively or deductively? Do both: use authentic or adapted language? Students need both. Work with sentence level Vs. Connected-discourse material? Both can have good pedagogical purpose and effect. Engage in open-ended communicative interaction or controlled response exercises? Both are Beneficial for student. Explicit instruction or communicative exposure? Both.

One of the source of the problem of an extreme focus on one aspect of the language and excluding the other aspect of the language is probably due to the misconnection and confusion created about the intermingle nature of grammar and communication. Dickens and Woods (1988) noted that:

If we take a historical perspective, grammar and communication were for along time considered as two independent features, that is, as autonomous elements, rather than two complementary and integrated elements necessary for effective language use.

It seems because of the stated confusion following the advent of CLT that there was an exclusive emphasis given to meaning-focused instruction without having a room for the grammar aspect of the target language. Ellis (1993) stated that meaning-focused instruction is the result of the strong-vision/deep-end version of CLT which advocates that linguistic knowledge is acquired through communication rather than through direct instruction.

Thompson (1996) discusses that there was a misconception about grammar teaching since the introduction of CLT. Many second language teachers perceived that CLT means not teaching grammar. The source of this misunderstanding is the influence of the arguments of applied linguists, such as Prahbu (1987) and Krashen (1982). Both of them argued that explicit grammar teaching is unhelpful and unnecessary. This is because the language knowledge that the learners need to communicate is too complex to teach and thus, it is only possible to make L2 learners acquire a language through unconscious process, by providing a rich variety of comprehensible input, rather than formal instruction (Krashen 1982).

However, Thompson (1996) has underlined that grammar is a necessary part of communication and therefore, it should be part of communicative language teaching. This implies grammar should be part of the content in second language teaching pedagogy. He suggested, ". . . *the exclusion of explicit attention to grammar was never part of CLT. It is certainly understandable that there was reaction against the heavy emphasis on the structure at the expense of natural communication.*" Thompson (1996:10). In relation to this, some research findings have shown that students who have learnt through an exclusive meaning-focused instruction failed to develop high level of linguistic competence. (Ellis, et al 2001; Thornsbury, 1999).

In addition to this, Cunningsworth (1993:16) stated how grammar is the indispensable part of meaning-focused instruction as: "*No one however, can produce a functional course without also teaching language form, so we are not really choosing to teach either structure or function: we should teach both.*"

However, what has been mentioned does not mean that developing learners' grammatical competence is the goal of second language teaching, nor explicit grammar teaching alone is sufficient to guarantee learners' communicative competence. But, it is one means to the end goal of language learning (Ur, 1991, Thornsbury 1999, Little Wood, 1981, Atkins, Hailom and Nuru, 1995).

2.5. Grammar teaching Techniques

Although there is a general consensus among scholars on the importance of incorporating grammar in second language pedagogy, the issue about how it should be taught remains controversial. The source of such controversy is the absence of one best grammar teaching approach used for teaching all grammatical rules. (Petrovltz, 1997).

As a result, we have different options used for teaching grammar, such as explicit grammar instruction, implicit grammar instruction and the recently introduced approach- integrated grammar teaching approach.

The following sections will discuss the features of these grammar teaching approaches as well as different views raised in connection with them.

2.5.1. Explicit Grammar Teaching

To begin from its definition, explicit grammar teaching refers to an approach which starts with direct presentation and explanation of grammatical rules, followed by examples. (Lock, 1990; Girma, 2005; Fortune, 1992; Thornsbury, 1999). Some call it deductive approach to grammar teaching or rule-driven learning (Thornsbury, 1999). In a similar way, Harmer (1987:4) described explicit grammar teaching as:

Overt grammar teaching means that the teacher actively provides the students with grammatical rules and explanations- the information is openly presented. So, with overt teaching we are explicit and open about the grammar of the language.

In the case of explicit grammar teaching, the primary focus is on the form aspect of the language and as a result the meaning aspect of the form is somewhat ignored. Most of the exercises given following explicit grammar teaching are more of accuracy-focused. However, as Seed house (1997), Ellis, et al (2001) and other suggest that an exclusive emphasis on the form aspect

of the language alone is not a sufficient condition for the development of communicative competence. There must be also an emphasis that should be given for the meaning- focused or fluency-focused activities that enables learners to interact freely with out fear of committing grammatical errors. But, this does mean that explicit grammar teaching is irrelevant and it does nothing to help communication. It contributes a lot. How? The following scholars have the answer to it.

In the first place, as Ellis (1993), Azar (2007), Thornsbury (1999) and Harmer (1987) discussed, explicit grammar teaching has Paramount significance in making L2 learners have the necessary and basic grammar knowledge which can form the basement in language acquisition process. This is mainly because, unless one has the basic linguistic knowledge as to how words are combined to form larger meaningful units of language, fluency-focused or meaning-focused language instruction can not exist. And this linguistic knowledge basement can be achieved through overt explanation of rules for learners. In this regard, Fotos (1998) stated, *"Explicit instruction increases learner awareness of the target strucutre and improves accuracy in its use as well as providing opportunity for meaning focused comprehension and production of the target strucutre."*

The other importance of explicit grammar instruction is its positive role in monitoring. Krashen (1982) argued that explicit knowledge of grammar helps learners in the form of monitoring certain language performance. Ellis (1993) underlined that monitoring output constitutes one source of input. Despite this, Krashen (1982) argued that explicit knowledge of grammar can not be converted into implicit knowledge and this condition will adversely affect students' production skill. But, Ellis (1993) believed that explicit knowledge can be changed in to implicit knowledge through practice. In addition to this, Ellis (1993), Thornsbury (1999) and Girma (2005) suggested that explicit knowledge of grammar helps learners to notice certain linguistic items in the later language acquisition process. It can function as a kind of 'advance-

organizer' which helps them to establish meaning-form relationship which in turn is very important to comprehend meaning.

Despite all these, explicit grammar teaching has some shortcomings. Overt grammar presentation encourages a teacher fronted teaching and learning process. As a result, the teacher talking time will be too much, whereas students will have a very limited time as well as exposure to do certain communicative tasks that foster active learning. (Thornbury 1999). And it is self evident that second language learning class-rooms are the only environment or place for learners to practice the target language in a communicative manner. This will highly affect learners' fluency development, probably the end goal of second language learning.

2.5.2. Implicit Grammar Teaching

Unlike explicit grammar teaching, grammatical rules and forms are not presented and explained for L2 learners overtly. Rather students are exposed to a number of examples which could be in the form of reading text, dialogue or conversation which embody the new grammatical form or rule. Then, students are asked to explore the new linguistic form presented in the given text by means of searching common features revealed in the text. Therefore, at the beginning of the lesson, students' attentions are drawn to the meaning or the message conveyed through that particular text, not to the grammatical aspect. That is why, some scholars call it, rule-discovery, or learning through experience (experiential learning). (Cunningworth, 1984, Fortune, 1992,- Thornsbury, 1992, Ellis, 1993]

Harmar (1987:4) describes implicit grammar teaching as:

Covert grammar teaching is where grammatical facts are hidden from the students even though they are learning the language. In other words students may be asked to do an information gap activity or read the text where new grammar is practiced or introduced, but their attention will not be drawn to the text and not to the grammar.

Some scholars, such as Thornsbury (1999), Cunningsworth (1984), and Krashen (1982) state that there is some sort of similarity or commonality between the way a child acquires the first language and the way an L₂ learner learns his/her second language through inductive or implicit teaching approach. In both cases, the child as well as the L₂ learners will be exposed to a 'massive amount' of compressible input which facilitates language acquisition.

Here, as opposed to explicit grammar teaching, it is the students who take much of the class time talking, and thus, there is a shift as to the grammar teaching methods from the teacher covering (teacher-fronted) grammar to the learner discovering grammar. (Thompson, 1996).

Discovery learning, (the key technique in implicit learning, encourages learners to involve more actively in the learning process and thereby, the rules they discovered will be more memorable, meaningful and serviceable.

Beside this, if students engaged in a problem solving activity that can be done in group or in pair (Collaboratively) students will have more time to practice the target language which foster the development of the communicative ability. On top of these, it may have also a positive impact to encourage learner autonomy. (Thornsbury, 1999; Harmer, 1987; Girma, 2005).

However, despite the above merits of implicit grammar teaching, it has also a few shortcomings.

Thornsbury (1999:54) stated, "*The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than means.*"

In connection with the time spent in the discovery activity, it may also take too much of the time allocated for production of the rules.

In addition, it demands the classroom teacher to work hard in planning the lesson that can guide the learner to accurate formulation of the rules and so on (Thorbury 1999).

In general, from the discussion we had so far, we can not take side that inductive grammar teaching is relatively effective and beneficial than deductive and vice versa. We have no conclusive research findings that can clearly show either approach is effective (Thornsbury, 1999). Due to this, scholars such as Conningworth (1984), Thornsbury (1999), Lock (1996) and others suggest that either approach is acceptable as long as we can apply them according to the given situation as well as according to the kind of linguistic item presented. In this regards, as cited in Girma (2005), Dought and Williams (1998) suggest the following: "*More often the nature of the form simply has an impact up on the decision as to whether to take an explicit or implicit possibility to drawing attention to form.*" Due to different features that each linguistic form has, it sounds logical to combine explicit and implicit techniques (Azar 2007). The next section discusses on the grammar teaching that cover the form, meaning as well as the use/production.

2.5.3. Integrated-Grammar Teaching

One of the major rationales which support the claim that grammar teaching should integrate form, meaning, and use emanated from the very nature and role of grammar in communication. When we talk about grammatical form and structures, our major concern is not only to discuss the rules, but also the meaning impact it has on what we speak, read, listen and write. In this regards, Dickins and Woods (1988) noted that, to say that some one knows a language, he/she needs to have the ability to produce grammatically acceptable sentences, together with the ability to communicate using the form accurately as the occasion demands. These key points are good indictors of what the teaching of grammar should look like.

Thornsbury (1999) underlined that grammar communicates meaning as precisely as the writer or speaker wants to convey. Thus, the teaching of grammar should take the meaning making potential of grammar into consideration in addition to the rules that underlie grammaticality and ungrammaticality of form and structures of the language.

Learners need to learn not only what forms are possible, but what particular forms will express particular meaning. Seen from these perspectives, grammar is a tool for marking meaning. The implication for language teacher is that the learner's attention needs to be focused not only on the forms of the language, but on the meaning these form convey. (Thornsbury, 1999:4).

In addition, Sysoyev (1999) suggested that integrative grammar teaching can serve as a possible solution by combining form based with meaning-based instruction. This is because; L₂ learners need grammar for two purposes. They need grammar for communication and so they need learn to it through meaning-focused instruction. On the other hand, students need grammar because they are tested on at school and thus form-based grammar teaching is sought. In the same case, Thornsbury (1999) notes that L₂ learners come to language classes expecting that some of the periods will be allocated to studying grammar. At the same time, there are also many other L₂ learners who come to language classes to practice or to put in to effect the grammar they have learnt for years. This is therefore, a way of answering student' needs, which is recently, considered as one basic element to keep in mind when one designs teaching materials as well as when he/she is doing the teaching job. (Sysoyev, 1999). Thus, according to Azar (2007) grammar based teaching should create awareness of form, meaning and appropriate use of structure.

In a similar way as regard to the need to integrate form, meaning and use in grammar teaching, Larsen-Freeman (1992: 280) pointed out, " . . . *in dealing with the complexity of grammar, there are three dimensions of language that*

must be dealt with: the forms or structures themselves, their semantics or meanings, and the pragmatic conditions governing their use."

The form refers to the question how a particular grammatical form or structure is formed. The meaning implies- what does the newly presented grammar item mean (It could be lexical or grammatical meaning). And the use or pragmatic refers to the question when and why the given linguistic form is used including social, and discourse context (Larsen Freeman, 1992).

All these questions are treated in the integrated grammar teaching approach. As a result, L₂ learners can have a full understanding of the forms, meanings and also the experience of applying them in their communication.

Girma (2005:4) emphasized, *"It can, therefore, be said that any option to grammar teaching should integrate the form, meaning and use of the target structures. To this end, both implicit and explicit forms of instruction can be used to present and practice structure."*

To sum up, when we come to the situation in many Ethiopian high schools as to how grammar is being taught, the structural approach to grammar teaching is still dominant (Girma, 2005). The study which was conducted by Dereje Tadesse (2001) clearly showed that students have a mechanical view or static view of grammar learning. Students have more of product oriented perception towards grammar learning. This, I think, is a reflection of what sort of grammar teaching approach is being implemented in L₂ classroom.

CHAPTER THREE

Research Methodology

3.1 Population: Selection, grouping, constants and Variables

In order for the study to answer the research question, the following research methodology was designed and employed. Below is a brief description about how the sample populations were selected and assigned in to control group and study group. The variables which affect the treatment phase and the constants of the study are also the issues covered in this chapter. Moreover, an attempt was made to clear how the teaching materials, which were used during the experimental teaching, were designed and implemented by the language teachers who participated in the teaching. At last, the overall description of the two tests (pretest and posttest) is given in the same chapter.

3.1.1. Selection and Grouping

Atse Naod Primary and Secondary school (Public) was selected as the center of the study. This is because the geographical location of the school is close to the researcher. This made the situation convenient for frequent follow up of the experiment. Besides, school administrators and teachers were willing and cooperative in giving all the help asked by the present researcher.

Accordingly, a total of 60 students were randomly selected from the two sections of grade nine (30 students from each section). 30 students of one section formed the study group and the remaining 30 students of the other selected section formed the control group.

Sample students' age level and their first language were also taken as the other criteria of sample selection. As a result, it was checked that the

selected sample subjects were between the age level of 13 and 15. Concerning their first language, the students confirmed that Amharic is their first language.

Immediately after the sample selection and grouping process was over, the pretest was conducted for the control and the study groups in order to check whether or not the selected sample students of the groups were found at a similar level of language performance.

Two grade nine English teachers who have been teaching in the selected school were involved in the experimental teaching. Here, it was checked that the teachers have similar level of qualification (B.A. degree in English language teaching).

Accordingly, one of the teachers was assigned to teach the study group, and the other the control group. To this end, the teacher who was assigned to teach the control group received a kind of orientation as to how he should teach the given grammar items on the basis of structural approach during the instruction. To help this, lessons which were designed on the basis of structural approach were supplied for the teacher (See Appendix-II). The same teacher was also oriented to use the students' text books as additional teaching material. The second teacher who was assigned to teach the study group was oriented about he could teach grammar by integrating form, meaning and use. Then, lessons, which were designed following the basic principles of integrated grammar teaching approach, were provided for the teacher to use for the instruction (See Appendix-I). In addition, the study group teacher was also asked to keep record of his classroom observation during the experimental teaching (See Appendix- VII) in relation to the problems, drawbacks and merits of the approach.

3.1.2. Variables and Constants

As mentioned earlier, the variables of the study were the two grammar teaching approaches employed to teach both the study and control group. These are teaching grammar by integrating form, meaning and use and teaching grammar through structural approach.

The constants, which were the intersection area of the two groups, were students' age level, their first language, eight weeks instruction time, teachers' qualification and students' previous (before the treatment) knowledge of the target language (pretest result).

3.2. Preparation of the Teaching Materials

3.2.1. Teaching Material for the Study Group

During the teaching material development, an attempt was made to follow the underlying principles of integrated grammar teaching approach.

Accordingly, the material was designed to teach the two selected English tenses (past simple and present perfect) and presented in a way that students of the study group would have the knowledge of the form, meaning and use in communication.

To this end, a number of exercises and activities were adapted and adopted from different work books. The ideas suggested by the supporters of this approach were taken as the framework of the teaching material preparation. Celce-Murcia (1992), Sysoyev (1999), Atkins, Hailom and Nuru (1995, 1996), Ellis (1993), Girma (2006), Fotos (1993) and John and Liz (1987) are a few among many scholars whose views about the integrated grammar teaching approach were taken into consideration.

Concerning the books from which the teaching material of the study groups were adapted and adopted, Bland Susan (1996), Kirn and Jack (1996), John and Soas (1987), Alamiraw (1992) and Murphy (1994) are the major ones.

3.2.2. Teaching Material for the Control Group

The learning theories that underpin the structural approach were taken into account during the preparation of teaching materials for the control group. Exercises were adapted and adopted from different books (Nigusse Abebe , 2002; Woods and Mc. Load , 1992; Murphy , 1994)which have similar feature and approach in presenting grammar for learners. Most of the exercises in students' book were taken and the control group teacher was also asked to use the book as additional source.

The ideas indicated in Richards and Rodgers (1986), Ellis, R., Hastukman, H. and Lowewen, S (2001), Thornsbury (1999), Girma (2005). Atkins, Hailom and Nuru (1996), etc, were taken as references for the material preparation.

In the following sections, we will look at the nature of the classroom interaction, the roles of the teachers, the roles of the students, the nature of error treatment and giving feedback, etc in the teaching and learning process of the two grammar teaching approaches.

3.3. The Classroom Teaching

3.3.1. Teaching Grammar through Integrating Form, Meaning and Use

This is the approach by which students of the study group learnt. During the experimental teaching as well as in the material designed for the same purpose, the following conditions were reflected and made to be employed.

- a. The Grammatical forms of simple past and present perfect were taught in accordance with their meaning as well as their effect in

communication. Together with these, students also learnt about when and why these tenses are used in communication.

- b. Students' talking time was relatively higher than the classroom teacher. This is primarily made to give the learners more opportunity to explore the new linguistic item by themselves through a kind of discovery activity. And to enable them practice more on the grammar items they were introduced.
- c. Unless errors were committed in those exercises whose target was production of correct grammatical forms, mostly the teacher was oriented to ignore errors committed during the communication phase.
- d. Pair work and group work were used to engage learners to work on the linguistic items they have learnt and thereby to encourage communication.
- e. During the production phase, students were encouraged to construct their own sentences and discourses at all costs without fear of making errors using the grammar items they have learnt.
- f. The classroom teacher was also asked to give explicit information about the form, meaning and use aspects of the given grammatical item. However, the explanations were made to have a short life span so as to reduce teacher's talking time.

Remember, all the issues were made clear for learners after they worked out to explore and understand the new linguistic item presented with context. The contexts were short passages, conversation and dialogues (See Appendix I).

- g. Apart from the above mentioned roles of the teacher, he was also oriented to play a role of classroom manager, facilitator or role model for the activities that learners are asked to carry out. Giving guidance and feedback (when it is felt necessary) were also other roles allocated to the teacher.

- h. Above all, students were made to have the copy of the lessons and activities included in the learning materials. As a result, students used the materials like their English textbook during the experiment.

3.3.2. Teaching Grammar through Structural Approach

Below are some of the assumptions that were taken into account while the control group teacher conducted the lesson through structural approach.

- A. An explicit presentation on the given linguistic items was the technique used for teaching.
- B. The explanations as well as the exercises given for learners were highly form-focused.
- C. Mastering of one linguistic item at a time and proceeding to the other item, was the major principle underlying the teaching and learning of grammar.
- D. Since most of the exercises were accuracy focused, grammatical errors were not tolerated. Error correction was direct and immediate.
- E. Students' talking time was very much limited. Most of the classroom talking was dominated by the teacher.
- F. Students of the control group were also made to have the copy of the lesson in hand to facilitate the learning process.

3.4. Data Collection Instruments

Two achievement tests were used as the major source for the quantitative data needed for the study. In addition to the tests, the teacher assigned to teach the study group was asked to keep record of his classroom observation throughout the experimental phase. The observation was made on students' activities, problems and challenges that the teacher has faced while he was conducting the lessons through integrated grammar teaching approach.

3.4.1 Achievement Tests

The achievement tests having different purpose and content were designed and conducted for the study and the control groups before and after the experimental teaching.

3.4.1.1 Pre-test

The purpose of the pretest was to see whether there was statistically significant difference between the language performance of the study group and the control group before they went into the training. To this end, an attempt was made to cover most of the grammar items included in grade nine students' textbook. All the contents were taken from what they had learnt during the academic year. The test items were objective to make the marking free from the question of subjectivity. The question types were:- dialogue and word completion, multiple choice, and matching.

3.4.1.2 Posttest

The posttest was conducted after the 8 weeks (28 periods) consecutive training to measure the sample subjects' language performance (attainment) following the training. Accordingly, the posttest was constructed on the basis of the principles of communicative testing (Atkins, Hailom and Nuru, 1996; Heaton 1988; Weir, 1993).

The test contained both objective and subjective type questions. The subjective type questions were incorporated in the posttest because they are better ways of testing communicative skills (production) although they are exposed to subjectivity and require competent marking (Atkins, Hailom and Nuru, 1996). To reduce the marking problems and to minimize personal bias, the marking for the posttest was carried out by another teacher who did not participate in this study. The teacher was asked to take the grammaticality and meaningfulness of words, phrases and the sentences into account to

award or deduct marks for each answer given by the students. In addition, the value of each question type was given.

The posttest contained five test types. Each type has its own objective. Below are some points about the test types and objectives.

- a. *Comprehension questions:* To test students' comprehending ability using the knowledge of grammar they have learnt, comprehension questions were set through a reading text.
- b. *Multiple choice questions:* To measure students' knowledge of grammar they have learnt during the training, multiple choice questions focusing on correct and meaningful structure were set.
- c. *Completion questions:* To measure students ability of understanding a reading text, a completion test type was constructed, which requires students to complete the story by inserting the correct form the words provided.
- d. *Sentence construction:* In order to see students' ability of constructing grammatical and meaningful sentence using the list of words and phrases given, sentence construction test type was set.
- e. *Text writing type:* This test type contains two kinds of questions. The first is a kind of responding to questions with complete sentence. The second kind requires students to write 4-6 meaningful and grammatical sentences according to the situations given. This is to measure students' ability of expressing their ideas (production) using the grammar items they learnt during the treatment.

3.4.2 Other Data Source

The study group teacher was asked to keep record of his classroom observation on the nature of students' activities during the experimental teaching.

3.5 Hypotheses Testing Instrument

T-test was employed to check whether there exists any significant difference between the mean scores of the study and the control groups with respect to their posttest results. The full preview of the t-test results is displayed and discussed in chapter four. Furthermore, the analysis was supported by descriptive statistics.

CHAPTER FOUR

4. Data Analysis and Discussion

4.1 Pretest Results

As shown in chapter three, students of the study group and the control group were given a pretest in order to measure whether the two groups were at a similar level of language performance, or not. Accordingly, the result of the per-test showed that the two groups were found at a similar language performance level. The following descriptive statistics (Table I) presents the data obtained from the pretest results.

4.1.1 Descriptive Group statistics of the Pretest Result

Table I

	Group	N	Mean	Std. Deviation	Std. Error Mean
Pretest Result	Study Group	30	24.83	5.133	.937
	Controlled Group	30	24.10	5.261	.961

As can be seen from Table I above, the mean score of the study and the control group was found to be similar- 24.83 and 24.10 respectively. However, we cannot say that there was significant difference between the language performances of the two groups by simply looking at their mean scores. In order to know whether this difference is significant or not, an independent samples t-test is sought. Table II below displays the results.

4.1.2 Independent Samples t-test of the Pretest Result

Table-II

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Pretest Result	Equal variances assumed	.062	.803	.546	58	.587	.733	1.342	-1.953	3.420
	Equal variances not assumed			.546	57.965	.587	.733	1.342	-1.953	3.420

The value of t-table=2.000

As shown in Table-II, the *P-value* (level of significance) of the Levene's test for equality of variances is greater than 0.05 (sig=.803). This implies that we consider the above row for analysis. At the same time, if the value of *t-calculated* is greater or equal to the value of *t-table* with a given *degree of freedom (df)*, it is said that there is significant difference between the achievements of the groups being compared. Moreover, if the *t-calculated* is less than the value of *t-table*, it can be concluded that there is no significant difference between the performances of the groups. Similarly if the *p-value* is less than 0.05 (*the standard limits of significance*), it can be said there is significant difference between the average scores of the groups. However, if the *p-value* is greater than 0.05, the difference is non-significant.

On the basis of this assumption, the *t-calculated* of the pretest was found less than the value of *t-table* with 58 degree of freedom (*t-calculated* = 0.546, *t-table* =2.000, *df* = 58, mean difference= 0.733). Accordingly, we can conclude that there was no significant difference between the language performance level of the study group and the control group (p=0.587). It is, therefore, with this consideration that the rest of the study was carried out.

4.2 Posttest Results

The experimental teaching which lasted for eight consecutive weeks was conducted on the basis of the integrated grammar teaching approach and structural approach to the study group and the control group respectively. Later, to measure the performances of the two groups following the treatment, the posttest was given and *t-test* was chosen for the statistical computation of the result. Below is the group statistics of the posttest results of the groups.

4.2.1 Descriptive Group Statistics of the posttest result

Table-III

Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest Result Study Group	30	66.73	12.975	2.369
Controlled Group	30	55.60	13.080	2.388

As indicated in Table-III, the mean scores of posttest of the study group and the control group are 66.73 and 55.60 respectively. This implies that the study group performed better than the control group. However, as stated earlier, taking the mean score differences, one cannot say there is significant difference or no significant difference between the subjects of the study. We have to further refer to the result of the independent sample *t-test*. Table-IV presents the result of the posttest of the independent sample *t-test*.

4.2.2 Posttest independent sample t-test

Table- IV

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest Result	Equal variances assumed	.004	.950	3.310	58	.002	11.133	3.364	4.400	17.866
	Equal variances not assumed			3.310	57.996	.002	11.133	3.364	4.400	17.866

The value of t-table = 2.000

It is clearly indicated in Table-IV that the value of *t-calculated* was found 3.310, which is greater than the value of *t-table*, 2.000 with 58 degree of freedom. The mean difference between the posttest results of the two groups was found 11.13. Here the mean score of the study group exceeds the control group by the stated average. And the *P-value* is 0.02 which is below 0.05 (the level of significance).

All these statistical data of the posttest results confirmed there is statistically significant difference between the post treatment performances of the two groups. Accordingly, the study group, which was taught through integrated grammar teaching approach, performed significantly higher than the control group.

In addition to the above statistical data, further statistical computation was also made to measure the performance of the two groups in each test types. As noticed earlier, the posttest contained five test types having different objectives. According to the result obtained from the statistical data, there

are variations of performance in each test types between the study and the control group. Table-V presents the descriptive group statistics of the two groups by the test types.

4.2.3 Descriptive Group Statistics by the Test Types

Table-V

Test Type	Group	N	Mean	Std. Deviation	Std. Error Mean
Comprehension Result	Study Group	30	7.9000	2.17113	.39639
	Controlled Group	30	7.0000	2.14958	.39246
Multiple Choice Result	Study Group	30	6.3111	1.64918	.30110
	Controlled Group	30	6.4667	1.52778	.27893
Completion Result	Study Group	30	5.6000	1.45006	.26474
	Controlled Group	30	4.6222	1.89521	.34602
Sentence Construction Result	Study Group	30	6.7667	2.23889	.40876
	Controlled Group	30	4.7000	3.20721	.58555
Text Writing Result	Study Group	30	7.4000	1.99741	.36468
	Controlled Group	30	4.2167	2.57536	.47019

According to Table-V, the average scores of the study group and the control group are observed to be more or less similar in the comprehension question type- 7.90 and 7.00 respectively. Similar mean result of the two groups was also found in the multiple choice test type, where the average score of the study group is 6.31 and the control group is 6.46.

However, the average scores of the two groups were different in the other three test types. The study group performed better than the control group in completion, sentence construction and text writing test types. The mean scores of the study group and the control group at completion type is 5.60 and 4.62, in sentence construction type, 6.76 and 4.70 and in text writing of 7.40 and 4.21 respectively.

As usual, to determine whether or not there is a significance difference between the two groups in the test types, we have to see the data obtained from the independent sample t-test. Table VI describes it as follows.

4.2.4 Independent Samples t-test of the Test Types

Table-VI

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Comprehension Result	Equal variances assumed	.046	.830	1.613	58	.112	.90000	.55781	-.21657	2.017
	Equal variances not assumed			1.613	57.99	.112	.90000	.55781	-.21658	2.017
Multiple Choice Result	Equal variances assumed	.064	.801	-.379	58	.706	-.15556	.41044	-.97715	.66603
	Equal variances not assumed			-.379	57.66	.706	-.15556	.41044	-.97725	.66614
Completion Result	Equal variances assumed	1.329	.254	2.244	58	.029	.97778	.43568	.10567	1.850
	Equal variances not assumed			2.244	54.29	.029	.97778	.43568	.10440	1.851
Sentence Construction Result	Equal variances assumed	6.679	.012	2.894	58	.005	2.06667	.71412	.63721	3.496
	Equal variances not assumed			2.894	51.84	.006	2.06667	.71412	.63358	3.500
Text Writing Result	Equal variances assumed	1.332	.253	5.350	58	.000	3.18333	.59504	1.9922	4.374
	Equal variances not assumed			5.350	54.62	.000	3.18333	.59504	1.9907	4.376

The value of t-table= 2.000

As described in table-VI the value of *t-calculated* in comprehension test type and in multiple choice type were found 1.613 and -.379 respectively. The value of *t-table* is 2.000 with 58 degree of freedom (df). In other words, the value of *t-calculated* is less than the value of *t-table* in both test types. Therefore, the difference between the average scores of the study group and

the control group is not statistically significant (Where the value of P-is .112 and .706 with mean difference of .9000 and -.1555 respectively).

Here, although it can not be said there is significant difference between the performance of the two groups in the multiple choice test type, their mean difference (-.1555) showed that the control group performed slightly better than the control group. This could be, probably, because of the content nature of the questions. All the questions incorporated in the multiple choice test type were grammar questions. As a result, the control group, as they were learnt through structure approach, may found it easier and comfortable than the other test types.

However, the above performances of the control group were not repeated and seen in the other test types, especially in the completion, sentence construction and text-writing test types.

When we see the completion test result, the value of *t-calculated* was found 2.244 and the *P-value* was 0.029 with the mean difference .9777 (which is very close to 1.000). Since the *t-calculated* is greater than the value of *t-table* (2.000) and the *P-value* is less than 0.05 (the significance limit), the difference between the average scores of the study group and the control group is statistically significant. This tells us the study group achieved significantly better than the control group in the given test type.

We find relatively strong significant difference between the average score of the study group and the control group in those sentence construction test result and text writing test result. The *t-calculated* in sentence construction and text writing test results were found 2.894 and 5.350 respectively. The value of *t-table* is as usual 2.000 with 58 degree of freedom. The *P-value* for both test types was found 0.005 and 0.000, with the mean difference 2.066

and 3.183 respectively. This implies there is statistically significant difference between the mean score of the study group and the control group.

In other words we can conclude that the study group performed significantly higher than the control group in the sentence construction and text writing test types. Here, the performance of the study group was found relatively higher in the text writing test type than the other test types, such as completion test types and sentence construction test type. This result which favored the study group was probably due to the nature of the exercises that the study group was exposed to during the experimental phase. The study group was given a number of exercises that promote production/communicative interaction. Students were highly engaged in practicing what they have learnt. Most of the exercises provided in the teaching material of the study group demand the students to express their ideas using the grammar items (*past simple and present perfect*) they have learnt. This could be the possible reason for the better performance attained by the study group.

Thus, from the statistical data we had so far, we can say that the study group and the control group performed more or less equal in those comprehension and multiple choice test types. And there is no significant difference observed between the mean scores of the two groups in the stated test types. However, it was observed statistically significant difference between the mean scores of the study group and the control group in the remaining three test types that is, completion, sentence construction and text writing. The significance level was seen higher and higher when we move from completion to sentence construction and to text writing. This result may imply teaching grammar by integrating form, meaning and use promotes use rather than usage. In other words, it encourages learners to use the grammar items they have learnt to express their ideas, feelings and share their experiences.

This, in turn, may help the students to develop their communicative competence (The end goal of second language learning) and thereby use the target language for their daily communication needs as well as for their academic needs

4.3. Hypothesis Testing

As stated in Chapter One of this paper, this study had two hypotheses that were proposed as major objectives of the study.

The null hypotheses (Ho) states, there will not be significant difference between the effectiveness of teaching grammar through the integration of form, meaning and use and the structural approach to grammar teaching.

The alternative hypotheses (H1), on the other hand, states there will be significant difference between the effectiveness of teaching grammar through the integration of form, meaning and use, and the structural approach to grammar teaching.

According to the statistical data obtained from t-test (as shown in Table III and IV), there is statistically significant difference between the mean scores of the study group and the control group in the post treatment test. The study group performed significantly higher than the control group and this in turn declares the null hypothesis is rejected and the alternate hypothesis is accepted ($p < 0.05$).

Thus, on the basis of the above data we can deduce that teaching grammar by integrating form, meaning and use is relatively effective grammar teaching method than the structural approach of grammar teaching.

4.4. Classroom Observation Report

As can be noticed in the methodology chapter of this paper, teacher one, who taught the study group, was asked to keep record of his classroom

observation during the experimental teaching as to the weak sides, challenges, and strong sides of the integrated grammar teaching approach.

Accordingly, the study group teacher reported that at the beginning of the experimental lesson, students (study group) were in difficulty to do the activities provided in the material freely with their partners. However, this problem lasted for a short time. They began to show certain changes and progresses especially in using the grammar items they were introduced to express their ideas meaningfully and grammatically in response to the tasks given in the exercises.

He, in addition, reported that the students were relatively motivated and active to do the activities and other assignments given by the teacher. He further explained that the integrated grammar teaching approach is relatively meaningful, interesting and helpful for learners.

CHAPTER FIVE

5. Summary, Conclusion and Recommendation

5.1 Summary of the Finding

The points discussed so far are summarized here under.

- 5.1.1. Teaching grammar through the integration of form, meaning and use is more effective than the structural (form focused) method of grammar teaching.
- 5.1.2. The integrated grammar teaching approach was found suitable in promoting pair work, group work and discovery technique in language teaching.
- 5.1.4. Integrated grammar teaching was also effective to enable learners acquire and understand the meaning of grammatical forms and their roles in communication.
- 5.1.5. Although learning the form aspect of grammar is important, an exclusive emphasis on it seems unhelpful and less effective in making learners produce meaningful and grammatical sentences to express their ideas.
- 5.1.6. Generally, the teaching methods (the way we teach language) still remains fundamental and key element for successful second language teaching pedagogy.

5.2 Conclusion

On the basis of the findings of the study, the following conclusion is drawn.

It is very difficult to say one learning method is effective than the other methods as long as there are numerous extraneous variables which are difficult to control. However, it is possible to say one is relatively effective teaching method than the other by conducting an experimental study at least by minimizing the expected possible intervening variables that would have a considerable effect on the final result.

In this study, the ninth grade students were focused. The past simple and present perfect tenses were the grammar items in focus (As they appeared in students' English textbook). The teaching materials of the study group and the control group were designed on the basis of integrated grammar teaching approach and the structural approach respectively. The experimental teaching which lasted for eight weeks (28 periods) was conducted for both groups.

Following the end of the treatment, post test was given to both groups and the t-test was used for statistical analysis of the post test result. Accordingly, both the descriptive group statistics (see figure III) and the independent simple test (see table-IV) showed that there is statistically significant difference between the post test performance of the study group and the control group. The mean score of the study group was found significantly higher than the control group.

As a result, it is concluded that the study group performed significantly better than the control group due to the exposure to integrated grammar teaching approach employed for eight weeks.

5.3. Recommendations

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

- ◆ In order for the students to use English language in a real communicative context, emphasis should be given to lessons of grammar which integrate meaning and use with form. This encourages communicative interaction between learners through which learners can develop their communicative competence.

- ◆ The finding of this study throws light on the positive aspects and effectiveness of grammar teaching by integrating form, meaning and use. Thus, for conclusive and fundamental research finding that can alleviate the methodological problems of English grammar teaching of our country, successive and rigorous studies with greater magnitude should be conducted

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Appendix-I

Teaching Materials for the Study Group

Lesson One: Simple Past Tense

The Following conversation between family members (between father, mother and children) is about the old days that the father and mother passed during their childhood while they were with their father's, mothers, sisters and brothers.

Now read the conversation and answer the questions that follow:

Good Old Days

Father: Did I ever talk to you about the good old days?

Son: The good old days?

Father: Yeah... when your mother and I were your age now. We worked hard in 1950s, but we enjoyed life.

Son: You didn't have a machine, right? Your family didn't own a computer, video game player, or...

Daughter: What? You mean TV didn't exist?

Father: Oh, television existed, but in black and white-not in color as it is now. Anyway, we didn't own a set. My father decided we didn't need television.

Daughter: What did you do for fun or to entertain yourselves? Did you use to go to the movies every night?

Father: No, we didn't use to go to the movies; we stayed home and entertained ourselves.

Son: How did you live without a big screen TV, and video games, and CDs? What happened in the evening?

- Father:** Well, the children played games-like Chess and my sister used to play rock & roll records on her record player.
We listened to the radio and discussed current events. My father and mother used to talk a lot or they argued.
- Mother:** Not my family. My parents didn't use to talk much. My father liked to read a lot. My mother knitted and sewed. She **used to** cook everyday. I usually helped her in the kitchen.
- Son:** Why did you cook everyday? Why didn't you order some kind of food from a restaurant?
- Mother:** Because my father wanted home-cooked meals. Of course we didn't have a modern oven 'or a food processor... or dish washer or...
- Daughter:** What? No dishwasher? Who used to wash the dishes?
- Mother:** I used to wash them in the sink and my sister used to dry them.
- Daughter:** Did your brother do any house work? Didn't your father help?
- Mother:** No, I'm afraid not, only the women worked in the house in those days.
- Father:** Yes, those were the good old days?

Exercise 1

Answer the following questions based on the above conversation

1. What are the children talking about with their parents?
2. What machine did the father's family own in the 1950s? What didn't they have?
3. What did the father's family use to do for fun or to entertain themselves in the evening?
4. How was the mother's family different from the father's family in those days?
5. Who did the house work in the mother's family? Why?

How to Form Simple Past?

Form: Simple past tense is formed using verbs with their simple past form.

Here we have two kinds of verbs; regular and irregular verbs. Both of them have different form in their past tense although they are similar in use.

1. Regular verbs: These are verbs which add-**ed** in their past form. Look at the following examples which are taken from the previous conversation.

Example: We **worked** hard in 1950s, but we **enjoyed** life.

I **used** to wash the dishes in the sink, and my sister **used** to dry them.

Note: Adding-**ed** to change the verb in to simple past form is work only for regular verbs. For irregular verbs, the change is different from regular verbs and we will see it in the coming sections.

Use: We use simple past tense to talk about completed past events and activities that started and finished in the past.

All statements given in the table below are taken from the previous conversation on page 1 and 2. They are examples of regular verbs.

A. Statements with Regular Verbs

Example

Notes

Affirmative	I usually helped in the kitchen. My mother knitted and sewed . We listened to music and discussed current events. The children played games.	
Negative	My father decided we didn't need television. We didn't order pizza from a restaurant.	For negative past tense verbs, use

	Your family didn't own a computer. My parents didn't talk much.	didn't before the simple form of the main verb.
--	----------------------------------------------------------------------------------	-------------------------------------------------

Exercise 2

Based on the examples given in the above table which are taken from the previous conversation (page 1 and 2) list out and write down similar sentence from the same conversation with simple past form and underline the verbs.

Exercise 3

Construct your own meaningful and grammatical sentences using the following list of regular verbs. After you write the sentences, show to your pair mate and tell him/her the meaning of your sentence. Finally, show what you write and what it means to your teacher.

Kill borrow visit clean play chase pass
eat

Example The dog *chased* the cat.

B. Yes/ No Questions

The yes/no question form of the simple past tense often include **did(n't)** before the subject (singular and plural). Note that the main verb in the question is in the simple present form, there is no final-**ed** ending. Look at the following examples in the table below which are taken from the above conversation.

Examples		Answers	
Affirmative Questions	Did I ever talk to you about the 1950s?	Affirmative Yes, you did .	Negative No, you didn't .
	Did your family cook with a modern oven?	Yes, we did .	No, we didn't .
	Did the neighbors often visit you?	Yes, they did .	No, they didn't .
Negative Questions	Didn't your father help with the housework?	Yes, he did .	No, he didn't .
	Didn't you own a TV set?	Yes, we did .	No, we didn't .
	Didn't your parents argue a lot?	Yes, they did .	No, they didn't .

Exercise 4

Again back to the conversation on page 1 and 2 write down and underline both *affirmative questions* and *negative questions* based on the examples given in the above table.

Exercise 5

What did you do last weekend? Work with a partner. Student A asks questions with simple past tense using the cue words in 1 to 16. Student B answers. Then change roles (student B asks the questions and student A answer). When you give a yes answer to a question, explain what you did in a simple past tense sentence.

Examples: **A:** Did you clean your room last weekend?

B: No, I didn't.

A: Did you play any sports last weekend?

B: Yes, I did, I played tennis on Saturday afternoon.

1. clean you room?
2. play any sports?
3. listen to the radio?
4. watch TV?
5. look at a newspaper?
6. telephone your family?
7. visit your friends?
8. shop for clothing?
9. study at home?
10. finish your homework?
11. receive any letters or
packages?
12. mail any letters or
packages?
13. wash your clothes?
14. cook dinner?
15. stay up late?
16. enjoy yourself?

When you finish, join with another pair of students. Take turns telling the group five things that your partner did (or didn't do) last weekend.

C. Information Questions

Many information questions use **did** before the subject (singular and plural), but a few information questions use **didn't** before the subject.

Note that: when **who** or **what** is the subject of the sentence, the main verb is in the simple past tense and **did** or **didn't** is not used before the subject. The chart below gives some examples.

Examples	Possible answers	Notes
<p>How did you live without a big-screen TV?</p> <p>Where did your relatives stay?</p> <p>When did your relatives visit?</p> <p>Why did you cook every day?</p> <p>Why didn't you order pizza from a restaurant?</p>	<p>We entertained ourselves.</p> <p>In the bedroom upstairs.</p> <p>They visited on holidays.</p> <p>My father liked to eat at home.</p> <p>We wanted home-cooked meals.</p>	<p>In information questions with did and didn't, the main verb is in the simple form. There is no final-ed ending.</p>
<p>What happened in the evening</p> <p>Who danced in the evening?</p> <p>Who argued a lot?</p>	<p>We stayed home.</p> <p>My sister and I.</p> <p>My parents.</p>	<p>When who or what is the subject, use the simple past tense in the main verb.</p>

Exercise 6

Here again return to the previous conversation on page 1 and 2 and select those questions which ask information. You have given many examples in the above table. Write down the questions and show to your partner and to your teacher and tell them what the question says.

Example: What **did** you do for fun?

Exercise 7

The following sentences are possible answers for a certain questions which are not stated. Supply or make a question (Q) which could be affirmative or negative question that cross ponds the given answers (A). The first one is done for you as an example.

Q= Did you have a lunch with Abera yesterday?

A= No, I didn't have a lunch with Abera. It was with Henok.

Q= _____?

A= Yes, I visited the national Muslim when I was grade seven.



Q = _____?

A = No, I didn't hear.



Q = _____?

A = _____



Q = _____?

A = _____

Exercise 8

Give answer to the following information questions with a complete sentence (Do not forget to use simple past in your answer)

1. Where were you Yesterday morning?

2. what was your favorite subject when you were in elementary school

3. When did you get school?

4. Who was your best teacher in grade 8?

5. Which day was unforgettable in your life?

6. When did you feel very sad in your life? What was the reason?

7. When was your happiest day in your life? What was the reason?

Used to + Verb

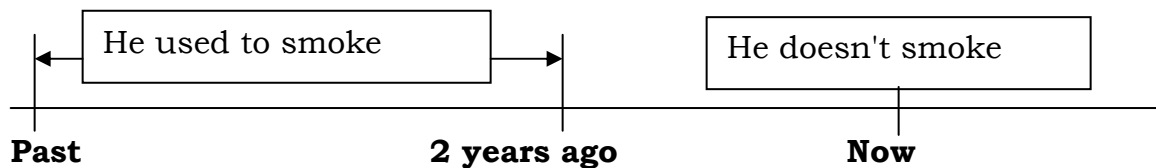
Study the following situation.

A few years ago

Kebede stopped smoking two years ago. He doesn't smoke any more. But he used to smoke.

Today

He used to smoke 40 cigarettes a day. He used to smoke He smoke regularly for sometime in the past, but he doesn't smoke now. He was a smoker; but now he isn't.



Form: Used to + simple present form

Example- I **used to play** tennis a lot but I don't play very often now.

Use: Used to + a simple form of a verb expresses a habit or activity that existed in the past but is no longer happening in the present.

Study the following statements and questions

	Examples	Notes
Statements	<p>We used to dance.</p> <p>She used to cook every day.</p> <p>My parents didn't use to talk much.</p>	<p>With did (n't) in questions and negative statements, there is no-ed past-tense ending on use.</p>
Questions	<p>Who used to wash the dishes?</p> <p>Did your mother and father use to argue a lot?</p> <p>Didn't she use to live in New York?</p>	

Exercise 9

Back again to the previous conversation on page 1 and 2 write down the statement and questions with **used to**. See the statements and questions given in the above table as an example.

Exercise 10

Work with a partner. Take turns asking and answering questions about your life before you came to this school. Use verb phrases with **use(d) to** and the cue words in 1 to 8 below.

Example: A: Where did you use to live?

B I used to live in a house in a small town.

1. Where/you/live?
2. Who/you/live with?
3. What kind/ food/ you/cook?
4. How/you/travel/to school?
5. How often/ you/ visit your friends?
6. How/you/entertain yourself?
7. What kind/ music/you/listen to?
8. How often/you/clean your room?

Exercise 11

Tell to your partner/classmate things you *used to* do when you were a child or elementary school but you don't do it now. Then change turns. The first one is done for you as an example.

Example: When I was a child, I *used to* take ice cream.

2. Irregular verbs (simple past)

Study the following situation and do exercise 12 below.

Jill: I **met** a new neighbor the day before yesterday. He and I **had** a long talk last night.

Karen: Oh, that's interesting! Tell me all about him.

Jill: His name is Yutaka. He's a student from Japan.

Karen: Where's he going to study?

Jill: He **applied** for admission to UCLA last winter and got his letter of acceptance on May 10.

Karen: That **was** only a few weeks ago. How **did** his family feel?

Jill: They **felt** very proud. Four days after he **got** the letter, his mother **bought** him a plane ticket and some clothes for his trip to the United States.

Karen: What about his friends in Japan? Did they give him a going-away party?

Jill: Yes, they did. The night before he left Japan, his friends **gave** him a big going-away party. Then his family **took** him to the airport the next day. That was May 17.

Karen: Did he get to Los Angeles the next day?

Jill: Actually, he **got** here the same day, on May 17. There's a one-day time difference between Japan and California.

Karen: Oh, right. Where **did** he stay after that?

Jill: For his first two weeks here, Yutaka **had** to stay in a hotel. He **spent** a week trying to find an apartment.

Karen: And he **found** one—right here in our building!

Jill: Yeah. He **went** in several days ago, on June 1.

Karen: That's great! Well, I can't wait to meet him.

Exercise 12

Answer these questions based on the above conversation.

1. Who met Yutaka last night? How do you think they met?
2. When did Yutaka apply for admission to UCLA? When did he get his letter of acceptance? How long ago did he get his letter of acceptance?
3. When did Yutaka leave Japan? How did he get to Los Angeles?
4. Where did Yutaka stay during his first two weeks in Los Angeles?
5. How much time did he spend trying to find an apartment?

Exercise 13

Return to the conversation above and write down only those sentences with irregular verbs which are in simple past form. The first one is done for you as an example and writes their present tense form.

Example: They **felt** very proud (the present tense form of felt is fell)

Exercise-14

The following sentences make a story about two brothers. But, the story is not in the right order. Discuss in group to decide the right order.

1. They killed an antelope and a wild goat.
2. After three hours they arrived home.
- 3 The two brothers, Kebede and Habtu, went to forest to hunt.
4. Their parents admired them for their successful hunt.
5. On their way to hunt, they met their old friend, Getachew.
6. Two months later, they went out to hunt again, and killed another antelope.

Exercise 15

Based on what you have learned so far about simple past tense, do the following task.

Task: Choose a famous person in history and write a short story (biography) of the person. Because the person is dead you will be using the past form of the verbs. You can use all types of the verbs.

Example₁: John F. Kennedy **was** the 25th president of the United States He **was** a democrat. His wife, Jacqueling **was** a very popular and very **interested** in the arts. He **had** two children, a daughter and a son.

Example₂: Wolfgang Amadeus Mozart **was** an Australian Musician and composer. He **lived** from 1750 to1790. He **started** composing at the age of five and **wrote** more than 600 pieces of music. He **was** only 35 years old when he died

Teaching Material for the Study Group

Lesson Two: The Present Perfect Tense

Read the following conversation and answer the questions that follow.

Henok: We haven't gone out since last Friday.

Eyerus: I know there hasn't been a good movie in most of the cinemas of the city since last week.

Elssa: Yes, we have seen most of the films which are on screen now.

Henok: So, what shall we do? We have been here since we came from Bahirdar.

Eyerus: Well, I think we better have a walk this late afternoon from home to the church.

Elssa: That is a great idea. We may even visit our aunt, 'Askale', on our way to the church.

Eyerus: By the way, how long has Askale been here?

Henok: I think, she has been here since she came from Gonder

Elssa: Have you seen her these days?

Eyerus: Me, I haven't, but, last Sunday her brother, Samuel, told me that she had been ok.

Henok: Anyways, the time is getting over, please get ready.

Eyerus: I think, the last few days the weather has not been good. It has been too cold.

Henok: So, you better put on a pullover or a sweater.

Elssa: I think we can go now.

Exercise 1

Based on the above conversation answer the following questions?

1. How long have Eyerus, Henok and Elssa been home?
2. Why they haven't gone out since last Friday.
3. How long has Askale, who is the aunt of Henok, Eyerus and Elssa, been living there?
4. Why Henok advised his sisters Eyerus and Elssa to put on the pullover or sweater?
5. Have you ever felt bored? When? What did you do about it?

PRESENT PERFECT: FORM

	Examples	Contraction
1 Affirmative statement	I You } We } _have finished They } He } She } has finished It }	I've You've We've They've He's She's It's

Note: To form the present perfect, use the simple present form of **have/has** + the **past participle** of the **main verb**.

- The past participle of regular verbs is the same as the simple past form verb + **-ed**.
- Irregular verbs, however, have special past participle forms. Look at the appendix attached for a list of irregular verbs and their past participle:

	Examples	Contraction
2 Negative Statement	I have not finished He has not finished	I haven't He hasn't

Note: To form negative statements, use **have** or **has** + **not** or the contraction **haven't** or **hasn't** and the past participle of the main verb.

	Examples	Short answer	Contraction
3	Yes/no question	Have you finished ?	Yes, I have No, I have not
		Has he finished ?	Yes, he has No, he has not
			No, I haven't No, he hasn't

Note: To form Yes/no questions, use **have** or **has** before the subject. The past participle of the main verb follows the subject

- Affirmative short answers do not have contracted form. We never say, **Yes, I've** or **yes, he's** (incorrect)

	Example	Answer
4	Information questions	What have you done ?
		Where has he gone?
		Nothing To New York

Note: The **Wh**-word is followed by **have** or **has**, the subject and the past participle of the main verb

	Answer	Contraction
▪ Who has finished?	I have	Who's
▪ What has happened?	He broke his arm	What's

Note: If **who** and **what** is the subject of the question, the word order is the same as the affirmative statement

He has finished

What has happened?

How long have you **been** in this room? I **have been** in this room for ten minutes

How long has she **owned** this book? She **has owned** the book since 2001.

Note: To form this kind of information question, *how long* must come before have/has, subject and the past participle form of the main verb

How long: - is inseparable.

How long + has /have + subject + past participle form of the main verb

Since= used with present perfect and past perfect tense. We use since for a time in the past until a later past time, or until now.

Example: She has been off since Tuesday.

Example: We have lived here since 1994.

◆ Use *for, not since*, with a period of time.

Example: I have been learning English for five years.

I have been learning English since five years. (This is wrong)

For= shows a period of time.

Example: I have waited Abera for one hour.

Exercise 2

Now, back to the previous conversation on page 1 and write down those affirmative statements, Yes/no questions, negative statements, and information questions which are constructed using present perfect tense. Look the following examples which are taken from the conversation.

Example:- 1) We **have been** here? Since we came from Bahirdar (Affirmative Statement)

2) We **haven't gone** out since last Friday (Negative statement)

Exercise 3- Working on Form

Work with your partner. Complete the following conversation with the present perfect. Then take turns reading the conversation aloud using contractions as much as possible.

1. Student A: I **haven't done** (not/do) the homework.

Have you done (you/do) it?

Student B: Yes, but I _____ (Lose, leave) my exercise book home.

2. Student A: _____ (you/eat) your breakfast?

I _____ (not/get) time to eat my breakfast because I was in the farm with my father until school time.

3. Michael: How long _____ (you/be) with your brother in Awassa?

Dawit: I _____ (be) with him for the last three years.

Michael: _____ (he /has) a wife?

Dawit: Not yet. But, he _____ (Plan) to get married with in the coming year.

4. Teacher: Surafel, I _____ (not/see) you since last Monday
Where _____ (you/be)?

Surafel: I _____ (be) out of town to visit my grand parents. **5.**

Policeman: _____ (you/do) in the supermarket that night?

Thief: I _____ (try) to break the money box, but
it _____ (be) properly locked.

Policeman: Then, _____ (what/happen)

Exercise 4

Work in Pair. Ask and answer question in the present perfect with the following cue words. Add question of your own.

1. You/see your friends /this week/?
Have you seen your friends this week?
2. When (you/go/?
3. What /you do/?
4. Who/How meet/?
5. What /you like/?
6. Where/be/you/since/last Sunday/?

The Present Perfect: Meaning and Use

Connecting the past and the present-

- 1) The present perfect often expresses indefinite past time. This means that the specific time of the past is not important. When we use the present perfect tense there is always connection with now. the action in the past has a result (effect) now.

Example: Tom is looking for his key.

He **has lost** his key.

He **has lost** his key = means he lost it and he still hasn't got it.

We often use the present perfect to give new information or to announce a recent happening.

Example, Oh! I **have cut** my finger.

2) Questions with '**ever**' and their answer also express the indefinite meaning of the present perfect

Paul: **Have** you **ever** ridden a motorcycle?

Peter: I **have sat** on one, but I **have** never **taken** a ride.

In this conversation, the specific time is not expressed. The only information that we know is that Peter has sat on a motorcycle at least once in his life.

The adverbs: **ever, never, already, yet, still, so far, once, twice, three times, many times** and so on frequently express the indefinite meaning of the **present perfect**. They are grouped below in terms of their position in the sentence.

Adverbs that come before past participle		
Adverb	Meaning	Example
ever	At any time up to now	Have you ever had a leather Jacket I haven't ever had a leather Jacket.
Never	At no time up to now	He has never had a leather Jacket
already	At sometime sooner than expected.	Have you already eaten ? I have already eaten
Adverbs that come at the end of the sentence		
Yet	until now expected at sometime before now	Have you eaten yet ? I haven't eaten yet .
Adverbs that come at the beginning of the sentence		
So far	at any time before up to now	What have you done so far ? He hasn't answered so far .
Adverb Before the subject and before have or has respectively		
so far	at any time up to now	So far , he hasn't answered.
Still	expected at some time before now	They still haven't finished
Adverbs after have/has		
Just	a short time ago	I have just cut my finger

Exercise 5

Complete sentences under column 'B'. Use the verb in the brackets + **just/already/yet**. The first one is done for you as an example.

A	B
1. Would like something to eat?	No, thanks, I have just had lunch (just/have)
2. Do you know where peter is?	Yes, I ----- him (just/see) in the café.
3. What time is David leaving?	He, ----- . (already/leave)
4. What is in the newspaper today?	I don't know. I----- (not/read/yet)
5. Is Alex coming to the Cinema with us?	No, he ----- the film (already/see)
6. Are your friends here yet?	Yes, they ----- (just/arrive)
7. What does Tom think about your plan?	I ----- (not/tell/yet)

Exercise 6- Telling about Personal Accomplishment

Work any our own. Write sentences about some of your accomplishment using the present perfect and the suggested adverbs. Choose one sentence to tell the class.

1. Name three things that you have done this semester. Use so far or already in each sentence.

So far, I've read two novels.

I've **already** read two novels.

2. Name three things you are supposed to do this semester, but haven't done yet. Use still or yet.

I **still** haven't looked for a job.

I haven't looked for a job **yet**.

Exercise 7 Talking about life experience

Work with a partner. Take turns asking and answering questions about your life experiences. Use the *present Perfect* with ever and the expression in Parentheses. Respond with short answer in the *present perfect* and add another sentence of explanation. If your answer is affirmative tell how many times you have done it. If your answer is negative, use never in your sentences. Then make up several questions of your own. The first one is done for you as an example.

1. (have a flat tire)

A= have you ever had a flat tire?

B= Yes, I have I've had a flat fire once. or

No, I haven't. I've never had a flat tire.

2. (loose your wallet)

A= _____

B= _____

3). Write a poem)

A= _____

B= _____

4) (meet a well known athlete)

A= _____

B= _____

5) (drink alcohol)

A= _____

B= _____

6) (visit a prisoner)

A= _____

B= _____

7). (eat raw fish)

A= _____

B= _____

8). (rank first in your class)

A= _____

B= _____

Exercise 8

Work in pair. Read the following short conversation between the owner of a hotel and the Room boy and try to make a similar dialogue with your partner by acting as teacher-student, or doctor-patient, or customer-Waiter or any other relation you choose.

Owner: **Have** you **made** the beds?

Roomboy: Yes, I **have**.

Owner: **Have** you **laid** the tables?

Roomboy: No, I **haven't laid** the tables?

Owner: Which job **have** you **just done**?

Roomboy: I **have just made** the beds.

Owner: What about the guests, **have** they **left**?

Roomboy: Yes, they **have left** early in the morning?

Owner: Now, laid the tables quickly.

The Present Perfect versus the Simple Past (Meaning and Use)

1. While the present perfect can express situations that continue at the present time, the simple past can only express situations that no longer exist. Compare the following sentences.

Present Perfect

- She **has been** lucky all her life (This means, she is still alive)
- I **'ve worked** there for ten years (I still work there)

Simple Past

- She **was lucky** all her life. (This means, she is dead)
- I **worked** there for ten years (I don't work there any more)

2. The simple past is used to talk about historical events that are not connected to the present. The present perfect cannot be used to describe these events:

Example: Alexander Graham Bell **invented** telephone

Shakespeare **wrote** many plays.

3. The present perfect doesn't indicate the precise time of an event. The simple past tense is used for this.

Present perfect

I **ve invited** her two times

Simple past

- I **invited** her two times last year.

4. The present perfect and simple past can both express how many times something has happened, but only the simple past can tell when something happened. Use the simple past to ask answer **when** questions:

Example Dinku: When did you visit your grandfather?

Derje: I visited him in January and August?

5. Time expressions with **ago** and **from** are used with the simple past tense, but not with the present perfect.

Example I worked there three years ago.

They lived here from 1990-1994.

Compare the following examples.

Present Perfect

Tom **has lost** his key. He can't get into the house.
Here, we are not thinking of the past action. We are thinking of the present result of the action. Tom doesn't have his key now.

Past Simple

Tom **lost** his key yesterday. He get into couldn't get into the house.
Here, we are thinking of the action in the past. We don't know from this sentence whether Tom has his key now.

Present Perfect (have done)

I 've done a lot of work today.

We use the present perfect for a period of time that continues from the past until now.

Example- today, this week, since 1985

Have you seen Anna recently?
(It is still morning)

Past Simple (did)

I did a lot of work yesterday.

We use the past simple for a finished time in the past. Example-yesterday, last week, ,from 1985 to 1991

Did you see Anna this morning.
(It is now afternoon or evening)

Exercise 9

Make sentences from the words in brackets. Use the present perfect or past simple.

1. (It/not/rain/this week) **It hasn't rained this week.**
2. (the weather/be/cold/recently) The weather _____
3. (it/cold/last week) it _____
4. (I/not/read/a newspaper yesterday) I _____
5. (I/not/read/a newspaper today) _____
6. (Abebe/earn/a lot of money/this year) _____
7. (She/not/earn/so much/last year) _____
8. (You /have/a holiday recently?) _____

Exercise 10- Adding Specific Examples in the Simple Past

Work on your own. Read the present perfect Sentences that expresses a genial idea. Then write a sentence in the simple past that describes when the particular experience happened. The first one is done for you as an example.

1. Computers have helped me a lot with my school work. For example, I did all my assignments on a word processor last semester.
2. There have been several disasters in recent years. For example,

3. I have made many mistake in my life. For example, _____
4. I have learnt a lot of important thing recently b7 listening radios and watching TV programs. For example, _____
5. A: Have you ever taken a long trip by car?
B: Yes, many times. For example, _____
6. I have seen many changes in our city, Addis Ababa, recently. For example _____

Exercise 11 Refusing

Work with a partner. Use the present perfect and the adverbs in parentheses to refuse the offers in the following conversations. Then take turns practicing the conversations.

1. A: Would you like to go out to lunch with us?
B: Thanks for the offer, but I have already eaten (already). May be another time.
2. A: would you like to borrow this book after I finish it?
B: It's nice of you to offer, but _____ (already)
3. A: Would you like a ride home?
B: Thanks, but _____ (already).He should be here in a few minutes.
4. A: do you want something to drink?
B: Thanks, but _____ (already). May be in the afternoon when the weather gets hot.
5. A: Today is Sunday. I want to watch a football game between Buna and St. George in Addis Ababa Stadium. Would you like to join me?
B: I am sorry _____ (yet). May be if I can finish my assignment before the game, I can join you.
6. A: look at those establish traditional Ethiopia women dresses would like to buy one?
B: It sounds great, but _____ (yet). May be some other day when I get my salary.

Appendix-II

Teaching Materials for the Control Group

Lesson One=Past Simple Tense

Do = did

Sleep = slept

Work= worked

Go= went

eat =ate

Start= started, etc

Am/is/are - was/were

Have-had

How to form simple past tense?

To form past simple tense, we usually use the past tense form of the main verb in a sentence.

Example = Alemu **went** to Lalibela last year

= I **ate** my lunch at 7:30

= Yesterday, the machine **worked** for three hours.

In English we have two types of verbs which are called *regular* and *irregular* verbs. These verbs have different forms in their past tense form.

1) Regular verbs

Regular verbs are verbs which add '-**ed**' in their past form

Example arrive=arrived

stop= topped

cry = cried

Note: In the simple past tense the verb normally takes -**ed**. However, there are some exceptional rules different from adding-**ed**. Look below:

- If the verb ends in 'e', add only **d**

Example taste- tasted

arrive- arrived

- If the verb ends in consonant vowel consonant (CVC) Double the last consonant:

Example drop- **dropped**
slip- **slipped**
fit- **fitted**

- If the verbs ends in **y**', the **'y'** changes to **'ied'**

Example copy - **copied**
cry - **cried**

Exercise 1

Complete the following sentences by putting the verb in the bracket in to the correct simple past form. The first one is done for you as an example.

1. Kael **Killed** (kill) his brother.
2. Arab countries _____ (*produce*) a great amount of oil.
3. The red cells of the blood _____ (*carry*) oxygen.
4. Kangaroos _____ (*live*) in Australia.
5. The war between Ethiopia and Eritrea _____ (*end*) in 1991.
6. The spider _____ (*hunt*) flies in its web.
7. The food that we ate yesterday _____ (*taste*) good.
8. She _____ (*study*) French in Addis Ababa University.
9. Alemu _____ (*start*) playing football at the age of fifteen.
10. Nati's father _____ (*die*) before two years.

2) Irregular Verbs

Irregular verbs are verbs which don't add or takes **'ed'** in their past form. However, they change their shapes in their simple past form.

Example	come → came	eat → ate
	begin → began	is → was
	think → thought	are → were
	teach → taught	have → had
	bring → brought	do → did
		go → went.

As you can see from the given examples, there are different past forms for different words and there is no rule used for irregular verbs. We just simply study them individually.

See the list of irregular verbs attached in the last page.

Exercise -2

Complete the following sentences by changing the verbs in the bracket in to the correct past tense form. The first one is done as an example.

1. Ghana was (be) once called the Gold coast.
2. My father _____ (tell) me about the secrete of his success.
3. She _____ (be) one of the most intelligent student in our school.
4. Bealu Girma _____ (write) Oromay.
5. The Prime Minster _____ (go) to Lalibella to visit the rock churches.
6. I _____ (be) angry because they _____ (be) late.
7. Yesterday, Mesert _____ (get) up early in the morning and _____ (take) City Bus number 17 to go to Shiro Meda.
8. Last night, Kenenissa _____ (do) great in the 5,000 in door competition held in Osaka.
9. The woman, who _____ (bring) the money from my father, is a doctor.
10. The government _____ (spend) much money in constructing roads.

How to form question in simple past tense?

1) Yes/no question

1. To make questions, put the form of the '**be**' verbs in front of the subject

	Question	Response
Example:	Was he successful?	Yes, he was
	Were they punctual?	No, they weren't

Was I rude in treating students? No, you weren't

1. If the main verb is other than verb to '**be**', use '**did**' or '**didn't**' in front of the subject. Here remember that you don't have change the main verb in to past simple form. It should be in a simple present form. There is no final - '**ed**' ending.

Example **Did** you **have** a meeting last Sunday?

Did she **buy** the Jacket?

Did I **miss** your question?

Didn't your father **help** with the house work?

2) Information Question

To ask information about the past, we add, words like '**how**', '**where**', '**what**', '**when**', and '**why**' before the verb '**did**' or '**didn't**'.

Example: **How did** you **stay** in the enemy camp for many days?

Were did she **put** the book?

Why didn't you **order** the secretary to bring the file from the documentation?

What was the reason for him to come late?

Note that there are also other ways of asking information without using 'did, didn't or was and were.

Example **What happened** last even in your home?

Who paid for the meal?

3) How to form negative?

1. For verb to '**be**' -*was not/were not*

Example 1. I **was not** here yesterday

2. She **wasn't** ready to teach

3. They **were not** happy by the program.

2. For the verb **have** - *didn't have*

Example We **didn't have** enough money to buy a house

I **didn't have** the information about Yared.
She **didn't have** the time to visit her uncle.

Exercise 3

Complete the following questions by using the correct word from the words listed under:

Did what where who when was were
happened stayed stopped wrote saw

1. _____ was the president of USA before President W. Bush?
2. Where _____ put the lunch box?
3. Who _____ the thief running?
4. What _____.
5. _____ you pass your English test?
6. _____ did you advise me about my old friend?
7. When _____ the accident happen?
8. _____ 'Fiker Eskemekabir'?
9. Who _____ responsible for the crime?
10. _____ with the patient in hospital?

Exercise 4

Change the verb in the bracket in to negative past form and use them to complete the sentences.

1. He _____ (be) willing to help his friend.
2. They _____ (do) consider all the problems that I was in.
3. Nati and Alemu _____ (be) happy by the gift presented
4. I _____ (do) enjoy the film because I saw it many times.
5. The teacher _____ (do) give us home work last Friday.
6. She _____ (did) have the potential to carry out the job given by her boss.

Used to + Simple Present

Used to means that a certain habit in the past that has not continued. It expresses a repeated action in the past or a past which is no longer true. *Used to* have no present or simple form.

Example

When I **was** in Jimma, I **used to** play chess with my dorm mates.

I **used to** work for him before the war.

Note that for negative statement form, *used to*-will be replaced by '**didn't use to**' or '**never used to**'

Example: He **didn't use to** play tennis

I **didn't use to** eat raw meat before I moved to Dilla.

Exercise 5

Complete the following sentences with '**used to** + suitable verb from the given list.

Drive live eat drink travel take

1. Yordanos gave up drinking alcohol two years ago. He _____ ten glass of beer a day.
2. Robel _____ a motorbike, but last year he sold it and bought a car.
3. We came to live in Addis Ababa a few years ago. We _____ in Gore.
4. I rarely eat ice cream now but I _____ it when I was a child.
5. When my wife was a pregnant, she _____ to much soup.
6. Michael _____ a lot every day before he changed his office.

How to form question?

Here again we use the normal question form of past tense. That is:

Form = **Did** + Subject + **Use to**...?

Example: **Did** you **use to** eat to much sweet when you were a child
Did she **use to** read a lot when she was in university?

Exercise 6

Based on the above two examples, construct a question that you want to ask your friend (not less than 5 question).

Exercise 7

Read what Henok says about a typical working day:

I usually get up at 7 O'clock and have a big breakfast. I walk to work, which takes me about half an hour. I start work at 8.45. I never have lunch. I finish work at 5 o'clock. I'm always tired when I get home. I usually cook a meal in the evening, I don't usually go out. I go to bed at about 11 O'clock, I always sleep well.

Yesterday was a typical working day for Henok. Write what he did or didn't do yesterday. The first one is done as an example.

1. He got up at 7 O'clock.
2. He _____ a big breakfast.
3. He _____.
4. It _____ to get to work.
5. _____ at 8.45.
6. _____ lunch.
7. _____ at 5 O'clock.
8. _____ tried when _____.
9. _____ out yesterday evening.
10. _____ at 11 O'clock.
11. _____ well last night.
12. _____ a meal yesterday evening.

Teaching Material for the Control Group

Lesson Two: Present Perfect Tense

How to form Present Perfect Tense

The present perfect form of the verb is made up of **has/have + past participle**.

Example **has changed** **have studied**
 have gone **has eaten**

Look at the following examples

Subject	Has/have	Past participle	Example
I	have (I've)	been	I have been to Awasa I 've been to Awasa
You	have (you've)	worked	You have worked hard You 've worked hard
We	have (we've)	lived	We have lived here for three years. We 've lived here for three years
They	have (they've)	made	They have made a film
She	has (she's)	taken	They 've made a film she has taken her medicine She's taken her medicine
He It	has (he's) has (it's)	Written changed	She's taken her medicine He has written a book He's written a book It has changed my life It's changed my life

Exercise 1

Change the verbs in the brackets in to the correct form of the **present perfect tense**. Where possible use short forms.

1. She (go) to visit her grand parents.
2. You (take) your medicine?
3. They (decide) to get married next year.
4. The storm (destroy) all the crops.

5. I (cut) my finger.
6. The cat (eat) father's dinner.
7. Our teacher (buy) a new car.
8. We (finish) the long voyage.
9. The guests (arrive) early in the morning.
10. The policeman (arrest) the robber.

How to form Negative

To form negative sentence, add **'not'** after **have** or **has**

have + not + past participle form of the main verb

has + Not + past participle form of the main verb.

There are two ways of shortening (contracting) the negative. You can either shorten **'not'** to **n't** and join it to **have** or **has**

Example I **haven't been** to Brasil

She **hasn't see** the film.

Or, shorten the form of the verb **have** and add it to the noun or pronoun subject:

Example I've **not been** to Brasil.

She's **not seen** the film.

Study the following Examples

Subject	has/have	not	past participle	example
I	have	not (haven't)	been	I haven't been to 2 ago.
You			finished	You haven't fiished yet
We			seen	we haven't seen the film.
They			written	They haven't written the report
She	has	not (hasn't)	left	She hasn't left yet
He			fed	He hasn't fed the cats
It			made	It hasn't made any difference

Exercise 2 Change the verbs in the brackets in to the correct **negative form** of

present perfect.

1. We (not see) Asefa for over a month.
2. It (not rain) since August.
3. I (not be) to Australia.
4. They (not start) the projected designed for street boys and girls.
5. Our Biology teacher, (not, teach) chapter seven.
6. Although the weather is too cold, he (not wear) a jacket.
7. My brother (not write) to much since he went to U.S.A

How to form Questions

In order to form question in present perfect, put **have/has** in front of the **subject**.

Have	} + subject	Has he . . . ?
Has		Have we . . . ?
		Has she . . . ?
		Have you . . . ?

Look the following table about how to make question in the stated tense.

Has/have	Subject	Past participle	Example
Have	I	met	Have I met you before?
	You	finished	Have you finished your dinner?
	We	agreed	Have we agreed on a plan?
	They	built	Have they built the house?
Has	She	been	Has she been to Nairobi?
	He	seen	Has he seen the president?
	It	left	Has the train left?

Note: To answer to these questions can be 'Yes' or 'No' but we usually add the pronoun and **have** or **has** to the answer. You cannot shorten (contract) **has/have** in the answer:

- **Have** you **finished** your dinner? Yes, I have.
- **Have** you **agreed** on a plan? _____ No, I haven't
Yes, we have
No, we haven't yet
- Has the train left? Yes, it has

No, it hasn't

- You can also say 'I don't know.'

Have they built the house? _____

I don't know

Exercise 3 Write the correct forms of the **present perfect** for the following verbs.

Use the pronoun subject given.

For example	Affirmative	Negative	Question
I ----- (have)	I have had	I haven't had	Have I had----?
1. You ---- (see)	_____	_____	_____
2. They ----(be)	_____	_____	_____
3. She ---- (go)	_____	_____	_____
4. It ----- (rain)	_____	_____	_____
5. You ---- (run)	_____	_____	_____
6. We ---- (wait)	_____	_____	_____
7. He ---- (play)	_____	_____	_____
8. I ----- (want)	_____	_____	_____
9.They --- (walk)	_____	_____	_____
10. I ----- (think)	_____	_____	_____
11. We ---- (sell)	_____	_____	_____
12. He ----- (sing)	_____	_____	_____
13. She ----- (win)	_____	_____	_____

Appendix-

Posttest

Time Allocated: 2 Hours

Name _____ **Section** _____ **Number** _____

Read the following telephone conversation and answer the questions that follow

How I spent last Sunday

1. Bereket: Hello Surafel! I waited for you on Sunday but you didn't come.

Surafel: I am sorry. I wasn't here. I had to go to Jimma to attend a wedding.

Bereket: But you didn't tell me anything about the wedding. When did you go?

Surafel: I left Addis Abba on Saturday, attended the wedding on Sunday and returned on Monday.

5. Bereket: How did you go?

Surafel: I went by bus but came back by air.

Bereket: Did you meet Taye?

Surafel: Yes I did. I went to his house on Sunday after the wedding. I telephoned him as soon as I reached there. So when I went to his house, he was waiting for me.

Bereket: How did you spend the time with him?

10. Surafel: Both of us went Genetu's house. In fact, Genetu didn't know I was there. He was having a bath when we got to his house. We spent quite some time at his house.

Bereket: Didn't you inform Zerihun and Selemon that you were going there?

Surafel: No, I didn't. I knew they would be there. We had dinner at Selemon's house.

Bereket: I'm sure you had a nice time with them.

Surafel: No, I didn't. I knew they would be there. We had dinner at Selemon's house

Bereket: I'm sure you had a nice time with them.

Surafel: Oh yes. We enjoyed the evening very much. While we were having dinner, Yonas rang up Slemon. He did not know we were there. When he heard we were all there, he also joined us. We all had enjoyable evening. All of them sent their regards to you.

15. Bereket: As usual I waited for you but when you didn't come, I went to see a film

Surafel: Which film did you see?

Bereket: I went to see 'The last king of Scotland.'

Surafel: Who did you go with? Did you go alone?

Bereket: No, I went with Hana and Tegene and at the gate of the theatre hall, we met Eyasu. Well, I have an appointment now. See you on Sunday, so long!

Surafel: so long!

I. Comprehension questions (10 points)

1. Which one of the following statements is true according to the above telephone conversation?

- A. Bereket waited for Surafel and spent Sunday with him
- B. Surafel waited for Bereket to spend Sunday with him
- C. Surafel spent last Sunday in Jimma
- D. Surafel and Bereket spent last Friday together.

2. When did Surafel go to Taye's house?
 - A. Before the wedding ceremony began
 - B. While the wedding ceremony was going on.
 - C. After the wedding ceremony was over.
 - D. Surafel didn't go to Taye's house on Sunday.
3. Which of following is false about what Bereket did last Sunday.
 - A. He spent last Sunday alone.
 - B. He saw the film "The last king of Scotland" together with Bereket.
 - C. He waited for Surafel until he went to see a film.
 - D. A and B are false
4. Why did Surafel leave Addis and go to Jimma?
 - A. to meet his old friends.
 - B. to visit Jimma
 - C. To attend a wedding in Jimma
 - D. to see Taye who is living in Jimma.
5. Bereket said, "As usual I waited for you." (See number 15) what does it means 'as usual I waited for you?'
 - A. Berekat always waits for Surafel every Sunday
 - B. Bereket waited for Surafel only last Sunday
 - C. Surafel always comes late to his friend's house
 - D. Berket did wait for Surafel only last Sunday

II: Choose the best answer from the given alternatives (30 Points)

1. How did Surafel go to Jimma?
 - A. He will go by bus
 - B. He was going by bus
 - C. He has been going by bus
 - D. He went by bus
2. Did Surafel inform Zerihun and Selemon that he was going to Jimma?
 - A. No, he doesn't
 - B. No, he didn't
 - C. No, he wasn't
 - D. No, he hasn't
3. Teacher: How was the holiday?

Student: _____

- A. It is nice
- B. It was nice
- C. It had been nice
- D. It will be nice

4. Teacher: Where have you been these last three days, Teka ?

Teka: _____

- A. I had been in hospital to take care of my uncle.
- B. I was in hospital to take care of my uncle.
- C. I have been in hospital to take care of my uncle
- D. I was going to hospital to take care of my uncle.

5. Police man: How did you steal the money?

Thief: _____

- A. I break the money box and collected the money inside
- B. First I broke the money box and then collected the money inside
- C. I collect the money inside then broke the box.
- D. I carry the money box to my home and broken in to pieces.

6. When Kebede was in prison, he _____ to smoke 30 cigarettes a day.

- A. Uses
- B. is using
- C. Use
- D. used

7. _____ you meet your doctor yesterday?

- A. Have
- B. Do
- C. Will
- D. Did

8. Nebiyu used to play a piano when he was a student of Yared music school.

Which one of the following statement is approximately the same as the above statement in meaning?

- A. now, Nebiyu is playing a piano.
- B. Now, Nebiyu stop playing a piano
- C. Nebiyu was a good player of a piano before he went to yard music school.
- d. Nebiyu has been playing a piano since he joined yared music school.

9. Alamz has been a mathematics teacher since 1990 in Yekatit 12 School.

Which of the following statements has similar meaning with that of the first statement?

- A. Almaz is not teaching mathematics now
- B. Almaz will also be a mathematics teacher in the year to come
- C. Almaz was a mathematics teacher before 1990.
- D. Almaz was a teacher of mathematics since 1990 and she is also a mathematics teacher even now.

10. Daniel: What did Alemu borrow from you?

Demaekke: _____

- A. he is borrowing money
- B. He borrowed money
- C. He was borrowed money
- D. He will borrow money

11. Where were you when I phoned?

- A. I was in Merkato
- B. I have been in Merkato
- C. I will be in Merkato
- D. I shall be in Merkato

12. Has Almaze received a letter from her father?

- A. Yes, she has
- B. No, she hasn't
- C. Yes, she have
- D. A and B

13. Nati has been out of town for field work since last Friday. Robel, his friend, was looking for Nati. He saw him this morning. How did Robel ask Nati where he was?

- A. I was looking for you since last Friday, where have you been?
- B. I had been looking for you since last Friday, where have you been?
- C. I was looking for you since last Friday, where have you gone?
- D. I was looking for you since last Friday, where have you go?

14. How many times _____ that film since last year

- A. You seen
- B. have you seen
- C. you saw
- D. had you seen

15. Samrawit: When did you come from Bahirdar?

Sara: _____

- A. Last week
- C. yesterday morning

- B. The coming Monday D. A and C

III. Complete the following biographical story about Frank D. Rossevelt, who was the president of USA from 1933-1945. To complete and make the sory meaningful, sue the list of verbs given below and change the verbs in to the correct form. (You can use one verb many times) (30 points)

is, win, travel, die, involve, elect, graduate, has/have, run, serve

32nd president Franklin Delano Roosevelt 1 born on January 30, 1882 in Hyde park, New York. He 2 in 1904 from Harvard University. He married Eleanor Roosevelt in 1905. they 3 six children. He ran for New York senate and 4 When he 5 28 years old. Roosevelt 6 to Canada where he contracted polio that left him paralyzed from the waist down for the rest of his life. In 1929 he ran for Governor of New York and 7 . After he 8 one term, he 9 nominated by the Democratic party to run for president. Roosevelt 10 in a landslide victory. In 1937 he was 11 to a second term. By then the U.S economy had reached the prosperity level of 1920s Roosevelt was 12 for the third term in 1941. United States was 13 in World WarII when Rooselvelt was 14 to his fourth term as president. Finally, He 15 in office before the end of his first year on April 12, 1945.

IV. From the table below, construct five meaningful and grammatical sentences using the list of words and phrases give in A,B,C and d. Do not forget to change the verbs in column B in to the correct from. (Assume that all the actions are completed). (10points)

A	B	C	D
---	---	---	---

Our servant	Invite	Ethiopia	Lat night
The president	Rule	Us dinner	Sicne 1999
Mengistu	Work	The dining room	Yesterday
The owner of our	Clean	As a reporter in	Last Monday
company	Arrive	ETV	For 17 years
John	Catch	In Addis Ababa	In the Gold shop.
The police man		two robbers	

Example: The president **arrived** in Addis Ababa last Monday.

1. _____
2. _____
3. _____
4. _____
5. _____

V. Answer the following questions with complete sentence. (10 Points)

1. Which was your best subject when you were in elementary school?

2. How long have you been a student in this school?

3. Have you read 'Fiker Eske Mekabir?'

4. Have you ever ridden a horse?

5. Have you received any reward from your school? when did you receives?

VI. Write four to six sentences in one of the following: (10 Points)

- A. What did you do last night before you went to bed and what did you do before you came here today.
- B. A story about the well known person you know. Write about what special thing he/she did in his /her life time. (The person could be an artist, an athlete, book writer, president, a king/queen, your family member, etc)

Appendix- Pretest

Name _____ Section _____ No. _____

I. Complete the following conversation using 'for' and 'since.'

Student A: Hello!

Student B: Hello! Where have you been? I was looking for you _____ last Friday.

Student A: I'm sorry I have been out of town _____ the last two weeks for field work.

Student B: Oh, welcome! By the way, have you seen Mesert _____ 1997? Do you know where she is living?

Student A: I'm afraid I haven't seen her _____ she left school and I have no idea about her.

Student B: What about her best friend, Eyerus?

Student A: Yes, I met Eyerus a few weeks ago at Hilton Hotel with her family. We stayed there together _____ a few minutes and exchanged addresses.

Student B: Oh, that is great! Would you give me her telephone number, please?

Student A: Yes, Let me see it in the note book, wait _____ a minute. Yes, I got, it is 0911 10 57 57.

Student B: Thank you very much!

Student A: That is my pleasure!

II. Choose the best answer from the given alternatives

1. If we clear our surroundings, there _____ any disease

- | | |
|----------------|-----------------|
| A. Would be | C. will be |
| B. Will not be | D. Could not be |

2. You will be stronger and healthier if _____

- A. You are nutritious food
- B. You don't eat nutritious food
- C. You stop eating nutritious food
- D. You eat nutritious food

3. _____, the police will arrest you
- A. If you don't carry your passport with you.
 - B. Unless you carry your passport with you
 - C. Unless you don't carry your passport with you.
 - D. A and B are correct answers
4. Mesert said, "I will not marry him _____"
- A. if he gets tested for HIV."
 - B. unless he gets tested for HIV."
 - C. unless he doesn't get tested for HIV."
 - D. None of the above
5. Robel: _____?
- Henok: Yes, here you are.
- A. Can I borrow your pen, please?
 - B. You must give me your pen!
 - C. Throw your pen, I want to use it.
 - D. Bring me your pen.
6. I can't afford to buy this book because _____
- A. I have much money.
 - B. I haven't much money.
 - C. I don't want to have it.
 - D. I like it very much.
7. Which one of the following sentences is grammatical and meaningful?
- A. The tea is so hot that I can't drink it.
 - B. Since the tea is very hot, I can't drink it.
 - C. The tea is too hot for me to drink it.
 - D. All are correct answers.
8. Dissasa: I felt happy yesterday.
- Tolossa: Why?
- Dessasa: _____
- A. Because I did the test well.
 - B. Since I did the test well.
 - C. Because I didn't have breakfast.
 - D. a and b are correct answers

IV. Complete the following sentences by changing the verbs in the bracket into the correct form of simple past and past continuous in order to make the sentence meaningful and grammatical.

1. I _____ (work) upstairs when the accident _____ (happen)
2. My mother _____ (cook) the meal when suddenly the electricity _____ (go) off.
3. Robel _____ (study) for the final exam when he _____ (hear) the death of his uncle.
4. It was warm, so I _____ (take) off my coat.
5. He was very tired, so he _____ (go) to bed early.

V. Read the following sentences which are under column A and B and match the questions with their possible answers.

Column A

- _____ 1. May I borrow your book
- _____ 2. Where is Lemma?
- _____ 3. How long have been here?
- _____ 4. Can we go out?

Column B

- A. he has gone shopping
- B. I have been here for 10 years.
- C. I'm sorry; I left it at home
- D. yes, I have worked there.
- E. after I have finished the home work.

Appendix V

Raw Data of the Study Group and the Control Group on the Pretest and Posttests Results

No	Study Group		No	Control Group	
	Pretest	Pretest		Posttest	Posttest
1	35	85	1	36	81
2	35	90	2	35	84
3	31	85	3	34	80
4	33	96	4	31	79
5	30	75	5	30	62
6	27	72	6	29	63
7	27	70	7	27	60
8	26	70	8	24	55
9	26	67	9	25	59
10	25	66	10	24	57
11	28	69	11	24	53
12	23	60	12	24	56
13	23	67	13	24	39
14	23	60	14	24	56
15	21	65	15	24	60
16	25	66	16	23	47
17	24	24	17	23	49
18	19	59	18	23	51
19	16	57	19	22	36
20	22	58	20	22	57
21	16	60	21	21	65
22	22	55	22	21	52
23	20	44	23	20	43
24	30	70	24	19	50
25	16	50	25	17	44
26	24	53	26	19	40
27	24	55	27	17	34
28	22	52	28	15	58
29	30	94	29	27	50
30	22	61	30	25	55
N.= 30 Mean= 24.10		N.= 30 Mean= 66.73		N.= 30 Mean= 24.83	
				N.= 30 Mean= 55.60	

