

**ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND
LITERATURE
(GRADUATE PROGRAMME)**

**THE STUDY OF THE APPROPRIATENESS OF
COMMUNICATIVE
GRAMMAR TEACHING AT GRADE 10**

**BY
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**JUNE, 2008
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ABSTRACT

The study explores the appropriateness of communicative grammar teaching at grade 10. It examines whether or not the techniques of grammar teaching used motivate learners to use English communicatively, finds out teachers awareness in the teaching of grammar in meaningful contexts and situations and ascertains whether grammar activities in the textbook are appropriately designed to provoke learners to express their own ideas in the target language.

The study employed three government secondary schools in South Nations in Gurage Zone as a sample .The questionnaires were distributed to 120 randomly selected students and 28 grade 10 English language teachers in the schools. In addition, three grade 10 English classes were observed for two consecutive periods. On top of that, grade 10 English textbook was evaluated to find out whether or not the teaching of grammar meets the principles of communicative language teaching.

The results of the study revealed that though the participants recognize the basic principles of communicative language teaching, the communicative grammar teaching is not effectively applied. In other words, there is incompatibility between what the teacher and the students believe about and the actual classroom application of grammar teaching. The data show that the majority of the grammar lessons are not presented in meaningful contexts and situations. The students are not also encouraged to express their own feelings, attitudes and interests using the target structures. They are still given the grammar rules explicitly with one or two examples. They also do several mechanical drills after detailed explanations rather than meaningful and communicative activities.

Besides, the classroom observations showed that both classroom teachers and plasma TV do not give enough time to the learners to do the exercises efficiently. The textbook analysis also indicated that the majority of the grammar lessons are presented deductively. And mechanical drills are more dominant than meaningful and communicative activities.

Consequently, the researcher has recommended some important solutions to make grammar teaching communicative .It is hoped that issues raised in this work will provoke thought, inquiry and future research.

CHAPTER ONE

Introduction

1.1. Background of the Study

In foreign/second language teaching, making students aware of grammatical facts is one of the vital aspects in language teaching that a teacher should do. It is helpful for students to learn other language skills. Ellis (1997) explains that grammar teaching is one of the cornerstones in enabling learners to communicate meaningfully and accurately and advance their communicative skills in second language proficiency. However, various studies conducted at different levels reveal that most students who completed their secondary schools and joined their tertiary level lack adequate proficiency in English language (Girma2005, Hailom1982, Melese1992, and Geremew1994).

Grammar as part of language teaching helps learners develop the skills essential for their success in diverse environments where English is used. Ellis (ibid) adds that recent research results on EFL/ESL learning show that without grammar instruction learners frequently fail to achieve advanced level of communicative competence. It is, thus, crucial to include grammar in language curriculum through communicative tasks. The communicative grammar instruction can improve the quality of second/foreign language learning/teaching (Byrnes 2007, White1987, Fotos and Ellis1991and Petevitz1997).

Traditionally, second language teaching approaches have mainly dealt with the achievement of linguistic knowledge which is one important part of language learning. But instead of teaching grammar in a form focused way, teachers need to relate teaching grammar to meaning and use. In other words, language structure should be taught in context that involves some basic principles of communicative language teaching (Petrovitz, 1997). In grammar teaching, it is important to make the language as realistic as possible. The teacher should provide students with suitable situations and contexts that encourage them to ultimately use the rules in real life communication (Zhenhui 2005).

As a result, specific grammar structures should be taught and practiced in contexts which are natural and necessary to learning. It is decisive to prepare materials to teach grammar in a communicative way. Grammar lessons should include games, role plays, and simulations, pair works, group works, information gap and problem solving activities to enhance students' communication (Haregewain1993 and Alamirew1992). These activities help learners to express their own feelings and interests. Communicative grammar teaching is essential for the learners of second language to communicate with others, to send and receive messages in spoken and written forms.

Cunningsworth (1984:32) and Harmer (1991:4) suggest that to introduce a new piece of grammar for a class, a teacher has to use various methods to teach forms, meanings, uses and functions of grammatical items. The teachers should teach different aspects of grammar items that help learners to communicate in the language. To accomplish this goal it is indispensable to use all possible options which can bring better results in language learning.

Recently it is intended to apply communicative language teaching practices. In the light of this idea, the study attempted to examine the effectiveness of communicative grammar teaching at grade 10.

1.2. Statement of the Problem

English is an important international language. Presently, it is used as a business, scientific, technological, educational and diplomatic language of the world. It is, thus, taught and learned as a second/foreign language in many countries. And it is clear that it is the medium of instruction in this country from the beginning of second cycle to tertiary level. This makes it very important for learners to possess adequate proficiency in the language. Teachers should be aware that they teach English not only to assist learners to pass examinations but also to assist them to understand other subjects and use the language in real life situations.

Contrary to this fact, using the language for communicative purposes is not satisfactory in most high schools. Learners' proficiency in the language in Ethiopian schools is much lower than the level required of them. I have noticed the problem during my three years of teaching English at high schools. I have observed that most students face problems in effective use of the language in communication with their teachers, friends and others in writing and speaking. As a result, they do not have the required abilities to meet the academic demands in the school.

This may be attributed to the types of grammar items in the teaching learning process. One of the problems is that language teaching in the classroom is more of form focused. The teaching of grammar for communicative purposes is given less emphasis. Students are not encouraged to write and speak using the structure of the language in a communicative way. Besides, teachers use traditional methods of teaching grammar rules, patterns and word arrangements.

In the English language teaching (ELT), if students are forced to memorize the rules, they may change the forms according to the given rules. But the question is, can they use these forms of the language in actual communication? Concerning this idea, Harmer (1991:13) and Larson-Freeman (1986:126) state that memorizing grammatical rules seems very simple. However the more challenging is successfully using these forms for communication purposes. Teachers also do not use different techniques to make the teaching of these forms interactive and practical. Thus, the students fail to use grammar rules appropriately. This study attempted to point out:

- 1 How effectively is grammar taught?
- 2 Do teachers teach grammar items in the situations and contexts in which students make meaning out of them?
- 3 Are the grammar tasks involving learners in negotiating meaning in groups to promote them for free use of English?
- 4 Are the grammar activities in grade 10 English textbook appropriately designed to teach it in a communicative way?

1.3. Objectives of the Study

The overall objective of this study is to explore the effectiveness of communicative grammar teaching at grade 10 .To this end, the study tries to:

- i) Investigate whether the techniques of teaching grammar motivate students to use English communicatively.
- ii) Explore the awareness of teachers with regard to teaching grammar in meaningful contexts and situations.
- iii) Ascertain whether or not the grammar activities in the textbook are designed to provoke learners to express their own ideas in the target language.

1.4. Significance of the Study

In this country English serves as a medium of instruction in most high schools, colleges and universities. Students' success in learning other subjects is likely to be dependent on their mastery of the language skills of which knowledge of grammar is an important one.

Therefore, the result of this study may be useful to:

- A. Initiate teachers to use different techniques and strategies in the teaching of grammar to help learners express themselves in communication.
- B. Suggest to teachers to prepare teaching materials based on the needs and interests of the students
- C. Make learners be active participants in the learning of grammar items in the classroom.
- D. Draw attention of textbook writers to developing adequate grammar activities with contexts and situations appropriate to communicative language teaching.

1.5. Delimitation of the Study

The study focuses on the appropriateness of communicative grammar teaching at grade 10 only. The data collection was also limited to three secondary schools in South Ethiopia, Gurage zone. This is because of time and financial constraints. The writer knows it was better to gather data from different parts of the country. But it may help as a reference for other researchers.

CHAPTER TWO

2. Review of Related Literature

In this section, the study presents ideas and findings forwarded by scholars on the subject the researcher deals with. First it describes the approaches to foreign language teaching. And then it attempts to find clear meaning of grammar and its teaching. It further reviews communicative grammar teaching that includes integrating grammar teaching with language skills, some techniques and procedures in grammar teaching. At the end, it discusses empirical studies on the basis of grammar teaching in Ethiopia context.

2.1 Approaches to Foreign Language Teaching

It is generally accepted that the central purpose of language teaching is to help learners enhance communicative competence. To achieve this goal, different approaches are used by different scholars. One cannot suggest an absolute and perfect approach to language teaching. Each approach has its own impact on syllabus design, methods of teaching and procedures in classroom implementation. In this section an attempt is made to discuss the matter on the basis of two approaches, structural and communicative, with relation to theories about the nature of language and language learning that serves as the source of practice in language teaching.

2.1.1 The Structural Approach

The structural approach is the most traditional way of language teaching. It gives more emphases for the formal aspect of the language rather than function. Richard and Rodgers (2001:17) ascertain that language is as system of structurally related elements for coding of meaning. Larson-Freeman (2001) further comments that communicative ends are best served through bottom up process through grammatical structures and lexical patterns until they are internalized. According to this approach, communication in foreign language is possible if learners have very well acquired the basic sentence structures.

Stern (1983:140) indicates that the main concern of this structure centered approach is to help students know the language. It draws a special attention to correct sentence formation. This habit formation can be developed during the repetition of grammatical systems that have been set in to

pattern drills. Cook (2001) further states that learning a language is breaking the language in to smaller and smaller pieces so as to examine and know its form because they believe that the knowledge of linguistic form is the basis for language use. Wilkins (1972) also comments:

Parts of the language are taught separately and step by step that acquisition is a process of gradual accumulation of part until the whole structure of the language has been built up. At any one time, the learner is being exposed to deliberately limited sample of language.

The main purpose of structural approach is to provide a coherent structural foundation on the basis of which a genuinely spontaneous use of language can be achieved (Brumfit 1986:5). As a result, the learners need to be encouraged to practice the drills so they would master the language forms.

Widdowson (1991) also says that the assumption behind the emphasis on the mastery of language structure is that once learners have achieved this semantic knowledge, then, they will be able to use it pragmatically to do things, to converse, to read, to write, to engage in communicative activity. It was assumed that the acquisition of these features will result in subsequent communicative abilities.

Most materials following the structural approach consisted of mechanical drills, such as substitution and transformation drills. Such activities are intended to enable the learners to solely internalize and memorize form without requiring them to use their knowledge of the form meaningfully. Tarone and Yule (1989) write that the traditional language teaching methods and materials that are based on this approach are characterized by concentrating on the development of grammatical competence. The students are expected to develop their grammatical competence in the foreign language.

The students understand the structure of the language but they do not use this knowledge for actual communication in real life situations. Cunningsworth (1984) and Widdowson (1978) argue that the acquisition of linguistic skills does not seem to guarantee the consequent acquisition of communicative abilities in a language, which are appropriate to the context of use, or to interpret the appropriacy of the utterance.

Peterson (1986:2) explains that in this view the teachers should always act as “questioner, initiator, teachers and formal instructor.” The teachers model the target language, control the direction and pace of learning, monitor and correct the learners’ performance whereas Peterson says that learners act as the role of listeners, respondents or formal class students. The teachers most of the time focus on accuracy. The learners do not have chance to express their own feelings and desires as they want since their role is too limited in this approach. The inadequacy of this approach in order to help learners comprehend and use the target language effectively causes the emergence of other alternative approaches and methods in foreign language teaching to communicate meanings.

2.1.2 Communicative Approach

The communicative approach is referred to as a recent method of foreign language teaching that emphasizes the use and meaning of language items. This could be the product of educators and linguists who had grown dissatisfaction with the audio-lingual and grammar translation methods of foreign language instruction (Tudor 1996:7). They felt that students were not learning enough realistic, whole language. They also believed that the previous language teaching methods did not help learners to communicate using appropriate social language, gestures, or expressions. These criticisms and counterarguments lead to a new approach to language teaching which focuses on language function and use rather than the formal aspect of language (Larsen-Freeman, 1986:26).

In the communicative approach authentic language use and classroom exchanges where students are engaged in real communication with one another became quite popular. It has provided a couple of developments in syllabus design, implementation and evaluation. This approach gives a special attention to the needs and interests of the learners (Richards and Rodgers2001, Hutchinson and Waters1994 and Harmer1991). Tudor (1996:8) explains communicative language teaching provides a desire to develop course design structures which are flexible and more responsive to students’ real world communicative needs. Students’ motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics

(Thompson 1996:13).

Petrovitz (1997) the communicative language teaching encourages learners to take part in and reflect on communication in as many different contexts as possible. This is because learners need to be given some degree of control over their learning since language is a system of choice. The learners must be given the opportunities to learn how to make choices. Halliday (1994) forwards this:

The communicative approach should not be narrow at all, but essentially adaptable to all the requirements of the classroom situation within its wider institutional and social setting. 'Communicative' does not mean having students practice communication in pairs and groups. It means making decisions, appropriate to the educational environment, about whether or not, or how often to have pair or groups work and about the lesson's focus on speaking, reading, writing, grammar, pronunciation, etc none of them precluded in communicative approach.

Communicative approach to teaching second languages stresses the use of authentic materials as input and stimuli for the completion of interactive tasks relevant to students' interests, related with them and integrated in skills. The goal of communicative language teaching is to acquaint students with the second language as it is used naturally in real contexts and to provide those opportunities to use the language in these contexts (Jones 1993).

Vatpatten (1998:926) states communicative language involves learners from skill getting to skill using. He suggests the functional nature of language and how language teaching allows communication without a subsequent loss in grammatical accuracy and other areas of discrete language knowledge. Communicative activities should assist this process. The communication activities should invite students to interact. Sauvignon (1997:8) defines communication as a continuous process of expression, interpretation and negotiation of meaning. Later she adds "communicative competence applies to both written and spoken language, as well as too many other symbolic systems." Since the ultimate aim of language teaching is to develop communicative competence, the communicative language has to motivate them to express their

own ideas and interests. It can also promote the process through material preparations and task design. The materials and the tasks can be designed to initiate learners for interaction.

Savignon (1991) notes that the use of games, role plays, simulations, pair and small group activities have gained acceptance and widely recommended for inclusion in language teaching programs. Learners' communicative needs provide a framework for elaborating the goal in terms of functional competence. As a result, learners are active participant in the classroom tasks. They have freedom in the learning process. They negotiate meanings, interact with their groups and solve problems by themselves (Breen and Candling 1980).

In the structural approach of language teaching, the whole teaching learning process is under the teacher's control. There is no chance for students to practice the new language items by themselves. However, in communicative language teaching the role of teacher is limited (Littlewood1981). It prevents unnecessary teachers' intervention. They encourage students to enhance their communicative skills and initiate their creativity. They have roles not necessarily dominant.

However, it does not mean that once a teaching activity is in progress, teachers should become passive observers. It is the teacher's responsibility to manage the activities, facilitate communication process, guide students to use the language appropriately and act as independent participant in the teaching learning group without dominating it (Littlewood1981). Brumfit(1986) comments that communicative language teaching places greater demands on the teachers than other widely-used approaches. This is because the lessons tend to be less predictable. Teachers have to be ready to know what learners say and just how they say it and to interact with them in a 'natural' way. They have to use a wider range of management skills than in the traditional teacher-dominated classroom (Ibid:1986).

Thompson (1996) says there are some misconceptions about communicative language teaching regarding grammar teaching. There have been theorists and teachers point out that grammar is necessary for communication to take place efficiently. Thompson (Ibid) explains the importance of grammar teaching in communicative approach as follow.

It is now fully accepted that an appropriate class time should be devoted to grammar, this does not mean that a simple return to a traditional treatment of grammar rules. They view that grammar is too complex to be taught in that oversimplifying way from the teacher covering grammar to the learners discovering grammar.

It is essential for learners to be exposed to new language with comprehensible context so that they are able to understand its function and meaning.

It is clear that the communicative approach to language teaching is relatively all around. It does not ignore the teaching of structures and vocabulary. In the case of grammar, it plays an important role. It encourages learners to use new items of language in different context. Students are initiated to expose the functional and structural parts of the language in use. According to Brumfit (1986:61) and Brown (1994), the communicative approach is likely to produce the four kinds of competence namely grammatical competence, sociological competence, strategic competence and discourse competence. But others concentrate on one or two competence.

2.2 Concepts of Grammar and Its Teaching

Grammar is a sound, structure and meaning system of language. All languages have their own grammar. People who speak the same language are able to communicate since they intuitively share the grammar of the language. Students who are the native speakers of English already recognize the grammar of English. They also know the sound of these words, and different ways of putting words to make meaningful sentences (Brown, 2006).

Harmer (1987:1) notes that “Grammar is the way in which words change themselves and group together to make sentences.” The grammar of a language informs what happens to words, when they become plural or negative, what word orders are used when we make questions or join two clauses to make one sentence. As indicated grammar is a system of rules of syntax that decides

the order and patterns in which words are arranged together to make sentence (Celce_Murcia1988:16). However, some scholars argue that rules always may not be accurate. In other words, many rules are not really rules at all but they are rather redundancies. Grammar tells us more than rules. In the first place, it makes the meaning clear. And people use it to do certain functions like stating facts, introductions, accepting or declining invitation, asking for or giving directions, advising and so on(Bloor and Bloor 2004:247). It tells us the relationship between the participants and shows where the topic of the message. It is also a mean of expressing time when the action took place through tenses and time words. It informs us the mood such as certainty, obligation or probability through helping verbs and whether the messages are statements or questions (Atkins, Hailom and Nuru1995).

Grammar refers to the language patterns that indicate relationship among words in sentences. Ur (1988:1) also says “Grammar is the way a language manipulates and combines words (or bits of words) so as to form longer units of meaning.” Therefore, grammar is not only the rule of how words can be combined in a sentence but also the different choices to be made in about which combinations to use for effective communications (Thompson 2003:11). Grammar is the means by which people organize messages in any communicative activity as effectively and as efficiently as possible (Atkins, Hailom and Nuru 1995 and Tudor 1996:209). It is the part of the study of language which deals with the forms and structures of words and sentences and meanings. It is also the system of word structure and word arrangement in a given language at a given time (Webster 1972:21).

It is clear that the main purpose of language teaching is to help learners enable to use the language communicatively. Grammar plays a significant role in supporting learners to acquire language and use it accurately.

It is recognized that grammar instruction helps learners acquire the language more efficiently, but it incorporates grammar teaching learning into the larger context of teaching students to use the language. In the teaching of grammar, students may need many opportunities to listen, read and practice a new structure before they internalize and produce it. To do so, there are two distinct ways of presenting, induction and deduction.

2.2.1 Teaching Grammar Inductively

Inductive grammar teaching is one of the most known methods in which learners become involved in the process of discovering the language and developing their own language strategies. In this grammar teaching, learners are presented with several examples which embody the rule and asked to identify similarities between examples. In such grammar teaching, a teacher supports the students to acquire and practice the language but they do not draw conscious attention to any of the grammatical fact of the language. The teacher may ask the class to work in pairs and groups and write down any rules. They can induce from the examples that they have been working with to elicit their own examples based on the model (Kelly 1990:34).

In first language acquisition, rules are not taught explicitly but learners acquire the structure of the language and produce grammatical sentences (Wright1989). Researchers like Ellis (1993), Brown (1972) and Batstone (1994) felt that this way of grammar teaching is stronger as it engages learners in a more learning process and makes them active. The advocates of this method argue that students should be allowed to learn grammar implicitly without direct instruction from the teachers since this is based on how people learn to use their first language. In line with this, Harmer (1987) supports the teaching of grammar at the beginner level to be inductive since the main aim is to get students practice and use the language as much as possible. As the students learn more, however, the balance would change and at intermediate levels the students would be in more communicative activities and would have less grammar teaching (Ibid). The teaching of grammar could be more overt when they get more advanced since they can study the grammar rules activity in a more deductive way.

Besides, Cunningsworth (1995) and Rott (2000) argue that using inductive approach in course books is very helpful to develop students' communicative competence. Since many learners will get additional materials that give explanations and rules in straightforward language together with practice exercises on each grammar point.

Humboldt (1974) says one may begin with language itself with a text in which certain specific problems occur. Taking the sentences which involve these linguistic problems from the text and a number of well formulated questions help our students examine and scrutinize the existence

and recurrence of these specific forms and constructions. In the inductive method, teachers should help learners observe, compare and analyze language till they have found a definite form.

2.2.2 Teaching Grammar Deductively

In the teaching of grammar, one may state the rule, and give one or several examples and point out that language conforms to the given rule. In other words, we begin with abstractions; verify its correctness through several examples and proceed to construct language synthetically. In this case our presentation is deductive, for we infer or deduce language from a rule (Humboldt (1974).In deductive way of grammar teaching, the teacher explains the rule and the meaning to the learner. Then the learner is expected to apply the rules and provides his/her instances of language guided by an example or two.

This is basically the reverse of inductive method. It encourages teachers to present grammar rules before anything else. It encourages teachers to teach grammar explicitly to their students (Bygate and Tornkyn1994 and Harmer1987).When teachers choose to teach grammar they have couple of choices as to how to go about it.

The adherents of the deductive method propose this type of grammar teaching has many advantages. In the first place, it is helpful for the learner to offer explanation of the structure and its use. It is also very time effective (Cunningsworth 1984, Harmer 1987, Ellis1991, and Fortune 1998).

Brown (1972:269) further stated that

Since adults are capable of deductive reasoning and abstract formal operational thought, grammatical explanations can also serve vital purpose- if the grammar itself is real, and the teacher is communicating meaningfully. Here, reference to existing knowledge and motivating sets is of utmost importance, and the students must see purposiveness in explanations.

It is obvious that adult learners appreciate and benefit from direct instruction that allows them to apply critical thinking skills to the language learning. Teachers can take the advantage of this by providing students with descriptive understanding of each point of grammar (Larson-Freeman1986).

Many scholars and teachers investigated the advantages of inductive and deductive instructions. For example, Tudor (1996:211) supposes there is no one approach which is equally suited to all learners in all situations. In connection to this, Harmerely (1987) cited in Girma (2005) indicates that some grammatical structures are amenable to deductive, while others are better suited to an inductive approaches. Cunningsworth (1987:82) further states that “It is useful to distinguish between those two learning strategies although it would be wrong to suggest that an individual learner uses only one or the other.”

To sum up, when we teach grammar, we should never hinder our students learning by dogmatic and exclusively to one strategy or the other. Many teachers agree that it is very important to use the combination of approaches. Teaching is a pragmatic process and we should use what ever methods bring the best results. It is not strange to use the combination of methods in solving problems. It is necessary to choose the best element from deductive and inductive methods as conditions demand for teaching grammar.

2.3 Communicative Grammar Teaching

Communicative grammar teaching is based on the principles of the communicative approach to second /foreign language teaching. It focuses on language structures which should be taught in an integrated way with the four skills such as listening, speaking, reading and writing. The teaching of grammar should not be at the sentence level only but it should also be presented at the discourse level (Dickins and Woods 1988 and Ellis 2002).

The objective of the development of communicative grammatical competence is to use a structure of a language in a variety of situations spontaneously. The communicative approach goes beyond the presentation and development of linguistic structures as the only means of developing communicative ability. In line with this idea, Bygate and Tornkyn (1994:19) explain:

Communicative grammar is an approach to grammar teaching in which its goal is to explore and formulate the relation between the formal events of grammar (words,

phrases, sentences and their categories and structure) and conditions of their meaning and use. In linguistic terminology, this means relating syntax and morphology to semantics and pragmatics.

The teaching of grammar entails helping learners perceive the relationship between grammatical structure and other three dimensions of language such as social functions, semantics and pragmatics (Celce-Murcia and Hilles 1988). They also emphasize the importance of teaching all aspects of grammar in context. Appropriate contextualization can only be achieved if a teacher finds or creates realistic social situations, language texts, and visual stimuli that are interesting and meaningful to students. A teacher must provide communicative practice for students to achieve non-linguistic goals such as asking for permission to do something, getting someone to do something, giving excuses, asking for help, etc(Wilkins1972).

Thus, for students to use the language rules in real communication, the rules would have to be practiced in context in order to develop communicative competence. Communicative grammar teaching blends grammar with communicative practice opportunities. It ideally provides opportunities for creative use of structures. Communication practice is usually centered on the students' own lives, their opinions, experiences of real life situations including facts that they are trying to learn English. Grammar-based tasks often use classroom as context, building language practice around the people and objects and activities here and now in the classroom (Nitta and Garden 2005).

In grammar-based teaching, communicative practice means that people are communicating in real time about real things in a real place for a real purpose. Communicative grammar teaching creates awareness and understanding of the form, meaning and appropriate use of structures (Celce- Murcia 1997).

When we say we teach communicative grammar, we are valuing language use above that of form or meanings. Larsen-Freeman (2001) has a claim that every time language users use language, they change the meaning of the language. The integration of form and meaning is gaining importance in the communicative language teaching. Regarding grammar teaching, Chen (2003) explains

An integrative theory of communicative competence may be regarded as one in which there is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to the principle of discourse.

Fotos and Ellis (1991) and Chen (2003) comment that in the teaching of grammar for communicative competence, one should focus on communicative framework based on tasks of communicative activities. Grammar activities should be compatible with contextualized practice in which rules are presented in discourse contexts. Nunan (1991:10) explains that grammar is fundamentally important in the communicative classroom. However, he adds that the approach to teaching grammar in classroom requires principles of communicative language teaching.

2.3.1 Communicative Grammar Tasks

Communicative grammar tasks help learners create and use original language. They help learners incorporate contexts or language meaningful to their own needs. In fact, activities and strategies employed in a communicative classroom will differ from teachers to teachers (Wright, 1989:96). But students must have the opportunity to hear the target language being used in meaningful contexts or situations at a level appropriate to their stage of acquisition and be given the opportunity to communicate in the target language while carrying out tasks likely to be encountered in the target culture. The teachers must provide interesting, realistic inputs that include appropriate vocabulary and relevant grammatical structures (Nitta and Garden, 2005).

Different educators and teachers propose several kinds of grammar teaching activities. Some suggest that task-based grammar teaching is advisable for teaching grammar communicatively. Fotos (1994), Fotos and Ellis (1991) recommend that a task-based approach to grammar instruction which involves EFL learners with grammar problem to solve interactively. They call it consciousness raising task. Even though students focus on the form of grammar structure, they are also engaged in meaning-focused use of the target language as they solve the grammar problem. They develop grammatical knowledge while they are communicating. Some others also

suggest the use of tasks aimed at promoting accurate production of the target structure (Ur 1988).

VanPatten and Cadierno (1993) as cited in Fotos (1994) have suggested the use of tasks which require interpretive comprehension of input containing the correct usage of the target form. Communicative activities can be picture description, structured question answer, structured role play, pair interview and so on. Here students do not for example, interview each other in order to get information required to do something else; they interview each other because it is oral language practice of a particular grammatical points.

Littlewood (1981:17) explains communication activities provide whole task practice, improve motivation, and allow natural learning and concrete a content which supports learning. Learning activities must demand achievements of a particular task other than mere manipulation of language rules. Communicative grammar tasks, thus, should be based on the development of the ability to use language in real life situations more than on manipulation of linguistic structures, which do not enable speakers to interact naturally in real communication. Nunan (1991:10) supposes good grammar exercises should be both meaningful and communicative.

According to Harmer (1987), Ur (1988) and Ellis (1997), there are different activities involved in grammar teaching the major ones are drills, interaction activities and written practices.

Drills: These are activities that give students rapid practice in using structural items. The main advantages of drills are that teachers can correct any mistakes that students make and can encourage them to concentrate on difficulties at the same time. Al_kharat(2000) states that textbooks usually provide one or more of three types of drills which are mechanical, meaningful and communicative.

To begin with, mechanical drills are controlled drills which help learners produce examples of structure which are predetermined by the teacher, and have to conform to very clear and closed end. They are activities which learners need not pay attention to the meaning in order to successfully complete the practice. In addition, there is always one and only one correct response. These types of drills are the least useful because they bear little resemblance with real communication. They do not require students to learn anything; they only require parroting of a

pattern or rules. As a result, students do not develop the ability to use grammar correctly in order for written interactions by doing mechanical drills because these kinds of drills separate form, meaning and use. The students only have to apply the correct grammatical form and do that without understanding or communicating anything. Here students may consider grammar is boring if the teacher concentrate on meaningless mechanical drills (Wright 1989, Richards and Nunan1990).

Another important type of drills is meaningful drills. They can help students develop understanding of the workings of rules of grammar because they require students to make form meaning corrections (Harmer 1987). Their resemblance to real communication is limited by the fact that they have only one correct answer. Meaningful practices are those in which the learner must pay attention to meanings in order to successfully complete the practice.

Communicative drills finally require students to be aware of the relationships among form, meaning and use. In communicative drills, students test and develop their ability to use language ideas and information. Communicative practices are those in which the learners must pay attention to meaning to successfully complete the practice but the meaning contained in their response are unknown to the teacher (Lee and VanPatten1995 cited in Kalivoda1990). Communicative drills encourage students to connect forms, meaning and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example to practice questions and answers in the past tense in English, teachers and students can ask and answer questions about the activities of the previous evening(Wright1989:19).

Interaction Activities

These are activities in which practice of language is enjoyable and meaningful. Information gap activities and charts can be examples of interaction activities (Harmer 1987:45). In the case of information gap activities, students have to ask each other for information to fill the gap in the information which they have. Charts, on the other hand, are very useful to promote interaction between students. Students in order to complete them have to question each other and write down the replies. They can move round the class questioning various classmates. At the end they

can compare their results with other (ibid; 1987).

Writing practices

Grammar practices are often done through writing. Students are frequently given homework exercises which ask them to practice specific language items. Harmer (1987:51) suggests there are written activities to use in the teaching of grammar items. Word order, sentence writing, parallel writing and the like are well known written grammar activities.

2.3.2 Integrating Grammar with Language Skills

Students have to be given a chance to practice and produce language that is structurally accurate but teachers should not forget the value of allowing students to discover the structure on their own in reading and listening. Learning to use a language takes a long time and it takes repeated exposure to structures and vocabulary as well as opportunities to practice it (Larson Freeman 1997).

Teachers ought to be able to make effective use of all the four language skills such as listening, speaking, reading and writing when they work on grammar with their students. Analysis of recorded dialogues is a good example. After learners listen to conversation on a tape ask them to find specific examples of grammar points (Rojas1995 and Ellis2002). The teachers ask them why the speaker chooses this particular form at this time and not another.

If we want to teach grammar, we can present in a reading text, not just the sentence level only. It facilitates learners to understand the context of grammar at discourse level. Reading text is rich in different grammatical expressions. Learners will have ample opportunity to identify the way in which the structure of the language is used. These kinds of activities include text replication, text completion, text manipulation, text elicitation, grammatical judgment and text editing (Noonan 2004).

Cloze passage and gapped text can be used for focus on particular grammatical forms, such as verb tense, the passive voice, use of preposition, etc. Text manipulation exercises, such as controlled composition, sequencing, and converting conversations into indirect speech are useful in getting students to practice their grammatical competence at discourse level (Ellis1995).

Short essay can be used to practice grammar. More advanced students may be given exercises in which they should determine grammar of a given text (Celce-Murcia 1991:149). Petrovitz (1997:205) comments that “The working of semantically based rules could be pointed out and discussed reading and writing activities in which an extended context is present. Such approach is especially useful when the rules governing particular phenomenon are numerous and complex, as in the case of article usage.” It is also important to provide learners with grammar problems which they must solve interactively integrate with grammar instruction with opportunities for meaningful communication with relation to language skills (Fotos and Ellis1991:605). These encourage foreign language learners to increase their knowledge of L2 rules and are able to use the language in different conditions.

2.3.3 Techniques of Communicative Grammar Teaching

Grammar teaching has often been regarded as a structure based formal activity. After integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained new insight. In order to make a grammar lesson more effective, beneficial and interesting ELT teachers should use some well-developed and fascinating techniques in the classroom (Saricoban and Metin 2000). In this section, some of the techniques and resource such as games, role plays, problem solving would be reviewed as follows:

To begin with, games play extremely important role to make the learner use the language communicatively. Games help and encourage learners to sustain their interest and work. Games also help the teacher create contexts in which the language is helpful and meaningful. Well-chosen games are invaluable as they give a break. They allow students to practice language skills and grammar items. They are highly motivating since they are amazing and at the same time challenging. It lowers anxiety and makes the acquisition of input (Rex2003, Celce-Murcia 1988 and Rinvolveri 1984).

Rinvolveri (1984) elaborates the pedagogic aims of language games which help the presentation of new language; controlled practice and train communication of language. Language games

make students use the language in various ways. They also give shy students the opportunity to express their opinions and experience. They are indispensable part of grammar lesson since they reinforce a form discourse match. Through well-planned games, learners can practice and internalize the target language structure.

Secondly, role play is one of the most known language teaching techniques. It is very useful to contextualize any grammar items. Effective uses of role play help learners to improve their communication skills in language learning. It motivates them to use the target structure to describe a certain concept or ideas. It creates situations for second language learners to express ideas using their own words. It can be funny and dramatic so students are able to pretend and learn a lot from each other (Wright 1989:126).

Role play contextualizes the grammar lesson effectively. There are several ways of using role plays at the classroom the level. The interest and the age of the learners should be given a due attention. It can be used to practice specific grammatical structure (Petrovitz1997:201). Through acting the structure orally in the classroom learners become more deeply internalize it. It provides learners the opportunity to internalize the meaning and use of the language. It also provides a non-threatening atmosphere for students who are usually tense when they are speaking English in a formal classroom setting. It gives students a chance to reflect actual aspects of the structure of the language.

Role play is advantageous from the point of view of maximizing students talking and providing natural situations for speaking. Wright (1989) indicates that role play activities are usually based on real life situation. This gives the learners the opportunity to practice the kind of language they need outside the classroom. It provokes communication among the students since they may share background knowledge on the issue and relate with the grammar item.

When practicing a role play students should know what they are supposed to do and be clear about the purpose. For example if one wants somebody to report a direct speech they should have enough knowledge about how to change direct speech to indirect speech. They have to have adequate rehearsal time to perform. In order to do it effectively one of the students may say a

sentence and the other asks what the first students said and then the other reports what the students said. They can perform different kind of activities in group or pairs (Saricoban and Metin 2000). All in all, role play can create a natural and meaningful situation to learn and practice grammar.

Another important technique is problem solving activities. The problem solving activities are task-based activities and have purposes beyond the production of correct speech. They are also the examples of one of the most preferable communicative activities (Chen 1995). Such activities highlight not only competence but also performance. Problem solving activities require individual response or group works and creative solutions.

Like games and role play, problem solving activities have communicative purpose. In problem solving activities, the problems are either real or imaginary situations. They can be used to generate any specific grammar point (Rinvolvcri 1984). They can also be used at all levels. It is also possible to integrate with all skills in such activities. To sum up problem-solving activities provide favorable conditions and usages for extended communicative practice of grammar (Saricoban and Metin 2000). They are also motivating and challenging as well. They encourage students to interact and communicate. They create meaningful contexts for language use.

So far the techniques are classified. The teaching of grammar can be supported effectively by using such techniques. Saricoban and Metin (2000) state that teaching is a developing art, which requires innovative and creative ideas to enrich its effectiveness; we must not hesitate to use such resources in our classroom. These techniques can assist our teaching of grammar by providing a relaxed atmosphere and motivating students. Such activities are student centered; hence, by using them we give a chance to our students to express themselves and enjoy themselves during learning (Larson-Freeman 1986). In short, using different types of techniques bring the structural, semantic and communicative aspects of language together in our language classrooms. ELT teachers should not only know the grammar well enough to explain it to their students, but they should also know a variety of techniques for making it interesting and communicative. Thus, teachers should be able to choose techniques and resources available for them to teach grammar in the classrooms and make teaching meaningful and communicative as well.

2.3.4 Procedures for Communicative Grammar Teaching

In the preceding discussion, it has been proposed different types of grammar teaching tasks and ways of grammar teaching. Ur (1988:7) and Celce-Murcia (1988:27) suggest that grammar should be presented gradually in step-by-step progression. They comment that when a teacher plans his work, he/she needs to take into consideration the stage of presentation, practice, production, and feedback and correction.

2.3.4.1 The Presentation Stage

This is the first stage of learning/teaching a new language item. Here the teacher provides the new information, the new piece of language; the learner concentrates on understanding it and remembering it. Celce-Murcia (1988) explains at this stage, grammar can be introduced either inductively or deductively. The variety of techniques can also be used. Selections should be made according to strengths and preferences, and the nature of the structure.

Ur (1988) also comments that this stage is the time of the introduction of grammatical structures or forms and meaning in speech and writing. It is possible to offer grammatical explanation, but it should be short, clear and concise. Harmer (1987:17) defines the presentation stage as the stage which students are introduced to the form, meaning and use of a new piece of language. When students are learning how the new language is constructed, they learn what it means and how it is used. He says the teacher should show students every aspect of rule to understand and internalize the new rule which is being presented.

The best way of doing this is to present the language item in meaningful context. Widdowson (1990) suggests

In foreign language-learning situation this relation could be established with the native language (L_1) or with what is already known of the foreign language (L_2) or it could be established with something non-linguistic such as picture, an object, an action, or a sound, course materials may use any or all of this procedures to structure and conceptualize the learning process.

As Widdowson explains, the context for introducing new language should have a number of characteristics. It should show what the new language means and how it is used. It should be

interesting for students. It must provoke the students' needs. A good context will provide the background for a language use so that students can use the information not only for repetition of model sentences but also for making their own sentences. Harmer (1991:60) explains that the main purposes of this stage are to provide students with the opportunity to:

- 1 Realize the usefulness and relevance of the new language
- 2 Concentrate on the meaning of the new language.
- 3 Pay attention to pronunciation, stress, intonation and spelling of the new language.

Teachers can use different techniques to present the structure of a language. According to Ur (1988, 7), "... to get the learner to perceive the structure the teacher can use real objects, pictures, actions and context." The presentation of grammar should be clear, natural, efficient, memorable, appropriate and productive.

2.3.4.2 The Practice Stage

The practice stage is the second stage of the organization of teaching grammar for communication purposes. At this stage, skills are learned by doing or through constant practice. This is the stage at which learners are given intensive practice in new structure, but their production of the language is very carefully guided and controlled by the teacher, so that correct form and meaning are consolidated and the possibility of error is reduced to a minimum (Ur 1988). As stated, learners have the opportunity to practice the language. The teacher models the language items. The practice of the language items is more controlled by the teachers. This makes the teacher's role decisive.

The most common techniques to practice the language are drilling. The purpose of drills is to involve the whole class together in the practice of grammar item. This also helps students to learn the useful purposes by heart. Therefore, teachers use repetition drills, transformation drills, substitution drills, question and answer drills, explanation drills and situational drills. For example, if we see situational drills, the teacher brings facts of real world and invites students to express their view. These types of drills are more natural and meaningful. Then they can be suitable to teach English in a communicative way and students can learn both form and meaning at a time. We should bear in mind when using practice material, it is necessary to select

appropriate and helpful exercises. Teachers should help learners avoid excessive error and gradually reduce the control. Finally we have to move relatively free production of the language (Ur: 1988).

2.3.4.3 The Production Stage

At the production stage, the learners use the language meaningfully to communicate and complete messages. Teachers focus on fluency, the ability to use the language rather than accuracy. The dominance of the teacher at this level is limited. Students try to express their feelings and ideas freely. They are transformed from controlled practice stage to free practice stage. The teacher first introduces students a new structure of the target language. And then they try to internalize it through the given structural practices. Finally they are offered different activities to do by themselves at this stage. Ideally at this stage, students are free to say whatever they want. They choose the direction of their conversation (Celce-Murcia 1988).

At the production stage, students have freedom to personalize the structure of the target language. The teacher may facilitate situations for communication in pair and group works. The teacher can give individual work to improvise in the classroom that helps them enhance their communicative competence. The teacher can use different types of activities like jumbled sequence, problem solving activities, using pictures, and so on that initiate students to practice grammar item (Ur 1988). Let us suppose the teacher teaches the learner about the simple past tense where he/she facilitates his/her students to talk or write about their past experience. The teacher can ask the question like: What did you do last week? How did you spend your weekend? The students at the beginning discuss a lot what they did at the weekend in pairs or small groups. Then students write one or two paragraphs. They can present it orally. In this process they can develop their communicative competence.

2.3.4.4 Feedback and Correction

Feedback and correction must take place throughout the lesson. The teacher's correction may vary according to the change of the phases of the lesson. In the practice phase, correction should be predominantly straightforward (Celce-Murcia 1988:27). It is very important to motivate

learners for their correct responses. After a teacher introduces grammatical item, he/she asks them to practice the language. At this time supportive feedback is more useful to develop confidence to use the language. Markee (1997) says the focus of error correction should be on meaning, not merely on grammatical form. The teachers should tell how the meaning change occurs when the form is changed. There are different kinds of error correction peer, self correction, teacher correction, and so on. In the case of grammar, the first step with respect to error correction is establishment of certain basic parameters (Tudor 1996:215).

Teachers use different means to correct their students' errors such as guided corrections and controlled corrections. The teachers can direct students to arrive at the right way of using the language by repeating the students' sentences correctly. Both accuracy and fluency are desirable and cannot be taught in isolation. Teachers also should tell their students exceptions and complications on grammar rules. This may help them to avoid overgeneralization of the rule.

2.4 Empirical Studies on the Teaching of Grammar

In the countries like Ethiopia where English is not spoken outside the classroom and just taught and learned in school as a foreign language teachers are supposed to create situations and provide communicative activities, and embrace variety of techniques and strategies in the textbooks to teach grammar .

There are several studies which focus on how to teach grammar in language classes. For example, the study conducted by Hailom Banteyerga (1982) compared the effectiveness of communicative approach vs the structural approach in the teaching of "English conditional sentences to first year students of Addis Ababa University." The findings have indicated the results of communicative approach were better than the structural approach. Similarly, the study made by Worede Yishak (1986) was compared the effectiveness of the structural approach and the form-function approach to the teaching of "English modal auxiliaries" to freshmen students in Addis Ababa university. The findings of the study revealed that the form-function approach showed better results than the structural approach.

Moreover, Geremew (1994) conducted an experiment on the "effectiveness of teaching English

as a foreign language through grammar consciousness raising activities to ninth grade students.” The findings revealed that consciousness-raising activities were more effective in the teaching of grammar. The study conducted by Alamirew (1992) to investigate the effectiveness of group work in Ethiopian high schools come up with the findings group work enables students to use all types of language functions which they may not have practiced in other language learning situations. Girma (2005) also indicates in group work students can be involved in interaction and communication among themselves more than in lock-step class. As a result, using group and pair work activities are very helpful for learners to apply the structure of the target language in appropriate situations.

Haregewain (1992) also suggests that using different kinds of strategies help learners to learn to communicate through interaction in the target language. She writes that role play is useful in the language class in enhancing learners’ communicative proficiency. She argues that it creates authentic situation for language learning and provides opportunities for learners to focus not only on the language but also on the learning management process. She has concluded that role play motivates learners to contribute their own personal experiences for classroom learning. As a result, it believed that to use communicative activities, strategies and techniques help learners to learn the language more successfully. These can make language learning more student-centered and interactive

Based on the above literatures and the results it is the belief of the current researcher that the findings of this study will help to check whether communicative grammar teaching is applied appropriately in Ethiopian high schools.

CHAPTER THREE

3 Research Design and Methodology

As mentioned in the preceding chapters, the main goal of the study is to explore the appropriateness of communicative grammar teaching at grade 10. In order to achieve this, descriptive research was used. The researcher has employed this method mainly because he believed that it is suitable and relevant for the study which looks into what actually happens in the classroom in the teaching learning process. To obtain descriptive information, he used survey

questionnaire for teachers and students, classroom observation and textbook analysis.

3. 1 Research Setting and Sample Population

3.1.1 Research Setting

The data collection was carried out in three government high schools in a period of one month and fifteen days from March 15 to April 30, 2008. The schools are found in South Ethiopia in Gurage zone in three different districts. They are Wolkite comprehensive high school, Aba Fransua secondary school and Gunchire secondary school. These high schools were located in Goru, Cheha and Enamor Woredas, respectively.

The selection of the schools was purposive. They were selected because of their accessibility to the researcher on the proximity and he had worked at the two schools as a teacher for three years. As a result, the schools are cooperative to him.

3.1.2 Sample Population

The target populations of the study were grade 10 students in South Nations in Gurage zone. These students have been learning grammar for a couple of years. The sample size of the participants was 120 randomly selected students from the three schools with 40 students from each school.

All the available English teachers in the three selected schools also participated. Therefore, the study was conducted with 28 teachers who actually teach English in the schools. The teachers were taken using available sampling technique.

Table 1: Research setting and number of respondents

No	Name of the school	No. of Teachers	No. of Students
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		M	F	Total	M	F	Total
1	Wolkite Secondary School	9	2	11	17	23	40
2	Aba Fransua (Gubre) Secondary School	6	1	7	25	15	40
3	Gunchire Secondary School	9	1	10	14	26	40
	Total	24	4	28	56	64	120

3.2 Data Gathering Tools

As already indicated, to obtain descriptive information in the communicative grammar teaching, various methods were employed. First questionnaires were prepared for both teachers and students of the three secondary schools. Classroom observation was also made to assess teachers' teaching methodology and the students' activities in the process of the teaching learning of grammar. In addition, it was proposed to assess grammar from the textbook to find out whether or not they meet the needs of teaching the structure of the language in a communicative way.

3.2.1 Survey Questionnaire

The questionnaires were designed for both teachers and students to attain the required information about the teaching of grammar for communicative purposes. The questionnaires consisted of a number of items intended to get information about the traditional grammar teaching, communicative grammar teaching and classroom grammar teaching techniques. Most of the items of the questionnaires were adapted from the review of the related literature. An attempt was made to present all the questionnaire items in the form of multiple choices to enable the participants to put a tick (✓) mark in a space provided.

The questionnaires were distributed to 28 teachers and 120 students of the three secondary schools. The distribution of the questionnaire was made by the researcher in collaboration with the unit leaders and subject teachers of each school.

The questionnaires were filled in during the class. As a result, there was 100% return rate. The data that were collected using questionnaires were categorized and tabulated under similarities of the responses. The data were analyzed using quantitative methods.

3.2.2 Classroom Observation

The other data gathering tool used in the study was observing grammar lessons as they were being taught in classrooms. The purpose of classroom observation in this study was to check the answers which were given by teachers and students in the questionnaires. The blending of the questionnaire and the observation was believed to enrich the data gathered .To obtain the required information three classes were observed.

Each class was observed twice in different grammar lessons. The observation was limited to only two consecutive periods. The classes were chosen on the basis of willingness of the teachers. During the classroom observation, the researcher sat at the back of the class and took short notes to register events related to grammar teaching in the checklist.

The checklist was used to collect data about grammar teaching related to teachers teaching methodology and students' performance. The researcher also evaluated the appropriateness of the textbook based on how grammar is presented and the types of the activities included in it. It is felt that different ways of data collection lead to valid results on the teaching of grammar.

CHAPTER FOUR

4. Analysis, Interpretation and Discussion of Data

This section deals with the analysis, interpretation and discussion of the data obtained from teachers' and students' responses to the survey questionnaires, classroom observation and textbook analysis. As sated earlier, the purpose of the study is to look into the effectiveness of communicative grammar teaching at grade 10. The data have been tabulated and discussed as follows.

4.1. Analysis of Teachers' Responses

Table 2: Teachers' responses concerning the goals of grammar teaching

Item no 1	Alternatives	Frequency	Percentage
The main goal of grammar teaching is to get learners___	A. understand and explain grammar rules	2	7.14
	B. learn to produce grammatically acceptable sentences for communication	26	92.86
Total		28	100

As can be noticed from the above Table, 92.86% of the participants said that the central purpose of grammar teaching is to get learners learn to produce grammatically acceptable sentences in their interactions. But 7.14% of the participants said it is to get learners explain and understand grammar rules. The responses, therefore, show that the majority of the teachers seemed to believe that learners have to acquire the ability to elicit grammatically acceptable sentences in the target language as occasion demands.

Table 3: Teachers' responses as to what ways they think students learn the language better

Item no. 2	Alternatives	F	P%
In what way do you think students learn the language better?	A. consciously understanding grammar	4	14.3
	B. Engaging them in activities which are	24	85.7

	personally meaningful		
Total		28	100

Here in the above Table the vast majority (85.7%) of the respondents thought that engaging learners in the tasks which are personally meaningful help to learn the language better. But only 14.3% of the subjects thought that students learn the language better when they understand grammar consciously. Recently it is believed that providing learners with ample opportunity to meaningful practices help them learn the language (Nunan 1989).

Moreover, Table 4 Item 3 shows that the majority of the subjects (89.3%) either strongly agreed or agreed that the knowledge of grammar helps learners to communicate effectively and efficiently. But only 7% of them disagreed that grammar knowledge helps learners communicate in the language. This shows that teachers believe that grammar is very essential for second language learners to communicate in the language.

Table 4: Teachers' opinions concerning grammar teaching

No	Statement	Alternatives				
		*SA	*A	*UN	*DA	*SDA

		F	%	F	%	F	%	F	%	F	%
3	The knowledge of grammar helps learners communicate efficiently and effectively	10	35.7	15	53.6	1	3.6	2	7.1		
4	We learned our first language without overt studying grammar. Thus, there is no reason to study grammar when we learn an L2.							12	42.6	16	57.2
5	We should discuss grammar explicitly	2	7.1	7	25	2	7.1	10	35.7	7	25
6	Grammar exercises in the textbook should be presented in meaningful contexts and situations	24	85.7	4	14.3						
7	Using a variety of techniques in grammar teaching enables learners to use the language communicatively	19	67.9	9	32.1						

(Responses are given in rating scale strongly agree= *SA Agree=*A uncertain= *Un Disagree=*DA and strongly Disagree= *SD)

Besides, in Item 4, all the respondents agreed that grammar is very useful in second language learning. It has also been discussed in the review of related literature that learners face problems in producing accurate sentences unless they learn second language grammar rules.

In Item 5, 35.7% of the teachers disagreed that grammar should be presented explicitly and similarly 25% of the teachers strongly disagreed that grammar should be presented overtly. But 25% of the teachers agreed to the notion of teaching grammar explicitly. Moreover, all the respondents in Item 6 agree that grammar exercises in the textbook should be meaningful and contextual. Similarly, all of the respondents in Table 3 Item 7 agree or strongly agree that using a variety of techniques and strategies in the teaching of grammar enable learners to use the language communicatively.

Responses to the statements imply that teachers believe that grammar is one of the important aspects in language learning. They believe that grammar in the textbooks should be presented in

meaningful contexts and situations. They also agree that using different techniques and strategies enable learners use the language appropriately at different conditions.

Table 5: The reactions of teachers the grammar Items in the textbook

Item no 8	Alternatives	F	P
The grammar section in the textbook, you teach at present time is_____	Mainly traditional with explicit teaching	15	53.6
	Mainly communicative with context	13	46.4
Total		28	100

In Table 5, 53.6% the teachers responded that the grammar section in the textbook they teach at the present time is mainly traditional with explicit grammar teaching. However, 46.4% of them said that the grammar presented in the current textbook is mainly communicative with contexts. I have observed during textbook analysis that the grammar exercises are influenced by ‘form focused’ teaching practice. Though the authors of the current textbooks for secondary schools claim that the teaching of grammar should be meaningful and communicative (Galgalo 1996), majority of the exercises in the textbook are mechanical and rule governed (see the textbook analysis Table16).

Table 6: Teachers’ responses to the grammar presentation

Item	Alternatives	F	%
9. Grammar is chiefly presented at the_____	A. Sentence level	20	71.1
	B. Discourse level	8	28.6
10. How do you present grammar items?	A. Deductively/ explicitly	17	60.7
	B. Inductively/ implicitly	11	39.3

As Table 6 Item 9 indicates 76.9% of teachers said that they present grammar chiefly at the sentence level. But 28.6 of the respondents said they teach beyond the sentence level. As Item 10 shows majority of the subjects (60.7%) present grammar deductively. And 39.3% of then said they present grammar implicitly. The responses in the above table show that the teachers still use traditional grammar teaching methods. The majority of the participants replied that grammar is taught at the sentence level and deductively. However, many educators comment that the grammar lesson in the classroom should dominantly be presented at the discourse level and inductive since it involves learners to practice the language in meaningful contexts.

Table 7: Teachers response how often they present grammar using different technique and strategies.

Item no 11	Techniques and strategies to present grammar	Alternatives							
		*A		*S		*R		*N	
		F	%	F	%	F	%	F	%
A	Detailed explanation	18	64.3	9	32.1	1	3.6%		
B	Offering students grammar rule first with examples	8	28.6	16	57.1	4	14.3		
C	Make students discover grammar rules by themselves			17	60.7	10	35.7	1	3.6
D	Using contexts and situations such as pictures, objects, actions to convey meaning of structure	-		7	25	20	71.4	1	3.6
E	Present it through reading texts	10	35.7	12	42.9	6	21.4		

F	Present it through listening texts					3	10.7	25	89.3
G	Present it through short guided dialogues	4	13.4	23	82.1	1	3.6		

(Responses are given using rating scale *A= always *S= sometimes *R=rarely and *N=never)

As shown in Table 7, majority of the respondents demonstrate that grammar is more frequently presented in a detailed explanation. 64.3% of the subjects said they always explain grammar rules and 32.1% of them said they sometimes explained the rules. This accounts for 96.3%. The remaining 3.6% of the respondents said he/she rarely used explanation to teach grammar. Similarly 57% of the participants sometimes offer their students grammar rules first with one or two examples. And 28.6% of them always offered rule first with examples. This indicates that grammar explanation is given more emphasis. But it was very important to devote much time for oral and written practice and production activities to help learners internalize and use the rule in actual communication.

Regarding making students discover grammar rules by themselves, 60.7% of the respondents said sometimes they motivate their students to discover rules using the sample sentences and 35.7% of them said they rarely make students discover rules. However, there is some sort of disparity between what I observed in the textbook analysis and classroom observation and in this response. Most of the exercises are presented deductively in the textbook. There are very few grammar sections which encourage learners to discover grammar rules. Teachers also strictly follow the textbook so that there is no opportunity for learners to discover grammar rules in most cases.

As indicated in Table 7, only 25% of the subjects said they sometimes use contexts and situations such as pictures, objects, actions to convey meaning of a structure. But the vast majority of the subjects (71.4%) and 3.6% of them said they rarely and never present grammar items with such contexts and situations. The classroom observation shows that teachers spent most of their time by delivering detailed explanations rather than creating conditions to present grammar items in meaningful contexts. As a result, they fail to use such contexts and situations to teach learners the meaning and use of structures.

Concerning the presentation of grammar through reading texts, majority of the participants (35.7%) said always and 42.9% of them also said they sometimes use them to present grammar item. Classroom observations and textbook analysis showed that it is true that some example sentences taken from the reading passages. But the examples are presented in isolation to indicate the structure.

Moreover, 89.3% and 10.7% of the respondents said they either never or rarely used the listening texts to teach grammar. On the other hand, 82.1% of the teachers replied that they sometimes use guided dialogues to present a certain structure in the classroom.

From the above Table one can deduce that grammar is still presented with detailed explanations. Presenting grammar in meaningful context is given less attention. Though sometimes it is presented with the reading passages from section one, it was presented in isolation. The listening texts also ignored so as to use to present structure of a language.

Table 8: Teachers response as to how often they use various activities and techniques to teach grammar

Item no 12	How often do you use the following techniques and activities to teach grammar	Alternatives							
		A*		S*		R*		N*	
		F	%	F	%	F	%	F	%
A	Mechanical drills	16	57.2	10	35.7	2	7.1		
B	Substitution tables	5	17.9	19	67.9	4	14.2		
C	Transformational drills	7	25	13	46.5	6	21.4	2	7.1
D	Conversion	2	7.1	16	57.2	7	25	3	10.7
E	Meaningful activities			5	17.9	11	39.2	12	42.9
F	Information gap activities	1	3.6	2	7.2	10	35.7	15	53.6
G	Problem solving activities	2	7.1	7	25	10	35.7	9	32.1
H	Games					1	3.6	27	96.4
I	Role plays					9	32.1	19	67.9
J	Offer students individual work	10	35.7	15	53.6	3	10.7		
K	Offer students pair work	15	53.6	7	25	4	14.3	2	7.1
L	Offer student small group work	14	50	9	32.1	5	17.9	-	

(Responses are given using rating scale *A= always *S= sometimes *R=rarely and *N=never)

In the above Table, English language teachers of grade 10 were required to rate how frequently they use the above activities and techniques in grammar teaching in order to identify how grammar tasks are communicative in the classroom. The first four items are mechanical and the next five activities are meaningful and communicative. The last three are needed to rate how often they make their students work individually, in pairs and groups in grammar teaching.

The responses revealed that majority of the teachers tend to use mechanical drills more frequently than meaningful and communicative tasks. From the above Table 57.2% of the subjects said they always use mechanical drills. In similar manner, 39.2% and 42.8% of the respondents said they always and sometimes engage the learners in the substitution drills. When we see together, this accounts for 90%. Moreover, 57.2% of the participants said they use conversion sometimes. But 25% of them also said rarely and 10.7% of them never use it. In the case of transformation drills, 25% of the subjects said they always use it and 46.5% of them said they sometimes use transformation drills.

On the other hand, majority of the subjects (39.2% and 42.9%) said they rarely and never presented meaningful grammar activities. But classroom observations and textbook analysis indicate that there are some meaningful activities. So it shows that there are some attempts to include meaningful activities in the grammar lessons. For example, in the textbook there are some dialogues and conversations which create the contexts for learners that they try to learn the structure in its use. However, they are very few in number when we compare them with mechanical drills. It was possible to include more meaningful activities such as using pictures, objects, visual aids and listening and reading texts that can help learners create meanings for a certain structure of the language. But I have observed that most of the time teachers presented grammar using discrete sentences. They also emphasized the form rather than meaning and use of the language in the classroom teaching learning process.

In the above Table, 53.6% of the teachers said they never use information gap activities to teach grammar. And 35.7% of respondents said they rarely use them. Only the remaining 10.8% of the respondents said they always and sometimes use information gap activities to teach grammar. Similarly the vast majority of the teachers also rarely or never use problem solving activities to

teach grammar in the classroom.

Games and role plays are not applied in the classroom situation to teach grammar. Almost all teachers said they never use games in grammar lesson and similarly 67.9% of them said they never use role play to practice grammar and 32.1% of them also said they rarely use role play to practice grammar in the language classroom.

From the responses one can deduce that mechanical drills such as substitution table, conversion and transformation activities are leading in classroom to teach grammar whereas meaningful and communicative activities are given less emphasis in grammar teaching and learning. This precisely shows that communicative grammar teaching is not effectively achieved in language classrooms.

The responses in the above Table also revealed that teachers attempted to use group work, pair work and individual work in the classroom. For example, 35.4% of teachers said they always offer individual work to do grammar exercise. 53.6% of them said sometimes they offer individual activities. Besides, 53.6% of the teachers said they always give pair works for their students and 25% of said that they sometimes give such activities. Finally 50% the respondents said they always provide group work activities to their students and 32.1 said they sometimes provide such activities to do grammar. The researcher also observed that there are few activities which encourage learners to do in pairs and small groups. But the vast majority of the exercises in the textbook are given to do individually. There are limited numbers of group and pair work activities in grammar exercises in the textbook. This shows there is a discrepancy between what the participants said and what actually happened in the classroom grammar lessons.

Table 9: Teachers' responses as to how often they make their students express their own ideas using a new structure

Item no 13	How often do you _____	Alternatives							
		A		S		R		N	
		F	%	F	%	F	%	F	%
A	Make students write and speak on the grammar items which they have introduced?	1	3.5	2	7.1	17	60.7	10	35.7
B	Motivate students to use grammar items to say something about themselves?	2	7.1	4	14.3	13	46.4	12	42.9
C	Encourage students to produce their own feeling on the target structure?	4	14.3	5	17.9	15	53.6	5	17.9

From the above Table, one can reveal that 60.7% of the participants rarely made their students speak and write on the grammar items which they have introduced. And 35.7% of the teachers responded that they never made their students speak and write using the language items. Similarly the vast majority of the respondents (81.3%) replied that they either rarely or never motivate students to say something about themselves using the grammar items. 71.4% of the teachers also said they did not encourage their students to produce their own feelings on the target language structure. This shows that the majority the grammar activities are not beyond the practice level but it is very important to make the activities personalize to encourage learners to express their own feelings orally or in written form. This could make the grammar section more attractive and interesting rather than dealing with only mechanical drills.

Table 10: Teachers' responses as to what strategies they use to correct their errors

Item no. 14	When your students make grammar mistakes, how often do you: _____	Alternatives							
		A		S		R		N	
		F	%	F	%	F	%	F	%
A	Give your students a chance to correct themselves?	16	57.1	12	42.9				
B	Invite other students to correct it?	18	64.3	10	35.7				
C	Correct it immediately?					9	32.1	19	67.9

D	Tolerate it?	7	25	9	32.1	12	42.9		
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The above Table shows that majority of teachers are not very serious to correct students' errors in the teaching learning process. They said that they give a chance to the students to correct their mistake by themselves or invite other students to correct it. And 67.9% of the teachers said they never correct their students' mistakes immediately. And 57.8% of the respondents either always or sometimes tolerate their students' error in the teaching learning process. But it was observed that teachers did not tolerate students' mistakes. They mainly focus on accuracy rather than fluency. They also correct students' errors immediately. These responses perhaps show that their theoretical awareness of error correction.

From the above teachers' responses, one can conclude that teachers have awareness on communicative language teaching. Nevertheless, teachers can not apply it to teach grammar. As indicated the ways grammar teaching does not motivate learners to use the language in real life situations. Grammar activities are not presented in meaningful contexts. The students are not encouraged to express their ideas freely in relation to the structure they introduced.

4.2 Analysis of Students' Responses

Table 11: Learners' responses as to the reason why they learn grammar

Item No	Alternatives	F	%
1. Why do you learn grammar?	A. To explain and understand grammar rules	10	8.3
	B. to learn the language to use for communication	90	75
	C. To pass the examination	20	16.7

According to the information in this Table, 75% of the subjects said they learn grammar so as to use the language for communication. But only 16.7% of the learners said to pass examinations

and 8.3% of them said they learn grammar to understand and explain rule of the language. This implies that learners learn the grammar of the target language to interact with others using the language in real communication.

Table 12: Learners' responses as to when they learn grammar better

Item	Alternatives	F	%
2. When do you think you learn grammar better?	When you are given explanation explicitly	26	21.7
	When you are discovering the rules using examples	94	78.3

Table 12 demonstrates that 78.3% of the subjects thought that they learn the grammar of English when they are discovering the rules using examples. And 21.7% of them replied they learn grammar when they are given explanation explicitly. As shown in the review of related literature, students learn a new structure better when they are discovering the rule by themselves since it involves learners in the language and it is very similar with first language acquisition. The vast majority of the respondents also preferred to learn grammar inductively.

Table 13: Learner's responses towards grammar learning

Item No.	Statement	Alternatives									
		*SA		*A		*U		*DA		*SD	
		F	%	F	%	F	%	F	%	F	%
3	You need to know the grammar rules to apply them in speaking and writing	68	56.7	52	43.3						
4	The knowledge of grammar helps learners to communicate efficiently and effectively	73	60.8	36	2	1.7	5	4.2	4	3.3	
5	We learner our first language without overtly studying grammar. Thus, there is no reason for us to study grammar when we learn English			4	3.3	5	7.1	500	41.1	61	50.8
6	Learning grammar is interesting	75	62.5	40	33.3	5	4.2				
7	It is very important to know form, meaning and use of grammar structure in language learning	64	53.3	42	35	3	25	5	4.2	6	5
8	Learning grammar at discourse levels is boring	-	-	10	8.3	2	1.7	58	48.3	50	41.7
9	After you introduced and practiced a new grammar structure you talk and write in an involved way	20	16.7	15	12.5	1	0.8	37	30.8	27	22.5
10	Most grammar exercises in the new textbook motivate learners to express their own ideas	16	13.3	30	25	4	3.3	32	26.7	38	23.3

(The responses are given in rating scales of Strongly Agree =*SA Agree=*A Uncertain=*U Disagree=*D strongly Disagree= *SD)

Item 3 of the above Table shows that 56.7% of the participants strongly agreed that they need to know the grammar rules to apply them in speaking and writing. And 43.3% of them agreed that they need to know the structure of the language to use it in speaking and writing. Similarly the majority of the respondents (90.8%) either strongly agreed or agreed that the knowledge of grammar helps them in order to use the language effectively and efficiently. The above table shows that 92.4% of the subjects disagreed that the statement mentioned in Item 5 which says there is no reason to study grammar of English since we did not study the grammar of our first language overtly. They believe that grammar learning is very important for second language learners. 95.8% of the students responded that grammar learning is interesting. Similarly 53.5%

and 35% of the respondents strongly agreed and agreed respectively that it is very important to know form, meaning and use of grammar structure in language learning.

On the other hand, 90% of the respondents disagreed that learning grammar at discourse level is boring. According to the information given in Item 9, 53.3% of the participants disagreed that they talk and write in an involved way after they introduced and practiced a new grammar structure. However, it is very important for learners to provide personally meaningful activities that help them to express their ideas.

Classroom observation revealed that the majority of the teachers spent their time by offering detailed explanation and doing some mechanical exercises. The teachers did not give due attention for production during grammar lessons. The last Item in Table 13 indicates that 58.4% of the respondents either disagreed or strongly disagreed that most grammar exercises in the new textbook motivate learners to express their own ideas. And 35.3% of the respondents agreed that most grammar exercises are communicative and they motivate them to express their own beliefs using them. During the textbook analysis, I observed that the majority of the exercises in the textbook are highly mechanical. Students manipulate the exercises rather than expressing their own feelings orally or in written form.

Table 14: Learners' responses as to how grammar is frequently presented

item no 12	Statements								
		*A		*S		*R		*N	
		F	%	F	%	F	%	F	%
A	Using sentences in isolation	96	80	16	13.3	8	6.7		
B	Deductively (explicitly)	63	52.5	48	40	9	7.5		
C	Inductive in (implicitly)	7	5.8	15	12.5	70	58.3	28	23.3
D	Using reading passages	78	65	31	25.8	6	5	5	4.2
E	Using listening texts					98	81.7	22	18.3
F	Using meaningful situation and context			10	8.3	13	10.8	97	91.7
H	Using short guided dialogues	21	17.5	80	66.7	19	15.8		
I	Using actions, pictures and objects to convey meaning of a structure	14	11.7	16	13.3	56	46.7	34	28.3

(The responses are given in rating scales of *A= always, *S=sometimes, *R=rarely and *N=never)

The information given in the above Table indicates that 80% the subjects said that grammar items are always presented using sentences in isolation and 13.3% of them said it is sometimes presented using isolated sentences. This shows that grammar is presented dominantly at the sentence level. The majority of the students (52.5%) also said that grammar is always presented deductively and 40% of them said it is sometimes presented explicitly. It is true that most frequently grammar rules are given first with some examples and followed by delivering explanation rather than creating conditions and motivating students to discover the rules by themselves.

On the other hand, 58.3% of the students responded that they rarely learn grammar inductively and 23.4% of them said they never learn grammar implicitly in the classroom. This accounts for 69.2%. But 65% of the subjects responded that they use reading passages to learn grammar. In fact, there are some illustrations that are taken from the reading passage but are not presented in contexts.

All learners responded that they never use listening texts to learn grammar specifically. Similarly, 80.8% of the students replied that they never use meaningful situations and contexts to learn grammar in the classroom. In the above Table, 50% of the learners said that they sometimes use short guided dialogues to learn grammar and 40.8% of them said they rarely use

them. In the textbook analysis it is observed that there are some short guided dialogues to present some grammar items. Finally, in the case of using pictures, actions and objects to convey meaning of a structure, 46% of the subjects said ‘rarely’ and 20% of them replied ‘never’. It accounts for 67.7% of the total participants. This Table indicates that the presentation of grammar is mainly traditional. It is dominantly presented at the sentence level with explicit explanations. Using a variety of meaningful contexts and situations is not practical in the classroom situations.

Table15: Learners’ responses as to how often they use different kinds of activities, techniques and strategies in the teaching learning of grammar.

Item no	How often do you use the following kinds of activities, techniques and strategies to learn grammar?								
		A		S		R		N	
		F	%	F	%	F	%	F	%
A	Substitution	15	12.5	50	41.7	19	14.7	28	23.3
B	Conversion drills	10	8.3	45	35.5	25	20.8	20	16.77
C	Transformation drills	19	15.8	72	60	23	19.2	6	5
D	Role play					46	38.3	74	61.7
E	Games					35	29.2	85	70.8
F	Problem solving activities	2	1.7	20	16.7	60	50	38	31.7
H	Information gap activities	10	8.3	15	12.5	66	55	24	20
I	Group work activities	25	16.7	58	48.3	37	30.8		
I	Pair work activities	9	7.5	51	42.5	60	50		
J	Individual work	27	25.5	38	31.7	26	21.7	29	24.2

(The responses are given in rating scales of *A= always, *S=sometimes, *R=rarely and *N=never)

In the above Table students are required to rate how frequently they use different kinds of activities, techniques and strategies in grammar teaching. They were categorized as mechanical and communicative activities. The first three items indicate mechanical activities the next four are communicative. The majority of the students tend to use mechanical drills always or sometimes. Though the percentage differs, the majority of the respondents showed that they use such kinds of activities very frequently. For example, for the first Item (substitution drills) 41.5% of the respondents said they sometimes use them and 12.5% of them said they always use it. This accounts together for 53.2%. Similarly 37.5% of the respondents indicated that they sometimes

use conversion drills in the classroom and 8.3% of the learners replied that they always use them. The third item, transformation drills, besides, 60% of them said sometimes they use these types of activities. And 15.8% of them responded that they always use them in the learning of grammar.

On the other hand, a smaller proportion of the learners frequently use communicative activities like role play, games, information gap and problem solving activities. One can see from the above Table that none of the respondents said they use either role plays or games sometimes or always. But all of the respondents said that they use these activities either rarely or never. Similarly, 60% of students said they rarely use problem solving activities. 31% of them also said they never use these activities. The remaining 16.7% of the subjects said they sometimes use problem solving activities in grammar learning. Concerning information gap activities, 55% of them said they rarely use them and 20% of them replied they never use them, which together account for 75% of them.

Regarding group work activities, 16.7% of the learners said they always use it in grammar lessons and 48.3% of them said they sometimes apply group work in classroom context. On the other hand, 30.8% the students replied that they rarely use group work activities to practice grammar exercises. Moreover, 50 % of them said they rarely work in pairs in grammar activities. However, 42.5% of the participants said they use it sometimes and the remaining 7.5% of them responded that they always apply pair work in grammar activities .Finally 25.5% of the students responded that they always use individually in grammar activities and 31.7%of them said they sometimes work individually. But the remaining 21.7% and 24.2%of them said sometimes and rarely they work grammar exercises individually. Nevertheless, the classroom observation and textbook analysis show that the exercises are mainly focus on individual work. Teachers read the sentence and asked students to try the answer. The students were not encouraged to work together in groups and pairs in grammar activities .As a result, there is some discrepancy between what the students replied and what actually happened in the classroom in grammar teaching and learning.

In general, students' responses show that teaching grammar for communicative purpose is not effective and sufficient. Though the participants believe that the knowledge of grammar helps

them to improve their language skills the way grammar is taught does not encourage them to use the language appropriately. They indicated that the grammar lessons are mainly presented in form-focused and mechanical drills. They also said that their teachers do not use different techniques and strategies in grammar lessons. Thus, they do not get opportunities to express their feelings using the structures they introduced.

4.3 Analysis of Classroom Observation

In classroom observation, I obtained data which shows whether or not communicative grammar teaching is applied effectively in the classroom. And it was observed whether the techniques the teachers used motivate the learner to practice the language appropriately. It was also observed that how effectively theories in action in which the way grammar is presented in language classroom. It is believed that this critical observation of the classroom is one of the best ways to get first hand information to evaluate the process of teaching grammar.

The observation was made in three sections. The sections selected in the three schools were observed for two consecutive periods in grammar lessons. Here only useful points which are relevant to the study were discussed. The observations are presented as follows:

Observation 1

Lesson 1

The class observed was grade 10 M. The number of students in the class was 78. It was observed on March 17 and 18, 2008. The topic of the lesson was “Relative clause.”

The classroom teacher wrote the topic of the lesson on the blackboard. She tried to introduce the student the objective of the lesson and told them to watch and listen to the plasma TV attentively. The plasma TV- teacher immediately started introducing the lesson as the live-teacher did. She ordered the students to turn to page 191 and read the definition of the relative clause that is found in the textbook.

- *A relative clause, also known as an adjective clause begins with a relative pronoun. These relative pronouns are who, that, which, whom and whose.*

➤ *There are two types of relative clauses: ‘defining’ and ‘non defining’ relative clauses.*

Girma: Where is the boy?

*Alganesh: Are you asking me about the boy **who was here this morning**?*

*Girma: I am asking you about the boy **whose book was stolen yesterday***

Alganesh: I see. He has not come today.

Girma: Have you finished the assignment?

Alganesh: Which assignment?

*Girma: The assignment **which our physics teacher gave us last week.***

Alganesh: Of course I have

*Girma: That is good. How about the reading assignment **which was given to us yesterday?***

Having explained the definition of relative clause, she presented the dialogue. The TV-teacher asked students to discuss in groups why Girma and Alganesh used relative clauses and underline the relative pronouns. Then after two minutes, before they started discussion, she explained the reason using examples. She showed the relative pronouns, through the screen. Then the TV-teacher ordered students to do the exercise on page 192 individually. She told the live-teacher to supervise the students. She offered 5 minutes.

However, the live-teacher interrupted and asked students to do question No.1. (She read).

T: This is the pen _____. (Students raised their hands)

S₁: This is the pen which I buy yesterday.

T: Okay. This is the pen which you bought yesterday.

S₁: Yes, this is the pen which I bought yesterday.

T: Good. No 2. The man _____ is a friend of my brother.

S₂: The man who you met this morning is a friend of my brother

T: Good no 3

The TV teacher said, “Stop please, time is up!” She thanked students for their hand work and told them there were many possible answers for each question. She offered one possible answer for each. They listened to her passively after they attempted to do two of the items in the

exercise.

Then she began exercise 4 that focuses on joining the sentence using defining relative clauses. The TV teacher ordered them to look at examples and to do five items in the exercises.

Example

- 1. The boy was punished. The boy broke the chair.
The boy who broke the chair was punished.*
- 2. We must submit the assignment by tomorrow. Our biology teacher gave us the assignment
We must submit the assignment which our biology teacher gave us by tomorrow.*

The classroom teacher commanded students to join the sentences under No.1. (She read it)

T: The man bought our goats. He lives in the next village

S₁: The man who bought our goats lives in the next village.

T: Very good. No. 2 .I once met a woman. She had eighteen children.

S₂: I once met a woman who had eighteen children.

T: Very good. No. 3 we saw a man. The man is our new teacher.

Tenkir: can you try it?

Begin: The man

Tenkir: (silent).

T: Okay, any other student? Okay Abeba.

Abeba: The man we saw is our new teacher.

T: Okay: But where is the relative pronoun.

Abeba: The man that we saw is our new teacher

T: Very good

After the transmission ended, the live teacher finished the exercise.

Lesson 2

The classroom teacher greeted students and asked them the topic of the previous lesson. They

told her it was relative clause. She revised the 'Defining Relative Clauses' and relative pronouns. Then she introduced them the new lesson, 'Non Defining Relative Clause'. Similarly she ordered them to follow the plasma TV explanation attentively.

Having done that, the plasma teacher commanded to turn to page 194 and read examples given in their textbook. They followed the same procedures with the previous lesson. Examples of non-defining clause were taken from the reading passage. There were exercises to underline the clauses, and complete sentences using non defining clause and put comma before and after the relative clause.

From my observation, at the beginning of the first lesson an attempt was made to present the lesson inductively. Though the definition of relative clause is given first, students are asked why Girma and Alganesh used relative causes and what would happen if they did not use the relative clauses and the like. However, before students attempted to do the questions and read them carefully, the TV-teachers offered the detailed explanation on the importance of using relative clauses and did gave the answers. In the first lesson the dialogue gave context for learners. Learners were not motivated for creative and independent uses of the language because of the shortage of time.

The plasma teachers dominated the classroom discussion. In communicative language teaching, students play the prominent role in the teaching learning process. But here the plasma teachers offered detailed explanation and did the exercises.

Although students are asked to do the exercises individually, they were not able to use their potential sufficiently to do the exercises. In these grammar lessons, students were asked to practice the exercises at the sentence level. The technique the teachers used to practice exercises in the classroom was explanation. There was no role play, games or improvisation to encourage students to practice the language. Students were not encouraged to produce/elicit their own ideas based on the topic introduced. The lessons were not presented using real objects, pictures or visual aids. In these two consecutive periods of observations, the lesson was chiefly presented individually. From eight only one exercise invited students to do in small groups though that was

not successful. There was an attempt to include an exercise that students fill what ever they like. Some students are willing to participate in the classroom actively.

The live teacher was not serious in the case of students' error correction. She tolerated their errors. She attempted to correct students' errors in a calm way. The teachers strictly follow the textbook. Though the authors of the textbook thought that the book was prepared in a communicative way, the way grammar presented was not in meaningful contexts and situations. The exercises did not motivate learners to express their own ideas using the new structure.

Observation 2

Lesson 1

The second classroom observation was carried out at grade 10D. There were 87 students in the section. The dates of observation were April 24 and 25. The topic of the lesson was "Order of Adjectives." There was no satellite transmission service in the school.

The teacher greeted students, cleaned the board and wrote the topic of the lesson on the board. He ordered student to pay attention. The teacher then wrote the definition of adjective with some examples

An adjective is a word that describes a noun. For example:

A red car, some new shoes, the old man, a big cat

Sometimes we may want to use more than one adjective. When we do so, we must be careful to put the adjectives in the corrected order. For example we must say:

A big red car, not a red big car

Some expensive new shoes, not some new expensive shoes.

Some expensive new leather shoes, not some leather expensive shoes.

Having done that the teacher told students to use the table and construct adjective phrases. And

he told them that order of adjectives should be quality, side/length, color, class.

Quality	Size/length/ shape/ weight	Color	Class	Noun
Beautiful	Small	White	Ethiopian	Bird
Nice	Long	Yellow	Cotton	Dress
Useful	Round	Brown	Wooden	Box
Naughty	Little	Grey	Female	Goat

The teacher told students that it is normally used two adjectives before the nouns. Then the students attempted to construct two adjectives before the nouns. The teacher received the answers from the students and wrote the following on the blackboard.

Small Ethiopian bird

Long cotton dress

Brown wooden box

Beautiful female goat

Useful white bird

Then the teacher continued another exercise putting the adjectives in a correct order before nouns.

The teacher read the first question in the textbook

T: Dog (brown little)

S₁: Little brown dog

T: Right you are. Little is size and brown is color; size should come first and then color. 2. Dress (nice new)

S₂: New nice dress.

T: Is he right?

S₃: No

T: What should be the right answer?

S₃: Nice new dress

Lesson 2

In the second lesson in this class the teacher taught adjectives of quantity using 'a few', few, 'a little' and 'little'. The teachers presented the list of adjectives of quantity and introduced the differences between 'a few' and 'few', 'a little' and 'little'.

He read the notes in the textbook as follows:

We use 'a few' and 'few' with plural countable nouns. For example:

A few books, few books, a few countries, few countries, a few students, few students, a few children, few children.

We use 'a little' and little with uncountable nouns. For example:

A little sugar, little sugar, a little water

Little water, a little money, little money

Then students are asked to compare the meaning of the sentences.

A few people came to the party

Few people came to the party

There are a few oranges on this tree

There are few oranges on this tree

Teshale had a little time to prepare for the test

Akalu had little time to prepare for the test

There is a little water in the well

The teachers asked students to work in groups and to find out which groups of sentences carry positive meaning and which groups of sentences carry negative meaning.

Then teacher asked to complete sentences using a few, few, a little or little

T: _____ cars use this road because it is very bumpy

S₁: few

T: Good. No. 2 I'm hungry I think I'll buy _____ oranges

S₂: a little

T: is he right?

S₃: no few oranges

T: Good. Oranges are plural nouns. It is countable. It must be a few. NO. 3. _____ students have ever obtained full marks in this exam.

S₄: A few students have ever obtained full marks in the exam.

T: Good. It is also possible to say "Few students have ever obtained full marks in this exam .It depends on the number of students."

The teacher finished the items under this exercise. He most of the time invited students to answer the questions who were volunteer. Some students attempted to ask questions for clarification. Though the lesson was form-focused, the students were participating to answer the questions.

To sum up, in this classroom observation, the lessons were presented in a deductive way. There is no meaningful context to practice these adjectives. The teacher offered detailed explanations using the textbook. He did not attempt to encourage students to express their prior knowledge of the grammar points. It was focused on form rather than meaning and use of the language. It was used mainly mechanical drills; particularly substitution drills were applied in the lessons. They were asked to construct to adjective before nouns in the given table. They were also commanded to put the adjective before the nouns in correct order before the given noun phrases. The class was dominated by the teacher. Learners did not get chance to express their ideas using the give structures. Most of the students were bored of the detailed analysis and explanation of grammar. It was not integrated with language skills or other visual aids. The teachers did not tolerate students' error; he was correcting students' errors immediately.

Observation 3

Lesson 1

In the third section, I observed one of the selected teachers for two consecutive grammar lessons.

In the classroom, there were 82 students. As a result, it was so crowded. The observation was made at grade 10 section H on May 9 and 10, 2008. The topic of the lesson was “Conditional Sentences.” During the first lesson there was no satellite transmission service because of the failure of electricity.

The teacher presented the grammar lesson through detailed explanations. He introduced the lesson using the examples that were taken from the reading passage. The teachers wrote the sentences on the board as follows:

The danger of pollution can/will be reduced if every body takes responsibility to keep the environment clean.

If every body cleans their environment, we will have a better world.

If we keep our forests, we will get fresh air, and better health condition.

If we keep our water clean, we will avoid water borne diseases such as diarrhea, cholera etc.

Then the teacher asked students to identify ‘if clause’ and ‘main clause’. And then the teacher explained the ‘if clause’ can come after the main clause. He showed some examples. He illustrated ‘if the if clause’ come at the beginning of the conditional sentence, comma is used to separate it from the main clause.

Having done that the teacher wrote some impossible conditional sentences.

Examples:

If we had conserved our soil and forests very well, we wouldn't have suffered from drought.

If we had worked hard, we would have produced enough.

If we had used our water resources effectively, we would have been self-sufficient in hydroelectric power.

He explained the difference between the probable condition and impossible condition using the given examples. The teacher showed how the tense of if clause and main clause are changed when they change them to type one conditional to type three. He attempted to explain their

meaning difference .Then the teacher asked students to do an exercise to identify which ones are probable and impossible conditions in the first exercise.

In exercise two the teacher asked the students to complete sentences using the correct forms of the verbs in brackets. The teacher read the first sentence:

T: If we (go) to live in England, our English would have improved. (Some students raised their hands)

S1: If we went to live in England, our English would have improved.

T: Is she right?

Ss: No.

T: Right .what should be the correct answer?

T: Okay. Tomas.

Tomas: If we had gone to England, our English would have improved.

T: Excellent. No2. It (be) difficult for him to get another job if he leaves the farm. (Genet)

Genet: It will be difficult for him to get another job if he leaves the farm.

T: Very good. If it is not so heavy, I (carry) the ladder for you.

S3: If it is not so heavy I will carry the ladder for you

T: I (tell) you the answer if I had known what it was.

S4: I will tell you the answer if I had known what it was.

T: No. who will try it?

Lesson 2

In the second lesson the teachers wrote" unless "on the blackboard. He explained that if the students want, they can use ‘unless’ instead of ‘if not.’ He also told them ‘unless’ can be used with probable conditions. He wrote some examples.

The flowers will die if you do not water them.

These flowers will die unless you water them.

The teacher explained the use of unless using examples. Immediately the teacher ordered the

students to do the exercise in the textbook to substitute 'unless' instead of 'if not'. The first question, the teacher did for the students. The teacher read the second one.

T: They won't come if they are not invited.

S1: They won't come unless they are not invited.

T: No. Another student?

S2: They won't come unless they are invited.

T: You are right. We must substitute 'unless' instead of 'if ...not.' No.2

We will be late if we don't hurry.

S3: We will be late unless we hurry.

T: Good. No. 3.

In conclusion, the teacher presented the lessons by giving detailed explanations with the examples. The emphasis of the reason was mainly form-focused. Even though the explanations followed the practice exercises; they didn't help the students develop creative and independent use of the language. The lessons were presented explicitly. The teacher offered explanation with two examples.

He ordered them to substitute 'unless' instead of 'if not'. This kind of activities called substitution drills. They are highly mechanical and students can do the activities without understanding the meaning of the sentences. The teacher spent much of his time by doing the activities at the sentence level. The teacher motivated the learners to participate in the exercises. He read and invited students to do it. Students raised the hand and answered questions.

Students were not encouraged to elicit their own ideas based on the new structure. The lessons were not presented using real objects, facial expressions, pictures. The teacher did not use different techniques to show the meaning and use of the language structure. The grammar items were integrated in the reading passage. The teacher made students read examples that were taken from the passage. However, the integration of grammar items with other skills was not motivating. Though it was not successfully applied, I observed that when students got into groups and pairs to do an exercise in the textbook some of the group members did not give any

attention to the given activities.

4.3 The Textbook Analysis

In the process of exploring the effectiveness of communicative grammar teaching, it was felt extremely important to evaluate textbook to determine whether it was likely to lead students to active communication in English language classes. It is obvious that the country like Ethiopia where English is just taught and learned as a second/foreign language; textbook influences all the teaching learning process. All classroom practices are highly influenced by the textbook. Almost all teachers present what the textbook contains whether it is inductive or deductive, communicative or mechanical, at discourse level or in isolated sentence.

The Grade 10 English textbook, *English for Ethiopia*, was analyzed and evaluated based on some criteria taken from the review of related literature such as ways of presentation and types of grammar activities. At first, I evaluated the presentation of the grammar in textbook on the basis of inductive and deductive approaches. Secondly, the exercises in each section were classified as mechanical, meaningful and communicative (see review of related literature page 18-19 for detail). The textbook was evaluated based on the types of drills used. All the exercises in the textbook were investigated using the criteria of the classification of the drills.

4.3.1 Ways of Presentation

The current Grade 10 English students' textbook, *English for Ethiopia*, is published in 2005 and put in use in 2008. The book contains fourteen units. Each unit consists of six sections which are reading, vocabulary, grammar, speaking, listening and writing. In each unit the third section consists of grammar points.

Majority of the grammar sections are presented deductively. Among the fourteen grammar sections, eleven of them are presented in this approach. For example, in the first unit the grammar section discusses expressing contrast using *though*, *although* and *even though*. It begins with an example, taken from the reading passage in section one.

Although the situation is serious, it is not too late.

And it is followed by explanation about contrasting clause. It also gives two isolated sentences:

Markos is sick. He has come to school

Then it explains how the meaning of the first sentence is contrasted with the meaning of the second sentence. If one is sick, we do not expect him/her to come to class. It elaborates the possibility of linking these two sentences by using ‘although’, ‘though’ and ‘even though’. It, besides, explains that these subordinators can interchangeably be used without much difference in meaning. Furthermore, some examples are given in isolated sentences and their meanings are explained.

Finally, this grammar section explains that these subordinators can be placed at the beginning or the middle of the two sentences.

As stated with the above illustrations attempts have been made to relate grammatical points with reading passage. But the sentences have been isolated from the context (see the textbook page 12).

In the same way, in the second unit the grammar section presents “The Position of Adverbs in Sentences.” It begins with a short paragraph which contains a couple of adverbs.

***Internally**, instructions or data can be **temporarily** stored in silicon ROM chips that are mounted **directly** on the computer’s main circuit-board. Computer systems can store data **internally** and **externally**. Publishing is **increasingly** happening in electronic form. **Light pens** can be used to write **directly** on the monitor screen.*

(See the textbook page 32)

It continued explaining four types of adverbs in English such as adverbs of manner, place, time and frequency. It explains each type of adverb using two or three example sentences. Eleven of the grammar sections are presented in such deductive way. However, there are three sections which encourage learners to discover the rule by themselves.

For instance, in the third unit the grammar section discusses ‘the past perfect tense’. It first presents a short reading text about ‘Jane Nameru.’ It offers situations how past perfect tense is used. The grammatical points are written in the bold. Here is the text:

*Jane namiru... who was only 22 years old when I went to visit her was lying on the hard concrete floor of her parent's house. The house was dirty and very hot. She lay on the with her frail, thin body cushioned from the concrete by only a torn piece of old foam rubber. In addition to this misery, a rash covered her body... she had chronic diarrhea and she vomited whenever she tried to eat. Her breathing was shallow and short. She was too weak to walk. As a result she spent her days staring outside at the children playing in the sun. Jane **had been** breast feeding her second child until recently, but she no longer had any milk. She **had been** a bar lady in keyotera before she came back home as an AIDS patient. She was the tenth victim of AIDS whom I **had visited** that day in keyotera, which is a small town of only 2,000 people. Many of the victims expressed in despair that heir lives **had already been** spoilt. It was an organizing incident. As a journalist I **had never encountered** such a situation before.*

Then questions are given to the learners to discuss in small groups to discover the form and the meaning of the tense using the provided situations. It involves learners to identify form, meaning and use of the past perfect tense (see the textbook page 56-57).

Similarly, in unit thirteen example sentences that illustrate conditional sentences are taken from the reading passage. It also gives some more conditional type-three sentences and explained that this types of conditional sentences are used to express unfulfilled actions. Finally the text presents some questions like what tense in 'if clause' and what tense 'main clause' are used.

As stated earlier, teaching grammar in the textbook is highly dominated by deductive approach. Only three sections out of fourteen are presented inductively in the textbook. The remaining eleven grammar sections are presented with abstraction and rules. This implies that the textbook is focused on the explanation of grammar rules rather than providing learners' opportunity to discover the rule by themselves.

4.3.2 Analysis of Grammar Exercises

As stated in the review of related literature, any grammar textbook may consist of mechanical, meaningful and communicative activities. As a result, the grammar exercises in grade 10 English textbook, *English for Ethiopia*, are categorized by number. In order to be placed in one of the categories the exercises have been analyzed.

Table 16: Frequency and percentages of grade 10 English textbook grammar exercises by category

No	Types of activities	Frequency	Percentage
1	Mechanical	46	54.8
2	Meaningful	25	29.8
3	Communicative	13	15.4
	Total	84	100%

The textbook analysis revealed that mechanical drills were dominant in the overwhelming majority cases. Mechanical drills cover 54.8% of the exercises in the textbook. And 29.8% of the activities are meaningful. The remaining 15.4% of the exercises are communicative. The authors of the textbook claim that the book is communicative which enables learners to use the target language in classroom situations. It was also expected that it contains proportional or more meaningful and communicative activities.

Since the focus is enhancing communicative language teaching/learning within meaningful contexts. However, the major emphases are mechanical drills. And the communicative grammar activities have the lowest in proportion. In many exercises, students are required to manipulate grammar rules. Moreover the majority of the exercises are done individually though there are some activities for pairs and groups.

In conclusion, the textbook analysis showed that the textbook dominantly presents grammar points through explanations. It does not use different kinds of techniques and contexts. Many grammar explanations are presented in decontextualized sentences. It does not motivate teachers

to use pictures, actions or visual aids to help learners understand the meaning and use in appropriate conditions.

Though the authors claim to endorse that the book has communicative orientation, the analysis shows that mechanical or form-oriented approach has a dominant place. However, this does not imply that the textbook is not better than its predecessors. It is surely better than the previous textbooks.

A textbook should contain mechanical, meaningful and communicative activities as basic parts in the textbook. Even though everyone is not in total agreement, many second language educators suggest that a textbook should present grammar items in mechanical form first, moving quickly to meaningful drills and finishing in communicative activities (Ellis1997). Nevertheless, it seems logical textbooks contain proportional ratio of activities. Moreover, the target of communicative grammar teaching is to enable learners to use the target language structure naturally in real contexts and to provide them opportunities to use the language in these contexts. As a result, grammar exercises in the textbook should contain various activities such as problem solving, information gap, role play, completing cloze paragraphs, describing or rewriting stories about pictures, and completing sentences with appropriate grammatical forms.

CHAPTER FIVE

5. Summary, Conclusions and Recommendations

5.1 Summary and Conclusions

This study focused on exploring the appropriateness of communicative grammar teaching in three selected schools in South Nations in Gurage Zone. The questionnaires obtained data on the interplay between what teachers and students applied to put communicative grammar teaching theories in actions in language teaching classes. Classroom observation was also used to gather information on the application of the techniques, strategies and activities in grammar teaching. Besides, the textbook analysis was made to get further information about the study the way in

which grammar is presented and how proportionally mechanical, meaningful and communicative activities in it are involved

On the basis of the results obtained from the questionnaires, the classroom observations and the textbook analysis, the following conclusions were drawn.

- The majority of the participants know that the purpose of grammar teaching is to enable learners to produce grammatically acceptable sentences in communication (See Table 2 and 9). And they believe that students learn grammar better when it is presented inductively when they are involved in discovering the rule using several sample examples (see Table 3, 4, 6 and 12). However, the majority of the grammar lessons are presented deductively. Teachers offered detailed explanations on the given grammar rule. Students are not encouraged to discover the rule (see Table 7 and 14).
- The vast majority of the participants and the textbook analysis showed that there is little integration of grammar with other language skills except some sentences taken from the reading passages. There are no listening activities to complete specific grammar points. There are also no writing activities like parallel writing, describing picture and the like after introducing grammar points (see Table 7 and 14). The teaching of grammar is still rule governed and mechanical. The lessons are chiefly presented in isolation.
- The majority of the participants never use written or oral contexts to produce relevant information. They also do not use meaningful contexts and situations in grammar lessons. They do not use pictures, actions, visual aids and objects to convey meaning of a structure (see Table 7 and 14).
- The recent practices of grammar teaching lack many important features in the light of communicative grammar teaching principles. The most frequently used grammar teaching techniques are not contextual and communicative (see Table 5, 8 and 15). Teachers do not use various techniques and strategies to teach grammar. They are not able to use role plays games, group and pair works properly in order to teach grammar.
- Classroom observations showed that teachers failed to apply communicative approach to language teaching. This is because teachers do not motivate the learners to write and speak freely after they have introduced certain grammar points (see Table 9 and 13). They follow the textbook strictly which is highly focused on manipulation of grammar

rules. Even though the textbook sometimes provides exercises to complete students by themselves, neither the TV-teacher nor live-teacher motivates learners in carrying out the activities. This implies that teachers do not use task-based communicative method to grammar teaching.

- The vast majority of the respondents and the textbook analysis showed that there are much more mechanical activities than meaningful and communicative activities. Students are not frequently given problem solving and information gap activities. But they are given a vast proportion of completion, conversion, transformation and substitution drills in classroom activities (see Table 8, 15 and 16).
- Classroom observations showed that plasma TV did not give ample time for students to practice the structure of the language effectively and efficiently. It made learners passive observers in the majority of the exercises (see observation 1).

5.2 Recommendations

Depending on the findings discussed, the following recommendations are made:

English language teachers should not only know grammar well enough to explain to their students, but they should also use different techniques when they present grammar in their classes. Teachers should integrate grammar items with language skills to develop accuracy and fluency. Explanation should be short, clear and productive; otherwise, it can take too much time that can be devoted to communicative activities. Teachers should use oral and written authentic materials to introduce the structures. They should allow students to discover the structure on their own in reading and listening texts.

Communicative grammar teaching can effectively be achieved by incorporating tasks which are communicative in the textbooks like, role plays, games, and problem solving and information gap activities. Group work and pair work should also be included to teach grammar communicatively. They can offer a better chance for learners to interact with each other on new structure in various contexts.

Grammar exercises in the textbook should be presented to help learners express their ideas freely. Students should be given the chance to practice and produce language. They should be given activities that encourage them to speak and write with the structure. They should be involved in meaningful and purposeful activities. The activities should enable learners to express their ideas, feelings and attitudes using their grammar knowledge in order to enhance their language ability.

The grammar exercises in the textbook should contain a variety of exercises such as mechanical, meaningful and communicative. There should be balance among activities. The grammar activities in the textbook should include picture description, structured role plays and games. The grammar exercises should also be presented in real contexts and situations to provide learners with opportunities to use the language in these contexts.

Textbook designers should take into consideration the needs and interests of learners when they prepare grammar activities. They should provide the activities some discrete, some integrated, some interactive, some individual, some group or pair work that help learners to expose to various opportunities to apply their grammatical knowledge. They should also provide teachers with sufficient advice and guideline on how to teach grammar communicatively.

The television teacher should add some attractive features rather than reading the textbook line by line. It should present picture, actions, facial expression and teaching aids. It should also offer enough time to practice the language appropriately. The present condition of plasma TV grammar teaching is not task-based and communicative. Consequently, ministry of education and educational media agency should take measure to improve or change the implementation of the technology according to the needs and interests of the learners.

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Appendix I
ADDIS ABABA UNIVERSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
GRADUATE PROGRAMME
Survey Questionnaire

Dear Teachers,

This questionnaire is designed to gather information for educational research in a foreign language teaching. The research question focuses on the exploration of the effectiveness of communicative grammar teaching. Your genuine and honest response to the questionnaire is worthwhile. Thus, you are kindly requested to read the questions carefully and give your responses to each question. The information will be kept strictly confidential, and will not be used to assess you in any way.

I am extremely grateful for your cooperation.

Thank you in advance!

I. Personal information

A. Qualification _____ major _____ minor _____

B. Work experience as English teacher _____

C. Grade level you teach _____

D. Load in a week _____

E. Average number of students in a class _____

F. Sex F M

II. Please read and answer each question

1. The main goal of grammar teaching is to get learners;

A. Understand and explain the rule of the language

B. Learn to produce grammatically accurate sentences

C. Mention if any other _____

2. In which way do you think students learn the language better?
- A. Consciously understanding grammar rules
 - B. Engaging in the activities which are personally meaningful to them
 - C. Mention if any other _____
3. When you teach grammar, it is chiefly presented at the _____
- A. Sentence level
 - B. Discourse level
4. How do you present grammar items?
- A. Deductively (explicitly)
 - B. Inductively (implicitly)
5. Grammar exercise in the textbook should be presented in meaningful contexts and situations.
- A. Strongly agree B. Agree C. Uncertain
 - D. Disagree E. Strongly disagree
6. The knowledge of grammar helps learners to communicate effectively and efficiently
- A. Strongly agree B. Agree C. Uncertain
 - D. Disagree E. Strongly disagree
7. We learned to speak our first language without studying grammar. Thus, there is no reason for us to study the grammar when we learn an L₂.
- A. Strongly agree B. Agree C. Uncertain
 - D. Disagree E. Strongly disagree
8. Teachers should discuss grammar explicitly
- A. Strongly agree B. Agree C. Uncertain
 - D. Disagree E. Strongly disagree
9. Using a variety of techniques in grammar teaching enables learners to use the language communicatively.
- A. Strongly agree B. Agree C. Uncertain
 - D. Disagree E. Strongly disagree

10. The grammar section in the textbook, you teach at the present time is

A. Mainly traditional with explicit teaching

B. Mainly communicative with context and meets students' interests

III. Put a tick (✓) mark the techniques you use when you teach grammar and indicate the most appropriate rating scale for each of the given item. (Responses are given using rating scale: Always, Sometimes, Rarely and Never)

Item no11	How often do you use the following techniques and strategies to present grammar?	Always	Sometimes	Rarely	Never
A	Detailed explanation				
B	Offering students grammar rule first with examples				
C	Make students discover grammar rules by themselves				
D	Using contexts and situations such as pictures, objects, actions to convey meaning of structure				
E	Present it through reading text				
F	Present it through listening text				
G	Present it through short guided dialogue				
Item No 12	How often do you use the following activities and techniques to practice grammar?				
A	Mechanical drills				
B	Substitution table				
C	Transformation drills				
D	Conversion drills				
E	Meaningful activities				
F	Information gap activities				
G	Problem solving activities				
H	Games				
I	Role plays				
J	Offer students individual work				
K	Offer students pair work				
L	Offer student small group work				

Item no.13	How often do you:	Always	Sometimes	Rarely	Never
A	Make students write and speak on the grammar items which they have introduced?				
B	Motivate students to use grammar items to say something about themselves?				
C	Encourage students to produce their own writing on the target structure?				
Item no.14	When your students make grammar mistakes, you _____				
A	give your students a chance to correct themselves				
B	Invite other students to correct it.				
C	Correct it immediately				
D	Tolerate it				

Appendix II
ADDIS ABABA UNIVESSITY
INSTITUTE OF LANGUAGE STUDIES
DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE
GRADUATE PROGRAMME
Survey Questionnaire

Dear students,

This questionnaire is designed to gather information for educational research in a foreign language teaching. The research questions focus on the effectiveness of communicative grammar learning. It is to explore how effectively the teaching learning of grammar in English classes. Therefore, your genuine and honest response to the questionnaire is worthwhile. You are kindly requested to answer each question. The information will be kept strictly confidential, and will not be used to assess you in any way.

I am grateful for your corporation

Thank you in advance!

I. Personal information

- A. School _____
- B. Grade and section _____
- C. Age _____
- D. Sex _____
- E. Number of language you can speak _____

II. Please read and answer the questions carefully

1. Why do you learn grammar?

- A. To explain and understand grammar rule
- B. To learn the language to use for communication
- C. To pass the examination

2. When do you learn the grammar of English language better?

- A. When you are given explanation explicitly

B. When you are discovering the rule using several examples

C. Mention if any other_____

3. You need to know the grammar rules to apply them in writing and speaking

A. Strongly agree B. Agree C. Uncertain

D. Disagree E. Strongly disagree

4. Most exercises of grammar activities in the new textbooks are understandable and can be done by students with less difficulty.

A. Strongly agree B. Agree C. Uncertain

D. Disagree E. Strongly disagree

5. We learned our first language without over studying grammar. Thus, there is no reason for us to study the grammar when we learn English

A. Strongly agree B. Agree C. Uncertain

D. Disagree E. Strongly disagree

6. The knowledge of grammar helps learners to communicate efficiently and effectively?

A. Strongly agree B. Agree C. Uncertain

D. Disagree E. Strongly disagree

7. Learning grammar is interesting

A. Strongly agree B. Agree C. Uncertain

D. Disagree E. Strongly disagree

8. It is very important to know form, meaning and use of grammar structure in language learning.

A. Strongly agree B. Agree C. Uncertain

D. Disagree E. Strongly disagree

9. Learning grammar at discourse level is boring.

A. Strongly agree B. Agree C. Uncertain

D. Disagree E. Strongly disagree

10. After you introduced and practiced a new grammar structure you talk and write in an involved way.

A. Strongly agree B. Agree C. Uncertain

D. Disagree E. Strongly disagree

II Put tick (✓) mark the strategies that your teacher uses to teach you and indicate the most appropriate rating scale for each given item you practice during grammar learning.

Item no11	How grammar is frequently presented?	Always	Sometimes	Rarely	Never
A	Using sentences in isolation				
B	Deductively (explicitly)				
C	Inductive in (implicitly)				
D	Using reading passages				
E	Using listening texts				
F	Using meaningful situation and context				
H	Using short guided dialogues				
I	Using actions, pictures and objects to convey meaning of a structure				
Item No 12	How often do you use the following activities and strategies in the teaching learning of grammar?				
A	Substitution				
B	Conversion drills				
C	Transformation drills				
D	Role play				
E	Games				
F	Problem solving activities				
H	Information gap activities				
I	Group work activities				
I	Pair work activities				
J	Individual work				

Appendix III
Observation checklist

Name of the school _____

Number of students _____

Grade and section _____

Date of observation _____

Topic of the lesson _____

1. How does the teacher present the grammar lessons?
2. What is the emphasis of the lesson?
3. How does the teacher draw students' attention?
4. Are the grammatical items presented and practiced in a meaningful context to develop creative and independent use of the language?
5. What is the context?
6. Does the teacher present grammar items with detailed explanation and give some examples?
7. Are students encouraged to discover the grammar rule by themselves?
8. Are students asked to practice the structure of the language at discourse level or at sentence level?
9. How balanced is the treatment of form and meaning? Is there emphasis on language form or meaning and use?
10. How does the teacher motivate the learners to practice the grammar lesson?
11. How do students react to the activities?
12. What kind of techniques does the teacher use to make students use the language?
13. Are students encouraged to produce/ elicit their own idea based on the topic introduced?
14. How effectively does the text book encourage learners to produce their own sentences in the given structure?

15. When the grammar lesson is presented,

No		Yes	No
A	Detailed explanation is given		
B	Used written and oral context to produce relevant information		
C	Presented the lesson using pictures and visual aids		
D	Used different kinds of techniques		
E	Integrated the grammatical patterns with language skills		
F	Students work individually, in pairs, in groups		
G	Used communicative activities		
H	Students are motivated to manipulate the grammatical exercises		
I	Students are encouraged to use the new grammar item to make meaningful sentences		

16. How does the teacher treat/deal with errors?

I, the undersigned, declare that this thesis is my original work, and all sources of materials are duly acknowledged

Name: TIGLU GEZA NISRANE

Signature: _____

Place: Institute of Language Studies

Date: July 14, 2008