ADDIS ABABA UNIVERSITY GRADUATE SCHOOL COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND COMMUNICATION

DEPARTMENT OF

FOREIGN LANGUAGES AND LITERATURE

EXPLORING THE IMPLEMENTATION OF CLT IN TEACHING GRAMMAR AT FRE-HEWOT NO 2 SECONDARY AND PREPARATORY SCHOOL

BY

BAYISSA GEDEFA

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APPROVED BY BORD OF EXAMINERS

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ADVISOR	**SIGNATURE**	**DATE**
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EXAMINER	**SIGNATURE**	**DATE**
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Lists of Acronyms

EFL: Teaching English as a Foreign Language

ESL: Teaching English as a Second Language

CLT: Communicative Language Teaching

PPP: Presentation, Participation and Production (the three phases of a lesson)

NGO: Non Governmental Organization

HERQA: Higher Education Relevance and Quality Assurance

MOE: Ministry of Education

PTA: Parents Teachers Association

Abstract

The main objective of this study was to investigate whether CLT principles were implemented to teach grammar. To assess the factors that hold back the practical application of this approach was also the primary target of the study. Questionnaire, interview, classroom observation, tests and document analysis were used to gather the necessary data. Two types of questionnaire and interviews containing somewhat related concepts and equal number of items were designed and delivered to both the teachers and the students. On the other hand, three grammar classes with different teachers were observed to validate the data obtained through the aforementioned tools. Two grammar tests were given only to the students for further exploration of English grammar teaching circumstances. Both tests constituted 10 items; however, they are different in that one is rule/structure oriented and the other is context/situation oriented. The current grade 9 English Textbook was analyzed for its suitability to run successful grammar teaching which was supposed to be the other source of data. Eventually, the study found that communicative grammar teaching is not being successfully implemented on account of some gaps. The overall findings include: the students' lack of opportunities to practice language items in meaningful situations, the teachers' reluctance to employ various techniques of teaching and using different tasks as well as adapting the textbook based on the students' background knowledge. Besides, the inadequacy of the textbook (both in content and distribution), the students' poor exposure, shortage of class time and the unmanageable class sizes are identified as the major hindrances. Finally, hoping that the study initiates others for further inquiry, some recommendations were made to settle the existing gaps.

Operational Definitions

The following terms are given definitions in light with this study as follows.

Communicative grammar: one of the EFL/ESL skills in which set of rules are included to maintain effective communication by focusing on form, meaning and context it is used in real life situations**.**

Modern (contemporary): the communicative EFL/ESL teaching approach which is supposed to currently in use.

Approach: refers language teaching and learning theories that encompass sets of practices and principles including different methods and techniques.

Method: refers to detailed specification of contents (i.e. lessons and tasks), roles of teachers and students, and the teaching techniques and procedures. It refers to the overall plan used for the orderly presentation of grammar lessons.

Technique: a technique refers to a particular activity or task carried out during the classroom instruction to achieve the objective of the instruction. The instructional materials, the classroom organizations used to realize the lesson and the tasks are the part and parcel of technique.

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Making learners aware of grammatical concepts is one of the fundamental aspects in teaching English as a foreign language. However, it is also helpful for them to learn other language skills, too. Ellis (1997) claims that grammar teaching is one of the bases in realizing learners to communicate effectively and boost their communicative skills in second language proficiency. Nevertheless, different studies conducted by Girma (2005) Geremew (1994), Melese (1992), and Hailom (1982) at different levels show that most students who completed their secondary schools and joined their tertiary level lack adequate proficiency in English language. Grammar as part of language teaching helps learners develop the skills essential for their succession 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. Byrnes (2007), White (1987), and Fotos and Ellis (1991) and Petevitz (1997) state that communicative grammar instruction can improve the quality of second/foreign language learning/teaching.

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, Petrovitz1 (1997) remarks that language structure should be taught in context that involves some basic principles of communicative language teaching In grammar teaching, it is important to make the language as realistic as possible. Zhenhui (2005) claims that a teacher should provide students with suitable situations and contexts that encourage them to ultimately use the rules in real life communication.

As a result, specific grammar structures should be taught and practiced effectively in contexts which are natural and necessary to learning. It is decisive to prepare materials to teach grammar in a communicative way. Haregewain (1993) and Alamirew (1992) notes that grammar lessons should include games, role-play, and simulations, pair works, group works, information gap and problem solving activities to enhance students' communication. 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 very important 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 practice and effectiveness of communicative grammar teaching at grade 9. Some researchers at AAU, on related area, conducted their study at different times on different titles. However, they do not have any concern about the effective implementation of communicative based approach grammar teaching which the researcher of the study at hand aims to focus on. For instance Beyene Gebru (2008) conducted his study on 'the teachers' perception and classroom practice of CLT'; Lakachew Mulat (2003) again conducted on 'teachers' attitudes towards CLT and practical problems in its implementation'. Tiglu Geza (2008) also conducted his study on the 'appropriateness of communicative grammar teaching'; Seyoum Haile's (2008) study entitled, 'comparative study of grammar teaching methods employed by televised teacher and non-plasma school teachers' is another related study.

1.2. Statement of the Problem

It is obvious that grammar skill is one of the key elements in learning language for effective and real life communication purpose. Ur (1988) states that grammar is viewed as the central area of a language around which reading, writing, speaking, vocabulary and other components like meaning and function of a language revolve. It is evident that we can not accurately pass the intended message without grammar knowledge.

Cook (2001:20) states, grammar is sometimes called the conceptual system that relates sound and meaning insignificant in itself but it is impossible to manage without it. Hence teaching foreign language grammar has a vital importance for good command of foreign language where there is no natural way of acquiring the language (Ibid). Surafel (2002:71) states, 'the

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teaching and learning of English in our high schools would be expected to follow the communicative approach to language teaching.'

In analogy to this, Stern (1983:346) shows that know-how in L1 or L2 comprises mastery of the form, linguistic, cognitive, and affective and socio-cultural meaning expressed by the language forms as well as the capacity to use the language with the maximum attention to communication and minimum attention to form, and the creativity of language use.

Theories and approaches of second language teaching lay fundamental principles on how to address second language or foreign language grammar skill in which it is as equally important as other skills. Ellis (1997) explains that grammar teaching is one of the essential elements of language that enables learners communicate efficiently and meaningfully so that they can boost their communicative skills in foreign language.

In teaching grammar, as the contemporary EFL/ESL claims, teachers are normally expected to help their students produce grammatically correct language in their real life communication. Grammar teaching also needs to enable learners in their education where by the target language is used as the language of instruction.

It is very important that having a good skill of grammar further equips the learners with a better understanding of the contents in each course of study with little difficulty. This can only be realized by making grammar teaching focuses on form, meaning, and function in the mean time. Cunningsworth (1984:32) and Harmer (1991:4) recommend that a teacher has to introduce a new peace of language structure by using various methods to teach forms, meanings, and uses. The researcher in his study, therefore, remains to sponsor this reality as enthusiastically as possible.

Nevertheless, teaching grammar currently has not gained effectiveness: most teachers, who are particularly teaching at secondary schools, are not effectively practicing as intended. The researcher has actually come across some problems such as; teachers' incapability to implement effective grammar teaching based on communicative approach. Most teachers hardly employ various types of teaching methods which is below the standard of communicative grammar teaching principle. Yet, Haregewain (1993), Alamirew (1992) and Tiglu (2008) claim that grammar lessons should include games, role-plays and simulations,

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pair and group works, information gap and problem solving activities to enhance students' communication.

Most English teachers give little emphasis to teaching grammar for communication purpose as they teach form oriented grammar explicitly. In light with this, 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. They still remain using traditional method of teaching grammar rules, patterns and word arrangements. In addition to these, they do not encourage the learners to use the language pattern for communication through speaking and writing. In this regard, Zhenhui (2005) suggests that a teacher needs to provide students with suitable situation and contexts that give them confidence to communicate in their real life using the rules. Furthermore, (Tiglu) recommends that there should be adequate but balanced activities that are contextually meaningful and communicative.

Then again, most high school and university students, even though they are good at memorizing grammar rules, they can hardly use the language in communicating with their teachers, friends, and during their term paper presentation as intended.

Concerning the teachers' recent endeavor to apply communicative grammar teaching approach, they scarcely exploit the desired amount and variety of teaching learning activities. Knowing that English teachers do not practice effective communicative grammar teaching beginning from lower grade level, the researcher then focuses on the most comprehensible aspect of communicative language teaching and middle grade level as well as conducive study area i.e. "Exploring the implementation of CLT in Grammar Teaching at Fre-hewot No. 2 Secondary and Preparatory School ". It is, therefore, to scrutinize to what extent teachers deal with grammar skill to address the students' day-to-day communication demands through communicative based language teaching. To this effect, the study strives to answer the following questions.

1. Do teachers use CLT to teach grammar?
2. How often do teachers teach grammar using CLT?
3. What are the constraints hindering the practice of communicative based grammar teaching?

1.3. Significance of the Study

The study remains so significant for that it concentrates on the sensitive issue whether English language teachers constantly practice effective grammar teaching or not with respect to the principles of communicative language teaching. The researcher found this study will serve different purposes which are expected to encompass the following points.

A. It initiates English language teachers to implement a sound grammar teaching in response to communicative based approach i.e. through involving the learners to understand the form, meaning, and function of a newly introduced piece of grammar in a clear context and real situation.

B. It reminds teachers that they should more often practice various techniques and strategies in teaching ESL/EFL grammar so as to help the learners become active participants both in the classroom and in their day to day communication.

C. It gains a good attention of those who wish to develop curriculum and design ELT materials and teachers training institutions so that they can use it as the preliminary source of information.

D. This study may also motivate other researchers to conduct same or related but further studies.

1.4. Objectives of the Study

1.4.1. The Main Objective

The main objective of this study was to investigate whether EFL teachers adequately practice the principles of CLT in teaching ESL/EFL grammar. On the other hand, the study was

supposed to find out factors that hinder the use of CLT in grammar teaching-learning process. The more specific objectives of the study are given as follows.

1.4.2. The Specific Objectives

A. The study specifically aims at assessing the extent to which ESL/EFL teachers implement communicative approach in grammar lessons.

B. It is to examine how frequently English teachers practice grammar teaching in such a way that students can easily understand the form, meaning and function of a newly presented grammar item.

C. The study targets at finding out the factors affecting the practical application of communicative based grammar teaching.

1.5. Scope of the Study

The study mainly concerned with the exploration of the practice and effectiveness of communicative approach in ESL/EFL grammar teaching with particular to Fre-hewot No. 2 Secondary and Preparatory School grade 9 English teachers of 2013 academic year. The study, therefore, is delimited to investigate the extent at which ESL grammar is taught through communicative approach discipline and practiced as required. In order to come up with a good conclusion in line with addressing the underlying constraints related with the title in focus, the researcher selected a specific language skill and feasible area of study. This further helps the researcher reserved from unexpected time wastage and finance expenditure. In short, the study deals with the exploration of the extent at which communicative approach is being practiced as effectively as necessary in ESL/EFL grammar teaching.

<center>**CHAPTER TWO**</center>

<center>**2. REVIEW OF RELATED LITERATURE**</center>

The study under this chapter reviews some basic points underlying the research topic and other related issues. Historical overview of grammar teaching, some basic concepts of grammar and second language teaching approaches are more or less are topics under discussion. Additionally, grammar teaching methods and communicative grammar teaching along with its guiding principles are also other considered issues. Finally, the researcher attempted to review studies conducted on grammar teaching and grammar related issues in the context of Ethiopian schools.

2.1. Historical Overview of Grammar Teaching

Traditionally, grammar has been considered as being of primary importance in language teaching. It is regarded as structure based and formal activity. Atikins, Hailom, and Nuru (1995) state that traditional grammar asks the question, 'what do the forms in a sentence mean rather than what the sentence in a context means'. They basically identify that grammar more focuses on providing direct explanation of grammar rules in the form of hard and fast rules.

This attitude, however, is no longer maintained and as a result direct grammar teaching has been eliminated from today's second language classes. In 1980s, an anti grammar movement was experienced, perhaps influenced by Krashen's idea that grammar can be naturally from meaningful input and from opportunities to interact in the classroom. In other words, Tricia Hedge (143) describes that grammatical competence can be developed in fluency oriented environment without conscious focus on language forms teaching methods. Changes in language teaching methods throughout history have reflected a shift of focus from reading and writing proficiency to oral proficiency. Consequently, grammar teaching also addresses oral skill in addition to the usual practice of teaching grammar for reading and writing purposes. Early text books consist of statements of abstract grammar rules, lists of vocabulary, and sentences for translation. These sentences are constructed to illustrate the grammatical system of the language and consequently bear no relation to the language of the real communication. Students devote over translating sentences such as,

"The philosopher pulled the lower jaw of the hen."

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"My sons have bought the mirror of the Duke."

(Richards & Rodgers 2001, p.4).

This approach to foreign language teaching became known as the Grammar Translation Method. In grammar translation method the learning occurs through memorization drilling exercises. When students want to use in real life conversation, it is found that they are not able to speak in the target language. So the learning becomes purposeless to a large extent.

On the other hand, using creative techniques and providing plenty of opportunity to practice in situations, which encourage them to communicate their needs, ideas and opinions, will enable them to operate grammar effectively in the real world. So the importance of communicative and creative activities is essential for learning grammar. These types of activities share some features with Communicative Language Teaching. In Diane Larsen-Freeman (2004:121) Widdowson's theory of communicative performance referred to two aspects of communicative performance: the ability to produce correct sentences and the ability to use the knowledge of the rules for effective communication. That is to be able to communicate requires more than mastering linguistic structures. Again Halliday observed that students must learn to apply as well as learn the language itself. Halliday has talked about seven functions of language (instrumental, personal, interactional, regulatory, representational, heuristic, and imaginative) which are effective for learning grammatical forms because grammar is learned through the activities in a communicative and interesting way. Students can learn to communicate meaningfully in a target language through different creative activities.

However, the best way of grammar teaching is to present the grammar rules in such a way that students will subconsciously learn the rules and it will only be possible through communicative activities. Through communicative activities, students will first communicate and later on they will learn the grammar inductively. Chomsky's theory of language acquisition is based on the hypothesis that innate knowledge of principles of Universal Grammar (UG) permits all children to acquire the language of their environment, during critical period in their development. When a child learns the first language during critical period, he or she doesn't memorize any rule but acquire it by daily practicing it in daily situations or activities. Patsy and Spada (1999:36) states presuming that first language

acquisition is similar to second language learning, some linguists now argue that Universal Grammar offers the best practice from which to understand second language acquisition.

In a nut shell, traditional grammar asks the question what each structure or element, that are the end to language learning, in a sentence means regardless of the speakers' and receivers' attitude in a context; however, the contemporary grammar mainly deals with how the structures of a sentence are used to express the intended meaning and use based on the contexts and the intention of the interlocutors. Hence, unlike the traditional approach, language form is not the end to language learning instead the means to the end.

2.2. Some Basic Concepts of Grammar

All languages have their own grammar. It is a sound, structure and meaning system of language. People who speak the same language are able to communicate since they instinctively share the grammar of the language. Students whose vernacular is English already recognize the grammar of English. Brown (2006) also remarks that students in learning grammar know the sound of these words and different ways of putting words to make meaningful sentences. Harmer (1987:1) notes that, "Grammar is the way in which words change themselves and group together to make sentences."

Harmer further explains, grammar is the description of the ways in which words can change their forms and can be combined in to sentences in that language. This on the other hand points out all the elements in a sentence which attribute to its actual meaning. These include the two main parts of a sentence: noun phrase (NP) and verb phrase (VP). Noun phrase (NP) is further sub divided in to a determiner (D) and noun (N). Verb phrase (VP) is also further sub divided in to a verb and another verb phrase (VP2) which constitutes a verb (V2) and a determiner (D2). These eventually get its correct order as:

- ❖ S = NP + VP = D+ N +V + D2 +N2 active voice or
- ❖ S = D2 +N2 + be + V + by + D + N passive voice

Like in the sentences;

- ❖ The Doctor   treats   the patients.   (Active voice)   or
    NP   VP
- ❖ The   patients   are   treated   by the   Doctor. (Passive voice)
    D2   N2   be   V   D   N

There are certain changes and additions observed on the grammar rules that govern the correct word order (syntax) and morphemes of the language which signifies the time of action, number, gender and the like information.

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 in Celce-Murcia (1988:16) grammar is a system of rules of syntax that decides the order and patterns in which words are arranged together to make sentence.

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. Bloor and Bloor (2004:247) claims that people use it to do certain functions like stating facts, introductions, accepting or declining invitation, asking for or giving directions, advising and so on. It tells us the relationship between the participants and shows where the topic of the message. Atkins, Hailom and Nuru (1995) further describes that it is also a means 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.

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, as Thompson (2003:11) states, 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. Atkins, Hailom and Nuru (1995) and Tudor (1996:209) affirm that grammar is the means by which people organize messages in any communicative activity as effectively and as efficiently as possible. It is the part of the study of language which deals with the forms and structures of words and sentences and meanings. Cook (2001:20) describes that grammar is sometimes known as the analyzing scheme that relates sound and meaning insignificant by itself and impossible without it. This approves that meaning and sound are highly bound together by language structure in order to convey important message of communication activities. Similarly, Batstone (1994:3) confirms, the absence of grammar in a language badly handicaps human beings' communication. Webster

1972:21) also describes that grammar is the system of word structure and word arrangement in a given language at a given time.

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.

2.3. Second Language Teaching Approaches

There have been two perspectives of teaching a foreign language; the earlier traditional approach and the recent contemporary approach. The primary focus of both views targets at enabling learners to come up with the effective usage of the target language not only in their education but also in their daily communication at different situation and with different group of peoples. However, the extents to which these approaches address their objectives vary due to the presence of some methodological defects in one of the two philosophies that provokes certain linguists to discover an alternative line of attack to address the recent demand of the target language respective to the preliminary objectives.

2.3.1. The Traditional Approach

Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit formation. Good habits are formed by having students produce correct sentences and not through making mistakes. Errors were to be avoided through controlled opportunities for production; either through writing or speaking. The chances of making mistakes were minimized by dialogs and performing drills.

In this regard, 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 can be developed during the repetition of grammatical systems that have been set in to pattern drills. Learning was extremely under the control of the teacher. This has been known as

the structural approach, and it is the most traditional way of language teaching. It emphasizes more on the formal aspect of language rather than use.

Richard and Rodgers (2001:17) find out that language is a 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: subject, verb, and object which comprise noun phrase and verb phrase. A sentence structure also include the smaller units that modify word structures (morphemes) their correct order of arrangement (syntax). Cook (2001) more asserts that learning a language is breaking the language in to its components in order to scrutinize and recognize its structure for the reason that they think the knowledge of linguistic form is the basis for language use. Wilkins (1972) also notes:

> 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.

Brumfit (1986:5) remarks that 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. 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.

Tarore 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 exploit this knowledge for genuine communication. Cunnings worth (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 appropriateness of the utterance.

Peterson (1986:2) explains that in this view the teachers should always act as 'questioners, initiators, teachers and formal instructors.' 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 basis the appearance of other possible approaches and methods in foreign language teaching to communicate meanings.

2.3.2. The Contemporary Approach and Its Guiding Principles

This on the other hand, known as the communicative approach, is referred to as the modern way of foreign language teaching that emphasizes the use and meaning of a language item. This could be the product of educators and linguists who had grown disgruntlement with the audio-lingual and grammar translation methods of foreign language instruction. Tudor (1996:7) states the educators 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. Larsen-Freeman (1986:26) describes that these criticism and counterarguments go in front to a new approach to language teaching which focuses on language function and use rather than the formal aspect of language.

The communicative approach to language teaching is, relatively, a newly adapted approach in the era of foreign/ second language teaching. It is a hybrid approach to language teaching,

essentially 'progressive' rather than 'traditional' (Wright 2000:7). Savignon (1991) indicates that Communicative Language Teaching can be seen to drive from multi disciplinary perspectives that include at least, linguistics, psychology, philosophy and educational research. Richards and Rodgers (1986), Savignon (1991) and Brown 1994) describes that it is generally accepted that, proponents of CLT see it as an approach, not as a method. For Brown, for instance, "communicative language teaching is a unified but broadly-based theoretical position about the nature of language and language learning and teaching" (1994:244-245).

He further maintains that though it is difficult to generate all of the various definitions that have been offered, the following four interconnected features could be taken as definitions of CLT.

1. Classroom targets are paying attention on all of the mechanisms of communicative competence and not limited to grammatical or linguistic competence.
2. Language teaching methods are chosen to employ learners in the practical, authentic, and functional use of language for momentous purposes. Language structures are not the essential center of attention but rather features of language that enable the learner to achieve those purposes.
3. Fluency and accuracy are considered as corresponding principles fundamental communicative methods. At times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.
4. In the communicative classroom, students eventually have to use the language, productively and receptively, in unrehearsed contexts.

In line with this, Richards (2006) claims that language learning has been recently viewed from different perspectives. It is seen as resulting from processes such as:
- ❖ Interaction between the learner and users of the language.
- ❖ Collaborative creation of meaning.
- ❖ Creating meaningful and purposeful interaction through language.
- ❖ Negotiation of meaning as the learner and his or her interlocutor arrive at understanding.
- ❖ Learning through attending to the feedback learners get when they use the language.

- ❖ Paying attention to the language one hears (the input) and trying to incorporate new forms in to one's developing communicative competence.
- ❖ Trying out and experimenting with different ways of saying things 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. Richards and Rodgers (2001), Hutchinson and Waters (1994) and Harmer (1991) state that this approach gives a special attention to the needs and interests of the learners. 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. Thompson (1996:13) describes the students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

Petrovitz (1997) declares that 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;

> 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 excluded in communicative approach.

Communicative approach to teaching second languages stresses on 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. Jones (1993) states that the goal of communicative language teaching is to accustom 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. Vatpatten (1998:926) states communicative language involves learners from skill

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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. Savignon (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-play, simulations, pair and small group activities have gained acceptance and widely recommended for inclusion in language teaching programs. In this regard, Harmer (1981:5) also claims:

> Communicative activities have many advantages: they are usually enjoyable; they give students a chance to use their language; they allow both students and teachers to see how well the students are doing in their language learning; and they give a break from the normal teacher- students' arrangement in a classroom.

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. Breen and Candling (1980) further describes that the learners negotiate meanings, interact with their groups and solve problems by themselves.

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 follows.

> 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 contexts. 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.

Generally, Richards (2006) briefly identifies ten foundation assumption of CLT as follows.

1. Second language learning takes place by students are involved in interaction and real communication.
2. Satisfactory classroom learning tasks and activities give chances for students to infer meaning, widen their language abilities, perceive how language is used, and participate in real communication.
3. Effective interaction comes from learners exercising content that is important, relaxing, involving and purposeful.
4. Communication is a continuous course of action that often demands the application of many language abilities or modalities.
5. Language learning is assisted both by exercises that require inductive or discovery learning or underlying rules of language use and organization, as well as by those involving language analysis and reflection.
6. Language learning is a step by step development that requires creative use of language, and trial and errors. Although errors are a natural product of learning, the primary goal of learning is to acquire the ability to put in action the new language both perfectly and easily.
7. Students boost their own ways to language learning, exercise at different speeds and have diverse desires and inspiration for language learning.

8. Effective language learning requires the use of successful learning and communication tactics.

9. The duty of the teacher of a language classroom is that of an assistant, who makes the language classes favorable to language learning and grants chances for learners to employ and put in to practice the language and to show on language function and language education.

10. The class is a society where students study through cooperation and exchanging thoughts

2.4. Grammar Teaching Methods

In the history of language teaching, there are two most common methods by which teachers employ to present grammar. These are teaching grammar deductively and teaching grammar inductively. Both methods are separately discussed in the proceeding sub topics.

2.4.1. 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. Humboldt (1974), states that this kind of our presentation is deductive for we infer or deduce language from a rule. 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. Bygate and Tornkyn (1994 and Harmer (1987) believe that it encourages teachers to teach grammar explicitly to their students. 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. As Cunningsworth (1984), Harmer (1987) Ellis (1991) and Fortune (1998) describe, 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. 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 purposefulness 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. As to Larson-Freeman (1986) teachers can take the advantage of this by providing students with descriptive understanding of each point of grammar.

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, Harmer (1987) cited in Girma (2005) indicates that some grammatical structures are acquiescent to deductive; while others are better suited to 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 inflexible and exclusively to one strategy or the other. Many teachers agree that it is very important to use the combination of approaches. Ur (1988: 4) says, "There is no doubt that knowledge - implicit or explicit - of grammatical rules is essential for a mastery of a language: you cannot use words unless you know how they should be put together."

Teaching is a pragmatic process and we should use whatever 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.

2.4.2. Teaching Grammar Inductively

Inductive grammar teaching is one of the most known methods in which learners are 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.

2.5. Communicative Grammar Teaching

Communicative grammar teaching is based on the principles of the communicative language teaching approach, CLT, 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. Atikins, Hailom, and Nuru (1995:86) state that communicative grammar teaching seems to supply a reasonable authentic and vivid contexts and situations in which new language can be presented and application of rules can be established through motivating exercises; tasks that will help learners to expand knowledge of system of use inductively; certain clear explanation regarding how the elements of the grammar system work; leading in where necessary to assist students recognize that rules are not inflexible but may be true most of the time; a due attention on that change in grammatical structures create meaning changes, and chance for the learners to use language for actual communication purposes as well. Dickins and Woods (1988) and Ellis (2002) state that the teaching of grammar should not be at the sentence level only but it should also be presented at the discourse level.

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.

Celce-Murcia and Hilles (1988) also claim that 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. 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.

Wilkins (1972) describes that 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. 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 combines 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. Nitta and Garden (2005) believes that grammar-based tasks often use classroom as context, building language practice around the people and objects and activities here and now in the classroom

In communicative-based teaching, grammar practice means that people are communicating in real time about real things in a real place for a real purpose.

Celce- Murcia (1997) further states that communicative grammar teaching creates awareness and understanding of the form, meaning and appropriate use of structures. 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.

Nunan provides three decisive strategies as to the way teachers can establish their approach to the teaching of grammar: one is that it should focus on the development of procedural rather than declarative knowledge. Procedural knowledge refers to the process oriented knowledge that enables the learners to use it for communication, but declarative knowledge is to indicate only knowing the rules. Therefore, learning grammar means using it in communicative contexts which involves the learners to take part in lots of learning by doing activities.

Secondly, it is important to make the relationship between grammatical forms and their communicative functions clearly understandable. Teaching grammar in isolated sentences does not make the lesson fruitful and effective unless the teaching procedure is accompanied with some sorts of communicative situations-authentic language use.

The third guideline claims that integration of both deductive and inductive methods of teaching in grammar teaching is very important. This is to emphasize that implementing various methods of teaching enhances the rate and scope of learning.

These guidelines are similar with the procedural teaching-learning process based on the PPP approach.

The main responsibility of the teacher on the other hand according to Nunan is to maintain the quality of presentation of grammatical items considering form, meaning and use at the same time. Ur (1991:82) provides parameters to guide the teacher and evaluate whether a grammar presentation is successful:

- ❖ The structure should be presented in both speech and writing;
- ❖ Both the form and the meaning should be taught;
- ❖ Enough examples in meaningful contexts should be provided;
- ❖ The teacher should be sure that the learners understood the lesson;
- ❖ The structure should be given a "grammar book" name;

- ❖ The lesson should help the learners to communicate;
- ❖ Any other useful terminologies should be considered;
- ❖ Useful rules should be given to the students and should be elicited from them at the same time;
- ❖ Appropriate detail of explanation should be given considering the level of students;
- ❖ The balance of using L1 and L2 should be determined;
- ❖ The teacher should deliver the lesson with clear and moderate speed of speech as well as legible hand writing.

2.5.1. The Teachers and the Students' Roles

Both teachers and students have their own peculiar duties and responsibilities in the teaching-learning process of the target language. Teachers, unlike in the traditional language teaching approach, have limited and definite responsibilities to carry out. Likewise students' roles are clearly identified from teachers. However, students are supposed to remain more responsible and main actors in their learning than teachers in communicative grammar teaching. Some basic points regarding this are to be discussed.

2.5.1.1. The Teachers' Roles

Breen and Candling (1980:99) cited in Richards and Rodgers (1986:77) state the roles language teachers ought to play as follows. The teacher has two main roles. One is to facilitate the communication process among all participants in the classroom, and between participants and the various activities and texts. The second role is to act as an independent participant within the learning-teaching process. These roles involve a set of secondary roles for the teacher; first, as a controller of resources and a resource himself, second as a leader within the classroom procedures and activities.

A third role for the teacher is that of a researcher and learner, which much to contribute in terms of appropriate knowledge and abilities, actual and observed experiences of the nature of learning and organizational capacities.

Furthermore, scholars such as Littlewood (1981:19), Gatbonton and Segalowitz (2005:340) Harmer (1991:235-242), Richards and Rodgers (1986:77-78) disclose the roles a language teacher needs to play in communicative classrooms as put below.

- ❖ **Need analyst:** responsible to determine and address the learners' language needs.
- ❖ **Counselor:** takes responsibility of reconciling misunderstandings among interlocutors to maximize communication through paraphrasing, confirmation and feedback.
- ❖ **Manager:** manages the ongoing group processes in the classroom setting for communication and communicative activities.
- ❖ **Resource:** being as knowledge provider offers the necessary help when the learners are missing and they deserve assistance.

2.5.1.2. The Students' Roles

In CLT context students are seen as processors, performers, initiators and problem solvers. However, Richards and Rodgers (1986) describes that in the traditional teaching practice learners are passive receivers and depositors of knowledge in their mind which has been told by their teachers. Learners ought to participate in classroom activities based on cooperative rather than individualistic approach to learning. Besides, learners need to be comfortable with listening to their peers in group work or pair work tasks, rather than depending on the teacher for model.

Learners are also expected to shoulder a greater degree of responsibility for their own learning (Richards, 2006). Larson-Freeman (1986) also states that learners are believed to actively be engaging themselves in meaning negotiation and in attempts to make them understood so that they learn to communicate.

2.5.2. 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 as to Wright (1989:96) activities and strategies employed in a communicative classroom will differ from teachers to teachers. 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. Nitta and Garden (2005) states that the teachers must provide interesting, realistic inputs that include appropriate vocabulary and relevant grammatical structures

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 to solve problem 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. As Ur (1988) describes some others also suggest the use of tasks aimed at promoting accurate production of the target structure. Van Patten and Cadierno (1993) as cited in Fotos 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-plays, and pair works 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 simple 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. They are further presented separately to be discussed.

A. 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. Alkharat (2000) states that drills, which are commonly provided in text books, can be categorized as mechanical, meaningful and communicative

Mechanical drills are controlled drills which help learners produce examples of structure which are predetermined by the teacher, and have to confirm to very clear and closed ended. 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 hardly are similar to the actual communication. They do not require students to learn anything; they only require mimicking 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, Wright 1989, Richards and Nunan (1990) remark that students may consider grammar is boring if the teacher concentrate on meaningless mechanical drills.

As to Harmer (1987) meaningful drills are another kind of drills that can help students to develop understanding of the workings of rules of grammar because they require students to make form meaning corrections. 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 normally require students to recognize the associations among form, meaning and use. In these drills, students check and develop their ability to use language ideas and information. Lee and Van Patten (1995) cited in Kalivoda (1990) describes that

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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. Communicative drills encourage students to connect forms, meaning and use because multiple correct responses are possible. In communicative drills, students respond to a rapid using the grammar point under consideration, but providing their own content. For example Wright (1989:19) states 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.

B. Interaction activities

Harmer (1987:45) claims that these are activities in which practice of language is enjoyable and meaningful. Information gap activities and charts can be examples of interaction activities. 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).

C. 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.

2.5.3. Techniques of Communicative Grammar Teaching

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

A. Pictures

Scholars such as, Celce-Murcia (1988), Harmer (1987) and Batstone (1994) claim that pictures are one of the techniques which are useful for presenting grammar lessons. This author typically argues pictures are interesting techniques for teaching grammar lessons in all phases (in presentation, in focused practice, communicative practice, and for feedback and correction). According Celce-Murcia, entertaining and carefully designed pictures have the potential to motivate students and to respond more than a text book. This is because pictures are more contextualized than learners' books as they encompass various units of the students' real life.

B. Graphs

The same author Celce-Murcia (1988) claims that it is possible to teach grammar points communicatively by using different kinds of graphs. The reason for this is that graphs are free to different interpretations and are able to entertain learners to different language usages.

C. Games

Games particularly play important role to make the learner use the language communicatively. Games promote learners to keep up their interest and work. Games also help the teacher create contexts in which the language is helpful and meaningful. Rex2003, Celce-Murcia 1988 and Rinvolvcri (1984) describe that a well chosen games are invaluable as they give a break. They allow students to practice language skills and grammar items. They are highly inspiring since they are amazing and at the same time challenging. It minimizes nervousness and allows the acquisition of input. Rinvolvcri (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 a variety of ways. They also give introverted students the opportunity to communicate their views and understanding. They are crucial part of grammar lesson as they reinforce a form discourse match. Through well-planned games, learners can perform and internalize the target language structure.

D. Role-plays

This is one of the most common 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 their ideas using their own words. As Wright (1989:126) states, it can be funny and dramatic so students are able to pretend and learn a lot from each other. Role-plays contextualize the grammar lessons effectively. There are several ways of using role-plays at the classroom level. The interest and the age of the learners should be given a due attention. Petrovitz (1997:201) states that role-play can be used to practice specific grammatical structure.

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. Saricoban and Metin (2000) describes that students can perform different kinds of activities in group or pairs.

Celce-Muricia (1988) suggests on the procedures to use role-play as a techniques for teaching grammar as follows.

Hand out the problem to students and then introduce and explain difficult words and structures necessary for the task.

1. Divide students in to groups if necessary in which they discuss and play the role. During this step, the teacher should allow students to communicate and should not interrupt at the middle of the discussion for any correction. However, the teacher has to take notes on grammatical errors for later correction. After each group has performed the role-play, the entire class discusses the questions raised in connection with the situation.

2. The last step can be assigning writing exercises based on the role-play or related question. Furthermore, subsequent grammar lessons based on the errors observed during the exercise could be presented for further internalization of the structure.

All in all, role-play can create a natural and meaningful situation to learn and practice grammar.

E. Songs

It is obvious that songs, most of the time, are ways of cultural expressions for a society. In analogy to this fact, Celce-Murcia (1988) says that songs have the capacity to describe cultural practices and historical events of a community. At the same time, most songs are authentic materials and are rich in context. Therefore, they enable the learners to see how a particular song is applied in real life situation. For those reasons, the author says that songs are invaluable techniques for teaching grammar.

F. Poetry

Poetry is also one of the effective techniques used for contextualizing any grammar lesson and even for other skills. Poems like songs create image about cultural practice and reflect moral feelings of a society. Again the author (ibid) says that poems have the nature of repeating a definite grammar item and this repetition enhances the structure to be easily internalized.

G. Telling Stories

It is fact that most people like story. Human being by nature is attracted by history for historical, cultural, economical and entertainment reasons. Celce-Murcia (1988) proposes that if students are thought grammar points using the cultural practices and life experiences of their own community and others experiences as well, they can invest their mind deeply in

learning the language. This surely motivates the students to learn langue structures subconsciously.

H. **Problem Solving Activities**

These are task-based activities and have purposes beyond the production of correct speech. Chen (1995) says that they are also the examples of one of the most preferable communicative activities. 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. Rinvolvcri (1984) describes that they can be used to generate any specific grammar point. They can also be used at all levels. It is also possible to integrate with all skills in such activities. Eventually, Saricoban and Metin (2000) remarks that problem-solving activities provide favorable conditions and usages for extended communicative practice of grammar. 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. Larson-Freeman (1986) affirms that such activities are student centered; hence, by using them we give a chance to our students to express themselves and enjoy themselves during learning.

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.

2.5.4. Integrating Grammar with other Skills

This refers to the relationship among different language skills. Grammar, therefore, remains the spice that is inseparable of any communication 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. As to Larson Freeman (1997), 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.

In analogy to this, Harmer (1991:31) discloses: firstly, it is very often true that one skill cannot be performed without another. It is impossible to speak in a conversation if you do not listen as well and people seldom write without reading-even if they only read what they have just written. Secondly, though, people use different skills when dealing with the same subject for all sorts of reasons. Someone who listens to a lecture may take notes and then write a report of the lecture.

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. Rojas (1995) and Ellis (2002) suggest that after learners listen to conversation on a tape; ask them to find specific examples of grammar points. 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. Nunan (2004) says, these kinds of activities include text replication, text completion, text manipulation, text elicitation, grammatical judgment and text editing. 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. Ellis (1995) suggests that 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.

Short essay can be used to practice grammar. Celce-Murcia (1991:149) claims that more advanced students may be given exercises in which they should determine grammar of a given text. 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." Fotos and Ellis (1991:605) describes that 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. These encourage foreign language learners to increase their knowledge of L2 rules and are able to use the language in different conditions.

2.5.5. Effective and Creative Grammar Learning

In CLT classroom, students are believed to focus on creative language learning activities. It is just not drilling or memorizing that enable students to use language spontaneously and creatively. Therefore, students need to be involved in creative role-play, simulations, dramas, games, projects, etc. This especially is assumed to be realized during the production phase of the PPP frame work of a typical grammar lesson. Harmer (1991:106) explains that skills are highly integrated as far as the nature of any language is concerned.

2.5.6. Authenticity of Examples and Situations

It is one of the principles of CLT to associate language classroom with students' life. This can only be possible through utilizing real world or 'authentic' as the basis for classroom learning. Clarke and Silberstein (1977:51) suggest that classroom activities should parallel the real world as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and not the medium. The purpose of reading should be the same in class as they are in real life. In favor of this idea, the advantages of using authentic materials are their provision of real language and cultural information about the target language. They also address students' needs as well. Furthermore, they support a more creative approach to teaching.

2.5.7. The Classroom Organization

It is vital to have a well organized classroom to facilitate communicative grammar teaching through which students can be engaged in different activities. Larsen Freeman (1986) claims that these activities are expected to enable the students willingly express their feelings during arguing, debating, or promising. Pair work and group are the two most common organizations in CLT classroom. This, however, does not mean a student does nothing alone.

McDonough and Shaw (1993) and Harmer (1991) state that pair work helps students to switch through information and distribute it based on the given tasks. Doff (1988) further explains that the language teacher can group the whole class in to pairs, and every student can work with his/her colleague and all pairs work at the same time.

Besides, Brumfit (1984) Atkins, Hailom and Nuru (1995) describe that it is more interesting for students to do grammar exercises in pair, orally or through writing, than doing alone. Pair work grants students the chance to use English meaningfully and naturally.

Group work now a days, regardless of its effectiveness, has been used in CLT classes. It is believed that it provokes interaction among the group by making each student responsible for ideas and facts to contribute something on the topic under discussion. Here, it is a good opportunity that students do not bother about how to say something rather about what they want to express which let them express learn how to use grammar effectively.

Richards (2006) sets some advantages of pair or small group works for students' language learning as below.

❖ They get the chance to learn from their peers through hearing when it is used.
❖ They get opportunities and a stress free stage for generating a lot of language without the fear of making mistakes.
❖ Their interest to accomplish tasks will increase.
They become competent enough in fluency.

2.5.8. Phases of Grammar Teaching

In the previous 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.

2.5.8.1. The Presentation Phase

This is the first phase 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. The teacher, therefore, performs different activities so as to realize this successfully because it is the most critical phase at which the effectiveness of the proceeding phases is determined in advance. Harmer (1991) states;

> One way of the teacher's job is to show how the new language is formed how the grammar works and how it is put together. One way of doing this is to explain the grammar in detail, using grammatical terminology and giving mini-lecture on the subject. This seems problematical, though, for two reasons; firstly many students may find grammatical concepts difficult, and secondly it will only be possible in monolingual group at lower levels if the teacher conducts the explanation in the students' mother tongue.

Harmer (1987:17) defines the presentation phase 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 that in foreign language-learning circumstances relation could be established with the local language (L1) or with what is already known of the foreign language (L2) or it could be set up 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 phase 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 endeavor.
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.

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 phase 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 identifies a model containing five procedures throughout the whole phases of teaching a language item; lead in, elicitation, explanation, accurate reproduction and immediate creativity.

2.5.8.2. The Practice Phase

The practice phase is the second phase of the organization of teaching grammar for communication purposes. At this phase, skills are learned by doing or through constant practice. Ur (1988) states that this is the phase 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. 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. Ur (1988) describes that the final task is to move to relatively free production of the language.

2.5.8.3. The Production Phase

At the production phase, the learners use the language meaningfully to communicate and complete messages. Teaches 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 phase to free practice phase. The teacher first introduces students a new structure of the target language. And then they try to internalize it through the given structural practices. Final they are offered different activities to do by themselves at this stage. Celce-Murcia (1988) explains at this that ideally at this stage, students are free to say whatever they want. They choose the direction of their conversation.

At the production phase, 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. Ur (1988) suggests that 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. Let us suppose the teacher teaches the learner

about the present continuous tense where he/she facilitates his/her students to talk or write about continuous experience. The teacher can ask questions like: what are you doing? , what am I doing?. The students a head of time discuss a lot what are happening at that moment 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.

2.5.9. Feedback and Correction

CLT has its own discipline to handle students' errors. Thus, it is crucial to entertain errors and provide feedback and correction in communicative grammar teaching-learning practice. Feedback and correction must take place throughout the lesson. There are different kinds of error correction: peer correction, self correction, and teacher correction. The teacher's correction may vary according to the change of the phases of the lesson. Celce-Murcia (1988:27) states, in the practice phase, correction should be predominantly straightforward.

The same author also claims that global mistakes that violate the overall structure of a sentence should be given more emphasis than mistakes that cause only little problem in understanding the idea. 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. Ur (1996), Prabhu (1987), and Seed house (1999) state that giving feedback (oral or written) on a friendly way to help learners use language for meaningful communication.

Tudor (1996:215) suggests that in the case of grammar, the first step with respect to error correction is establishment of certain basic parameters.

> Teachers use different manses 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.

2.6. Survey of some Studies on Grammar Teaching in Ethiopian Schools

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 hold 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 versus 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

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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.

Indeed, in line with all the facts and findings of different scholars discussed in this chapter, the researcher believes that the findings of this study will guarantee whether communicative grammar teaching is being effectively practiced in the selected grade level of the school.

CHAPTER THREE

3.   THE RESEARCH DESIGN AND METHODOLOGY

The study is designed to explore the extent at which communicative grammar teaching is being implemented in EFL/ESL grammar teaching. The main objective of the study therefore goes to find out how effectively and frequently teachers implement the principles of CLT in teaching grammar. In order to accomplish this objective, the researcher gathered ample data using questionnaire, interview, test, observation, and document analysis. These tools were delivered to the sample population. Questionnaires were distributed for both teachers and students before all. Next, selected individuals from both groups were interviewed. Thirdly, classroom observation was held for teachers and tests were delivered to the students. The researcher undergone this procedure based on the degree of importance of data gathering tools. The major tools were given priority. Both qualitative and quantitative methods were used to analyze the data. The data gathered by each tool were organized and tabulated quantitatively but summarized qualitatively.

3.1. The Study Area

The study was holistically conducted at Fre-hewot No. 2 Secondary and Preparatory School. It is located in Addis Ababa, Nifassilk Lafto Sub-city, Wereda 9 on Bishoftu Road Behind Kadisco Building. The researcher selected this grade level for that the students were supposed to begin independent, learning by themselves in reading and writing different texts, and the researcher chosen the school for the great number of population   he came across while doing a business there. He then interested in conducting his study hoping that the diversity represents other secondary schools' methodological problems in relation to English grammar instruction.

The school was a junior secondary public school for many years before it became governmental school. The school had got to launch secondary and preparatory level so as to satisfy the highest demand of education for a great number of children living its surrounding. Therefore, the school got its current name very recently.

3.2. Subjects of the Study

Both the sample teachers and the students were the target subjects of the study. Grade 9 English teachers and regular students of Fre-hewot No.2 Secondary and Preparatory School

in the academic year were the main sources of relevant information. All the teachers of grade nine, five of them, from which one of them was female, were taken as the direct participants.

The students on the other hand, were randomly selected from 16 sections totaling 1074 students. From this, 561 were female students and the rest 513 were males. Ten students from 15 sections and 11 students from one section were randomly selected as the sample size then found to be 161 students.

3.3. Sampling Techniques

Availability sampling and stratified sampling techniques were significantly applied to teachers and students respectively. As there were only 4 male and 1 female teachers of the grade level in focus, the researcher dealt with all of them. The students were selected from each 16 sections again through simple random sampling technique which is known as lottery method. Draws equal to the number of students in a section were prepared to be picked up by each student and then they had equal chance to be selected. Ten or 11draws were '1' written on and the rest were not written on. Eventually, ten students from 15 sections and 11 students were selected as sample population.

3.4. Data Gathering Tools

The researcher used different kinds of tools to gather the necessary data. These tools were designed before the actual data collection time and presented to the advisor and two other scholars for test so that they were directly delivered to the sample population; methodically recruited teachers and students of grade 9. The utilized tools included questionnaire, interview, observation, tests and document analysis. They are enumerated as follows in addition to the way they were dealt with and delivered.

3.4.1. Questionnaire

Questionnaires were prepared for both teachers and students. They had three parts; personal information, which serves to provide accurate description of the respondents, items focusing on the communicative grammar teaching learning, and items concerning about the factors which were supposed to influence the process of communicative grammar teaching practices.

Both the teachers' and the students' questionnaires contained almost the same types and concepts of items (see Appendix-A and Appendix-B). The questionnaire which was designed

for students, in order to let students easily catch up with the message in each item, was translated in to Amharic, the majority students' first language. Both the teachers and the students filled the questionnaires out of the class time from March 4-8/2013.

3.4.2. Interview

The other technique that the researcher employed in gathering data was personal or individual interview. It was hoped to dig up appropriate information from the respondents. Roger (1997) clearly emphasizes the importance of interview as it is the most flexible means of obtaining information since face to face lends itself easily to questioning in greater depth and detail which is not possible through questionnaire and classroom observation.

Four of the teachers and 7 randomly selected students out of the sample size were interviewed. It was deliberately done to maximize the reliability of the data obtained through questionnaire like the classroom observation.

The interview contained both structured and unstructured questions which were delivered orally or by reading the questions turn by turn as a subject responds (see Appendix-D). Like in the questionnaire, the interview questions were translated in to the most students' vernacular language, Amharic.

3.4.3. Classroom Observation

The researcher conducted a direct classroom observation. Teaching methodology of 3 teachers normally was observed. The researcher then prepared an observation checklist by which he evaluated the lessons (see appendix-C). It was designed on the basis of classroom instructional activities and techniques employed by teachers as well as instructional materials utilized in the teaching-learning process. It was only for the periods of grammar teaching that the researcher held an observation with respect to the time arranged a head of time. Staff teachers were invited as co-observers to secure the observation from personal miss judgments.

3.4.4. Textbook Analysis

Written documents used in the teaching-learning were supposed to be another source of information. Grade 9 English text book for Ethiopian students was analyzed in particular. Other documents used as teaching inputs such as: teachers' lesson plans, exam or quiz papers

and the students' exercise books had been considered to be analyzed if possible for cross checking some related and important points. However, that could not be realized due to time constraints to do so.

3.4.5. Test

Two types of tests were delivered only to the students for comparison. Both tests were supposed to measure the students' grammar skills in two different ways. The first test relatively focuses more on form than the meaning and the context at which its structure is used for actual communication purpose. The second one normally encompasses form, meaning, and usage in appropriate contexts as it can be used for daily communication activities (see Appendix-E). The tests were supposed to diagnose whether the students have been effectively learning grammar through communicative approach or not. On the other hand, these two tests, like the other tools, were utilized as data gathering mechanisms with respect to the problem of the study. These tests were delivered to the same group of students at different times, the structure based; test 1, followed the communicative based one.

CHAPTER FOUR

4. DATA ANALYSIS, INTERPRETATION AND DISCUSSION

The study under this chapter embarks on the analysis, interpretation and discussion of the data obtained from teachers and students' responses through questionnaires, interviews, classroom observations, textbook analysis and tests. Data collected through questionnaire from both teachers and students were tabulated so that the number of respondents along with their percentage in each item was identified. In doing so, the data collected from the teachers through questionnaire, interview as well as classroom observation were analyzed first. Similarly, the data obtained from the students through questionnaire and interview including the comparison tests was secondly analyzed. The textbook was scrutinized separately. The two major sources of data were teachers and students. The third source of data goes to the current grade 9 Ethiopian English textbook. These therefore were interpreted in to three different topics. The analysis, interpretation and discussion of data were relatively based on the responses of the majority of the sample population or the most frequent value.

4.1. Analysis of Teachers' Responses

Table 1: The subject teachers' statistics

| Service Years | Qualifications | | | | Total |
| | Degree | | Diploma | | |
	Male	Female	Male	Female	
Less than 5 years	1(MTa)	-	-	-	1
6-10 years	1(MTb)	1(FT)	-	-	2
11-15 years	1(MTc)	-	-	-	1
16 years and above	1(MTd)	-	-	-	1
Total	4	1	-	-	5

Key: **(MT) refers to 'Male Teacher'; (FT) refers to 'Female Teacher'**

As stated in the subjects of the study, there are 5 English teachers. One of them is female and the rest are males. All are first degree holders majoring English and Amharic as their minor subject of study. They have been teaching for years ranging from 4 to 20 years. The table above more or less asserts this fact. They are all teaching at Fre-hewot No.2 Secondary and Preparatory School grade 9, mentioned in the study area.

Table 2: The teachers' responses whether they are constantly enabling their students communicate using grammatically correct sentences or not

Item No. 1	Responses	Respondents				Total	
		Male		Female			
		No.	%	No.	%	No.	%
Are you enabling your students to communicate using grammatically correct sentences?	Yes	2	40	-	-	2	40
	No	2	40	1	20	3	60

As can be seen in the table (3)60% of teachers responded that they are not enabling their students to communicate using grammatically correct sentences. The rest (2)40% teachers however responded they are enabling their students to do so. Majority of them answered the item negatively by reasoning out that their students have no good exposure of English language before they have come to the grade level they are now in. The teachers who responded this item negatively exposed that there is no suitable class room and sufficient time to engage a very large number of students in communicative activities during instruction. (MTa) forwarded the following.

> In relation to grammar teaching, students have no previous exposure to English skills in general. They have very little theoretical concept of grammar. They know that grammar is the rules of a language but know not its usage and contexts in which it is used in the actual communication. In fact there are students who are brilliant enough by their own effort. The contents in the textbook are also another head ache in that it is beyond the level of learners' understanding.

This reveals that the attribute for the inconvenience is the students' previous exposure to grammar items. The students' lack of ability to attempt to communicate, at least with their teachers and classmates, using grammatical utterances, undoubtedly, is the teachers teaching method since lower grades.

There were many reasons pointed out for the students' limited ability which encompass all the predicaments associated with the school administration. (MTd) noted the following.

> By the way, grammar is not the only skill which enables learners to become competent speakers, but I believe that it has its own contribution for boosting their communicative competence. Nevertheless, the school administration is very poor.

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Students are not disciplined. Unless the teachers are in the classroom, it seems that there is no school. A great number of students wander in the school campus and disturb those learning in the classroom. Except a few students, most of those in the class even are not happy in attending English classes at all, on the other hand. Many students, especially girls, very much bother about their beauty; wearing and hair style and ornaments as it is common to see girls beatifying themselves during classes.

This was practically proved by the researcher during data collection that he encountered some students' reluctance to complete questionnaire papers although their teachers asked them to do so. They do not even show any respect to their teachers. This disciplinary problem remains the most serious problem of the school not only on teaching English but also on teaching other subject matters, as most teachers claimed. Some teachers said that they do not worry about the quality of teaching but to cover the portion according to the academic calendar.

As to this circumstance the classroom observation revealed that the teacher was not in the position to engage the students in the creative learning activities based on the language items in focus so that he/she deduce that they really learned the lessons. In order learning to take place, the students should produce their own sentences which are meaningful, contextualized and communicatively functional. This is to say the teachers in most cases of the observation sessions did not attest the students' clear understanding of the lessons.

Table 3: The teachers' thought on what learners benefit from learning English grammar

Item No. 3	Variables	Respondents				Total	
		Male		Female			
		No.	%	No.	%	No.	%
What do you think your students benefit from learning grammar?	Know and explain its rules	1	20	-	-	1	20
	Identify grammatically correct sentences	1	20	-	-	1	20
	Use it in different situations for communication	2	40	1	20	3	60
	Another	-	-	-	-	-	-

In response to the third item, presented in the table above, (3)60% of the respondents answered that they think their students gain, from learning grammar, the ability to communicate in different situations. Another (1)20% of them replied that students are able to

identify grammatically correct sentences from the incorrect ones. The rest percentage responded that their students get the knowledge of explaining the rules of the language. Here, most of the respondents claim that learning grammar skills help the learners to use it in different contexts of genuine communication.

Even though most teachers believe that grammar helps the students communicate in different contexts, the researcher along with the co observers saw, from three observed classes, only one classroom observation approved that the teacher involved the students to practice the language item in a real situation.

Table 4: The teachers' responses on the way they often make grammar lessons understandable

Item No. 4	Variables	Respondents				Total	
		Male		Female			
		No.	%	No.	%	No.	%
How do you often make grammar lessons clear and understandable to your students?	Giving detail explanation in the form of short note	1	20	-	-	1	20
	Giving its pattern like: S=S+V+O	-	-	-	-	-	-
	Translation-in to vernacular language.	1	20	1	20	2	40
	Using contextualized examples in sentences	2	40	-	-	2	40
	Another	-	-	-	-	-	-

This table represents the respondents' response on the means through which they often make grammar lessons clear and understandable. Based on this, two (2)40% groups answered that they use translation and contextualized examples. The remaining (1)20% replied they do this by giving detail explanation in the form of short note. This shows that most teachers use translation method and contextualized examples to make grammar lessons clear and understandable to their students.

This table generally implies that most teachers use both translation and contextualized example sentences evenly.

On the other hand, the classroom observation indicated that the teacher simply introduced the grammar, in all observation sessions, by writing the topic on the blackboard with model example sentences bearing the language items underlined as;

<u>*all and every*</u>

<u>*All students feel nervous before exams.*</u>

<u>*Every student feels nervous before exams.*</u> (See textbook 179)

The teacher then explained how and when to use all and every in sentences orally. The teacher proceeded to introduce another language items, the usage of no and none, the same way as the above.

Next, the teacher gave the students group work on the exercise number 1 and number 2 on the following page. Some students were not with their textbooks to work on. They were looking for students with textbooks to work together. Those with their textbook were discussing on the exercises using their first language and some students were asking questions using Amharic and the teacher also was answering the questions using Amharic too. In this phenomenon the teacher tried to organize them in group although it took him a long time. He did not monitor all the groups equally and as properly as it should be. It was not possible to say the students successfully did what they had been told to do.

Eventually, he requested the class to give their answer so that voluntary students raised their hand and answered the questions reading only the answers of the questions. He concluded the lesson by offering them home take exercises on the rest activities in the textbook on page 180.

Such a methodology was almost common to all the observations held during grammar classes. This is the procedure undergone during one the three classroom observation sessions.

Generally, the PPP procedure was not successfully applied in that students were not given chance to elicit their own language and there were no feedback and correction that promotes cooperative learning (review literature page 36-38). In addition to this, there was no fair students' participation. Only fast learners dominate the class; the teachers do not encourage the medium and the slow learners to take part in the teaching learning process. Yet the teachers have no alternative techniques and tasks to make the lessons fascinating except using the monotonous procedures that the students have already bored with.

Table5: The teachers' responses on the mechanism by which they check the learners' understanding of a grammar lesson

Item No. 5	Variables	Respondents				Total	
		Male		Female			
		No.	%	No.	%	No.	%
How do you often examine that your students get clear understanding of grammar lessons?	By asking students to identify ungrammatical sentences	-	-	-	-	-	-
	By asking students explain the pattern(rules) in short	2	40	1	20	3	60
	By asking them to construct grammatically correct sentences	-	-	-	-	-	-
	Another	2	40	-	-	-	40

This table represents the percentage of respondents on the mechanisms by which they check their students' understanding of grammar lessons. Based on this, (3)60% of them answered that they examine the students' understanding by requesting them to explain the rules or formation of a language item. The remaining (2)40% replied they don't even check their students' in the classroom rather they give them home take exercise, on the other hand. One of the interviewees, (MTc) stated;

> *...I know what to teach and how to teach grammar skills but I am not effectively practicing it because of certain inconveniences like large class size and shortage of time. There are about 60 to 65 students in a class, and it is time consuming to organize such a large number of students for group work. Though I organize them, I don't have ample time to monitor their progress. The class is full of uncomfortable seats to run effective classroom organization and to assess each group's progress that greatly contribute to their better understanding. The only alternative I can do is giving them homework which I may or may not check it in the next class.*

This implies that the problem seems very serious and deep-rooted for a long time in that most teachers stated relatively the same problem during the interview.

As can be observed from the responses given above, the teachers assert the students' understanding through asking them to explain the formation of the language in short form or by giving them home take tasks.

Table 6: The teachers' responses regarding the main focus of grammar lessons

Item No. 6	Variables	Respondents				Total	
		Male		Female			
		No.	%	No.	%	No.	%
When you teach grammar, it chiefly focuses on_____	The language pattern, rules or structure formation	-	-	-	-	-	-
	The meaning of the language item	1	-	-	20	1	20
	Both meaning and context in which it is used	2	40	1	20	3	60
	Another	1	20	-	20	1	20

This table discloses the percentage of teachers about the major emphasis of grammar lessons during classes. Accordingly, (3)60% of them replied that grammar instructions chiefly emphasize on meanings and contexts in which the language items are used. Another (1)20% of them answered that the lessons mainly focus on only the meanings. The remaining same percentage responded grammar instructions emphasize on form, use and meaning of the grammar items.

It is possible to conclude that grammar instructions mainly focus on both meaning and context in which they are used owing to the majorities' responses.

However, the classroom observation exposed that grammar classes most dominantly focus on the usage and form of language items at sentence level irrespective of the principle that grammar teaching should treat meaning, form and use simultaneously beyond sentence level (review of literature   page 20-21).

Table 7: The teachers' responses on the ways they often present grammar lessons

Item No. 7	Variables	Respondents				Total	
		Male		Female			
		No.	%	No.	%	No.	%
How do you often present grammar lessons?	Directly- by writing the rules on the blackboard in isolation	1	20	-	-	1	20
	Indirectly- by writing meaningful sentences containing the rules on the blackboard	3	60	1	20	4	80
	Another	-	-	-	-	-	-

As can be deduced from the table above, (4)80% of teachers responded they often present grammar lessons inductively, by writing meaningful sentences containing the rules on the blackboard. Therefore the students discover the rules by themselves along with their

meanings in that particular context. There are another (1)20% of the respondents who replied that they often present grammar items deductively, by writing the rules on the blackboard in isolation. Here the students are directly provided the pattern of the language structures irrespective of their meaning and usage as well as the context in which they are used.

The classroom observation similarly realized that majority of the teachers in all observed classes presented language items inductively by using exemplary sentences. However, it is advisable to balance the two methods of presentation (inductive and deductive) in line with the thought implementing various methods of teaching makes the lesson productive (review of literature page 20-22).

Table 8: The teachers' judgments on the importance of grammar exercises and grammar knowledge in the text book

Item No.	Statement	Responses	Respondents				Total	
			Male		Female		Male	Female
			No.	%	No.	%	No.	%
8	Grammar exercises in the textbook should be presented in meaningful contexts and situations	Strongly agree	3	60	-	-	3	60
		Agree	1	20	1	20	2	40
		Uncertain	-	-	-	-	-	-
		Disagree	-	-	-	-	-	-
		Strongly Disagree	-	-	-	-	-	-
9	The knowledge of grammar helps learners to communicate effectively and efficiently	Strongly agree	2	40	-	-	2	40
		Agree	1	20	1	20	2	40
		Uncertain	1	20	-	-	1	20
		Disagree	-	-	-	-	-	-
		Strongly Disagree	-	-	-	-	-	--

There are two independent items in the table given in the preceding page. Both items require respondents' judgments based on the given alternatives. In line with the given variables, (3)60% of the respondents strongly agree with the notion grammar exercises in the textbook should be presented in meaningful contexts and situations. The remaining (2)40% in the first item responded that they agree with the idea. The second item refers to the importance of grammar knowledge for students' effective and efficient communication. Thus, two independent (2)40% respondents strongly agree and agree with it. The remaining (1)20% replied that they are not certain to suggest on any of the given alternatives.

The table generally discloses most teachers strongly agree that grammar exercises in the textbook should be presented in meaningful contexts and situations. It also shows that most teachers have no objection that the knowledge of grammar helps the students to communicate effectively.

Table 9: The teachers' responses on the frequency they like teaching different skills of English (Item No.10)

Frequency	Respondents	Variables						
		Reading	Speaking	Listening	Writing	Grammar	Vocabulary	Mechanics
Always	No.	-	1	-	2	-	2	1
	%	-	20	-	40	-	40	20
Usually	No.	3	2	1	2	3	2	1
	%	60	40	20	40	60	40	20
Sometimes	No.	1	1	2	1	2	1	3
	%	20	20	40	20	40	20	60
Rarely	No.	1	1	2	-	-	-	-
	%	20	20	40				
Never	No.	-	-	-	-	-	-	-
	%	-	-	-	-	-	-	-

This table represents the frequency at which teachers found teaching different language skills interesting to them. Sixty percent of them usually enjoy teaching reading skills and grammar; as they responded. On the other hand, (2)40% of them replied they always enjoy teaching writing skills and vocabulary. Forty percent of them again answered that they sometimes like teaching listening skills and grammar. Another (2)40% of teachers noted they rarely enjoy teaching listening skills. A great percentage of teachers, (3)60% of them, usually enjoy teaching grammar skill above all. In addition, (3)60% teachers answered that they sometimes enjoy teaching mechanical skills of English language. Furthermore, reading and speaking are rarely enjoyable to 20 % of the respondents independently.

As far as the problem of the study is concerned, the researcher's primary focus with this item is to know the teachers' attitude towards teaching grammar so that the next question, its implementation and effectiveness, is examined.

The classroom observation in most cases reveled, most teachers, even though they know that grammar is vital for effective communication, they do not create a situation in which students are involved to practice the language interactively.

Table 10: The teachers' responses on the frequency at which they use different methods and techniques of presenting grammar lessons (Item No. 11)

Variables	Respondents	Frequency				
		Always	Usually	Sometimes	Rarely	Never
Using isolated language form	No.	1	1	3	-	-
	%	20	20	60		
Deductively (consciously)	No.	1	1	3	2	-
	%	20	20	60	40	
Inductively (subconsciously)	No.	1	3	2	-	-
	%	20	60	40		
Using reading texts	No.	-	2	1	2	-
	%	-	40	20	40	
Meaningful Contexts	No.	1	3	1	-	-
	%	20	60	20		
Mime, pictures, real objects	No.	-	1	2	2	-
	%	-	20	40	40	
Using listening Texts	No.	-	1	2	2	-
	%	-	20	40	40	
Using guided Dialogues	No.	-	1	3	1	-
	%	-	20	60	20	-

There are different ways of presenting a language item that the table above is concerned about. It illustrates the percentage of respondents on how frequently they use the given variables in presenting grammar. Based on all the responses given (1)20% teachers always present grammar using isolated pattern of rules, deductively, inductively as well as using meaningful contexts. In the same manner (3)60% of the respondents usually introduce grammar lessons inductively and through meaningful contexts while only (2)40% employ reading texts to present grammar lessons. On the other hand (3)60% teachers sometimes provide deductive method, short form of grammar rules, and guided dialogues whereas (2)40% respondents answered they make use of inductive method, mime, pictures or real objects and listening texts. Twenty percent of them at a standstill sometimes use reading texts and meaningful contexts. With the least frequency, (2)40% subjects replied that they rarely present grammar items deductively and by using reading texts, miming, pictures or real objects and listening texts while (1)20% of them still rarely apply guided dialogues. On the contrary to what the table discloses, the classroom observation entirely shows that the

teachers never use mimes, pictures or real objects, guided dialogues as well as listening texts. Any kind of dialogue was not seen practiced during classes and nothing was special and fascinating with the lessons observed except the deductive method of presentation of language items monotonously. Nevertheless, language teachers should implement various methods of teaching to enhance the rate of learning as of the communicative approach principles claim (review of related literature pages 24-39).

Table 11: The teachers' responses on the frequency they employ different methods, techniques and strategies in teaching grammar (Item No. 12).

Variables	Respondents	Frequency				
		Always	Usually	Sometimes	Rarely	Never
Mechanical drills	No.	-	1	2	-	2
	%	-	20	40	-	40
Substitution table	No.	-	-	1	3	1
	%	-	-	20	60	20
Meaningful drills	No.	-	-	1	3	1
	%	-	-	20	60	20
Communicative drills	No.	-	1	1	1	2
	%	-	20	20	20	40
Meaning based activities	No.	1	1	3	-	-
	%	20	20	60	-	-
Gap filling	No.	1	-	2	1	1
	%	20	-	40	20	20
Problem solving	No.	-	-	3	2	-
	%	-	-	60	40	-
Games	No.	-	-	1	3	1
	%	-	-	20	60	20
Role-plays	No.	-	1	1	2	1
	%	-	20	20	40	20
Pair work	No.	1	3	1	-	-
	%	20	60	20	-	-
Individual work	No.	4	-	1	-	-
	%	80	-	20	-	-
Group work	No.	2	3	-	-	-
	%	40	60	-	-	-

In analogy with the other tables, table 11 illustrates the frequency at which teachers make use of the given variables in the process of grammar teaching learning. Thus, (4)80% and (2)40% of the respondents replied that they always involve learners to work individually and in group respectively. Pair work, gap filling and meaning based activities are also always used as (1)20% of the respondents gave their answer on the same tempo. In the mean time, (3)60% of the respondents declare that they usually apply meaning based and problem solving activities while (2)40% still claimed that they usually practice mechanical drills and gap

filling. With the same rate (1)20% of the respondents answered they usually make effect substitution table, meaningful drills, communicative drills, games, role-plays and pair work. Sixty percent of the respondents said that they rarely implement substitution table, meaningful drills, and games. In addition to this, (2)40% teachers again retort they rarely use role-plays and problem solving activities. Twenty percent of them also said they rarely employ communicative drills and gap filling.

In the same table (2)40% respondents answered that they never use mechanical drills, and also (1)20% of them with similar frequency exploit communicative drills, substitution table, meaningful drills, role-plays, games and gap filling.

Irrespective of the above responses, the classroom observation disclosed that the teachers do not exploit problem solving activities, role-plays, games and any kind of drills in all observation sessions.

Table12: The teachers' responses on the extent at which grammar teaching is being affected by different factors (Item 13).

Degrees	Respondents	Variables							
		Shortage of text books	Text book contents	Class room size	Classroom facility	School location	School discipline	Time allocated	Learners background
Very much	No.	2	3	3	1	2	3	4	4
	%	40	60	60	20	40	60	80	80
Much	No.	1	1	1	2	1	1	1	1
	%	20	20	20	40	20	20	20	20
To some extent	No.	1	1	-	2	1	1	-	-
	%	20	20	-	40	20	20	-	-
Not much	No.	1	-	1	-	1	-	-	-
	%	20	-	20	-	20	-	-	-

Here, the table shows the respondents' reaction against the degrees of influence the given variables have on the teaching of English grammar. Subject teachers and respondents of the item therefore gave their responses and (4)80% of them answered that the teaching practice of grammar is very much affected by the students' previous knowledge and the shortage of time allocated to undergo each activity and phase of a language classroom. Similarly, (3)60% respondents claimed that the classroom size and textbook contents are very much influential and not compatible with teaching grammar. The other very much, (2)40% and (1)20%, influencing factors as the respondents replied, are the school location along with the shortage

of textbooks and the classroom facilities respectively. One of the teachers, (FT) during interview noted the following.

> *The school location is not suitable for teaching learning at all. This is because the school is found near the port of Ethiopian airline. The noise of the planes badly disturb the class as they fly near down over the school when they come from abroad before their arrival. A plane usually comes between ten minutes difference that makes the teacher and students hardly listen to each other. This burns up the normal class time unnecessarily.*

The researcher, during the classroom observation, cross-checked the presence of most of the variables provided as of in the table above, and they are impairing the lessons with different degrees of severity not to be practiced as effectively as it should have been.

4.2. Analysis of Students' Responses

Data were collected from students using almost the same items in the teachers' questionnaire with little adjustment since both were designed to inquire for related thought. This was intentionally done to crosscheck the genuineness of the responses from both responding groups. Like in the analysis of teachers' responses, data gathered through different tools were analyzed, interpreted and discussed altogether under this topic. The analysis of the comparison tests is included in this section because they directly contain the data from the students.

Table: 13: The sample students' statistics

Males		Females		Total	
No.	Percentage	No.	Percentage	No.	Percentage
69	43	92	57	161	100

Questionnaire, interview, classroom and tests were used to collect the data from the students. Unlike the number of teachers, there were 161 randomly selected students as sample population. As the table above depicts, the percentage of female students is greater than that of males.

Table14: The students' responses whether their teachers are constantly enabling them to communicate using grammatical sentences or not.

Item No. 1	Responses	Respondents	
		No.	%
Is your teacher enabling you to communicate using grammatically correct sentences?	Yes	74	46
	No	87	54

As can be seen in the above table, 54% students responded that their teacher is not enabling them to communicate using grammatically correct sentences, but the rest 46% of them answered their teacher is enabling them to communicate using grammatical sentences. Students those responding this item negatively remarked that their teacher is not competent enough to teach them and they critique that he/she does not even introduce the lesson clearly. They blame their teacher for that they sometimes fail to understand what he/she told them to do and how to deal with different activities. Most of the interviewed students noted that they are not properly learning English owing to the limited ability of their teachers and the school's lack of rules and regulations. One of the interviewed students stated;

> *There are many incompetent English teachers in the school compound so that we are not being offered satisfactory and quality education. This does not mean all the teachers are not competent. Most students, on the other hand, are misbehaving let alone in the school compound even in the classroom while the teachers are teaching. Unless there may be guests or authorized bodies come for supervision or to visit the school, it usually seems that there is no education the whole day and the school compound is full of students wandering here and there.*

Other interviewee claimed that some teachers are not properly using their time. The students further stated that their teacher is not concerned about the quality of the lesson rather he/she simply rushes behind the calendar of the academic year.

It is generally indicated the same way as the teachers' response that most students said their teachers are not teaching them in such a way that they can communicate using grammatically correct sentences.

Both the teachers' and students' responses are against the mission of communicative grammar teaching which claims that it increases the students' communicative competence (review of literature p: 21).

Table 15: The students' thought on what they benefit from learning English grammar

Item No. 3	Variables	Respondents	
		No.	%
What do you think you benefit from learning grammar?	Know and explain its rules	34	21
	Identify grammatically correct sentences	29	18
	Use it in different situations for communication	75	47
	Another	23	14

As can be seen from the table above, it is found that 47% of students think that they benefit, from learning grammar, using it in different situations for communication, and 21% of them said they benefit the knowledge of the rules and explaining them. In the same table, 18% of the respondent students answered that they can identify grammatically correct sentences from the incorrect ones. The remaining 14% respondents replied they get another benefit like the ability to communicate with foreigners.

This implies the same benefit with those responding they use it in different situations for communication.

Most interviewed students in this regard replied that they acquire the ability to communicate easily especially with foreigners and other native speakers. One of them for instance noted the following.

> *I like to speak in English because English is an international language. So, grammar is very important to communicate effectively without mistakes. Based on the grammar knowledge I have been learning I get a good skill of speaking to foreigners with less difficulty.*

Based on this reality, it is possible to s\ay as most students responded it; they get the ability to use the language at different situations for communication which is analogous with the teachers' response on the same item.

This is the fact that CLT shares parallel thought with most teachers and students responses presented above (review of literature p: 26).

Table 16: The students' responses on the way their teachers often make grammar lessons understandable

Item No. 4	Variables	Respondents	
		No.	%
How does your teacher often make grammar lessons clear and understandable to you?	Giving detail explanation in the form of short note	40	25
	Giving its pattern like: S=S+V+O	29	18
	Translation-in to vernacular language.	40	25
	Using contextualized examples in sentences	34	21
	Another	18	11

The table above represents the students' responses as to the question asking the way the teacher often makes grammar lessons clear and understandable. Two different 25% of students distinctively responded that their teacher often does this by giving detail explanation and in the form of short note, and by translating in to vernacular language.

In the same item, 21% and 18% of students respectively replied that their teacher often clarifies grammar lessons through contextualized example sentences and by giving the language patterns in short. The remaining 11% students claimed that their teacher uses another method to make the lessons clear and understandable. In response to same question during the interview, a student noted the following.

> *The teacher actually attempts to write sentences containing some grammatical forms on the blackboard to make the lessons understandable. However, we hardly understand the message contained in the language structure underlined in the sentences.*

However, the response of most teachers on this item signifies that they often apply contextualized example sentences.

The classroom observations on the other hand cross-checked for the reality in both teachers and students' responses and found out that the students' responses remain reliable. As to CLT principles, subject teachers need to employ various methods of

teaching and techniques in order that a lesson sounds clear and understandable (review of literature p: 20, 28-33).

Table 17: The students' responses on the mechanism by which their teachers often check their understanding of grammar lessons

Item No. 5	Variables	Respondents	
		No.	%
How does your teacher often examine that you get clear understanding of a grammar lesson?	By asking students to identify ungrammatical sentences	36	22
	By asking students explain the pattern(rules) in short	49	31
	By asking them to construct grammatically correct sentences	33	21
	Another	43	27

As disclosed in the table above, 31% of the sample students responded that their teacher often examines their understanding by asking them to explain the language rules or patterns while 22% of them revealed that their teacher inquire them to identify ungrammatical sentences from the ungrammatical sentences.

Another 21% of the respondents gave their answer that the teacher does this by involving the students in constructing grammatically correct sentences. Lastly, 27% individuals remarked that their teacher checks their understanding by using another technique. In analogy with the teachers' response on the same item, majority of the students answered that their teacher often examines the students' understanding of grammar lessons by asking them to explain the pattern (rules) of the language items in short.

Contrary to this fact, students should have been produced or elicit sentences of their own creatively based on the language items under discussion.

It is the teachers' responsibility to make sure that the students clearly understand a lesson in different ways (review of literature p: 33, 36 & 37).

Table18: The students' responses regarding the main focus of grammar lessons

Item No. 6	Variables	Respondents	
		No.	%
When you learn grammar, it chiefly focuses on_____	The language pattern, rules or structure	27	17
	The meaning of the language item	63	39
	Both meaning and context	46	29
	Another	25	15

The above table illustrates the percentage of respondents regarding the major emphasis of grammar lessons. It is to know the extent to which grammar classes often focus on form, meaning or usage or both form and usage. Therefore, 17% and 39% of the respondents respectively replied that the lessons focus on the form and the meaning of the language items. At the same time, 29% of them answered that grammar instructions focus on both meaning and context they are used. The rest percentage, 15% claimed the lessons focus on other unmentioned variables.

The classroom observation however detected that the lessons in most of the observation sessions emphasize on the forms and the uses of the language items. There were some attempts by the teacher to show the usage of the language structures contextually not greater than sentence level.

In teaching grammar, it is recommended that the rule, meaning and use of a particular language item should be taught as it can be used for real communication in context beyond sentence level (see review of literature p: 21).

Table19: The students' responses on the ways their teachers often present grammar lessons

Item No. 7	Variables	Respondents	
		No.	%
How does your teacher often present grammar lessons?	Directly- by writing the rules on the blackboard in isolation	68	42
	Indirectly- by writing meaningful sentences containing the rules on the blackboard	59	37
	Another	34	21

The table above discloses the percentage of respondents (students) on the methods or techniques teachers employ in order to introduce a new language item. Accordingly, 42% students responded their teachers often present grammar items directly, by writing the rule on the blackboard in isolation where as 37%of them answered that their teacher often presents grammar lessons directly-by writing meaningful sentences containing the rule of the language. The remaining percentage, 34% of the respondents replied their teacher uses another method of presentation.

In the contrary to most teachers' response on the same item, most students responded that grammar lessons were often presented directly (deductively). The researcher also found the same way in almost all observation periods. The students were not requested to explore the rules of the language; the forms of the language were directly presented in isolated sentences.

It is advisable to teach grammar items based on the communicative language teaching approach to enable the students effectively communicate using grammatically correct sentences. This is due to the fact that the teacher taught the form, meaning and use of the language. It is also remarked that the presentation phase of a lesson plays a vital role for effective learning of grammar to happen stated in the review of literature.

Owing to this, the teacher should remain competent enough to realize successful presentation (review of related literature page 23).

Table 20: The students' responses on the frequency they encounter learning different English (Item No. 8)

Frequency	Respondents	Variables						
		Reading	Speaking	Listening	Writing	Grammar	Vocabulary	Mechanics
Always	No.	33	33	41	42	31	12	17
	%	20	20	25	26	19	7	10
Usually	No.	34	31	34	32	18	22	21
	%	21	19	21	20	11	14	13
Sometimes	No.	13	32	26	30	33	19	18
	%	8	20	16	19	20	12	11
Rarely	No.	15	34	31	29	36	25	25
	%	9	21	19	18	22	16	16
Never	No.	25	31	29	28	43	28	19
	%	15	19	18	17	27	17	12

It is clearly illustrated in the table above that various percentages of students gave their responses as per the frequency they encounter learning different English skills enjoyable or interest catching. Twenty one percent of the respondents replied that they usually find reading classes enjoyable, and another same percentage get speaking classes rarely interest catching. In the same table, 26% and 25% of students respectively responded that they always encounter writing and listening classes relaxing.

Unlike the other skills, greater percentage of students said that they do not get grammar and vocabulary skills lessons enjoyable since 27% responded on grammar skill and 17% on vocabulary. The rest majority group, 16% of the respondents answered the item that they rarely find mechanics classes pleasurable.

Like in the teachers' response analysis on the same item, it is to determine the students' attitude towards grammar classes. Unfortunately, the greatest percentage of students said that they never encounter grammar classes interesting although majority of the teachers said they usually enjoy grammar teaching.

Table 21: The students' responses on the frequency at which their teachers' use different methods and techniques in presenting grammar (Item No. 9)

Variables	Respondents	Frequency				
		Always	Usually	Sometimes	Rarely	Never
Using isolated language form	No.	31	33	47	24	26
	%	19	21	29	15	16
Deductively (consciously)	No.	34	37	33	31	26
	%	21	23	21	19	16
Inductively (subconsciously)	No.	24	31	40	31	35
	%	15	19	25	19	22
Using reading texts	No.	37	40	30	33	21
	%	23	25	19	21	13
Meaningful Contexts	No.	32	28	33	30	38
	%	20	17	20	19	24
Mime, pictures, real objects	No.	29	28	24	37	43
	%	18	17	15	23	27
Using listening Texts	No.	39	35	32	27	28
	%	24	22	20	17	17
Using guided Dialogues	No.	21	32	37	31	40
	%	13	20	23	19	25

The table given above shows the percentage of respondents on the frequency their English teacher presents grammar lessons based on each of the given variables. Accordingly, relatively greater percentage of respondents, 29% and 25% of them correspondingly replied that their teacher sometimes present grammar using isolated language structure and inductive method. In addition to this, 25% of students responded that their teacher usually introduces grammar items using reading texts while 23% claimed that their teacher does this deductively. Twenty five percent of students replied their teacher always uses listening texts.

The table further discloses that relatively the greatest percentage, 24%, of the respondents declared that their teacher never make use of meaningful contexts. Similarly, 27% and 25% of the respondents respectively asserted that their teacher, during grammar teaching learning, never exploits miming, pictures or real objects and guided dialogues.

Certainly, the classroom observation in all sessions did not reveal that any of the teachers make use of the above mentioned techniques during grammar classes although it is advisable to integrate skills and utilize various teaching techniques and activities (review of related literature p:18-32).

Table 22: The students' responses on the frequency their teachers employ various methods, techniques and strategies in teaching grammar (Item No. 10)

Variables	Respondents	Frequency				
		Always	Usually	Sometimes	Rarely	Never
Mechanical drills	No.	22	26	42	22	49
	%	14	16	26	14	30
Communicative drills	No.	17	22	39	40	43
	%	10	14	24	25	27
Writing exercises	No.	21	23	36	45	36
	%	13	14	22	28	22
Meaning based exercises	No.	22	40	32	33	34
	%	14	29	20	20	21
Problem solving	No.	26	27	31	32	42
	%	16	17	19	20	26
Games	No.	16	32	30	24	59
	%	10	20	19	15	37
Role-plays	No.	19	26	25	23	68
	%	12	16	15	14	42
Group work	No.	46	49	29	22	15
	%	28	30	18	13	9
Individual work	No.	47	34	37	24	19
	%	29	21	23	15	12

This table depicts the percentage of students' responses on their teachers' progress towards accomplishing the given variables during grammar classes. The table discloses that group work and individual work are the two most frequently practiced variables. The largest percentage of students relatively replied with respect to 'always' on both techniques (i.e.28% and 29% respectively responded on group work and individual work). Another percentage, 29%, respondents claimed that the teacher usually employs meaning based exercises while 28% of them said that the teacher rarely implements writing exercises.

On the other hand, role-plays, games and mechanical drills as well as communicative drills are not responded on by most students instead greater percentage of students said they are never practiced by their English teacher in grammar lessons. To this effect 42% students responded on role-plays, 37% on games, and 30% on mechanical drills; in addition, 27% responded on communicative drills. Although varies in percentage, the respondents replied on the same frequency that the teacher never applies these variables regardless of their importance for grammar instruction (review of related literature page 39).

Table 23: The students' responses on the extent at which grammar teaching is being affected by different factors (Item No. 11)

Degrees	Respondents	Variables							
		Shortage of text books	Text book contents	Classroom size	Classroom facility	School location	Time allocated	Learners background	Discipline problems
Very much	No.	42	47	49	34	30	33	37	34
	%	26	29	30	21	19	20	23	21
Much	No.	45	46	33	29	33	34	39	30
	%	28	28	20	18	20	21	24	19
To some extent	No.	35	31	40	36	45	40	36	44
	%	22	20	25	22	28	25	22	27
Not much	No.	19	20	22	30	21	28	25	32
	%	12	12	14	19	13	17	15	20
Never	No.	20	17	17	32	32	26	24	21
	%	12	11	11	20	20	16	15	13

In another analysis, the above table attempts to find out the percentage of students responding on the extent at which the following factors are affecting grammar teaching and learning process based on communicative approach principles. In line with this, 30% and 29% students respectively responded that large class size and textbook contents are very much affecting the grammar lessons. Shortage of textbook and students' background knowledge are also other factors that are very much affecting grammar teaching learning process as 26% students replied on the former and 23% of them gave their answer on the later.

Other constraints like the place where the school is founded and its discipline, the time allocated for a lesson and classroom facilities are to some extent upsetting the effective practice of grammar lessons according to the respondents' response. In light with this, 28% students responded on the impact of the school location while 27% of them answered on the school discipline. In the mean time, 25% students answered on the time allocated and 22% of them replied that classroom facility is also one of the factors influencing the instruction process with the same extent.

Holistically, most students claimed that the classroom size, shortage of textbooks and their contents are very much influencing grammar instruction. Regarding the teachers' responses in this regard, most of them answered that the shortage of class time and the students' background knowledge are factors that very much impairing the effective implementation of communicative based grammar teaching.

The table given below distinctively reveals the percentage of students who scored above average on the communicative based test is less than that of the percentage of students who scored above average on the structure based test. It is clearly identified that 42% of the students scored above average on the structure based test while 31% of them also scored above average on the communicative based test. Again, the percentage of average scorers on test one is greater than the percentage of average scorers on test two. Test one average scorers are 35% where as test two average scorers are 25% which is less in 10%.

Table 24: The students' results on two different comparison tests

Respondents	Test 1(structure based)		Test 2 (communicative based)	
	Number	Percentage	Number	Percentage
Above average	68	42	50	31
Average	57	35	41	25
Below average	36	23	70	44

Below average achievers on test one, on the other comparison, are by far less than test two. This means that greater number of students scored bad result in test two than test one.

Comparing the students' achievement on both tests, greater number of students was good at answering grammar test items when they emphasize on form than contexts they are supposed to be used during the actual communication. This implies that grammar teaching is not supported with the communicative approach principles so that the instruction process remains ineffective and is not as intended.

4.3. Textbook Analysis

In moving forward to respond to the main research questions, the researcher found important to analyze grade 9 English textbook. This remains one of the inputs to the study in providing information regarding the language items in focus along with the methodologies to be employed during instruction. Methodologies include: methods of presentation, learning experiences, teaching techniques and tasks or activities designed as well as supporting materials to be utilized. This, on the other hand, has a paramount significance in attempting to explore the practice and effectiveness of communicative approach while teaching grammar, the study at hand.

According to Harmer (1991:33), textbooks however may or may not encompass all the essential elements to run a sound teaching learning process as intended. Knowing that this has a great impact on classroom practices, it is therefore advisable that teachers should be troubleshooters considering their students' background and the actual circumstances.

It is obvious that Ethiopia is among the countries English is taught as a second or foreign language, and the primary target for teaching this language is to enable the learners communicate effectively using English where and when required. Regardless of this fact

most teachers are reluctant to practice their professional careers to address the current demands of teaching English from which adapting textbooks is one of them.

The recent grade 9 English textbook, ***English for Ethiopia***, in use was published in 2003(E.C). It has 12 units each containing part A and part B. Both parts again constitute 12 up to 13 sections in which different skills are distributed with different titles as for example, A1.1 up to A1.12 or B1.1 up to B1.12. 'A' and 'B' represent the two parts of a unit and the number near the letters stand for the number of unit. The other numbers ranging from 1 to 12 indicate the section in which different skills are grouped. Grammar section is therefore given a title 'language focus' both in part 'A' and part 'B' of each unit. The title 'language focus' distribution has no fixed frequency in every part; however, its average occurrence per unit is not less than 5.

The book also has another part known as 'revision'. This part is not available in every unit rather at the end of three consecutive units. Here, all the main points raised so far are further given emphasis in such a way that students are required to perform different activities. These activities are slightly varies based on the skills. Each unit of the book normally begins with jotting down sets of objectives.

Accordingly, language focuses, which deal with grammar items, normally invites students to work out activities like; blank space completion, sentence construction from substitution table, and multiple choice questions (Revision 1 (Units 1-3:57).The next revision part, Revision 2 (Units 4-6:116), similarly involves the students to complete sentences using the correct words. The other exercise is rewriting sentences by adding the missing and necessary words. The third grammar activity presented in this section uniquely invites students to complete a dialogue using the provided words. Something different is that this activity is accompanied with a picture illustrating individuals in the dialogue. The rest two consecutive revision parts, Revision 3 (Units 7-9:173) and Revision 4 (Units 10 -12:223) have nothing special, and similar activities are presented, but matching activity and a reading oriented grammar exercise are respectively provided in the former and later revision parts of the textbook.

Table 25: Grade 9 English text book grammar contents, their method of presentation and the activities

Units	Parts	Number of Language Focuses	Method of Presentation		Number of Activities
			Deductive	Inductive	
1	Part-A	3	(A1.5)	(A1.4),(A1.9),	4
	Part-B	2	(B1.4),(B1.9)	--------	3
2	Part-A	1	---------	(A2.9),	3
	Part-B	3	(B2.1),(B2.5)	(B2.4),	6
3	Part-A	2	(A3.4),(A3.6)	-----------	4
	Part-B	------	----------	----------	---
4	Par-A	1	----------	(A4.11),	1
	Part-B	5	(B4.2),(B4.11) (B4.13),	(B4.5), (B4.8),	8
5	Part-A	2	(A5.8),(A5.10)	----------	3
	Part-B	1	(B5.4),	----------	4
6	Part-A	2	(A6.10),	(A6.6),	5
	Part-B	2	--------	(B6.5), (B6.6),	9
7	Par -A	2	(A7.5), (A7.8),	------------	5
	Part-B	3	--------	(B7.4), (B7.7), (B7.9),	7
8	Part-A	1	(A8.9),	---------	2
	Part-B	2	(B8.3), (B8.9),	---------	6
9	Part-A	3	(A9.6), (A9.8),	(A9.3),	6
	Part-B	2	--------------	(B9.5), (B9.7)	4
10	Part-A	1	(A10.4),	------------	5
	Part-B	1	(B10.1),	------------	1
11	Part-A	4	(A11.5),(A11.6) (A11.7)(A11.10)	--------------	10
	Part-B	2	-----------	(B11.2),(B11.11)	4
12	Part-A	3	(A12.12),	(A12.7),(A12.11)	8
	Part-B	2	(B12.4),	(B12.10),	4
Total		50	29	21	112

As can be understood from the table, among the 50 language focus titles, 29 of them are presented deductively and the rest 21 are presented inductively. This indicates most language items are presented explicitly.

The language focus sections throughout the book mostly present grammar items explicitly with model examples and brief explanation. The general overview of grammar contents in the book and activities as well as the methods of presentations employed are more or less given in the table. The analysis of the book mainly concentrates on the variety of techniques and tasks used, and also on the effectiveness of the given contexts and its immediate students'

creativity sponsoring attempts. Besides, integration of different skills with grammar learning as well as classroom organization is duly considered.

Regarding the provision of meaning, grammatical form and use, the book moderately gives a balanced treatment. In most cases, grammatical items are given in isolation along with their explanation, or sometimes with their definition at the beginning and they are used in sentences is shown.

Look for example, **language focus (B2.1)** given below.

Going to, may, might

We use *going to* to show that we have a clear plan in mind. We intended to do something in the future for example:

I am *going to* visit my sister next weekend.(I have a plan to visit my sister)

He's *going to* buy some new shirts. (He intended to buy some new shirts)

We use *may* when we want to show we are uncertain about something we could be speaking about the future for example;

Nigist *may* come with us to Nairobi.

We also use **may** to speak about the present (though it is more common to use perhaps)for example:

The thief *may* have confessed. /perhaps the thief has confessed.

Might means almost the same as *could* and *may* but we are not quite as certain as when we use *could* or *may* for example:

It *could be* an interesting programme.(possible)

It *may be* an interesting programme.(fairly possible)

It *might be* an interesting programme.(possible but unlikely)

Textbook page no. 26-27

4.3.1. Variety of Methods, Techniques and Tasks

The communicative grammar teaching practice deserves exploiting various techniques and tasks during instruction. These include utilizing pictures, games; storytelling, problem solving, role play, poetry and graphs etc. (review literature page 22-25). Most of the tasks provided are substitution table sentence construction and completing incomplete sentences. Something important is the tasks are almost meaningful and contextualized.

Nevertheless, the number of techniques used in the book is very limited. The tasks are also not this much satisfactory comparing to the number of language items incorporated in the entire units of the textbook in use.

4.3.2. Effective Contexts and Creative Learning Activities

It is advisable to create contexts that help students easily recognize the meaning, structure, and usage of a language item. Harmer (1991:33) states that this is due to the fact that learners need to acquire a notion of how the new language is used by indigenous speakers. Similarly, a textbook need to provide tasks that invites learners for immediate creativity.

In analogy with this fact, the effectiveness of the contexts and situations in the book are undeniable. Some of them are supported by pictures. Most of these pictures are taken from their natural setting so that the learners can get the meanings of grammatical items beside the pictures (see pages, 29, 69, 72, 101,110, etc.).

On the contrary, majority of the grammatical activities in the book do not engage the learners in the production of new language of their own. Only 20 activities encourage learners for immediate creativity. This means 30 of the language focus areas do not give learners the chance to produce their own languages (see table 25).

4.3.3. Integration of Skills and Classroom Organization

The book is highly devoted to integrate almost all skills in the grammar teaching learning practices. Learners mostly are made subconsciously switch in not less than three different skills. Majority of the activities in the book require the learners to read or listen to an instruction how to accomplish certain grammar exercises. Harmer (1991:42) remarks that this could be writing the missing elements of sentences or writing sentences of their own. They are also asked to discuss on the activities in pairs or small groups that let them speak a lot freely before writing. Richards (2006) describes that this further helps the students learn a lot of things from the group members. These may include: word meanings along with how they are said and written or where and when they are used in sentences during the actual communication. In doing so, they are privileged to boost up at least both their productive and receptive skills along with grammatical competence.

The book therefore meets the criterion that in teaching a specific skill the other skills should accompany. The other criteria to realize the communicative approach language teaching principle goes to facilitating students to learn in cooperation. Most activities involve learners to get their head together.

Generally, the book lacks various techniques of grammar teaching and tasks that initiate the learners for creative language production and sufficient real situations at which genuine language is supposed to be used (see the entire **language focus** sections in the textbook).

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATIONS

This unit has strived to summarize, conclude and suggest the optimal solutions for the predicaments identified while the analysis, interpretation and discussion of data. The analysis of data both in teachers' and students' responses as well as in textbook and comparison tests result analysis have been summarized and concluded here under summary and conclusion. Eventually, based on the conclusion, various possible trouble shutting mechanisms have been jotted down as the best possible resolution as possible in the form of recommendation.

It is worth consider at this juncture that the study has apparently been striving to explore whether teachers of English basically practice communicative approach language teaching theories and principles in the course of grammar teaching at Fre-hewot No. 2 Secondary and Preparatory School that is located in Addis Ababa, Nifas Silk Lafto Sub-city,Wereda 9 on Bishoftu road behind Kadisco building.

Investigating whether communicative approach grammar teaching is being effectively implemented is the main endeavor of the study which is another important point to remind at this phase.

5.1. Summary and Conclusions

Here, the researcher attempts to summarize and conclude the study based on the findings he has come across during the analysis of data obtained through questionnaire, interview and classroom observation as well as the analysis of tests and textbook held in previous chapter. The researcher consequently comes up with the following summarized conclusions.

- ❖ A great majority of students claim that their teachers, in grammar lessons, are not enabling them to communicate using grammatically correct sentences and most of the teachers do not deny this reality (see table 2 and table 14). Almost all of the teachers reasoned out that the problem lies on the school administration while most of the students complain about the teachers' competence of teaching.

- ❖ Most teachers and students believe that grammar learning help the students to use it in different situations for communication purposes (see table 3 and table 15).

❖ The classroom observation revealed that most teachers often make grammar lessons clear and understandable by providing detail explanation accompanied with model sentences and by using the students' first language (see table 4 and table 16).

❖ The majority of the teachers' and the students' response disclosed that teachers often prove the students' understanding of grammar lessons by requesting them to explain the patterns/rules of the language items in short (see table 5 and table 17).

❖ The classroom observation disclosed that most grammar lessons mainly emphasize on form and usage without meaning and appropriate situations.

❖ A great majority of teachers strongly agree that grammar exercises in the textbook should be presented in meaningful contexts and situations; they also strongly agree that the knowledge of grammar help students to communicate effectively and efficiently (see table 8).

❖ It is crosschecked through observation that teachers often present grammar directly (deductively) with in single sentences (see also table 10 and 21).

❖ The greatest percentage of students replied that they are usually engaged in group activities during grammar classes; however, it is not successful owing to the difficulty to organize and assess the progress of large number of students in a class with uncomfortable seats with in a period, the classroom observation disclosed (see table 11 and table 22).

❖ It was found through observation that almost all of the teachers operate the teaching process extremely depending up on the contents in the text book in all phases of teaching and the students are not encouraged to produce their own imaginative language exploiting their productive skills. This implies that the students are not arrived at the pace they are supposed to be given correction and feedback which is among the decisive phases for learning to take place.

❖ Most teachers responded that they usually enjoy teaching grammar but the greatest percentage of students declares that they never encounter grammar lessons enjoyable (see table12 and table 20).

❖ A great majority of students very much grumbled about the large class size, the inaccessibility of textbooks and the incompatibility of their contents while most teachers claimed that the shortage of time and the students lack of good previous exposure about the target language are very much influencing grammar instructions (see table 12 and table 23).

❖ The comparison tests analysis shown that greater percentage of students scored below average on the communicative based test than the structure based test. Most students scored good result on the structure based test (see table 24). This implicitly shows that the students have been accustomed with form dominated grammar teaching/learning methodology.

❖ The text book analysis revealed that the book encompasses the fundamental elements of a textbook in most cases. Nevertheless, no most activities enforce the students for creative grammar learning. There are very limited teaching techniques, strategies, and tasks incorporated in the book (see table 25).

5.2. Recommendations

Every concerned bodies or stakeholders are believed to share their unreserved contribution to reconcile the prevailing inconveniences. It is not an issue left for an individual or a sector to close the gap or make it narrow. The issue concerns the subject teachers, the school administration (bord), and education bureaus of different levels including MOE. There are also NGO sectors working to assure quality education beginning from elementary to higher learning institutions like for example HERQA. Furthermore, the parents' responsibility in follow upping the day to day school activities of their children has its own significance especially to settle problems related with discipline. Accordingly, the following recommendations are supposed to the optimal solutions of the inconveniencies identified.

❖ The subject teachers, at the outset, ought to be curious enough about their students' background knowledge, interest, exposure, and motive to announce a good beginning. They then accordingly adapt the textbook and implement various tasks/techniques of teaching grammar like role-plays, games, problem solving, and communicative drills as well as actions or supportive materials and other essential activities or techniques to let the learners produce their own language

interactively. In doing so, teachers should also take care of using the students' first language when not necessary.

❖ The subject teachers should be offered the first of its kind training program on the recent CLT approach in which grammar teaching methods, procedures, techniques, and strategies are well specified. The training must be followed by an evaluation in the form of classroom observation to check the practical application of the theory. Therefore the teachers should be given a competence certificate on teaching each skill based on their enthusiasm. On the other hand, college and universities should practically evaluate the prospective teachers on teaching each skill and certify before they are assigned to teach.

❖ It is worthwhile to assign highly qualified and competent English teachers, possibly native speakers, at grass root (elementary) level. This creates a good foundation for the students in that they become autonomous and competent.

❖ There should be careful selections of situations in teaching communicative grammar to enable learners use it for the actual communication purposes using the language at discourse level.

❖ It crucial that grammar lessons should be integrated with other skills. This can be carried out by using reading texts or listening texts or writing and speaking exercises.

❖ It is better the curriculum designers include variety of tasks and activities which provoke the students for active and creative learning.

❖ The school community along with parents should work in collaboration based on PTA to avoid or minimize disciplinary problems the school is badly suffering from.

❖ The school administration, in joint with the sub-city's capacity building officers or other aid organizations needs to work hard to build additional classrooms to standardize the classrooms size. The classes should be furnished with comfortable seats and attractive teaching kits. In addition, supportive electronic materials like PC's, tape recorders, videocassettes, and different communicative grammar teaching audiovisuals ought to be accessible. This makes grammar lessons joyful in response to the recent students' poor interest and emotion.

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Appendix - A

ADDIS ABABA UNIVERSITY
GRADUATE SCHOOL
COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND
COMMUNICATION DEPARTMENT OF
FOREIGN LANGUAGES AND LITERATURE

Survey Questionnaire

Dear Teachers,

This questionnaire is designed to gather information for educational research in teaching English as a foreign language. The research questions focus on the exploration of the practice and effectiveness of communicative approach in ESL/EFL grammar teaching. Your genuine and honest response to the questionnaire is valuable. 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 and section you teach: _____

D. Load in a week: _____

E. Average number of students in a class; _____

 F. Sex F☐   M ☐

II. Choose or briefly write down your response to the following questions.

    1. Are you enabling your students to communicate using grammatically correct sentences during grammar lessons?

      A) Yes ☐   B) No ☐

    2. If your answer for the above question is 'B', what do you think is /are the main reason/s? Please write down briefly._____.

3. What do you think your students benefit from learning grammar?

    A) Know the rule of the language and explain it.

    B) Learn to identify grammatically correct sentences from the incorrect ones.

    C) Learn to communicate at least through writing and speaking in situations.

    D) Mention if any_____

4. How do you often make grammar lessons more clear and understandable to your students?

    A) By providing detail explanation about them.

    B) By using short language pattern (e.g. simple past is formed by 'subj. +V2+obj.')

    C) By using mother tongue language(translation)

    D) By showing their meanings with the contexts in which they can be used.

    E) Mention if any: _____

5. How do you think your 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_____

6. How do you examine that your students get clear understanding of a grammar lesson?

    A) By letting them identify a sentence containing wrong grammar.

    B) By letting them explain the language pattern in focus briefly.

    C) By letting them produce their own sentences based on the lesson.

    D) Explain if any _____.

7. When you teach grammar, it chiefly focuses on:

    A. The language pattern, rules or structure.

    B. The meaning of the language item.

    C. The meaning and context at which the language item is best used.

    D. Other, specify_____

8. Grammar exercises   in the textbook should be presented in meaningful contexts and situations.

    A. Strongly agree   B. Agree   C. Uncertain

    D. Disagree   E. Strongly disagree

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

    A. Strongly agree   B. Agree   C. Uncertain

    D. Disagree   E. Strongly disagree

III. **Put a tick (√) mark against the frequency you implement or the extent to which the given variables are influencing when you teach grammar and indicate the most appropriate rating scale for each of the given item.**

10. How often do you enjoy teaching the following skills during English classes?

VARIABLES	FREQUENCY				
	Always	Usually	Sometimes	Rarely	Never
Reading (reading comprehension tasks)					
Speaking (e.g. debating, free talk, etc)					
Listening (listening activities)					
Writing (writing exercises)					
Vocabulary (word meanings)					
Grammar(Tenses, comparisons, adverbs, etc)					
Mechanics (capitalization & punctuation)					

11. How often do you use the following methods to present a new grammar item?

VARIABLES	FREQUENCY				
	Always	Usually	Sometimes	Rarely	Never
Using the language pattern in isolation					
Deductively(consciously)					
Inductively (subconsciously)					
Using reading texts					
Using meaningful contexts					
Using mime, pictures and real objects					
Using listening texts					
Using guided dialogues					

12. How often does your teacher use the following activities to teach grammar?

VARIABLES	FREQUENCY				
	Always	Usually	Sometimes	Rarely	Never
Mechanical drills					
Communicative drills					
Writing exercises					
Meaning based exercises					
Problem solving					
Games					
Role plays					
Group work					
Individual work					

13. To what extent are the following variables affecting the teaching learning of grammar?

VARIABLES	DEGREES			
	Very much	Much	To some extent	Not much
The textbook distribution				
The contents of the textbook				
The classroom size (no. of students)				
The classroom situation (furniture)				
The school environment (location)				
The school administration (discipline)				
The time allocated to the lesson				
The learner's background knowledge				

ADDIS ABABA UNIVERSITY

GRADUATE SCHOOL

COLLEGE OF HUMANITIES, LANGUAGE STUDIES, JOURNALISM AND

COMMUNICATION DEPARTMENT OF

FOREIGN LANGUAGES AND LITERATURE

Survey Questionnaire

Dear students,

This questionnaire is designed to gather information for educational research in teaching English as a Foreign Language (TEFL). The research questions focus on the exploration of the practice and effectiveness of communicative approach in EFL/ESL grammar teaching. Your genuine and honest response to the questionnaire is valuable. 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. Sex: F ☐   M ☐

    B. Grade & section: _____

II. Choose or briefly write down your response to the following questions.

    1. Are you able to express your idea using grammatically correct sentences during grammar lessons?

    A. Yes ☐   B. No ☐

    2. If your answer for the above question is 'B', what do you think is /are the main reason/s? Please write down briefly. _____

    3. What do you think you benefit from learning English grammar?

   A) Know the rule of the language and explain it.

   B) Learn to identify grammatically correct sentences from the incorrect ones.

   C) Learn to communicate at least through writing and speaking in different situations.

   D) Mention if any_____

4. How does your teacher make grammar lessons more clear and understandable?

A. By providing detail explanation about them.

B. By using short language pattern (e.g. simple past is formed by 'subj. +V2+obj.')

C. By using mother tongue language(translation)

D. By showing their meanings with the contexts in which they can be used.

E. Mention if any: _____.

5. How do you think you learn English language better?

   A. By consciously understanding grammar rules.

   B. By taking part in the activities which are personally meaningful to you.

   C. Mention if any other_____.

6. How does your teacher check that you get clear understanding of a grammar lesson?

A. By letting you identify sentences containing wrong grammar.

B. By letting you explain the language pattern in focus briefly.

C. By letting you produce your own sentences based on the lesson.

D. Explain if any _____

7. When you learn grammar, it chiefly focuses on_____

     A. The language pattern, rules or structure.

     B. The meaning of the language item.

     C. The meaning and context at which the language item is best used.

     D. Other, specify_____.

III. Put a tick (√) mark against the frequency your teacher accomplishes the activities or the extent to which the given variables are influencing your learning and indicate the most appropriate rating scale for each of the given item.

8. How often do you encounter the following skills enjoyable during English classes?

VARIABLES	FREQUENCY				
	Always	Usually	Sometimes	Rarely	Never
Reading (reading comprehension tasks)					
Speaking (e.g. debating, free talk, etc)					
Listening (listening activities)					
Writing (writing exercises)					
Vocabulary (word meanings)					
Grammar(Tenses, comparisons, adverbs, etc)					
Mechanics (capitalization & punctuation)					

9. How often does your teacher present a new grammar item using the following variables?

VARIABLES	FREQUENCY				
	Always	Usually	Sometimes	Rarely	Never
Using the language pattern in isolation					
Deductively (direct presentation of rules)					
Inductively (indirect presentation of rules)					
Using reading texts					
Using meaningful contexts					
Using mime, pictures and real objects					
Using listening texts					
Using guided dialogues					

10. How often does your teacher implement the following practices to teach grammar?

VARIABLES	FREQUENCY				
	Always	Usually	Sometimes	Rarely	Never
Mechanical drills					
Communicative drills					
Writing exercises					
Meaning based exercises					
Problem solving					
Games					
Role plays					
Group work					
Individual work					

11. To what extents do you think the following variables are affecting your learning English grammar?

VARIABLES	DEGREES			
	Very much	Much	To some extent	Not much
The textbook distribution				
The contents of the textbook				
The classroom size (no. of students)				
The classroom situation (furniture)				
The school environment (location)				
The school administration (discipline)				
The time allocated to the lesson				
Your background knowledge				

አዲስ አበባ ዩኒቨርሲቲ

ድህረ-ምረቃ ትምህርትቤት

የሁዩማኒቲ፣ ቋንቋዎች ጥናት፣ ጋዜጠኝነትና ኮሚኒኬሽን ኮሌጅ

የውጭ ቋንቋዎች እና ስነ-ጽሁፍ ትምህርት ክፍል

ለተማሪ የተዘጋጀ መጠይቅ

ውድ ተማሪ፡-ይህ መጠይቅ የተዘጋጀው ለሁለተኛ ደረጃ መደበኛ የቀን ተማሪያዎች ሲሆን ዓላማውም ተጋባዖታዊ የትምህርት ስልት በእንግሊዝኛ ሰዋሰው መማር ማስተማር ሂደት ውስጥ መተግበሩንና ምን ያህል አጥጋቢ እንደሆነ ጥናት ለማካሄድ ነው። ስለዚህ አንቺ/አንተ የምትሰጭው/ጠው ተጨባጭ እና ትክክለኛ መረጃ ለዚህ ጥናታዊ ጽሁፍ ስኬታማነት ትልቅ ሚና ስለሚኖረው ለእያንዳንዱ ጥያቄ ትክክለኛ ምላሽ በመስጠት የበኩልሽን/ሀን ተሳትፎ እንዲታደርጊ/ግ በታላቅ አክብሮት እጠይቃለሁ።

ማስታወሻ፦ ይህ መጠይቅ በማናቸውም ነገር አንቺን/አንተን የማይመዘን እና ምላሹ በምስጥር ተጠብቆ ለታለመው ዓላማ ብቻ ይውላል።

- ስም መፃፍ አያስፈልግም፤ ፤

- ለሚደረግልኝ ቀና ትብብር ከወዲሁ አመሰግናለሁ!!!

ክፍል 1፦ ግላዊ መረጃ

መመሪያ -1 የሚከተሉትን በተሰጠው ሳጥን ውስጥ የ (✓) ምልክት በማድረግ ሙይ/ሙላ።

ለ. ፆታ፡-   ወንድ ☐   ሴት   ☐

ሐ. ክፍልና ሴክሽን_____

መመሪያ 2፦ የሚከተሉትን ጥያቄዎች ትክክለኛ መልስ በመምረጥ ወይም አጭር ምላሽ በመስጠት መልሽ/ስ።

1. ሰዋሰዋዊ ስህተት በማይገኝበት 0/ነገር ሃሳብሽብ/ሀን እንድትገልጭ/ጽ የሚያስችል እውቀት ከእንግሊዝኛ ሰዋሰው ትምህርት አግኝቻለሁ ብለሽ/ሀ ትገምታለሽ/ሀ?

ሀ. አዎ ☐   ለ. አይደለም ☐

2. የጥያቄ ቁጥር (1) ምላሽሽ/ሀ (ለ) ከሆነ ምክንያቱ ምንድነው?

_____ ።

3. እየተማርሽ/ክ ባለሽው/ሽው የእንግሊዝኛ ሰዋሰው ትምህርት ምን ጠቀሜታ አገኛለሁ ብለሽ/ሀ ትገምቻለሽ/ሀ?

ሀ. የቋንቋውን ሀግ አውቄ እንድተነትን ያስችለኛል

ለ. ሰዋሰዋዊ ስህተት ያለባቸውን አረፍተ ነገሮችን ለይቼ ለማወቅ

ሐ. ብያንስ በንግግርና በጽሁፍ መልክ በተለያዩ አካባቢያዎች እንዲግባባበት ይረዳኛል።

መ. ሌላ _____

4. በሰዋሰው ት/ት ክ/ግዜ መምህሩ በደንብ ግልፅ አደርጎ ለማስተማር የሚያከናውኗቸው ተግባራት ምንድን ናቸው?

ሀ. ስለ ትምህርቱ ርዕስ በጥልቀት ማብራራት

ለ. አመሰራረቱን ህግ በአጭር ቀመር ማስቀመጥ

ሐ. ወደ አማረኛ መተርጎም

መ. የቋንቋውን ህግ በአ/ነገር ውስጥ በመጠቀም ትርጉሙን ማሳየት

ሠ. ሌላ _____

5. የአንድን ሰዋሰው ትምህርት ጭብጥ ምን ያህል እንደተረዳሽ/ህ ለማረጋገጥ መምህሩ የሚጠቀሙት ዘዴ ምን ምንድን ነው?

ሀ. ሰዋሰዋዊ ስህተት ያለባቸውን ዐ/ነገሮች ለዩ በማለት

ለ. ሰዋሰው ህጉን በአጭር ቀመር እንዳብራራ በመጠየቅ

ሐ. ሰዋሰውን ዐ/ነገር ውስጥ በማስገባት እንድፀቀም በማድረግ

መ. ሌላ _____

6. የእንግሊዝኛ ቋንቋ ሰዋሰውን በመማር ማስተማር ሂደት ውስጥ ጎልቶ የሚታየው _____ ነው::

ሀ. የሰዋሰው አመሰራረት ህግ

ለ. የሰዋሰው ትርጉምና አጠቃቀሙ

ሐ. የሰዋሰው ትርጉም እና መቼት አጠቃቀሙ

መ. ሌላ _____

7. አንድን የሰዋሰው ትምህርት አርዕስት ለማቅረብ መምህሩ በብዛት የሚጠቀሙት አቀራረብ ዘዴ:-

ሀ. የቋንቋውን ሰዋሰው አመሰራረት ህግ በተናጠል ስሌዳ ላይ በመፃፍ

ለ. የአመሰራረቱን ህግ በተዘዋዋሪ ዐ/ነገር ውስጥ በማስገባት

ሐ. ሌላ _____

መመሪያ - 3 የሚከተሉትን ጥያቄዎች ትክክለኛ ነው ብለሽ/ህ ባመኘሽበት/ክበት አማራጭ ልክ የ (✓) ምልክት በማስቀመጥ መልስ፡፡

8. የሚከተሉትን ክህሎቶችን ስትማሪ/ር ምን ግዜ ያህል ትኩረት ሳቢና አዝናኝ ሆነው ታገኛለሽ/ህ?

አማራጮች	ጊዜያት				
	ሁልጊዜ	አብዛኛውን	አልፎ አልፎ	ጥቂት ቀናት	በፍፁም
ማንበብ (የምንባብ መልመጃዎችን)					
መናገር (የመናገር መልመጃዎች)					
ማዳመጥ (የማዳመጥ መልመጃዎች)					
መፃፍ (የመፃፍ መልመጃዎች)					
ቃላት (የቃላት ትርጉም መልመጃ)					
ሰዋሰው (መስተዓምር፣ መስተፀምር)					
ሥርዓተ ነጥብና የትላልቅ ሆሄያት አጠቃቀም					

9. መመህርህ/ሽ አንድን አዲስ የሰዋሰው ምን ያህል ግዜ የሚከተሉትን ዘዴዎች በመጠቀም ያቀርባ?

አማራጮች	ጊዜያት				
	ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	ጥቂት ቀናት	በፍፁም
የቋንቋውን ቀመር በተናጠል በማስቀመጥ					
ቀጥታ ህጉን በአረፍተ ነገር በማስቀመጥ					
በእጅ አዙር መዋቅሩን 0/ነገር ውስጥ በመጠቀም					
የንባብ መልመጃዎችን በመጠቀም					
ትርጉም ተኮር አካባቢን በመፍጠር					
ተጨባጭ መረጃመሳሪያ ምስሎችን እንድሁም በድርግት በማሳየት ትርጉሙን ግልፅ በማድረግ					
የማዳመጥ መረጃዎችን በመጠቀም					
መምህር መር የሆነ ቃለ ምልልስ በመጠቀም					

10. በሰዋሰው ትምህርት አሰጣጥ ሂደት ውስጥ መምህሩ ምን ያህል ጊዜ የሚከተሉትን ተግባራት እንድታከናውኑ ይጋብዛሉ?

አማራጮች	ጊዜያት				
	ሁልጊዜ	አብዛኛውን ጊዜ	አልፎ አልፎ	ጥቂት ቀናት	በፍፁም
መዋቅር ተኮር ሙከራዎችን በቻትላችው ልምምድ እንዲታደርጉ በማድረግ					
በተለያዩ ቃላት ሳጥን የመሙላት መልመጃዎችን እንዲትስሩ በማድረግ					
ቀስ በቀስ አዳዲስ ቃላቶችን በመፃፍ ሳጥን እንድትሞሉ መልመጃዎችን በመስጠት					
መልዕክት ያላቸውን የራሳቸዉን 0/ነገር እድትፆፉ በማድረግ					
የአንድ ችግር መፍትሔ ሃሳቦችን እንድታመነጩ በማድረግ					
የጮውውት መልመጃዎችን በመጠቀም					
የአንድን ድርጊት ገፅታ በድራማ መልክ ክፍል ውስጥ እንዲቀርብ በማድረግ					
ተማሪዎችን በቡድን ስራ ውስጥ በማሳተፍ					
እያንዳንዱ ተማሪ በተናጥል እንዲሰራ በማዘዝ					

11. የሚከተሉትን አማራጮች በሰዋሰው መማር ማስተማር ሂደት ላይ ምን ያህል ተፅእኖ ያሳድራሉ?

አማራጮች	ጊዜያት				
	በጣም ከፍተኛ	ከፍተኛ	የተወሰነ	ከፍተኛ ያልሆነ	ምንም
የመማሪያ መጽሐፍት ስርጭት					
የመማሪያ መጽሐፍት ይዘት					
የመማሪያ ክፍሎች ጥበትና የተማሪዎች ብዛት					
የመማሪያ ክፍሎች ቁሳቁስ አለመሟላት (መቀመጫ፤ብርሃን፤ጽዳት)					
ትምህርት ቤቱ የሚገኝበት አካባቢ					
የትምህርት ቤቱ አስተዳደር ደንብ					
ለመማር ማስተማር የተመደብ ሰዓት					
የተማሪዎች ነባራዊ ችሎታና እውቀት					

Appendix-C
OBSERVATION CHECKLIST

Date _____

Grade & Sec.____ Number of Students____ Lesson Topic_____

VARIABLES	Yes	No	Remark
1. Does the teacher present a grammar item in a meaningful context?			
2. Does the teacher utilize supporting materials?			
3. Is the lesson sound explained and an example is given?			
4. Does the teacher use written and oral context to produce relevant information?			
5. Is the context or situation created appropriate to the lesson topic and learners' life background?			
6. Does the teacher motivate the learners to practice the language?			
7. Does the teacher use various strategies to make the lesson vivid and understandable?			
8. Is the treatment of meaning and use emphasized?			
9. Does the teacher integrate the grammatical patterns with language skills?			
10. Are the learners encouraged to discover the grammar rules by themselves?			
11. Are the learners encouraged to produce/elicit their own idea based on the topic introduced?			
12. Does the teacher make the lesson interactive?			
13. Are the tasks and activities designed adequately?			
14. Are the learners asked to practice the structure of the language in real situation independently?			
15. Are the students encouraged to use the new grammar item to make meaningful sentences creatively?			
16. Does the teacher tolerate students' errors?			
17. Does the teacher let the learners correct their errors?			
18. Does the teacher give the necessary correction at the desired time?			
19. Does the text book invite learners to produce their own sentences using the given structure?			

Appendix-D

INTERVIEWS

A. Interview for Teachers

Good morning/afternoon dear English teacher; my name is _____. I came from Addis Ababa University graduate school department of foreign languages and literature to investigate the practice and effectiveness of communicative approach in EFL/ESL grammar teaching. Then, I would like you stay with me for some minutes and give your genuine responses to my interview questions.

I really appreciate your supreme and enthusiastic cooperation in advance!

1. I hope that grammar is among the language skills you are helping your students learn during English classes. What do you think your students benefit from it?

2. As a teacher, you definitely know yours and your students' duties and responsibilities during grammar classes. If so, are you effectively practicing them? Why not?

3. What do you think should be done by every concerned body to address communicative grammar teaching principles?

B. Interview for Students

Good morning/afternoon dear student; my name is _____. I came from Addis Ababa University graduate program department of foreign languages and literature to investigate the practice and effectiveness of communicative approach in EFL/ESL grammar teaching. Then, I would like you stay with me for some minutes and give your genuine responses to my interview questions.

I really appreciate your supreme and enthusiastic cooperation in advance!

1. I hope that grammar is among the language skills you are learning during English classes. What do you think you benefit from learning grammar?

2. As a student, what are the activities your teacher often involves you in to perform in grammar classes?

3. What do you like should be done by every concerned body for your better learning of English grammar so that you can easily communicate in your everyday life?

የተማሪ ቃለ መጠይቅ

ውድ ተማሪ እንደምን አለሽ/ህ? ስሜ-------------------ያባላል። የመጣሁት ከአዲስ አበባ ዩኒቨርስቲ ድህር ምረቃ ት/ቤት የውጭ ቋንቋዎች እና ስነ-ጽሑፍ ትምህርት ክፍል ነው። የመጣሁትም ተግባበታዊ የመማር ማስተማር ስልት በእንግሊዘኛ ሰዋሰው ክህሎት ትምህርት አሰጣጥ ላይ መተግበሩንና አጥጋቢመሆኑን ጥናት ለማካሄድ ነው። ስለሆነም ከዚህ በመቀጠል ለምናደርገው ቃለ ምልልስ ተጫባጭ የሆነ ትክክለኛ ምላሽ እንድትሰጭኝ/ጠኝ በአክብሮት እየጠየኩ ለሚደረግልኝ ቀና ትብብር ላቅ ያለ ምስጋናየን በማስቀደም ነው።

1. በእንግሊዝኛ ትምህርት ክፍለግዜ ከምትማሪያቸው/ ክህሎቶች አንዱ ሰዋሰው እንደ ሆነ እውን ነው። ለመሆኑ ሰዋሰውን መማር ምን ጥቅም ያስገኛል ብለሽ/ህ ትገምቻለሽ/ህ ?

2. አንደ አንድ የሁለተኛ ደረጃ ተማሪ በእንግሊዝኛ ሰዋሰው ትምህርት ክፍለግዜ መምህሩ አብዛኛውን ጊዜ እንድትሰሩ የሚያዙዋቹ መልመጃዎች ምንምንድን ናቸው?

3. የእንግሊዘኛ ሰዋሰው ለዕለት ተዕለት መግባቢያነት ይረዳሽ/ህ ዘንድ አጥጋቢ በሆነ አኳኋን እንዲሰጣችሁ ለወደፊት እያንዳንዱ የሚመለከተው አካል ምን ቢሰራ ትመክሪያለሽ/ህ?

Appendix-E

TESTS

INSTRUCTION: Choose the most appropriate answer and encircle your answer (test-1).

1. I _____meet my girl friend this weekend.

      A. have gone to   C. will going to   C. should go to   D. am going to

2. This medicine _____ of dangerous chemicals.

        A. is made   C. is done

        B. has made   B. has done

3. He sometimes _____ his homework during the night.

        A. makes   B. does   C. works   D. performs

4. They _____ their assignment.

        A. just have completed   C. completed have just

        B. completed just have   D. have just completed

5. I am not sure; they _____ this afternoon.

        A. may come   C. must come

        B. will come   D. can come

6. My friend and I _____ in Addis Ababa.

        A. live   C. lives

        B. am living   D. is living

7. She is _____ of all her friends.

        A. as tall as   B. taller than

        B. not so tall as   D. the tallest

8. _____ is Hawassa from Addis Ababa?

        A. How long   C. How tall

        B. How far   D. Where

9. Work hard if you _____ to score good result.

        A. want   B. wants   C. wanted   D. will want

10. I do not know what I _____ do with this problem.

   A. will   B. may   C. shall   D. can

INSTRUCTION: Choose the most appropriate expression and encircle your answer (test -2)

1. Hewot: I am planning to invite you. What are you going to do this weekend?

   Rawuda: I am sorry I can't. _____.

      A. I want to help my parents   C. I am going to meet my boyfriend.

      B. I have got to study hard.   D. I will wait for a guest from abroad.

2. No one can easily break this door. It is_____.

      A. made of plastic   C. make of strong metal

      B. made in Japan   D. made of strong metal

3. Most couples like to have a walk during the night. They like_____, too.

      A. to do love   C. to make love

      B. to make their business   D. to do their business

4. _____ because its submission deadline is tomorrow.

      A. We have just completed our competition

      B. We just have completed our competition

      C. They have just completed their assignment

      D. They just have completed their assignment

5. The weather is cloudy this afternoon. _____.

      A. It can heavily rain soon   C. It shall heavily rain soon

      B. It may heavily rain tonight   D. It must heavily rain tonight

6. Wild animals such as lions and tigers_____ by hunting smaller animals.

      A. eats meat   C. get meat

      B. ate meat   D. got meat

7. Adama is 99 km. from Addis Ababa, but I don't exactly know_____.

      A. how far is Dire Dawa from Addis Ababa

      B. how far Dire Dawa is from Addis Ababa

C. how long Dire Dawa is from Addis Ababa

D. how long it is Dire Dawa from Addis Ababa

8. Meron is 1.50 m tall. Meti is 1.57 m tall, and Fozia is 1.60 m tall. When we compare them:

A. Meti is taller than Meron and Fozia

B. Meron is not so taller than Meti and Fozia.

C. Fozia is the taller of both Meti and Meron.

D. Fozia is the tallest of both Meti and Meron.

9. If you mix hydrogen and oxygen, _____.

A. you normally get water   C. we will normally get water

B. we shall normally get water   D. we may or may not normally get water

10. I have a severe headache; I do not know what _____ do with this disease.

A. I will   B. will I   C. I shall   D. shall I