



Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
MA in TEFL (Teaching English as a Foreign Language)

EFL Teachers' Implementation of Communicative Language Teaching
Approach in Teaching Grammar: the case of Andiracha Woreda
Secondary schools

By: Fasika Mulugeta

A Thesis Submitted to Department of English Language and Literature
in Partial Fulfillment of the Requirements for Master of Arts in
Teaching English as a Foreign Language (TEFL)

August, 2024
Jimma, Ethiopia

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Co-advisor: Ashenafi Belay (PhD)

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Approval page

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EFL Teachers' Implementation of CLT Approach in Teaching Grammar: the case of Andiracha Woreda Secondary Schools

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Abstract

The purpose of this study was to investigate 'EFL teachers' implementation of communicative language teaching in teaching grammar: The case of Andiracha woreda secondary schools. A descriptive survey design that contained both a qualitative and quantitative approach was used. In this study, a comprehensive sampling method was used. The total population of this study were 67 EFL teachers, and the sample size was all EFL teachers in Andiracha woreda secondary schools who have been teaching in high school from grades 9–12. A questionnaire was distributed to 67 EFL teachers, who were the total population of the study. From these EFL teachers, the researcher selected four EFL teachers for both interviews and observation as data gathering tools of the study by using purposive sampling. The reason is that it saves time and is easy to gather information. The data gathered through interview and observation was analyzed qualitatively and quantitatively. The major findings of the study were that EFL teachers implement CLT and teach grammar rarely; a lack of commitment and lack of awareness impacts their implementation to teach grammar in a communicative way. Therefore, learners didn't practice and learn grammar in a communicative way. EFL teachers don't use role plays, telling stories, and presentations as techniques of teaching grammar in a communicative way. The major challenges that EFL teachers faced while implementing communicative language in teaching grammar were lack of awareness of ELT methods, poor academic background of EFL teachers, large class size, learners negative attitude towards learning grammar in a communicative way, traditional teaching method, lack of exposure to authentic language, and scarcity of resources. Thus, depending on the findings, the following recommendations were made: EFL teachers should be aware of issues and understanding in ELT methodologies, teaching styles, and perceptions on the function of teaching grammar in a communicative way. They should also develop the habit of practicing communicative language to upgrade their language teaching methodology to teach grammar in a communicative way.

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List of abbreviations & acronyms

CGT – Communicative grammar teaching

CLT – Communicative language teaching

EFL- English as a foreign language

ELT- English as a foreign language teachers

SL(L2) Second language

TEFL –Teaching English as a foreign language

ESL- English as a second language

MOE- Ministry of education

CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Internationally, language teaching and learning are the most important subject matters and instructions in contemporary school environments. Over the centuries, a large number of teaching and learning theories and strategies have been developed to meet the needs of different learners, target languages, geographic regions and student backgrounds. Nevertheless, the Communicative Language Teaching (CLT) approach is one of the most important and applicable teaching and learning theories in the contemporary language teaching profession (Savignon, 2002).

Since the late 1970s to early 1980s, the CLT approach has been advocated as an effective teaching and learning strategy. Although many teachers in the foreign language teaching profession try to employ the CLT approach to their classroom environments as much as possible, many teachers still do not understand how to manage and apply the approach appropriately for their students (Dos Santos, 2016). In fact, the CLT approach may connect to different classroom activities and tools, such as discussion (Dos Santos, 2017), group sharing (Alrashidi&Phan, 2015), problem-based learning (Bittencourt, 2015) and even role-play teaching (Johnson, 2018). However, some researchers (Taguchi, 2009) argue how teachers can develop and design curriculums and syllabuses that can merge the CLT approach. For example, the CLT approach is a methodology for discussion, role-play, presentation and group discussion.

As a result, CLT is now widely used in the teaching of English as a foreign Language/Second Language settings. Currently, in Ethiopia following the introduction of CLT, the teaching of English language has shifted from traditional form based grammar teaching to communicative approach. The English language curriculum, syllabuses and the teaching material for secondary schools are prepared in the basis of CLT (MoE, 2004). It insists the student centered and communicative approach of teaching language skills.

Specific grammar structures should be taught and practiced in contexts which are natural setting and necessary to learning. To do this, it is necessary to use appropriate strategies to teach grammar in a communicative way. Regarding this, Nassaji and Fotos, (2011), claim that there is no identified instructional strategy or method which is capable of addressing all the goals of language acquisition and pedagogy.

The way teaching materials are developed also can have its own effect on the implementation of grammar teaching. The expectation and interest of the learners about teachers' way of teaching grammar can be one factor to result in better effect on the grammar learning. Recently, it has been intended to apply communicative language teaching practices but without ignoring the language elements; the belief is to teach the linguistic competence within the communicative competence (Kirkgoz, Y 2008). Accordingly, the study attempts to examine how effectively the communicative grammar teaching is being implemented at grade 9 in the specified school.

The overall aim of CLT in an EFL classroom is to provide learners with opportunities for interaction and communication in the English language, with teachers playing various roles including that of a mediator, guide, and facilitator (Belchamber, 2007). In order for a teacher to fulfill these roles, they not only must guide communication and interaction within the classroom but also incorporate non-traditional materials supporting these processes (Breen & Candlin, 2010). The teacher should guide students only when dealing with the use of materials and participation in the chosen activities such as role-play, pair/group work, and games. However, students should play the dominant role in appropriating these activities to meet their individual needs.

The objective of teaching grammar is to teach those who use the English language to express their thoughts correctly either in speaking or writing. In teaching grammar, there are three areas to be considered: grammar as a rule, grammar as a form, and grammar as a resource (Ellis, 2006). Generally, grammar should thus be taught communicatively as a good alternative to the traditional way of grammar teaching to achieve successful communicative competence in EFL. Therefore, this study wants to assess EFL Teachers' Implementation of CLT approach in teaching grammar: the case of Andiracha Woreda Secondary schools

1.2 Statement of the Problem

Grammar competence is one of the key components of language learning for the purpose of successful and real-life communication (Ellis, 2006). Ur (1988) notes that grammar is seen as the central area of a language around which reading, writing, speaking, listening vocabulary, and other components like meaning and function of a language revolve. It is a tool for communicating more effectively and it is fundamental to language learning as a means to an end, not an end in itself. In light of this, Richard (2006) stated that the final product of learning grammar is the effective use of language forms for communicative needs according to the context and situations.

Following the birth of CLT and its world-wide influence as an approach to EFL teaching, in Ethiopia, there has been a shift from a traditional grammar-fronted approach to a communicative one. An attempt was made in changing the curriculum, the syllabus and teaching materials in a communicative manner as well (MOE,2004). In addition to this, Some researchers (Haregewain, 2008 and Tiglu, 2008), however, indicated students cannot yet apply their linguistic ability to real-life situations. Exploitation the English language for the rationality of real-world communication in Ethiopian high schools and higher education institutions is not as predicted.

Having sixyears of teaching experience in high schools and an informal discussion made with EFL teachers, apart from the above studies, the researcher is also one of the witnesses for the students reluctance to apply their linguistic skills to real-life settings. From his experience, most learners have difficulties in communicating effectively with their teachers, peers, and others in writing and speaking. Although some EFL students are good at constructing grammatically correct sentences in isolation, the majority of them fail to effectively communicate with others. They can tell when they are being asked to fill out a form, but they hardly able to communicate effectively and meaningfully. These problems may be attributed to various factors such as the way grammar items are being taught, lack of good background in the English language, and so forth.

Yusob (2018) also studied on “Challenges of Teaching Grammar at Tertiary Level: Learning from English Lecturers Insights”. The findings indicated that they faced six main challenges in teaching grammar namely lack of experience, expectations of the students, lack of facilities, negative perceptions on the teaching of grammar, and preparing grammar lessons. Another study by Bancole- Minaflinou (2018) entitled “Exploring the Teaching of Communicative Grammar in EFL Classes in Benin to Promote Language Use in Content Based Instrucyion Context” is also conducted. The findings of the investigation showed not many teachers teach communicative grammar in Benin and those who claim they teach it still have not a clear idea of what it is supposed to be.

Likewise, different local survey have also been conducted in relation to the issue of CGT. Different local researchers such as Bayisa (2013), Simegnih (2017), Tesfaye (2017), Gaddissa (2017), Mulu (2018), and Tsehay (2019) conducted studies on different facets of CGT at different parts of the country at different grade levels. They made an attempt to have a look at different issues of CGT. The findings of these studies showed that grammar was not successfully taught on account of CLT.

Similarly, Simegnih (2017), Tesfaye (2017), Gaddissa (2017), Mulu (2018), and Tsehay (2019) also conducted their study on “Exploring the Practice of Communicative Language Teaching in English Classrooms”. The findings portrayed that although teachers have high theoretical orientations about CLT, they were reluctant in applying their theoretical knowledge in the actual classroom. In other words, all these studies demonstrated that EFL lessons were not taught communicatively.

The above local researchers also tried to shed light on uncover EFL teachers’ implementation of CLT approach in teaching grammar. Since many EFL teachers faced challenges in implementing CLT to teach grammar in Andiracha Woreda secondary schools, the researcher is initiated to conduct the study on the implementation of CLT approach to teach Grammar at Andiracha Woreda Secondary Schools. Generally, this study was conducted with in the contexts given in the previous sections to add knowledge on the existing one. Therefore, the research was conducted to bridge this gap by investigating EFL teachers’ implementation of CLT approach in teaching grammar.

1.3. Objectives of the Study

1.3.1 General Objectives of the Study

The main objective of this study is to assess EFL Teachers’ Implementation of CLT approach in teaching grammar.

1.3.2 Specific objectives of the Study

The specific objective of the study is to: -

- examine EFL teachers’ implementation of CLT approach in teaching grammar
- describe the techniques used by the EFL teachers in teaching grammar in communicative way.
- identify the challenges that EFL teachers face in implementing CLT approach while teaching grammar

Based on the specific objectives of the study the following research questions prepared to achieve the objectives.

1.4 Research Questions

1. How often do EFL teachers’ implement CLT approach in Teaching Grammar?
2. What are the techniques used by the EFL teachers in teaching grammar in communicative way?

3.What are the challenges that EFL teachers face in implementing CLT approach while teaching grammar?

1.5 Significances of the Study

This study may help to provide a better understanding of the implementation of CLT and challenges that the EFL teachers faced in teaching grammar by showing direction how to implement communicative language in teaching grammar in the study area. Second, it is useful for syllabus and curriculum designers. Second, it may identify the major problems faced while implementing CLT approach in teaching grammar. Third, teachers' might be able to take pedagogical measures based on the research findings about teaching grammar. Finally, it may help as a reference for another researcher who wants to conduct a further investigation on this area.

1.6 Scope of the study

There are different language teaching approaches and skills of language. This study was confined to assess EFL Teachers' Implementation of CLT approach in teaching grammar: the case of Andiracha Woreda Secondary schools. The subject of the study were all EFL teachers in all Andiracha Woreda's Secondary schools

1.7 Operational Definition of Key terms

Communicative language teaching : A way of teaching EFL with the primary goal of attaining communicative competence of students to use the target language in their real-life situations. (Musoliva,2010)

Communicative Grammar Teaching : a way of teaching grammar based on the principles of the communicative approach to second or foreign language teaching (Ellis 2002)

Implementation: The process of moving idea from concept to reality.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 A Historical Perspective of Grammar Teaching

The history of language pedagogy has shown that grammar has been at the center of language teaching for many years. This was resulted from the belief that there were no distinctions between language teaching and grammar teaching (Nassaji and Fotos, 2011). Language was believed to be mainly composed of grammar rules with the conception that knowing these rules would result in knowing the language.

The emphasis put on grammar resulted in the Grammar Translation (GT) method towards the end of the 18th century, and this was expanded in use throughout the 19th century. GT focused exclusively on studying classical languages, such as Greek and Latin, their grammatical rules and structures (Ibid). The different grammatical sorts were taught deductively. This means that grammar instruction was through explicit explanations of the rules with memorization and translations of texts of L2 to the mother tongue. The focus of language teaching was primarily on written language, reading literature of the target language, and training learners' academic capacities. Different versions of GT are still in use recently although it is mainly in foreign language contexts (Ibid, 2001) However, language acquisition theories have evolved since then and the position of grammar has changed drastically since the 18th century. This is due to a better understanding of the acquisition processes which learners go through while learning a second language. This takes us to the discussion of the approach of Communicative Language Teaching (CLT).

2.2 Role of the EFL Teachers in CLT Approach

In the communicative classroom, the teacher plays a variety of roles. Instead of being the dominating authority in the classroom, the teacher facilitates the communicative process among all the learners and between the students and the various tasks, giving guidance and advice when necessary. Furthermore, teachers act as independent participants within the learning-teaching group. Any unnecessary intervention on the teacher's part may prevent learners from becoming genuinely involved in the activities and thus hinder the development of their communicative skills (Zhenhui, 2005). Breen and Candlin (2001) express some roles of the teacher in the following ways: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and various activities and texts; the second role is to act as an independent participant within the learning teaching group; the third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate

knowledge and abilities, actual and observed experience of nature of learning and organizational capacities.

Conversely, Harmer (1991) posits that the teacher plays different roles in a communicative class such as a controller, an assessor, an organizer, a prompter, a participant, a resource, a tutor and an investigator. According to Harmer, teachers as controllers are in complete charge of the class. They control not only what the students do, but also when they speak and what language they use. In addition, the teacher is also considered an assessor who plays crucial role in correction and organizing feedback. However, the role of organizer is thought to be the most important and difficult role the teacher has to play because the success of many activities depends on good organization and on the students knowing exactly what they are to do. The primary aim of the teacher in classroom activities is to tell the students what they are going to talk about (or write or read about), to give clear instructions about what exactly their task is, to get the activity going, and then to organize feedback when it is over.

This sounds remarkably easy, but it can be disastrous if the teachers have not thought out what they are going to say beforehand. Sometimes, the teachers have to encourage the students when they are confused about what to do next.

Here, the teachers play the role of prompters. To get the students stimulated, the teacher might prompt the students with information they have forgotten. Moreover, a friendly atmosphere has always to be demonstrated in a communicative English class. As a result the teacher may play an equal role in an activity, especially such activities as simulations are taking place. Harmer also suggests that teachers should not be afraid to participate since not only will it improve the atmosphere in the class, but it may also give the students a chance to practice English with someone who speaks it better than they do. In addition, the teachers of language classes are a kind of walking resource center which is always available for students to consult if they wish (Breen and Candlin, 2001).

2.3 Role of the students in CLT Approach

The emphasis in CLT on the processes of communication, rather than mastery of language forms, leads to different roles for learners as compared with those learners found in more traditional second language classrooms. Breen and Candlin (2001) describes learner roles as follows: The role of learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom procedures and activities which the group undertakes.

The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way. Meanwhile, Larsen-Freeman (1986) comments that students are, above all, communicators. They are actively engaged in negotiating meaning-in trying to make themselves understood-even when their knowledge of the target language is incomplete. They learn to communicate by communicating. Also, since the teacher's role is less dominant than in a teacher-centered method, students are seen as more responsible managers of their own learning. This means that if students want to be more independent they must cultivate correct "attitudes to learning" and "approaches to learning" (Richards, 1990).

2.4 Problems perceived by EFL teachers when applying CLT

Many have proposed that most EFL teachers have some problems when applying CLT. For instance, Burnaby and Sun (1989) reported that teachers in China found it difficult to deploy CLT. The constraints cited include the context of the wider curriculum, traditional teaching methods, class size and schedules, resources and equipment, the low status of teachers who teach communicative rather than analytical skills and English teachers deficiencies in oral English and sociolinguistic and strategic competence. Many other studies and researches have shown that it is not that much easy for the teachers specially the EFL teachers to utilize CLT as an asset to reach the final goal of language teaching in their context with their students.

Based on a study that assessed the attitudes of Hong Kong educators toward using CLT in the local context, Chau and Chung (1987) reported that teachers used CLT only sparingly because it required too much preparation time. Since the emergence of CLT the only group of people having difficulty using it are not the teachers. Students are also to be taken into account in this case. Sano et al (1984) point out that the Japanese students studied generally did not feel pressing need to use English, therefore the goal of communicative competence seemed too distant for them. A study conducted in Vietnam identified class size, grammar-based examinations, and lack of exposure to authentic language as constraints on using CLT (Ellis, 1994). As this brief review indicates because of many problems CLT as the most known comprehensive approach in language teaching has proved difficult to be implemented on the part of teachers of English as a Foreign Language. For example, asking someone to give directions while working in a classroom pair-work activity does not serve any authentic communicative and language are removed from their original context outside the classroom into a learning context.

2.5 The concept of Communicative Grammar Teaching

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 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) stated 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 in that language. This on the other hand points out all the elements in a sentence which attribute to its actual meaning.

The grammar of 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) 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 (2004) claims that people use it to do certain functions like stating facts, introductions, accepting or declining invitation, asking for or giving direction, advising and so on. It tells us the relationship between the participants and shows where the topic of the message. Atkins, Hailom and Nura (1995) further describe that, it is also a means of expressing time when the action took place through the tenses and time words. It informs us the mood such as continuity, obligation or probability through helping words and whether the messages are statements questions.

Grammar refers to 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 communication.

Hailom and Nura (1995) and Tudor (1996) affirm that grammar is the means by which people organize message in any communicative activity as effectively and efficiently as possible. It is the part of the study of language which deals with the forms and structures of words, sentences

and meanings. Cooks (2001) describes that grammar is sometimes known as the analyzing scheme that relates sounds 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, Barston (1994) confirms, the absence of grammar in a language badly handicaps human being's communication.

Webster (1972) also describes that grammar is the system of word structure and words 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 and 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.

Furthermore, grammar can be interpreted in terms of historical and descriptive perspectives which are commonly known as diachronic and synchronic interpretation respectively. In diachronic study, grammars or languages are studied from the point of view of their historical development. On the other hand, synchronic grammar studies language at a theoretical point of time.

2.6 Principles of CLT

The core principle of the CLT approach is to learn in the language and to learn to use the language, but not learn the knowledge of the language (Savignon, 2002). In other words, the purpose of the CLT approach is to help students handle the communication skills of the target language. Traditionally, the Grammar-Translation Method and the Direct Method served as the basis of foreign language teaching-learning theories (Howatt&Widdowson, 2004).

These teaching and learning methodologies and strategies told us that teaching and learning languages are about how voice, grammar, and vocabulary could be delivered and directed with instructions to listen, speak, read and write (Rashotte, 1994). However, these teaching and learning methodologies and strategies do not strongly focus on the communication and interaction between learners in practice (Dos Santos, 2019). Therefore, with the enhancement and development of teaching and learning methodologies and strategies in the fields of language learning, since the last century, the CLT approach has been widely used in many language learning environments (Savignon, 2002). Gradually, the CLT approach took over from Grammar

Translation Method and Direct Method, which had been very popular in the 1800s and early 1900 (Richards & Rodgers, 2001).

Perhaps the most noticeable characteristics of CLT is that nearly all that happens in a CLT classroom is solely for communication, and meaning in CLT is acknowledged to be of utmost significance (Larsen-Freeman, 2000). According to Richards & Rodgers (2001), ‘learner-centeredness’ and ‘experience-based on view’ of teaching a language is another distinctive aspect of CLT. Moreover, Richards (2006) explores the central principle of CLT as: Make real communication the focus of language learning. Provide opportunities for learners to experiment and try out what they know. Be tolerant of learners’ errors as they indicate that the learners are building up their communicative competence. Provide opportunities for learners to develop both accuracy and fluency. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world and let students induce or discover grammar rules.

2.7 Materials in CLT Approach

In CLT, learning and teaching materials are of utmost importance. CLT advocates the use of authentic materials in the classrooms focusing on instructions based on real-life situations, utilizing authentic materials, and the importance of maximizing student interaction in the classroom. Richards and Rodgers (2001) assert that “materials play a primary role in promoting communicative use”. Utilizing authentic materials motivate the students to learn and also present them with opportunities to interact in real communication.

In a typical CLT activity, for instance, the use of authentic materials would be if the teachers ask the students to watch a television program or listen to a radio program and then write their reaction to that particular program. Another use of authentic material could be seen in the activity when a teacher uses weather forecast attempting to teach students.

The CLT approach consistently encourages both teachers and students to seek teaching and learning materials and tools from their current living communities, environments and societies. For example, two recent studies (Dos Santos, 2019) indicated that teachers should create visual-based teaching and learning materials using the students’ communities as the source. Related material from communities, such as city halls, school buildings, mayors, shopping halls and school residential dormitories are some of the interesting and up-to-date teaching and learning materials which allow students to share and chat about their daily lives with their classmates.

Beyond the teaching and learning materials from the students' living communities and societies, the researcher (Dos Santos, 2019a; Dos Santos, 2019b) also advocated that if teachers can create social media-based discussion groups and chatting platforms for students to practice reading, speaking and writing skills, students are more likely to share their feedback and tasks with others, particularly in East Asian teaching and learning environments (Han, 2017). Moreover, students are encouraged to avoid speaking their native language in order to fully participate in the learning environment. During the exercise, students were asked to try their best to use English as their primary language. Language errors could be found during the talking. Teachers would then introduce any possible phrases, sentence structures or grammar etc. after the exercise. Nevertheless, there are a large number of teaching and learning methodologies and strategies in the contemporary educational database.

Although each method and strategy have their own advantages and disadvantages, no single theory can be appropriate to all teaching and learning environments, classrooms, communities, schools, geographic regions, peoples, backgrounds, languages, perspectives, purposes or even nationalities. Therefore, in order to meet the expectations and needs of each individual classroom and student group, teachers and school leaders should always try and develop the most appropriate teaching and learning methodology and strategy for their students. In fact, even in the same school or university, the purpose of each individual classroom can be different.

For example, English for Specific Purpose (ESP) students and English for Academic Purpose (EAP) students will have different backgrounds, purposes and expectations. Therefore, without any appropriate arrangement and management, students could not meet their goals or gain knowledge from their classroom.

2.8 Advantages of CLT Approach

Like many traditional and contemporary theories and approaches within the fields of language teaching and learning, the CLT approach offers a significant set of advantages for both teachers and students to enjoy the progress of learning (Savignon, 2002). Below are some of the possible advantages. Firstly, unlike the Grammar-Translation Method and the Direct Method.

(Widdowson, 2004) the CLT approach tends to be a student-centred and situation-oriented language teaching practice (Da Silva Cintra&Bittencourt, 2015; Dos Santos, 2019).

Within the situation practices, teachers tend to develop some related activities within student living communities and societies. With these clear and familiar backgrounds and with

understanding of the vocabulary and application of the sentences, students are more likely to share their thinking with their peers. Also, the situational practices in speaking may not have a strong focus on grammar and sentence translation accuracy. However, with these approaches, students may increase their understanding and knowledge of language use, feasibility and communication abilities.

Secondly, one of the other significant advantages of the CLT approach is the interaction between teachers, students and peers. For the CLT approach, the relationships between both peers and teachers are significantly increased and highly considered (Savignon, 2002). The CLT approach allows both teachers and students to transfer their traditional teaching and learning beliefs into an innovative teaching and learning approach. For example, a well-known educator (Dos Santos, 2019) in language learning advocated that today's students like to use technological-assisted materials and tools for language learning, such as social media platforms and internet chat groups. In order to meet the needs of these students, such visual and interpersonal communicative tools must be created and employed.

Thirdly, the CLT approach usually increases the overall teaching and learning interests of students. Unlike the Grammar-Translation Method (Howatt&Widdowson, 2004) students were the sole listeners of the lectures. Also, when students are allowed to participate in some real-life stories and exercises, this could develop the interests of the students beyond the classroom environment. Also, the related stories, exercises, problem-based materials and case studies are more closely related to daily activities. In other words, students became the protagonists instead of the audiences. Moreover, related activities do not only work in the classroom but also allow students to bring classroom activities into applications and the workplace after completion of the lessons (Liao & Yang, 2012).

2.9 Disadvantages of CLT Approach

The Communicative Language Teaching approach provides a great number of advantages for teachers and learners to participate in effective language learning environments. However, some possible obstacles may serve as disadvantages within the teaching and learning environment. The following section indicates some of the possible obstacles. Firstly, lack of language proficiency. In fact, some teachers may be unable to answer detailed question about the target language, sociolinguistics or culture as they arise from interactions in the classroom. The CLT approach encourages teachers to employ related teaching and learning materials and tools from living communities and societies (Dos Santos, 2019).

However, the range of these related materials could be large. Therefore, even if teachers prepared the lessons, some questions and challenges could be missed. Secondly, in some countries, the CLT approach has been widely employed in many of their language learning classrooms. In the United States, for example, international students from all over the world, including students from both Eastern societies and Western communities, may be assigned into language learning environments and classrooms. However, due to the variety of social and cultural perspectives and backgrounds, many of these students tend to believe that traditional teaching and learning strategies are the only effective ways of teaching and learning. In other words, these students tend to focus their interests on memorizing vocabulary and grammar (Lee & Lee, 2019).

For a large number of students, traditionally, learning a new language is about memorizing vocabulary and intensive reading of materials after completing each lecture. Therefore, many students are unwilling to fully accept the CLT approach due to their traditional views of language learning techniques (Ahn& Kang, 2017).

Thirdly, the pressures and requirements of standard examination guidelines may also influence the application and employment of the CLT approach. For example, in the United States, secondary school students are recommended to take the Scholastic Assessment Test (SAT) as one of the university entrance requirements. Such university entrance exams are also widely employed in many international locations and schools, such as the ALevel, and the General Certificate of Education (GCE). It is worth noting that many of these university entrance examinations do not require any type of oral language proficiency. Therefore, learners may not have any strong interest in participating in additional communicative training due to the requirement of these examinations.

Fourthly, learner behavior would be highly influenced by the practice of the CLT approach in a classroom environment (Makombo, & Fraser, 2017). Unlike students in Western societies, learners from Eastern countries are not as motivated as other students even in the same classroom due to their social and cultural perspectives and practices (Ahn& Kang, 2017; DeWaelche, 2015; Kim, 2017; Lee & Lee, 2019). For example, East Asian students tend to be passive learners due to their cultural background. In many circumstances, East Asian students defer any arguments to their peers and teachers due to the social and cultural respectfulness to their teachers, even if they made mistakes. Therefore, based on learner behavior , the CLT

approach may have potential limitations to some groups of learners due to social and cultural backgrounds and perspectives.

Fifthly, classroom size and student enrolment numbers for each individual classroom significantly influence the outcomes and performances of the CLT approach. In some circumstances, language learning courses could enroll more than 50 students in a large sized lecture hall. Such large sized lectures offer no opportunities for students to interact and communicate with their peers, as in a silent and concentrated environment. Also, teachers can usually not handle additional demands, questions, improvements or corrections for each individual student (Jerome, 2016).

Sixthly, psycho-linguists and social-linguists advocate that regardless of the age, gender, nationality or background of language learners, awareness of grammar acquisition and understanding of the language grammar, both systematic and progressive, is that it would be carried out in a certain order (Vygotsky, 1981). When teaching grammar with the CLT approach, teachers tend to create a situation which outlines ideas in a specific context in order to seek communicative functions, such as questions, ordering etc. (Dos Santos, 2019). Under this direction, the syntax of the systematic and progressive is subject to a certain degree of neglect, and can give people a disorderly understanding (Pratt, 2002).

2.10 communicative grammar Teaching

Communicative grammar teaching is based on the principles of the communicative approach to second or foreign language teaching. The teaching of grammar should not be at the sentence level only but it should also be presented at the discourse level (Ellis 2002).

The objective of the development of communicative grammatical competence is to use a structure of language in a variety of situations spontaneously. 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. 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. (Wilkins 1972).

Nunan (1991) explains that grammar is fundamentally important in the communicative classroom. However, he adds that the approach to teaching grammar in classroom requires principles of communicative language teaching.

2.11 concept of Teaching Grammar

English is the world mostly used language (Greenbaum & Quirk, 2008, p. 7). Teaching of English takes place all around the world due to its international recognition, importance and popularity. Every language of the world has its own grammar and it is sure that the languages that we speak and write have a number of set of rules and styles to convey the intended meaning. Thus, English is one of them, i.e. having grammar. Etymologically, the word ‘grammar’ is derived from the Greek word ‘grammatika’ which means as the art of writing, a part of philosophy of a way of purifying language.

In other words, it provides correctness while using a particular language. Teaching language in general incorporates teaching grammar of that language though some scholars have undervalued its importance for learning a language. Therefore, teaching of English surely demands teaching of its grammar for effective language learning. Here, teaching grammar means teaching accuracy of a language which is only possible in formal learning environment. The formation of word and sentence is concerned with the rules of grammar. These rules of a particular language help for the correct use of that language i.e. effective communication. Thus, teaching grammar is one of unavoidable aspects for language teaching and learning.

According to Thorn Burry (1999), “Grammar is partly the study of what forms (or structures) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of sentence. Thus, a grammar is a description of the rules that governs how a language’s sentences are formed.” It can be said that grammar is a device by which words are combined into larger units of discourse.

In addition, it can be defined as the study of language descriptively, prescriptively and communicatively in a pedagogic manner. Here, pedagogic perspective of grammar refers to a book especially designed for language teaching and learning consisting both descriptive and prescriptive rules. Whereas communicative perspective of grammar refers to the grammar as the communicative end in mind or way language manipulates and combines words as to express certain kinds of meaning in context with various functions. Furthermore, there are many perspectives on conceptualizing grammar. Traditional perspective perceives grammar as a set of normative prescriptive rules established in order to preserve the purity and standard of language. Structural or descriptive perspective describes grammar as a device by which words are combined into larger units of discourse or it is the study of organization of words into various

combinations often representing many layers of structure such as phrase, sentences and utterances.

Cowan (2012) defines grammar as “the set of rules that describes how words and group of words can be arranged to form sentence in a particular language.” It means that the grammar of language describes how smallest units are structured to form a sentence and how different sentences are organized to form a unified, meaningful and purposive stretch of language use.

Hageman (2002) concludes that grammar is a set of rules of the language shared by its speakers which tells how to pronounce syllabus (phonology), how to form words (morphology), how to structure sentences (syntax) and what style of language to use in a given context(pragmatics). In other words, there is a hierarchy of units or elements of grammar in many grammatical description in which sentence/utterance consists of one or more morphemes, which consists of one or more clauses, which consists of one or more phrases, which consists of one or more words to convey the certain meaning in particular context.

2.12 Misconceptions on Teaching Grammar

Misconception of grammar is said to be false beliefs or wrong assumptions made about grammar and the grammatical descriptions. They raise some ambiguities whether to take grammar as a great deal of confusion or to take it as explicit object of discussion. In addition, they are myths, illogical, conservation and irrational ideas ignoring its importance in teaching language.

Larsen-Freeman (1997) has presented some major misconceptions that arise because of improper and inadequate reflection on the nature and structure of the language: Grammar is acquired naturally; it need not be taught. It assumes that some language learners acquire second language grammar naturally without structures until these structures become internalized. Grammar has to do only with sentence-level and sub sentence-level phenomenon. It means to say that it neglects supra sentential or discourse level of grammar. Grammar and vocabulary are areas of knowledge. Reading, writing, speaking, and listening are the four skills. This myth assumes that grammar is of static knowledge.

Grammars provide the rules for all the structures in a language. This misconception asserts that grammar rules should never be changed. The myth, I do not know enough to teach grammar, tells that teachers always feel like they can only teach what they know instruction. Grammar is a collection of meaningless forms. With no concern on other grammatical dimensions (meaning and use), it associates grammar with verb and rules about linguistic form. Grammar consists of

arbitrary rules. It means to say that the given rules are based on individual discretion or judgment and not based on any objective distinction. Grammar is boring. This misconception tells that teaching grammar only involves repetition and rote drilling that cause learners uninterested in learning it.

Another myth is that students have different learning styles and not all students can learn grammar. It assumes that there is individual difference in learning that can cause one learn better than others. Another myth says that grammar structures are learned one at a time. It is false because learners may fail in learning grammar. In conclusion, these abovementioned myths should be ignored and focused not only on form but also on meaning and used in order to teach grammar accurately, meaningfully and appropriately.

2.13 Methodological Positions of Teaching Grammar

Scholars have enumerated a number of methods for language teaching. Particularly, teaching grammar can be done through adopting these methods and here are some of the lists (Musilova, 2010).

a. Grammar-translation method: It is an old or traditional method which still existed so widely. Through this method, grammar rules are properly explained and there is focus on structure. In other words, there is a focus on learning the rules of grammar and the application in translation passages from one language into the other.

b. The audio-lingual method: This method was popular at the time of Second World War which gave attention on listening and speaking. Through this method, right grammatical structures are provided to the students and they are supposed to listen and repeat those structures with the help of memorization. In this method, drill is widely used and students learn easily by repetition.

c. Communicative language teaching and communicative approach: This approach is an alternative approach to structural grammar which assumes that communication should be done with appropriate forms in the context of use to perform various functions. It disregards the explicit use of grammar rules in teaching grammar i.e. there is a shift from form-focused instruction to meaning-focused instruction.

d. Total-physical response: In this method, teachers provide instructions and students listen to them and do them. The main thing is that there are no grammar rules as such. However, students try to do their best. It is more concentrated comprehension than production.

e. The natural approach: This method tries to teach the language in a similar way as children learn their first language. Teaching grammar through this approach is the same as in the total physical response. Teachers focus mainly on the meaning not on the correct form.

2.14 Techniques in Teaching Grammar

Grammar is one of the most important aspects of language. It is a system of a rule of a framework which gives the language structure. Thus, grammar can be defined as the study of the organization of words and phrase into sentence. Hence, teaching grammar includes the array of activities that help learners to learn the set of rules of a particular language. Grammar teachers might adopt plenty of techniques to support learners to learn the grammar. Technique is one of the keys to successful teaching grammar because with the right technique a teacher can teach grammar to the students and students become clear of what was described by their teacher. Celce-Murcia and Hilles (1988) have presented some of the techniques for teaching grammar.

a. Listening and responding: This technique is particularly well suited to both presentation and focus practice of grammar structures with a semantic challenge. It assumes that listening comprehension is necessary for second language acquisition. It also encourages learners to make a match between structure and meaning while observing a silent period.

Silent period refers that children often do not say anything or say very little when firstly learning a second language. In addition, this technique may help students to comprehend a structure before they are asked to produce it. Some listening exercises or activities are provided to the students and asked them to listen and respond physically or verbally. They are; listen and physically respond, listen and draw, listen and color, listen and manipulate, listen and speak, listen and write, and look, listen and verbally respond.

b. Telling stories: A story provides a realistic context for presenting grammar points, holds, and focuses students' attention in a way that no other technique can. Students naturally like to listen to study stories and most are remembered after the listen is over. Storytelling is traditional, convenient and flexible technique for teaching a phase of grammar lesson. Stories can be either teacher generated or student generated. They can be used for both eliciting and illustrating grammar points. In addition, students might also be marvelous storytellers as well as excellent listeners.

c. Dramatic activities and role play: Dramatic technique including role play may facilitate a match between structure and social function and can be used for both communicative and

focused grammar practice. In other words, this technique is particularly appropriate for teaching grammatical structures that are sensitive to social factors. The activities of this technique such as role plays, dialogue, transcribed conversation and skits provide meaningful context for integrating writing, reading, pronunciation, listening and grammar.

Moreover, the aim of grammar practice is to make students aware of the structures by learning those structures so, thoroughly that they will be able to produce correctly on their own. One of the jobs as a teacher is to help students to teach from form focused accuracy work to fluent, but acceptable, production, by producing a variety of practice activities that familiarize them with the structures with context giving practice in both form and communicative meaning.

Ur (2009) has presented some of the grammar practice activities the different techniques of teaching grammar which are as follows:

a. Awareness: Firstly, teacher introduces structures to learners. Then, students are given opportunities to study some kind of discourse and do a task that focuses their attention on its form and meaning. For example, learners are given an extract from the newspaper article and asked to underline all the examples of past tense that they can find.

b. Controlled drills: With the help of the cues provided by teachers or textbooks, learners can produce examples of the structures which are very clear to ended cues.

a) Teacher-centered technique: Literally, our classroom teaching has always been criticized for being more teacher-centered. In this technique, teacher remains active and students remain as passive listener. Interaction between teacher and student is found less here and teacher is more authoritative. It includes the following techniques (Richards, 1999):-

I. Lecture: It is a pedagogical technique in which a teacher delivers formal talk with a careful planning on the specific issues.

ii. Explanation: It is an explicit description of a concept or process. It can be in the form of acting, defining, using sentences, stating synonyms, telling original etc.

iii. Illustration: It is a way of teaching with the use of materials or examples in order to make the content understandable, interesting and clear to learners. It can be done verbally as well as visually.

iv. Demonstration: It is a presentation of pre-arranged series or events by which the relationship between theory and practice can be built to enable the learners to acquire the knowledge in the first hand form.

v. Finger technique: In this technique, a teacher points to each word with the help of finger in order to focus on the sentence or structure.

vi. Questioning: Although students become active while questioning, teacher plays major role in providing the answers.

b) Student-centered techniques: It has been a cry in teaching and learning at the present day. Students are in a front line and active while learning the language. They get the opportunities to involve in discussion, interaction, and communication. Some of techniques are (Richards, 1999):

I) Pair work: It refers to the activity in which two students get involved in interaction with each other. It can be done for various works such as dialogue, grammar practice, describing pictures, question answer, language games and so on.

II) Group work: Groups are created having 4 to 5 in numbers for the purposed task. Each member from the group involves in accomplishing the specific task.

III) Role play: It refers to an act for small scenes using the given dialogue or can be acted out using one's own ideas and information. It provides an opportunity to practice the language.

Iv) Project work: It is a co-operative language learning technique in which a team of students does work usually outside the classroom.

v) Discovery technique: It is a kind of problem solving technique that invites students to discover the information instead of passively listen the rules of grammar.

vi) Task based technique: Students involve in a communicative task which focuses on meaning rather than form.

vii) Teaching through text: Students are accessed to the text containing the structure that is intended to be taught. With the help of context, students can be focused on the particular structure in the text.

viii) Use of language games and fun activities: They are useful for teaching functions of language.

2.15 Challenges in Teaching Grammar

Teaching grammar has been a part of language teaching skills since grammar is a prominent feature of language. If learners fail to understand the rules of the grammar, they will fail to communicate effectively in that language. Therefore, teaching grammar plays vital role in learning a language effectively. However, the teaching of grammar is always perceived as the most difficult skill to teach and the most boring skill to learn. Having said this, it does not necessarily mean that we should avoid grammar while teaching a language. Grammar is said to be a skeleton of language which must be included in language teaching and learning. However, it is not an easy task. There might occur some challenges while teaching grammar. Yusob (2018) has presented some of the challenges faced by English language teachers in teaching grammar. These challenges are briefly discussed below:

a. Students' attitudes: Sometimes, students' needs and levels are ignored while teaching grammar. It is also believed that correcting student' mistakes are a big challenge, as teachers do not know precisely whether to correct their mistakes in speaking class. Challenges may occur when students have negative attitudes towards grammar as well as students' low proficiency level or weak students in the classroom. Generally, students prefer fun learning than learning grammar, as they feel insecure.

b. Experience: Grammar teachers might face challenge if they lack experience of teaching grammar. They might not even know the techniques of teaching grammar. There might be some English language teachers who are exposed to plenty methods but still having problems in applying grammatical rules. Thus, they must be able to apply the grammar first before learn to teach them. It is also believed that there is no excuse for English teachers for making grammatical mistakes.

c. Facilities: Sufficient facilities, resources, or materials are said to be important aids to make grammar lesson meaningful. Enough exposure of the target language helps learners' to learn the language better i.e. it needs abundant resources and materials. Challenges may occur when appropriate resources are not appropriately used by teachers while teaching grammar and it could be a problem if they do not know how to collect and use resources and materials, and make it appropriate. They may feel tedious to use the resources thinking that they are time consuming and economic.

d. Perceptions: Teacher's perceptions play a significant role and can arise great challenges to English teachers. Negative perception on teaching grammar may demotivate not only the

English teacher but the students also have to face the consequences as a result of the English teachers' perception. In addition, some teachers might have negative perception grammar by saying that grammar is the hardest part of the job. In others words, teaching grammar is difficult if it involves explaining rules to students while bridging the gap between the theoretical understanding of grammar to the practical usage of grammar.

e. Expectation of the English Teachers: English language teachers might have high expectations on their students in learning grammar believing that they have learnt a lot. It might be a challenge for them to create lessons which can cater various kinds of students' needs. It is also believed that grammar lesson consumes more time than other language skills. English language teacher sometimes expects the students to already master grammar as they have been learning in previous classes. In addition, teaching grammar can be frustrating at times due to the repetition of teaching the same thing for so many years.

f. Lessons: Grammar lessons seem to be worthless if they lack a balance in fulfilling the students' needs and at the same time achieving the objectives. Teaching of grammar is very challenging because teacher needs to prepare grammar lessons that seems interesting to the students. Moreover, teaching grammar is said to be time consuming because it is not easy to make students learn the rules and structures in an hour or two.

2.16 Review of Related Empirical Literature

A number of researches have been carried out on the topics related to techniques and challenges in teaching grammar. Some of the related major research works and articles have been mentioned below:

Shuib (2009) conducted a research on 'Grammatical awareness among primary school English language teachers' which aimed to examine the English language teachers' nature and level of grammatical awareness. This paper in general studies grammatical awareness of Malaysian primary school teachers. Data was gathered through questionnaire and interview from the primary school teachers who were following their B.Ed. TESOL program. Findings of the study shed light on an important facet of primary school English language teachers' meta-linguistic awareness in Malaysia, and informed about the improvement of teacher education in the country.

Al-Mekhlafi and Nagaratnam (2011) carried out a research entitled 'Difficulties in teaching and learning grammar in an EFL context' which had the purpose of reporting a study undertaken to

investigate the difficulties teachers face in teaching grammar to EFL students as well as those faced by students in learning it, in the teachers' perception. Questionnaire was used to collect the data from EFL teachers teaching English in Omani basic education school.

The study aimed to find out whether there are significant differences in teachers' perceptions of difficulties in relation to their gender, qualification, teaching experience, and the level they teach in school, thus providing insights into their own and their main students' difficulties. The results were also discussed with respect to difficulties categorized of the themes such as explicit grammar teaching, the transfer of declarative knowledge into procedural knowledge, the use of grammatical terminology, error correction, problem solving activities the use of authentic texts for grammar instruction and the use of spoken and written communicative activities.

Similarly, Retriansyah (2013) came out with a research on 'Teachers' techniques of teaching grammar in junior high schools in Salatiga' which aimed at discovering the grammar teaching techniques. The way of teaching may be different for elementary, secondary, tertiary, and undergraduate students. Students will not master the grammar without any help. Therefore, a teacher has crucial role to help their students.

The research participants were four English teachers from four different schools in Salatiga and data were collected using a nonparticipant observation and a semi-structured interview. The results of this study found seven different techniques such as drilling, translation, teacher-student exchange, chain, brainstorming, transformation and reception with minimal response, used by the teachers in teaching grammar to their students. This study also revealed two main reasons why the teachers used those techniques to teach grammar to the students, which were to make the grammar more understandable and to make students enthusiastic in learning grammar.

Bardakci and Uysal (2014) published an article on 'Teacher beliefs and practices of grammar teaching: Focusing on meaning, form, or forms?' with the aim of investigating Turkish primary level English language teachers' beliefs and practice patterns of teaching grammar and the reasons behind these patterns. Teaching grammar has always been central, but problematic domain for language teachers, what teachers believe and do regarding grammar instruction is an important issue that needs a great concern.

Akbar, Ahmad and Iqbal (2017) carried out a research entitled 'Problems in teaching grammar to English learners at secondary level' which had the purpose of highlighting the problems in teaching grammar with the improvements and solutions to overcome those problems. Standard

questionnaire and 9 sub-scale items were adopted as data collection tools. Findings of the study concluded that teachers who teach English to the secondary school students were not fully satisfied with their teaching of English grammar that was because they had no specialization in English language. It was also showed that teachers were not trained to teach English grammar at secondary level.

Moreover, the study revealed that from the use of audio-lingual method English teachers could get better results however, they had perception that English grammar is not easy to teach. In the same vein, Subedi (2017) carried out a research entitled ‘Exploring ways of teaching grammar lessons at secondary level’ aiming to explore the practice ways for grammar teaching at secondary level in terms of; teaching prepositions, articles, tense, tags, causative verbs and subject verb agreement. The results showed that inductive ways were more practiced to teach grammar lessons focusing learner-centered techniques. It was also concluded that teachers can use or select methods on the basis of the level of the learners and context and nature of the text.

Similarly, Yusob (2018) produced a research article named ‘Challenges of teaching grammar at tertiary level: learning from English lecturers’ insights’ which aimed to highlight the challenges experienced by English lecturers in teaching grammar at undergraduate level. Although grammar is considered as one of the significant skills to master, it is seen as the most important skill and is often taught incidentally through other language skills. Interview was conducted to collect the data from 15 English lecturers teaching at university level. Findings showed that they faced six main challenges in teaching grammar namely lack of experiences, expectations of the students, lack of facilities, negative perception on the teaching of grammar and preparing grammar lessons.

A.G. (2012) published an article on ‘Assessing the Current Implementation of Communicative Language Teaching for English Language Teachers in Ethiopian Universities. With the aim of attempting to assess the current implementation of the communicative language teaching (CLT) approach in two Ethiopian universities to identify professional development (PD) needs of English Language Teachers. A cross-sectional study using teachers, students and management as source of information was applied to conduct the study.

Data were gathered through teachers’ questionnaire, interview schemes, focus group discussion and classroom observation, and analyzed using both quantitative and qualitative methods. The study has found out that a good number of teachers of the universities lack appropriate professional preparations in CLT particularly in service training.

Though most teachers make self-report that they have sufficient subject matter knowledge and pedagogical knowledge and skills of CLT, data from department heads, student discussion and classroom observations tend to contradict with the report of most teachers. Moreover, the teachers seem to have positive beliefs about CLT, but their implementation of the approach has been challenged by several factors. Furthermore, the study suggest the management of the University to be supportive of PD initiatives to improve CLT implementation of their respective Universities.

Gemechis T. Chali(2020) carried out a research entitled' An investigation of EFL Teachers' Beliefs on Teaching Grammar and Reading and their Practices in Secondary Schools in Ethiopia 'which had the beliefs of teachers on teaching grammar and reading practices.

Based on the study the, contribution of the research was to investigate the causes of incongruence between teachers' beliefs and practice and explore the importance of integrating grammar and reading in the classroom. Employing qualitative and quantitative e approaches, the data were obtained by means of focus group discussions (FGD), classroom observations, document review and questionnaires. The questionnaires and the (FGD) were designed to elicit EFL teachers' beliefs about teaching reading and grammar, whereas the classroom observation was used to investigate teachers' practices. The study showed that teachers held strong beliefs about teaching grammar and reading, while the observation revealed that teachers lacked the skills to implement their beliefs. Reasons included: poor methodology, lack of grammar knowledge and integration of skills and misunderstanding of a communicative language teaching (CLT) approach in relation to grammar teaching.

Based on Gemechis' dissertation, the variables were discussing a different issues in a single study. Those are the perception is about the grammar teaching where as the practice is about the teachers' readings. But the current study deals with different variables discussing the same issue that the study will be easily summarized and concluded. Then, the data will be interpreted easily.

Similarly, Aytenew Tilaye (2021) produced a published research entitled 'Exploring the Effects of Teachers' Beliefs towards Grammar Teaching in EFL classrooms. Besides, the main objective of the study was to explore the effects of teachers' beliefs towards grammar teaching in EFL classrooms. Thirty one preparatory school English teachers were selected by using available sampling technique. Questionnaires interviews, and observation were used to collect the data. The data were analyzed quantitatively and qualitatively including descriptions, frequency counting and percentage. The findings indicated that the majority of respondents' beliefs affected their grammar teaching in EFL classrooms. As a result it is concluded that, it is

conducted that there is a relationship between teachers' belief in grammar teaching and their classroom practices. Thus, the ministry of education should assess teachers based on their structural approach, the classroom observation system should be arranged in the schools to guide teachers at the right time.

As it was mentioned by Ayitenew Tilaye (2021), it was tried to cover the gap related with the effects of EFL teachers' beliefs towards grammar teaching in EFL Classrooms. However, he didn't fill the gap related with EFL teachers' implementation of CLT approach in teaching grammar. So this study will have contribution by filling the gap on the study.

Furthermore, Silas Temma (2017) carried out research entitled 'The Implementation of Communicative Grammar in EFL Classes: Grade 10 In Focus: At the Three Selected High Schools In Wolayita Sodo Town.

The aim of the study was an attempt to investigate the implementation of communicative grammar in EFL classes: Grade 10 in focus. Descriptive survey design was used to conduct the study. The subjects of the study were 164 randomly selected grade 10 students and 20 EFL teachers from three high schools in Wolayita Sodo town.

On the basis of the findings of the study, it was revealed that communicative grammar teaching was not successfully implemented in EFL classes due to teachers failed to present grammar lesson in context, meaningful and purposeful manner and the grammar teaching technique was not designed to employ learners in the practical, authentic and functional use of language for meaningful purposes.

The conclusion of Sillas Temma (2017) in the above study couldn't represent the district's school because the researcher selected three high schools even by neglecting the high schools in the villages. So this study will be wide and great in its scope, setting, and participants.

CHAPTER THREE: RESEARCH METHODOLOGY

This chapter presents the research design, populations of the study, sample size and sampling technique, data source, data collection instruments, procedures of data collection, reliability and validity checks and methods of data analysis.

3.1 Research Design

This study employed a descriptive survey design that combines both quantitative and qualitative approach. The quantitative method of data collection was used for a statistical recording and measuring of participants' responses. Creswell & Plano Clark (2007) indicated that mixed approach is more than simply collecting and analyzing both kinds of data; it involves the use of mixed approaches so that the overall strength of a study is greater than either qualitative or quantitative approach.

3.2 Populations of the Study

There were four secondary schools in Andiracha woreda. From these schools, the total number of EFL teachers who teach from grade nine to twelve were 67. So, the target population of this study was 67.

3.3 Sample size and Sampling Technique

The sample of this study were EFL teachers in Andiracha Woreda Secondary schools. According to the Andiracha woreda Education Bureau report, currently there are 67 EFL teachers. To select respondents, the researcher used a comprehensive sampling technique because the population is limited in size and manageable.

3.4 Data source

The data sources of this study were EFL teachers in Andiracha Woreda Secondary schools.

3.5 Data Collection Instruments

Researcher employed a variety of techniques or tools depending on the research topic, theoretical approaches and the type of data they wish to work with. The choice of data collection instruments is also contingent on the research questions and aspects of the research which are of interest to the researcher. To collect reliable data for this study, questionnaires, interviews, and classroom observations were used as data collection tools.

3.5.1 Questionnaires

The researcher used questionnaires as a data-gathering tool to assess EFL teachers' implementation of CLT approach in teaching grammar. The questionnaire was prepared in

English as the researcher believed that the respondents could understand the questions. Accordingly, both close and open-ended questions were prepared. The close-ended questionnaire was preferred by the researcher as they are relatively objective, time-saving, and easy to respond, tabulate and analyze (Yalew, 2004). The questionnaire was in five Likert scales (for example; strongly agree, agree, undecided, disagree and strongly disagree). Likert scale was preferred because it enables the respondents to choose one opinion from the given scales that best aligns with their views (Koul, 1984).

The questionnaires had four parts. The first part was the demographic information of the respondents. The second part focused on implementation of CLT in teaching grammar, the third, techniques and the fourth, challenges that EFL teachers' faced to implement CLT in teaching grammar. The questionnaire was distributed to a total of 67 respondents by using comprehensive sampling technique.

3.5.2 Interview

Interviews are useful to get in-depth information that may not be easily secured by the questionnaire (Yalew, 2004). In this study, a semi-structured interview was prepared and used to triangulate the data that was gained from the other instruments.

The researcher selected four EFL teachers from the total of 67 one from each school each school by purposive sampling technique. The reason is, to save time and easy to gather data.

Besides, 7 semi structured interview questions were prepared and four teachers were interviewed.

3.5.3 Observation

In addition, observation was made as the main instrument of data collection to observe how teachers were implementing the grammar tasks and activities presented in the teaching material. The researcher was prepared 18 questions with checklist & sampled four EFL teachers from four schools by purposive sampling techniques because it is time saving and easy to gather data. The researcher was observed total of five classes and each teacher was observed five times. The researcher was adapted and modified the COLT (Communicative Orientation of Language Teaching) observation model for this purpose (Fröhlich et al., 1985) because it has more communicative orientation on what trainers and trainees do in the classroom, and how they interact with each other. The scheme was divided in to two parts. The first part describes the presentation stage in the classroom. The second part was the practice stage & the third part was production. The data recorded by video camera was transcribed and analyzed qualitatively.

3.6 Procedures of Data Collection

For this study, the researcher followed series of data gathering procedures to collected data. The researcher was first prepared a questionnaire, a semi-structured interview guideline and a classroom observation check-list. Next, comments and suggestions were collected from advisors. Then, the instruments were piloted in neighboring woreda's secondary schools after involving all modifications based on the feedbacks of my advisors. Finally, the edited instruments were used to collect the main data.

3.7 Reliability and Validity Checks

Pilot test of the instruments was done before launching into the actual investigation. The purpose of the pilot test was, to check whether the responses fulfilled the objectives of the study; to determine the extent to which the questionnaire will promote an appropriate relationship with respondents; and to check whether or not the respondents understood the instruments (Yalew, 2004).

It is impossible to conduct pilot test in study area because the researcher was sampled all EFL teachers to get raw data. Therefore, to conduct pilot test the researcher was selected EFL teachers from neighboring woreda's secondary schools. To assure the face validity of the instruments, the researcher was secured feedbacks from teachers. The content validity of the instruments was confirmed by preparing a sufficient number of questions, which included all objectives of the study. Besides, the return rate of the questionnaire was checked.

Finally, the instruments were modified based on the feedback of the pilot test. Triangulation of the data gathering tools were executed by using interviews and classroom observation.

3.8 Method of Data Analysis

The researcher was collected both quantitative and qualitative data from sample respondents. The quantitative data was collected through a close-ended questionnaire. While analyzing data, quantitative data was statistically organized and imported into SPSS V.20.0 to obtain Frequency, Mean value and Standard deviation. The mean scores were used to interpret data to be gathered through a questionnaire.

In addition, percentages were used to interpret the background information of the respondents and data gathered through a close-ended questionnaire. The researcher was used an average mean. Finally, the data gathered through interview and open-ended questions in the questionnaire and classroom observations were presented and analyzed qualitatively based on themes to supplement the data gathered through close-ended questions in a questionnaire, and triangulation of the data were made side by side.

CHAPTER FOUR: RESULTS AND DISCUSSION

This chapter presents the data analysis that was gained by using observation, questionnaire and interview

Observation

The observation checklist includes the strategies, techniques, and procedures that should be incorporated while teaching grammar communicatively. It contains the three stages of teaching communicative grammar: (1) the presentation stage; (2) the practice stage; and (3) the production stage that secondary school English language teachers should apply.

The researcher has made an observation of the classroom teaching process during an English session so as to assess the presentation of the data collected through classroom observation, which is presented below. Hence, the researcher used a classroom observation checklist that has a total of eighteen (18) items in it. The researcher marked the checklist to collect data on classroom practice by marking the two signs to identify the presence and absence of the activity.

Table 4.1. Observation analysis on EFL teachers' implementation of CLT in teaching grammar at presentation stage.....

No	I. At the Presentation Stage	Teacher One				Teacher Two				Teacher Three				Teacher Four			
		Day 1		Day 2		Day 1		Day 2		Day 1		Day 2		Day 1		Day2	
		YES	NO	YES	NO	YES	NO	YES	NO	yes	NO	YE	NO	YES	NO	YES	NO
1	The teacher creates a situation or a context which s/he presents the structure communicatively and meaningfully		x		x		X		x	√		√			x		x
2	The teacher uses appropriate visual aids to present the target structure		x		x		X		x	√		√		x			X
3	The teacher calls students' attention to the function of the new target structure		x		x		X		x		x		x	√		√	
4	The teacher uses techniques that are appropriate to students' level of proficiency		x		x		X		x		x		x	√		√	
5	The teacher presents the target structure clearly and naturally		x		x		X		x		x		x	√		√	
6	Avoid using meta-language		x		x	√		√		x			x		x		X

As depicted in Table 4.1 of Item 1 above, there were four days classroom observations conducted in the school. As it clearly indicated, EFL teachers didn't create a situation or context in which

they presented the structure communicatively and meaningfully to teach grammar while implementing communicative language teaching. But from four days of observations and classes, only one EFL teacher create a situation or context in which they presented the structure communicatively and meaningfully to teach grammar while implementing communicative language teaching. From the above analysis, one can see that those EFL teachers lack practice in the classroom to support learners in implementing CLT to teach grammar in a context.

As it can be seen from the above table 4.1, in the second item 2, all of the observed lessons were not solely presented in line with the appropriate use of visual aids to present the target structure to teach grammar. This indicates that there should be an implementation in the area of using appropriate visual aids to present the target structure in teaching grammar. In the same table 4.1, item 3 above, the majority of the observed classes, which means three days' EFL classes, weren't given attention by their teacher to the function of the new target structure. But in only one EFL teacher's observed class, there was an intention of teaching by giving focus to the learner on the function of the new target structure. Therefore, it is recommendable to present the lesson to the learners with focus and provide appropriate feedback on it while teaching grammar in a communicative way.

As it has been shown in Table1 item4, almost all of the classes weren't implemented by the teacher using techniques that were appropriate to the students' level of proficiency. In the same table, item 5, there was presenting the target structure clearly and naturally in only two days, but in the rest of the days, that means the three days in line with presenting the target structure clearly and naturally were missed. As it can be seen from the above table 4.1 in item 6, there was no avoidance of using meta-language in most EFL teachers' based on the above observation while implementing communicative language teaching to teach grammar in the majority of the observed lessons except in one EFL teacher's class observation.

Table 4.2 Observation on EFL teachers' implementation of CLT in teaching grammar at practice stage.....

No	II. At the Practice Stage	Teacher One				Teacher Two				Teacher Three				Teacher Four			
		Day1		Day2		Day 1		Day2		Day1		Day2		Day1		Day2	
		YES	No	YES	No	YES	No	YES	No	YES	No	YES	No	YES	No	YES	No
1	The teacher gives students intensive practice for the meaning, use, and form of the structure.	✓		✓		x		x		x		x		x		x	
2	The teacher uses a variety of teaching techniques (such as repetition drills, transformation, substitution questions, explanation, situational, meaningful, and functional ones).		x		x	x		x	✓	✓				x		x	
3	The teacher uses various interaction modes (individual work, pair work, group work and the whole group).		x		x	✓		✓		x		x		x		x	
4	The teacher varies activity type (songs, games, stories or alike).		x		x	✓		✓		x		x		x		x	
5	The teacher offers help to the students when being asked			✓		✓		✓		✓		✓		x		x	
6	The teacher provides opportunities for learners to develop both accuracy and fluency.		x		x	x		x		x		x	✓	✓			

As depicted in Table 4.2 of Item 1 above EFL teachers didn't offer students appropriate opportunities for meaningful free use of the new structure in the majority of classes, and it was mostly dominated by the teacher to teach grammar while implementing communicative language teaching. But from four days of observations and classes, only one EFL teacher offered students appropriate opportunities for meaningful free use of the new structure in teaching grammar. A teacher must provide opportunities to communicative practice for students to

achieve non-linguistic goals such as asking for permission to do something, getting someone to do something, giving excuses, asking for help, etc. (Wilkins1972).

As it can be seen from the above table 4.2 in the second item 2, all of the observed lessons didn't indicate that the teacher used multi-teaching techniques like repetition drills, transformation, substitution questions, explanations, situational, meaningful, and functional ones in order to make the lesson clear to the learner in the practice stage to teach grammar. This indicates that there is an absence of appropriate teaching techniques. Celce-Murcia and Hilles (1988) explained, technique is one of the keys to successful teaching grammar because, with the right technique, a teacher can teach grammar to the students, and students become clear of what was described by their teacher.

So, teachers should use different techniques, which are mentioned above, in teaching grammar. In the same table 4.2, item 3 above, the majority of the observed classes, that means three EFL classes, learners weren't interacted with each other like in individual work, pair work, group work, and the whole group work in doing different activities that were given by their teacher. In only one class, the teacher tried to let the learners interact with each other. Therefore, it is recommendable to use those techniques to teach the lesson to the learners so as to interact each other to perform tasks given by their teachers while teaching grammar in a communicative way.

As it has been shown in the same table, item 4, almost all of the activities weren't varied by their type, like songs, games, stories telling, and so on. So, unless the teacher varies those activities by using the techniques that are appropriate to the lessons, it is difficult to achieve the goal while implementing communicative language teaching to teach grammar.

In the same table, item 5, the teacher tried to offer help to the students when asked. However, the majority of the classes indicated that learners weren't offered help by their teacher when being asked. So, this implies that learners need support from their teacher in order to learn grammar in a better way.

As it can be seen from the above table 4.1 in item, the teacher tried to provide opportunities for learners to develop their accuracy and fluency, 6 but in most classes, learners weren't provided opportunities by their teacher so as to develop their accuracy and fluency. This indicates that there is still a gap that should be filled by teachers.

Table 4. 3 **At the Production Stage...**

No	III. At the Production Stage	Teacher One			Teacher Two				Teacher Three				Teacher Four				
		Day 1		Day2	Day 1		Day2		Day 1		Day 2		Day1		Day2		
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	The teacher offers students appropriate opportunities for meaningful and free use of the new structure.	√		√			x		X		x		x		x		X
2	The teacher uses varieties of activities as songs, games, problem solving, and pictures.		x		x		x		X	√		√			x		X
3	The teacher encourages the students to personalize the new structure.		x		x	√		√		x			x		x		x
4	The teacher provide all students with the opportunity to participate, write and speak.		x		x	√		√		X			X		x		X
5	The teacher avoids interrupting the flow of communication through students'' interaction	√		√		√		√			x		X		x		X
6	The teacher helps th students to elicit the grammatical rules by themselves		x		x		x		X		x		x	√		√	

As depicted in Table 4.3 of Item 1, EFL teachers didn't offer students appropriate opportunities for meaningful free use of the new structure in the majority of classes, and it was mostly dominated by the teacher to teach grammar while implementing communicative language teaching. But from four days of observations and classes, the only one EFL teacher

offered the appropriate opportunities for meaningful and free use of language that support learners to teach grammar.

As it can be seen from the above table 4.3 in the second item 2, the majority of the observed lessons didn't indicate that the teacher used a variety of activities such as songs, games, problem solving, and pictures in order to teach the lesson to the learner in the production stage to teach grammar. In the same table 4.3, item 3 above, the majority of the observed classes, that means in three days EFL classes, learners weren't encouraged by their teacher to personalize the new structure. So, it is advisable to encourage learners while teaching grammar in EFL class.

As it is depicted in the same table item 4, the teacher didn't provide opportunities for all students to write and speak for the majority of the lesson. Since writing and speaking are the ways that learners encode and decode what they learn from the lesson while learning grammar, they should be applied in EFL class.

In the same table item 5, there was some effort from the teacher to avoid interruptions in the flow of communication while learners interact with each other in communication. However, the majority of the observation classes indicated that there was a gap in avoiding interruptions from the teacher while learners interact each other. When learners try by themselves without any interference while they have communication in pairs or groups, they might be motivated and develop their fluency, but in most cases, they are interrupted by their teacher while they communicate with each other. This implies that the way the EFL teachers implemented communicative language teaching to teach grammar was not very productive.

As it can be seen from the above table 4.1 in item 6, the teacher helps the learners find the grammatical rules by themselves, but in most classes, learners weren't supported by their teacher in order to draw the grammatical rules by themselves. Since the role of teachers as facilitators is needed, they should be dedicated to assisting learners by trying to find out the grammatical rules for themselves while they teach grammar in a communicative way.

The first point was forwarded to each interviewee with their personal opinion on whether they implement CLT regularly or not while teaching grammar in EFL class. If their response is yes, how do they implement it? If not, what other methods do they implement? In response to this, all the interviewees basically considered it an issue of grammar teaching.

T1 and T2 indicated that they see it as a concern in teaching grammar due to various reasons. T1 responded that it is difficult to teach grammar regularly while implementing CLT, but he implements it sometimes by letting the learners bring extracts related to their real-life situations and present them to the class. T2 said that the issue of teaching grammar regularly

while implementing CLT is very difficult to address due to the large class size and other unfavorable conditions, like the arrangement of seats. In contrast, T4 said that it is too difficult to implement CLT regularly to teach grammar because of time limitations, a lack of background knowledge of learners, and a shortage of resources like text books in the school. There is also a mismatch in the ratio between the number of students and text books.

According to T3, he sometimes teaches grammar while implementing CLT, by giving them the opportunity to present what they did before with their friends or families at home. In addition, he said that it has a negative impact if they don't learn grammar regularly. This indicates the way not learning grammar communicatively at the last students will be encountered rather than just knowing the language. They may study the language as a subject if there is none, so it has a negative impact. Therefore, this is not the way it is advisable for language learners that he or she is teaching English grammar through a communicative way. Students learn more and more. So, the more they practice regularly, the more they become productive.

The interviewees were also asked to mention the techniques that they use in implementing CLT to teach grammar. In this respect, T1, T2 and T3 responded that their focus was on presentation, mostly in EFL class to teach grammar while implementing CLT using tenses as well as the rules of grammar in short. T4 stated that he let students speak more, which means without worrying about grammar, correctness, or accuracy, fostering or encouraging them to speak fluently means, let them speak freely. He doesn't worry about mistakes because mistakes can be learned through time. So the first way is that he is teaching about the language, so the main aim of teaching language is to use the language rather than to know about the language. That is why he was using it in this way. Therefore, all of the informants missed the appropriate techniques to teach grammar, as mentioned above. like using pictures, games, role plays, presentations, storytelling, and so on. A story provides a realistic context for presenting grammar points, holds, and focuses students' attention in a way that no other technique can, Ur(2009).

Thirdly, the interviewees were approached to show their perceptions concerning implementing CLT to teach grammar in EFL class. In this regard, T2, T3 and T4 said they accept it because, as it is something advantageous, teaching grammar in a communicative way is very important, as they have gained from their different training and don't have any contradictions. T1 said he knows that it is advantageous and he doesn't have any negative ideas about it, but the way to implement it is something challenging, like time constraints, shortage of text books, class size, all together just brings with such kinds of problems. He

doesn't have any negative ideas about perception.

The fourth question was forwarded to mention some possible challenges they have faced in implementing CLT to teach grammar. Here, almost all of the interviewees responded to the challenges that they faced in implementing CLT to teach grammar: students' poor background, lack of exposure, lack of students' interest, interference of mother tongue, and class size. These together are taken as challenges. Even the way they gave from the lower classes that can matter or may be here after the ministry of education has paved the way for that of a good way of education curriculum changed, which is taken as that of bringing quality education may be in the future, those things may be avoided or solutions may be given, and they may get something on a good track.

The interviewees were also asked to identify whether a lack of practice at present would have a considerable effect on their future ability to teach grammar. In this regard, all of them responded that a lack of practice at present would have a considerable effect on their future ability to teach grammar. Moreover, the interviewees stated that teaching grammar regularly in EFL class is necessary if there is no, so it has a negative impact. Students may have poor perceptions about grammar; they may believe that knowing language by itself is enough rather than using it; and the EFL teacher by himself may not upgrade his or her mind. Unless the teachers are updated in their minds, their learners may not be fruitful or productive in the future. Finally, they explained that it is advisable for teachers who are teaching English as a foreign language to teach grammar in a communicative way. Students should practice it more and more; the more they practice regularly, the more they become productive. As a result, it has its own side effects.

The sixth question was forwarded to suggest what teachers should do to solve the challenges that they faced in implementing CLT to teach grammar. In this respect, interviewees stated different factors that affect their learners in the EFL classroom. For example, time scarcity, large class size, shortage of text books, the way the text book is prepared, the way the lessons are incorporated into a text may not be comfortable, the poor academic background of the students, lack of exposure, lack of interest in practice, and lack of EFL teacher commitment are stated as the major problems that EFL teachers faced during implementing CLT to teach grammar.

Here, all respondents i.e., T1, T2, T3 and T4 argued that some of the ways to solve the challenges that they faced while implementing CLT to teach grammar in EFL class. So, EFL teachers should use their own way of teaching methods that they can practice, implement in the classroom, or just make a convenient or suitable learning environment, select the lesson plan, and be dedicated and committed to supporting their learners. In addition, encouraging

and motivating them even if they make mistakes. Assessing their grammar skills in a communicative way by letting them speak freely with their classmates, like in pairs or groups consistently, and providing guidance throughout the learning process are some of the efficient ways that were stated by the informants to solve the challenges that they have faced in implementing CLT to teach grammar in EFL class.

The seventh question was raised for interviewees to share if they have further experience concerning their implementation of CLT in teaching grammar. T1,T3 and T4 said that they have to let their students free talk or foster students to speak freely without focusing on accuracy; just let them focus on fluency, which means speaking. If they are worried about grammar or accuracy, they may become out of learning grammar in a communicative way. The main objective of teaching grammar in a communicative way is to let students come to the point where they can learn from their mistakes. If they are just letting them only the accurate one, students may be afraid of that, and they may become laggard and not be learning. Another way is to let them bring something according to their surroundings—their daily route or daily life, what they have, or what they did at home—and then speak in the class room, present it, and share it with their friends freely. The last respondent i.e., T2 explained that EFL teachers should teach CLT in authentic way or real-life situation to make them better than they were before in learning grammar in a communicative way.

I. EFL Teachers' Implementation of CLT approach in Teaching Grammar

No	Items	Never	rarely	sometimes	usually	Always	total

1.	<i>Teach grammar deductively while implementing CLT (first, he/she explicitly presents the grammatical rules and let the students do activities</i>	32(47.8 %)	10(14.9 %)	10(14.9%)	13(19.4%)	2(3%)	67
2.	<i>EFL teachers teach grammar inductively while implementing CLT (first, he/she gives some clues or creates contexts and then let the students discover the grammar rules by themselves</i>	29(43%)	14(20%)	8(11.9%)	14(20.9%)	2(3%)	67
3.	<i>In the manner that needs teachers change the structure in some prescribed manner like from plural to singular, active to passive...etc</i>	27(43%)	13(19.4 %)	16(23.9%)	9(13.4%)	2(3%)	67
4.	<i>EFL teachers give equal emphasis for all form, meaning and function in CGT</i>		10(14.9 %)	12(17.9%)	10(14.9%)	2(3%)	67
5.	<i>EFL teacher teach grammar by integrating with other skills such as reading, writing, speaking and listening</i>	31(46.3 %)	16(23.%)	10(14.(%)	8(11.9%)	2(3%)	67

As it is depicted above in the table, 32 (47%) of respondents responded that they never teach grammar deductively in a communicative way, 10 (14.9%) of them rarely teach grammar deductively, and 10 (14.9%) sometimes teach grammar deductively, but 13 (19.4%) usually teach grammar deductively, and 2(3.%) of the respondents teach grammar deductively while implementing communicative language teaching to teach grammar. Even if there are some respondents who teach grammar deductively while implementing communicative language teaching sometimes and usually, the majority of the respondents, that means 47.8% of them,

replied never. So this implied that grammar is not applied in most cases in a means of deductive way in the actual language class.

As it is explained above in the table, 29 (43.3%) of the respondents responded that they never teach grammar inductively, and 14 (20.9%) of the respondents rarely teach grammar inductively. Next, 8 (11.9%) of the EFL teachers sometimes teach grammar inductively, and 14 (20.9%) of the participants usually teach grammar inductively. Furthermore, “3.0% of the EFL teachers were always teaching grammar inductively. From this analysis, the majority of the respondents, that means 43% of EFL teachers were seen when they taught grammar in a communicative way without giving clues and creating context accordingly. In addition, they don't let learners apply grammar rules by themselves. To conclude, even if the role of EFL teachers as facilitators is needed to teach grammar in CLT, here there is no teaching of grammar inductively and learners do practically grammar items so as to discover grammar rules by themselves.

Based on the above table, 27 (40.3%) of the respondents responded that they never change the structure in some prescribed manner in implementing CLT to teach grammar and 13 (19.4%) of the EFL teachers rarely change the structure in some prescribed manner to teach grammar while implementing CLT. Next, 16 (23.9%) of the respondents change the structure to teach grammar from singular to plural, active to passive, while teaching grammar in a communicative way; 9(13.4%) of the respondents usually change the structure when implementing CLT to teach grammar. At the end, 2 (3.0%) of the EFL teachers responded that they always change the structure to teach grammar while implementing CLT. Even if some respondents 9(13.4%) and 16(23.9%) respectively responded usually and always to changing the form of grammar through implementing communicative language teaching in actual class, the majority of the EFL teachers said never to apply the form of grammar from singular to plural as well as plural to singular. So, this indicates that the gap in not applying grammar forms while implementing CLT.

As it is explained above in the table, 33 (49.3%) of the respondents responded that they never give equal emphasis to all forms, meanings, and functions in CGT, while 10 (14.9%) of the EFL teachers rarely give equal emphasis to all forms, meanings, and functions in CGT. And also, 12 (17.9%) of the respondents replied that they sometimes give equal emphasis to all forms, meanings, and functions in CGT. At the last 10 (14.9%) of the respondents replied that they usually give equal emphasis to all forms, meanings, and functions in CGT. The response of the majority of the EFL teachers, 49.3%, showed that they never give equal emphasis to all forms, meanings, and functions in communicative grammar teaching. To sum up, great emphasis was not given by EFL teachers as the main concern of their teaching in a language class, and they showed a negative influence on teaching grammar in a communicative way. Besides this, EFL teachers should give great focus or emphasis to all forms of meaning and function in teaching grammar in a communicative way so as to create clear and well-designed teaching and learning in the actual language class.

As it can be seen from the above table, a large number of EFL teachers, 31(46.3%) replied that they never teach grammar in an integrative way or with other skills of language in implementing CLT, and 16 (23.9%) replied that they rarely teach grammar in an integrative way or with other skills of language in implementing CLT, whereas some of the respondents, 10(14.9%) and 8 (11.9%), respectively, sometimes and usually teach grammar in integrating with other skills. However, very few of the respondents, that is, 2 (3%), always teach grammar by integrating it with other skills of language. In sum, most of the EFL teachers don't integrate grammar with other skills while implementing CLT. Since integrative teaching is important to teach grammar in a communicative way and as it is teaching one skill in another way, there is no application of this form of teaching grammar by EFL teachers. So as an EFL teacher, this should be applicable in most cases; if not, it may lead learners to be unable or ineffective to teach the target language clearly.

EFL Teachers' Implementation of CLT approach in Teaching Grammar

No	items	Never	rarely	sometime	usually	Always	total
6.	<i>EFL teachers give sufficient time for the students to practice communicative tasks</i>	31(46.3%)	13(19.4%)	10(14.9%)	9(13.4%)	4(6%)	67
7.	<i>EFL teachers use student-centered approach in CGT class</i>	26(38.8%)	12(17.9%)	12(17.9%)	8(11.9%)	9(13.4%)	67
8.	<i>EFL teachers Teach grammar in context and meaningful situation</i>	27(40.3%)	17(25.4%)	8(11.9%)	7(10.4%)	8(11.9%)	67
9.	Explicitly focusing on grammar rules and forms	29(43.3%)	10(14.9%)	14(20.9%)	8(11.9%)	2(3%)	67
10.	<i>Activities that relating form, meaning and use of language</i>	32(47.8%)	13(19.4%)	7(10.4%)	13(19.4%)	2(3%)	67
11.	Organize students based on the nature of communicate tasks	36(53.7%)	9(13.4%)	9(13.4%)	11(16.4%)	2(3%)	67

As it is shown above in the table on the time that EFL teachers give to their learners to practice communicative tasks, the majority of the EFL teachers, 31(46.3%) responded that they never give sufficient time to learners to practice communicative tasks, and 13 (19.4%) of the respondents rarely give sufficient time to learners to practice communicative tasks. Next, 10 (14.9%) and 9 (13.4%) sometimes and usually given sufficient time to learners to practice communicative tasks. However, very few of the respondents that means 4(6%)of them give sufficient time to practice communicative tasks. So this implied that there is no teachers' contribution in most cases by letting their learners have sufficient time to apply communicative tasks, and learners were incapable of practicing communicative tasks. What we understand from the above analysis is that teachers were not seen mostly as facilitators of the teaching-learning process by letting their learners do communicative tasks to become effective in their learning in EFL class. So, unless learners are given much time to do communicative tasks which are important in a language class, it is difficult to achieve the goal of communicative language teaching, which is to teach grammar specifically and the target language in general. One of the jobs as a teacher is to help students to teach from form focused accuracy work to fluent, but acceptable, production, by producing a variety of

practice activities that familiarize them with the structures with context giving practice in both form and communicative meaning. Ur(2009).

As it is described above in the table, 26 (38.8%) of the respondents never use the student-centered approach in CGT, and 12 (17.9%) of the respondents rarely use the student-centered approach in CGT class. Whereas 12 (17.9%), 8 (11.9%), respectively, use a student-centered approach in CGT class, and 9 (13.4%) of the EFL teachers only always use a student-centered approach in teaching CGT. To sum up, most of the teachers were dominant in the class rather than their students in CGT class. This implied that teachers monitored the whole class and learners became inactive to learn CGT successively.

To conclude, the application of communicative language teaching is necessary if the teaching method is student-centered, but what is shown in the above description of the analyses is mostly dominated by teachers while teaching grammar in a communicative way, and teachers should use a student-centered method of teaching that makes learners highly master the skills of the target language. Regarding this, (Richads, 2009) explained Students are in a front line and active while learning the language. They get the opportunities to involve in discussion, interaction,

Based on the above table, 27 (40.3%) of the respondents responded that they never teach grammar in meaningful contexts or situations, and 17 (25.4%) of the respondents rarely teach grammar in meaningful contexts or situations. Next, 8 (11.9%) and 7 (10.4%), respectively, responded that they sometimes and usually teach grammar in meaningful contexts and situations. Whereas, 7 (10.4%) usually teach grammar in meaningful contexts and situations while implementing communicative language in EFL classes. To conclude, teaching grammar in meaningful and context situations is one way that EFL teachers should use to teach grammar. However, the majority of the respondents didn't apply that to teaching grammar items contextually, as it is important. This implies that grammar is not taught by EFL teachers according to context and in a meaningful way. One of the jobs as a teacher is to help students to teach from form focused accuracy work to fluent, but acceptable, production, by producing a variety of practice activities that familiarize them with the structures with context giving practice in both form and communicative meaning. Ur(2009)

As can be seen in the table, 29 (43.3%) of the respondents responded that they never explicitly focus on grammar rules and forms, 14 (20.9%) of the respondents rarely focus on grammar rules and forms explicitly while teaching grammar in a communicative way. However, 8 (11.9%), 14 (20.9%) correspondingly sometimes and usually explicitly focus on grammar rules and forms in implementing CLT to teach grammar. But, only 2 (3%) of them replied that

they always explicitly focus on grammar rules and forms. As indication on the analysis of the table, Majority of the respondents had never give focus on grammar rules and forms in EFL class while they implement CLT. So, this implied that there is no clear explanation and focus on teaching grammar rules and forms . Beside to this, the gap of not applying clearly the rules and forms of grammar should be changed by using explanation of grammar rules & items while they implement communicative language teaching in the actual language class; learners should be motivated to apply those items especially in their learning. One of the jobs as a teacher is to help students to teach from form focused accuracy work to fluent, but acceptable, production, by producing a variety of practice activities that familiarize them with the structures with context giving practice in both form and communicative meaning. Ur(2009).

As can be seen in the table, 32 (47.8%) of the EFL teachers responded that they never use activities that relate to form, meaning, and use of language in teaching grammar while they implement CLT in EFL class. 13 (19.4%) replied that they rarely use activities in relation to form, meaning, and use of language. However, 7(10.4%), 13(19.4%) sometimes and usually use activities relating form, meaning, and use of language in teaching grammar in the CLT approach in EFL class. Only 2 (3%) of the EFL teachers replied that they always use activities in relation to form, meaning, and use of language to teach grammar in EFL class. To sum up, using activities that relate to form, meaning, and use of language is one of the techniques that EFL teachers should use to make the content clear to the learner. However, the majority of the EFL teachers didn't apply it. So, the presence of not applying this creates unawareness to teach grammar while they apply CLT in EFL class, which shouldn't be applicable.

Based on the above table, 36 (53.7%) of the EFL teachers never organized learners based on the nature of the communicative tasks, 9 (13.4%) rarely organized learners based on the nature of communicative tasks, whereas 9 (13.4%), 11 (16.4%), respectively, sometimes and usually organized learners based on the nature of communicative tasks, and only 2 (3%) of the EFL teachers organized the learners to teach grammar based on the nature of communicative tasks in implementing it. As an indication of the analysis in the above table, the majority of the EFL teachers didn't organize learners accordingly in communicative tasks to teach grammar. So, the absence of organizing learners according to the situation that the content needs, creating a barrier, and letting learners not be familiar with the content should be solved by applying the appropriate one in general.

Table 2. Techniques used by EFL teachers while teaching communicative grammar.

No	Items	Never	rarely	sometime	usually	Always	total
1.	<i>use different pictures</i>	33(49.3%)	12(17.99%)	6(9%)	11(16.4%)	5(7.5%)	67
2.	<i>Use different graphs</i>	35(52.2%)	10(14.9%)	3(4.5%)	15(22.4%)	4(6%)	67
3.	<i>use different game</i>	35(52.2%)	11(16.4%)	4(6%)	13(19.4%)	4(6%)	67
4.	use role-plays	37(55.2%)	9(13.4%)	12(17.9%)	6(9%)	(4.5%)	67
5.	<i>Use poem</i>	25(37.3%)	6(9%)	11(16.4%)	22(32.8%)	3(4.5%)	67
6.	<i>Use songs</i>	28(41.8%)	14(20.9%)	11(16.4%)	11(16.4%)	3(4.5%)	67
7.	<i>Use telling stories</i>	24(35.8%)	8(11.9%)	12(17.9%)	20(22.9%)	3(4.5%)	67
8.	<i>Use presentation</i>	25(37.3%)	9(13.4%)	9(13.4%)	18(26.9%)	6(9%)	
9.	Use problem solving activities	30(44.8%)	7(10.4%)	4(6%)	19(28.4%)	7(10.4%)	67

As can be seen above in the table, 33 (49.3%) of the EFL teachers replied that they never use different pictures while teaching communicative grammar, and 12 (17.9%) of the respondents responded that they rarely use pictures. In contrast, 6 (9%) and 11 (16.4%), respectively, sometimes and usually use different pictures in implementing CLT to teach grammar, and only 5 (7.5%) of the respondents rarely use pictures in implementing CLT to teach grammar in EFL class. To sum up, the majority of the EFL teachers didn't use pictures as a teaching aid in applying the communicative language teaching approach to teaching grammar in EFL class. Since teaching aids play a great role in making the lesson clear to the learner, they are not used in most of the EFL classes. It is believed that the use of pictures to apply language content while teaching is necessary so as to master the language skills in a communicative way. Therefore, it is advisable that EFL teachers to use it and narrow the gap. Besides, (Dos Santos, 2019) indicated that teachers should create visual-based teaching and learning materials using the students' communities as the source.

Based on the above table, 35 (52.2%) of the respondents replied that they never use different graphs in teaching communicative language to teach grammar, and 10 (14.9%) of the respondents rarely use graphs as teaching aids in implementing the CLT approach to teaching grammar in EFL class. However, 3 (4.5%) and 15 (22.4%), respectively, responded that they sometimes and usually use graphs as teaching aids, and 4 (6%) of the EFL teachers use graphs as a teaching aid to teach grammar. Teaching aids are one of the most important things that EFL teachers need to apply in a classroom according to the content to support learners. However, the majority of the teachers didn't apply that to this study. So, it is taken as one factor not to teach grammar mostly and let learners learn unclearly as well as being incapable of applying items.

As it is described above in the table, 35 (52.1%) of the respondents didn't use games in EFL class as a teaching technique in implementing CLT to teach grammar, and 11 (16.4%) of the EFL teachers didn't use game to teach grammar in EFL class in implementing CLT. Whereas 4(6%), 13(19.4%) respectively responded sometimes and usually use games as teaching techniques, and only 4(6%) of the EFL teachers were respond always use games to teach grammar in implementing CLT approach in EFL class. To sum up, games to teach grammar in implementing CLT was not highly applied, as the majority of the respondents shown in the table above indicated. Beside ,(Rechard,2009)explained use of language games and fun activities they are useful for teaching functions of language. So as it is implied in the analysis, grammar was not highly applied by EFL teachers in using games through teaching communicative language and EFL teachers should apply games mostly in teaching grammar communicatively.

As mentioned above in the table, 37 (55.2%) of the respondents never use role play as a teaching technique to teach grammar while they implement CLT in EFL class, and 9 (13.4%) of the respondents rarely use role play as a teaching technique. However, 12 (17.9) and 6 (9%), respectively, sometimes and usually use role play as a teaching technique to teach grammar in implementing CLT, and 3 (4.5%) of the respondents always use role plays to teach grammar in applying the CLT approach in EFL class. To sum up, the majority of the respondents didn't use role play properly as a teaching technique when they taught grammar in a communicative way in the actual class. So, the absence of using role plays as a technique is almost obvious; in this regard, it was taken as another factor, and it should be used to make the language class more suitable while they teach grammar in a communicative way,Ur(2009) indicates, dramatic technique including role play may facilitate a match between structure and social function and can be used for both communicative and focused grammar practice.

Based on the above table, 25 (37.7%) of the respondents responded that they never use poems to teach grammar in EFL class while they implement communicative language. 6(9%) of the EFL teachers use poems in implementing communicative language to teach grammar. Whereas, 11 (16.4%), 22 (32.8%), respectively, sometimes and usually use poems to teach grammar in implementing the CLT approach, and only 3(4.5%) of them always use poems as a teaching technique. So, as the analysis showed, great attention was not given to most EFL teachers as a means of teaching grammar in a communicative way. However, they still don't apply in a proper way by using those techniques in the implementation of communicative teaching. Unless EFL teachers narrow the gap that they have in teaching grammar while they implement communicative language teaching, it is difficult to become effective in teaching a second language.

As it is shown in the above table, 28 (41.8%) of the respondents never use songs as techniques to teach grammar while they implement CLT in EFL class, and 14 (20.9%) of the EFL teachers rarely use songs to teach grammar while implementing the CLT approach. In contrast, 11 (16.4%), respectively, sometimes and usually use songs to teach grammar while they implement communicative language teaching, and only 3 (4.5%) of EFL teachers use songs properly as techniques in teaching grammar in a communicative way. To conclude, the analysis of the above table indicated that the majority of the respondents don't use songs as a technique for teaching grammar when they teach grammar in a communicative way. Songs should be used by EFL teachers to teach grammar.

Based on the above table, 24 (35.6%) of the respondents never use story telling as a means of teaching techniques so as to make the content clear. 8 (11.9%) of the respondents rarely use story telling in teaching grammar. However, 12 (17.9%) and 20 (29.9%) of the EFL teachers, respectively, sometimes and usually use story telling as a technique of teaching while they implement communicative language teaching to teach grammar. But, only 3 (4.5%) of the respondents used story telling in implanting CLT to teach grammar in EFL class. The implication of the analysis shown is that grammar was not highly applied by using techniques in a means of storytelling. It should be solved by using storytelling to fill the gap that is shown above in the description of the respondent. Ur(2009), explain story prides a realistic context for presenting grammar points, holds, and focuses students' attention in a way that no other technique can.

Presentation is one of the techniques that EFL teachers use while teaching EFL. So, the above table expresses the frequency with which EFL teachers use presentation as a one technique in implementing CLT in teaching grammar. As it is described above in the table, 25 (37.3%) of the respondents never use presentation as a technique, 9 (13.%) rarely use presentation to teach grammar in EFL class, while 9(13.4%),18(26.9%), 18 (26.9%), respectively, sometimes and usually use presentation to teach grammar in implementing CLT, and only 6 (9%) of the participants use presentation to teach grammar properly in EFL class. Besides the description, the greatest number, 25 (37.3%), never uses presentation in the actual class in teaching grammar. To sum up, there was some effort to use presentation to teach grammar in EFL class; it should be encouraged more.

As can be seen in the above table on EFL teachers using problem-solving activities, 30 (44.8%) of the participants replied that they never use problem-solving activities to teach grammar in a communicative way. On the other hand, 7 (10.1%) of EFL teachers rarely use problem-solving activities in implementing communicative language while teaching grammar, whereas 4 (6%), 19 (28.4%), respectively, sometimes and usually use problem-solving activities to teach grammar in EFL class, and only 7(10.4%) of the respondents usually use problem-solving activities. To sum up, the majority of the respondents, 30 (44.8%), never engaged in using problem-solving activities to teach grammar in a communicative way. Since problem-solving activities are necessary in teaching English as a foreign language, there is no application of it according to the responses of the participants, as shown in the study in the above description. So, EFL teachers and those who participate in the study area should use appropriate problem-solving activities that let them apply grammar while they implement communicative language in EFL class.

Table 3 Challenges that EFL teachers faced in implementing CLT approach

No	Items	Strongly disagree	Disagree	neutral	agree	Strongly disagree	total
1.	<i>Unawareness of ELT methods severely hinder the implementation of CLT to teach grammar in EFL class</i>	10(14.9%)	5(7.5%)	4(6%)	10(14.9%)	38(56.7%)	67(100%)
2.	students have negative perceptions about CLT	3(4.5%)	2(3%)	5(7.5%)	5(7.5%)	52(77.6%)	67

3.	<i>Students' do not think that they learn English language when they work in pair or group (students have lack of interest to work together)</i>	3(4.5%)	2(3%)	4(6%)	9(13.4%)	49(73.1%)	67
4.	Students don't like to participate in CLT activities (e.g., presentation, group or pair work)	4(6%)	1(1.5.)	3(4.5%)	8(11.9.)	51(76.1.)	67
5.	<i>students have high anxiety levels during CLT (fear of making mistakes, losing face, criticism; shyness)</i>	(4.5%)	2(3%)	3(4.5%)	16(23.9.)	43(64.2.)	67
6.	<i>Students prefer their mother tongue when they are asked to do activities in pair or groups in English class</i>	5(7.5%)	2(3%)	4(6%)	23(34.3)	43(64.2)	67

As it is mentioned above in the table, 10 (14.9%) of the respondents strongly disagreed that unawareness of the ELT method severely hinders EFL teachers from implementing CLT to teach grammar, whereas 5 (7.5%), 4 (6%), respectively, disagreed and were neutral. However, the majority of the EFL teachers 38, or (56.7%) strongly agreed that unawareness of ELT methods severely hinders their implementation of CLT in teaching grammar. To conclude, there were some EFL teachers who had the awareness to implement communicative language to teach as they responded; however, the response of the majority of EFL teachers showed they didn't have the awareness to implement CLT to teach grammar, and they should be awarded to teach EFL by giving special training. So unless EFL teachers are awarded in ELT methods specially in teaching grammar in communicative, it is difficult to achieve the goal of EFL.

No	Items	Strongly disagree	Disagree	neutral	agree	Strongly agree	total
7.	<i>Students do not have adequate vocabulary (words) to express their ideas or opinions communicatively in English</i>	6(9%)	2(3%)	4(6%)	34(50.7%),	21(31%)	67
8.	Traditional teaching methods	7 (10.4%)	1(1.5%)	3(4.5%)	34 (50.7%)	22	67
9.	<i>Cass size is too big</i>	7 (10.4%)	1(1.5%)	4(6%)	13 (19.4%)	42 (62.7%)	67
10.	lack of exposure to use authentic language	1(1.5%)	1(1.5%)	3(4.5%)	10 (14.9%)	46(68.7%)	67
11.	<i>Lack of time for developing communicative materials</i>	(10.4%)	1(1.5%)	3(4.5%)	6(9%)	50 (74.6%)	67
12.	<i>EFL teachers Lack of resources/aids and equipment's</i>	(10.4%)7	1(1.5%)	(4.5%)3	12 (17.9%)	44 (65.7%)	67

As can be seen above in the table, 3 (4.5%) strongly disagree on students having negative perceptions about CLT, 2 (3%) disagree, and 5 (7.5%) are neutral, whereas 5 (7.5%) and 52 (77.6%) respectively agree and strongly agree. To sum up, the majority of the EFL teachers (52, or 77.6%) strongly agree that students have a negative perception regarding CLT's ability to teach grammar in a communicative way. So, learners perception is highly negative as shown above towards learning grammar in a communicative way, and EFL teachers should create awareness of learners to have a positive attitude. Yosub(2018),explained, Challenges may occur when students have negative attitudes towards grammar as well as students' low proficiency level or weak students in the classroom. Generally, students prefer fun learning than learning grammar, as they feel insecure.

As it is discussed above in the table, 3 (4.5%) of the respondents strongly disagreed that learners don't think that they learn English when they work in pairs or groups. 2 (3%) disagree, 4 (6%) are neutral. However, 9 (13.4%) and 49 (73.1%) respectively agree and strongly agree. To sum up, the majority of the EFL teachers believed learners didn't think that working in a team or group let them learn English more. So, here learners weren't interested to learn by working together different activities in EFL class while learning grammar in a communicative way. (Richards, 1999) explained that they get the opportunities to involve in discussion, interaction, and communication when they do activities in group.

From the above table description of learners' interest regarding CLT activities, 4 (6%) of the EFL teachers responded strongly disagree, 1 (1.5%) disagree, and 3 (4.5%) replied neutral. Whereas, 8 (11.9%) and 51 (76.1%) respectively agree and strongly agree. To conclude, the majority of the EFL teachers strongly agreed that learners don't like to participate in CLT activities in pairs or groups. Unless learners are interested in participating in communicative activities in pair or groups when they learn grammar, the teaching learning process may not be effective. So, EFL teachers should be dedicated to encouraging learners to do communicative tasks while they learn grammar with participating in pair or group.

From the above table description, students have high anxiety levels during CLT to learn grammar, 3 (4.5%) replied strongly disagree, 3 (4.5%) responded neutral, and 16 (23.9%), 43 (64.2%), respectively agree and strongly agree. To sum up, the majority of the respondents (43.2%) strongly agreed that learners have high affective factors or anxiety levels in CLT class while they learn grammar. So, the above description showed that there is a high anxiety level among learners due to fear of making mistakes, losing face, criticism, and shyness. Besides, EFL teachers should motivate their learners while they made mistakes in a communicative language teaching in order to have a motivated class and make the environment free to succeed the teaching and learning process in general.

As can be seen from the above table on the preference of learners to do activities in English when they are asked in pairs or groups in EFL class with a communicative approach, 5 (7.5%) of the EFL teachers replied strongly disagree, 2 (3%), neutral, and 23 (34.3%), and 33 (49.3%), respectively, responded agree and strongly agree. To sum up, learners prefer to learn in their mother tongue rather than the target language when they are asked to do activities in English in a group or pair. This implied that learners weren't willing to do activities in English and unable to master the target language. (Musoliva,2010)explainedGrammar-translation method is an old or traditional method which still existed so widely. Through this method, grammar rules are properly explained and there is focus on structure. In other words,

there is a focus on learning the rules of grammar and the application in translation passages from one language into the other.

So as it is discussed above, doing activities in the target language is necessary while they learn EFL rather than their first language, as it is shown above, and EFL teachers should create opportunities for learners to use L2 by giving special support to develop their communicative competency as well as their grammar skills. So this is a manner that leads learners to learn traditional teaching method or changing the rule of L2 to L1 and Vice-versa and inadvisable to apply it.

As it is described above in the table, concerning learners skills of vocabulary in expressing their ideas or opinions communicatively in English, 6 (9%) of the EFL teachers responded strongly disagree, 2 (3%) replied disagree, 4 (6%) were neutral, and 34 (50.7%), 21 (31%) respectively agreed and strongly agreed. To conclude, the majority of EFL teachers agreed that learners don't have adequate vocabulary to express their ideas or opinions communicatively in English. Since learners don't have adequate vocabulary while they learn EFL, especially in communicative classes, it is difficult to convey their opinion, whether they are accurate or not. So lack of adequate vocabulary is another problem that is faced in this study. Teachers should not teach grammar in a communicative way in EFL classes, and EFL teachers should bring different extracts that are related to learners lives and environments to class and let them express their opinion so as to master their vocabulary.

The above table descriptions show traditional teaching methods. As it is mentioned above in the table, 7(10.4%) replied strongly disagree, 1(1.5%) disagree, 3(4.5%) neutral, 34(50.7%), and 22(32.8%) respectively responded agree and strongly agree that traditional teaching methods influence teaching grammar in a communicative way. So, most of the teaching method is teacher-dominant; this implies that learners are not active participants, and there is no connection of ideas between teacher and learners to be effective in their learning. Most of the teaching method is traditional and should be changed.

Furthermore (Musoliva,2010)explained Grammar-translation method is an old or traditional method which still existed so widely. Through this method, grammar rules are properly explained and there is focus on structure. In other words, there is a focus on learning the rules of grammar and the application in translation passages from one language into the other.

So as it is discussed above, teaching activities in the target language is necessary while the EFL teachers teach in the actual EFL class rather than in the learners' first language, as it is shown

above, and EFL teachers should create opportunities for learners to teach L2 by using varieties of teaching techniques to reform & develop their communicative competency as well as their grammar skills. So this is a manner that leads learners to learn traditional teaching method or changing the rule of L2 to L1 and Vice-versa and inadvisable to apply it.

As it is described above in the table, 7(10.4%) replied strongly disagree, 1(1.5%) disagree, 4(6%) neutral, 13(19.4%) agree, and 42(62.7%). To sum up, 13 (19.4%) agree that class size is too large to implement CLT to teach grammar in EFL classes. And the majority of the respondents, which means 42 (62.7%), strongly agree that class size is too big to teach grammar in a communicative way. This implied that EFL teachers were challenged to use grammar in a communicative way, and EFL teachers should solve this problem by using a class that is good to teach which has a conducive environment

As it is shown above in the table description of responses of EFL teachers on lack of exposure to authentic language in implementing CLT to teach grammar, 7 (10.1%) respondents replied strongly disagree, 1 (1.5%) disagree, 3 (4.5%) neutral, 10 (14.9%), and 46 (68.7%), respectively, agree and disagree. Some teachers strongly disagreed and agreed. However, most of the responses showed that lack of exposure to authentic language is one of the factors that hinders EFL teachers from implementing CLT to teach grammar in EFL classes. So, we can understand from the analyses that EFL doesn't use real-life situations in CLT to teach grammar. Exposure is one of the experiences that EFL teachers should have as language teachers, but here there is no implication of it; as a result, it leads them not to teach grammar effectively in a communicative way. In addition to this, EFL teachers should develop their communicative skills and grammar more. Furthermore, Richards and Rodgers (2001) assert that "materials play a primary role in promoting communicative use". Utilizing authentic materials motivate the students to learn and also present them with opportunities to interact in real communication.

Based on the above table on EFL teachers lack of time for developing communicative materials, 7 (10.1%) responded that they strongly disagree, 1 (1.5%) disagree, 3 (4.5%) neutral, 6 (9%), and 50 (74.6%) respectively agree and strongly agree. To conclude the description of the above table of EFL teachers on lack of time for developing communicative materials, EFL teachers don't give much time to developing communicative materials to teach grammar. To sum up, it is shown that most of the EFL teachers haven't spent much time developing communicative materials that enable them to teach grammar. So, time

constraints are another factor as they responded greatly, and EFL teachers should give much time to develop communicative materials.

As can be seen above from the table, on the description of responses of EFL teachers on lack of teaching resources, aids, and equipment, 7 (10.4%) responded strongly disagree, 1 (1.5% disagree), 3 (4.5%) were neutral, 12 (17.9%), and 44 (65.7%) respectively responded agree and disagree. What we understand from this analysis is that teaching resources are essential to applying the actual language class, but there are not sufficient teaching resources to implement CLT in teaching grammar. Richards and Rodgers (2001) assert that “materials play a primary role in promoting communicative use”. Utilizing authentic materials motivate the students to learn and also present them with opportunities to interact in real communication.

As a result, teaching aids and resources should be taken into account to make more clear the content to learners while teaching grammar in a communicative manner and be applicable mostly to enhance the teaching and learning process

Discussion

In this part, the data analysis and results are interpreted and discussed in relation to the research questions set out in the first chapter. The connection and results of the information gathered through the three different instruments are wisely assessed.

To begin with, the findings from the EFL teachers questionnaire regarding communicative language teaching in teaching grammar deductively indicate that the majority of the EFL teachers never teach deductively. And also, findings from teachers interviews regarding the difficulty of teaching grammar in a communicative way showed that almost all of the interviewees responded to the challenges that they faced in implementing CLT to teach grammar: students’ poor background, lack of exposure, lack of students’ interest, interference of mother tongue, and class size. These together are taken as challenges. Even the way they gave from the lower classes that can matter or may be here after the ministry of education has paved the way for that of a good way of education curriculum changed, which is taken as that of bringing quality education may be in the future, those things may be avoided or solutions may be given, and they may get something on a good track. (Yusob208) has also presented some of the challenges faced by EFL teachers: students’ attitude, experience, facilities, perception and expectation of EFL teachers.

. However, they believe that teaching grammar in a communicative way is very important to produce good communicative tasks. On table 2 questionnaire results showed that EFL

teachers sometimes teach grammar inductively and never let learners discover grammar rules by themselves, and similarly, the observation results on table 2 item showed that most of the EFL teachers didn't exercise in the classroom and support learners to discover grammar rules by themselves. A teacher must provide opportunities to communicative practice for students to achieve non-linguistic goals such as asking for permission to do something, getting someone to do something, giving excuses, asking for help, etc. (Wilkins1972).

For example, Table 3 shows that the majority of the observed class of language teachers didn't encourage their learners to personalize the new language structure. So, the findings from the observation showed that EFL teachers didn't motivate students to produce grammar items and practice communicative tasks. Ur(2009) suggests that, one of the jobs as a teacher is to help students to teach from form focused accuracy work to fluent, but acceptable, production, by producing a variety of practice activities that familiarize them with the structures with context giving practice in both form and communicative meaning.

Regarding the techniques used by EFL teachers in teaching grammar in a communicative way, the interviewees were requested to forward further comments concerning their implementation of communicative language teaching in teaching grammar. The findings from the interviewees indicated that they believed teaching grammar in a communicative is very important to improving their language skills as a whole. The interviewees were also asked to mention the techniques that they use in implementing CLT to teach grammar. In this respect, T1, T2 and T3 responded that their focus was on presentation, mostly in EFL class to teach grammar while implementing CLT using tenses as well as the rules of grammar in short. Here EFL teachers use only presentation and grammar rules rather than employing variety of techniques like role plays, drama, pair work, group work, storytelling and so on. Technique is one of the keys to successful teaching grammar in a communicative way because, with the right technique, a teacher can teach grammar to the students, and students become clear of what was described by their teacher, Celce-Murcia and Hilles (1988).

Although they believed that having an awareness of teaching communicative language to their students was important, they weren't interested in demonstrating to their learners with some sample activities, practicing how to apply those grammar items, and developing their communicative skills. The findings inferred that EFL teachers need to have teaching methodologies, classroom management, and teaching styles.

Similarly, the findings from the observed class in Table 3 item 4 show that EFL teachers weren't providing learners with the opportunity to participate, write, and & speak, as well as

give supportive feedback. Similarly the finding from questionnaire results on table 5 inferred that 31(46.3%) of EFL teachers never teach grammar in an integrative way or with other skills of language in implementing CLT.

Finally, the interviewees underlined the following propositions that were expected from EFL teachers and other concerned bodies: For instance, the commitment of EFL teachers, changing their approach, updating themselves, knowing about the importance of implementing communicative language teaching in teaching grammar, and giving workshops to improve instruction and learners learning are some of the factors to the implementation of communicative language teaching by EFL class.

Regarding the relationship between EFL teachers and the implementation of communicative language teaching in teaching grammar, it is one of the language speculations that give commitment in the schooling field. It weighs on the cycle that occurs inside the human brain, securing the language and interior mental instruction. For this reason, the part of the instructor is to comprehend the situation of the understudies who have diverse experience that will impact the result, to decide the habits that are generally utilized and which one is powerful to arrange the new data, to give criticism, and to make the new data more successful and effective.

The findings of the interview question 1 on how frequently present grammar rules while implementing communicative language in EFL class. T2 said that the issue of teaching grammar regularly while implementing CLT is very difficult to address due to the large class size and other unfavorable conditions, like the arrangement of seats. In contrast, T4 said that it is too difficult to implement CLT regularly to teach grammar because of time limitations, a lack of background knowledge of learners, and a shortage of resources like text books in the school. There is also a mismatch in the ratio between the number of students and text books. Similarly the questionnaire results as showed on table 4.37, 50(76.4%) of the EFL teachers strongly agreed that lack of time for developing communicative materials severely hinder their implementation of communicative language not to teach grammar in a communicative way.

Similarly the findings of questionnaire 1 showed that of the total of 67 EFL teachers, 32 (47%) differed in that they didn't deductively present grammar rules and let learners do activities by themselves.

Taking everything into account, language teaching has been depicted with respect to what teachers do, which is similarly to the exercises and practices that they complete in the classroom and the effects of these on learning. Similarly, the findings from interviewees on interview

question 6 argued that some of the ways to solve the challenges that they faced in implementing communicative language to teach grammar. For example, having motivation to teach EFL class, reading currently published sources that are related to language teaching methodology, participating in different language training, using reference materials, and using the target language in EFL class.

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATION

5.1. Summary

This study was conducted to investigate EFL teachers' implementation of communicative language teaching in teaching grammar: The case of Andiracha woreda secondary schools.

The purpose of this study were to;

Examine EFL teachers' implementation of communicative language teaching in teaching grammar.

Assess the techniques used by EFL teachers' teaching grammar in communicative way

Identify the challenges that EFL teachers faced in implementing communicative language in teaching grammar.

The researcher used descriptive survey design in this study and data analyzed using qualitatively and quantitatively. From the total of 67 EFL teachers all of them were taken by using comprehensive sampling technique because they were limited. Besides, four EWFL teachers were sampled to interview and observation by using purposive sampling technique because it is easy& time saving.

5.2. Conclusion

Here, the data gathered through observation and interview were analyzed qualitatively. So, the major findings of the study were:

EFL teachers lack of commitment and interest impact their implementation that exercise in the classroom & they didn't give much attention to teach grammar items deeply. Therefore, learners didn't learn grammar effectively in communicative way.

EFL teachers have gap on implementing communicative language in teaching grammar in EFL class, techniques of teaching grammar in communicative way were poor&unable to manage classroom.

The major challenges that EFL teachers faced during implementing communicative language in teaching grammar were, lack of experience, learners' negative attitude, large class size, learnersunwillingness to express ideas in target language were the major challenges. Based on the data analysis, the following recommendations were made:

Most of the time, EFL teachers didn't teach grammar in communicative way; as a result, learners were unable to produce grammar items effectively, unable to know their mistakes whether they were right or not because of lack of encouragement and ..

EFL teachers lack of commitment on implementation of communicative language teaching in teaching grammar. Therefore, learners didn't practice and learn grammar effectively and they failed to produce grammar skill.

The major challenges that EFL affecting EFL teachers during implementing teaching grammar in communicative were, EFL teachers' teaching techniques, large class size, lack of back ground knowledge of learners, interference of learners first language, lack of interest, and lack of EFL teachers' commitment.

5.3. Recommendations

Based on the findings the following recommendations have been forwarded;

EFL teachers didn't seem to put their techniques in to practices to teach grammar in communicative way. In reality, EFL teachers are expected to be aware of this issues and in communicative language teaching methodologies, changing their approach, updating themselves and knowing the importance of teaching grammar in communicative way.

They should develop the habit of teaching to develop their grammar skill.

Universities and ministry of education should give continuous trainings to EFL teachers on emerging methods, approaches, techniques, strategies of teaching language.

It would also better to train EFL teachers to specialize in teaching English as a foreign language to teach grammar in communicative way.

These teachers should also have the chance to take some language training to develop their language skills at whole.

EFL teachers should also teach their learners grammar in communicative way regularly, they should encourage learners to do grammar tasks in EFL class & give supportive feedback immediately, they must guide learners on how to do grammar activities by giving technical support.

EFL teachers should be committed & interested to teach each and every grammar tasks in EFL class. EFL teachers should give more attention to teach grammar in communicative way. So learners can practice and learn grammar effectively.

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Appendix A
Jimma University
College of Social Sciences and Humanities
Department of English Language and Literature
MA in TEFL
Questionnaire to be filled by EFL Teachers

Dear Teacher,

This questionnaire is designed to assess EFL Teachers' Implementation of CLT approach in teaching grammar: the case of Andiracha Woreda Secondary schools. It is one of the data collection tools that the researcher uses to collect the necessary data for his MA thesis in teaching English as a foreign Language (TEFL). The researcher believes that, your responses are vital in determining the success of this study. Hence, you are kindly requested to fill the questionnaire completely and honestly. The researcher would like to assure you that the responses that you give will be kept confidential and used for the success of the study.

Thank you in advance for taking your time to fill this questionnaire!

General Instruction

No need of writing your name

It is forbidden to pass this paper to third body

Part One: Demographic Information of the Respondents'

Indicate your response by using "√" in the box provided

1. Gender: Male ☐ Female ☐
2. Work experience: 1-5 years ☐ 6-10 years ☐ 11-15 years ☐ above 15 years ☐
3. Educational background: Diploma ☐ First degree ☐ MA degree ☐

Teachers' Implementation of CLT approach in Teaching Grammar

The following statements are about how EFL teacher implement CLT approach to teach grammar in EFL classes. Put a tick (✓) mark for the techniques being used when she/he teaches grammar and indicate the most appropriate frequency scale for each of the given items. [Always (A) = 5, Usually (U) = 4, Sometimes (S) = 3, Rarely (R) = 2, Never (N) =1]

Item	How often grammar is implemented in the classroom in the following manner?	1	2	3	4	5
1	teach grammar deductively (first, he/she explicitly presents the grammatical rules and let the students do activities)					
2	teach grammar inductively (first, he/she gives some cues or creates contexts and then let the students discover the grammar rules by themselves)					
3	In the manner that needs you change the structure in some prescribed manner like from plural to singular, active to passive...etc.					
4	give equal emphasis for all form, meaning and function in CGT					
5	teach grammar by integrating with other skills such as reading, writing, speaking and listening					
6	give sufficient time for the students to practice communicative tasks					
7	use student-centered approach in CGT class					
8	In meaningful context and situation					
9	Explicitly focusing on grammar rules and forms					
10	Activities that relating form, meaning and use of language					
11	organize the students based on the nature of the communicative tasks					

Techniques Used by the Teachers while Teaching CG in EFL classes

Direction Three: Below are some of the effective techniques used in CGT. Read them carefully and put a tick (✓) mark on how often your teacher uses these techniques using the most appropriate frequency scale for each of the given items. [Always (A) = 5, Usually (U) = 4, Sometimes (S) = 3, Rarely (R) = 2, Never (N) =1]

No	Items on Techniques Used by the Teachers while Teaching CG in EFL classes	1	2	3	4	5
1	use different pictures					
2	use different graphs					
3	use different game					
4	use role-plays					
5	use poems					
6	use songs					
7	Use telling stories					
8	Use presentation					
9	use problem solving activities					

Challenges that EFL teachers face in implementing CLT approach

Read the following items carefully and put tick mark (✓) in the appropriate box

1 =strongly disagree 2= disagree 3= neutral 4=agree 5 = strongly agree

No	Challenges EFL teachers face in implementing CLT approach	1	2	3	4	5
1	unawareness of ELT methods severely hinder the implementation of CLT					
2	students have negative perceptions about CLT					
3	Students' do not think that they learn English language when they work in pair or group (students have lack of interest to work together)					
4	Students don't like to participate in CLT activities (e.g., presentation, group or pair work)					
5	students have high anxiety levels during CLT (fear of making mistakes, losing face, criticism; shyness)					
6	Students prefer their mother tongue asked to do activities in pair or groups in English class					
7	Students do not have adequate vocabulary (words) to express their ideas or opinions communicatively in English					
8	traditional teaching methods					
9	Class size is too big					
10	lack of exposure to authentic language					
11	Lacking of time for developing communicative materials					
12	Lack of teaching resources/aids and equipment's					

Appendix B

Observation

It indicates how the practice of an EFL teachers really going during CLT to teach grammar.

The observation checklist includes the strategies, techniques, and procedures that should be incorporated while teaching grammar communicatively. It contains the three stages of teaching communicative grammar: (1) presentation stage; (2) practice stage; and (3) production stage that secondary school English language teachers of should apply.

The researcher has made 8 days of an observation of classroom teaching process during an English session so as to assess presentation of data collected through classroom observation is presented below. Hence, the researcher used classroom observation checklist that has total of eighteen (18) items in it. The checklist was marked by the researcher to collect the data on classroom practice by marking the two signs to identify the presence and absence of the activity.

Table 4.1

No	I. At the Presentation Stage	Teacher One				Teacher Two				Teacher Three				Teacher Four			
		Day 1		Day 2		Day 1		Day 2		Day 1		Day 2		Day 1		Day2	
		YES	No	YES	No	YES	No	YES	No	yes	No	YES	No	YES	No	YES	No
1	The teacher creates a situation or a context which she/he presents the structure communicatively and meaningfully		x		x		x		x	√		√			x		x
2	The teacher uses appropriate visual aids to present the target structure		x		x		x		x	√		√		x			x
3	The teacher calls students“ attention to the function of the new target structure		x		x		x		x		x		x	√		√	
4	The teacher uses techniques that are appropriate to students“ level of proficiency		x		x		x		x		x		x	√		√	
5	The teacher presents the target structure clearly and naturally.		x		x		x		x		x		x	√		√	
6	Avoid using meta-language		x		x	√		√		x			x		x		x

Table 4.2 II. At the Practice Stage

No	II. At the Practice Stage	Teacher One				Teacher Two				Teacher Three				Teacher Four			
		Day1		Day2		Day 1		Day2		Day1		Day2		Day1		Day2	
		YES	No	YES	No	YES	No	YES	No	YES	No	YES	No	YES	No	Yes	No
1	The teacher gives students intensive practice for the meaning, use, and form of the structure.	√		√			x		x		x		x		x		x
2	The teacher uses a variety of teaching techniques (such as repetition drills, transformation, substitution questions, explanation, situational, meaningful, and functional ones).		x		x		x		x	√		√			x		x
3	The teacher uses various interaction modes (individual work, pair work, group work and the whole group).		x		x	√		√			x		x		x		x
4	The teacher varies activity type (songs, games, stories or alike).		x		x	√		√			x		x		x		x
5	The teacher offers help to the students when being asked			√		√		√		√		√			x		x
6	The teacher provides opportunities for learners to develop both accuracy and fluency.		x		x		x		x		x		x	√		√	

Table 4.3 III. At the Production Stage

No	III. At the Production Stage	Teacher One			Teacher Two				Teacher Three				Teacher Four				
		Day 1		Day 2		Day 1		Day 2		Day 1		Day 2		Day 1		Day 2	
		Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
1	The teacher offers students appropriate opportunities for meaningful and free use of the new structure.	√		√			x		x		x		x		x		x
2	The teacher uses varieties of activities and songs, games, problem solving, and pictures.		x		x		x		x	√		√			x		x
3	The teacher encourage the students to personalize the new structure.		x		x	√		√		x			x		x		x
4	The teacher provides a students with the opportunity to participate, write and speak.		x		x	√		√		x			x		x		x
5	The teacher avoids interrupting the flow of communication through students' interaction	√		√		√		√			x		x		x		x
6	The teacher helps the students to elicit the grammatical rules by themselves		x		x		x		x		x		x	√		√	

Appendix C

Interview Questions: For EFL teachers in Andiracha woreda Secondary Schools. Dear teachers', I am conducting a research for the fulfillment of MA Degree in Teaching English as a Foreign Language (TEFL). Dear Teachers: These interview questions focus on implementing CLT in teaching grammar. You are kindly requested to provide your replies without any reservation. Your replies are secured and they are to be used only for academic purposes. Researcher: Fasika Mulugeta (March, 2022 E.C.) Thank you for your cooperation.

1. Do you implement CLT regularly while teaching grammar in EFL class? If your response is yes, how do you implement it? if not, what other methods do you implement do you implement ?
2. What kinds of techniques do you use in implementing CLT to teach grammar?
3. What is your opinion with regard to implementing CLT to teach grammar?
4. Would you mention some possible challenges you have faced in implementing CLT to teach grammar?
5. Do you think lack of practice at the present would have any considerable effect in your future to teach grammar ?if not what is your position as a teacher?
6. What do you suggest about what teachers should do to solve the challenge that you faced in implementing CLT to teach grammar?
7. If you have any further experience concerning your implementation of CLT in teaching grammar, you may suggest?

The total number of general questions posed during each interview session was seven and the number of teachers who took part in the interview was four . A transcript of the details raised during the interview session is indicated under appendix C. Nevertheless, the content of the transcript is summarized as follow.