



JIMMA UNIVERSITY

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

**ASSESSMENT OF EFL STUDENTS' PERCEPTION, MOTIVATION
AND PRACTICE OF LEARNING GRAMMAR IN ENGLISH
CLASSROOM: THE CASE OF GRADE NINE STUDENTS AT ATNAGO
SENIOR SECONDARY SCHOOL**

BY:

FATUMA SIRSENGA

**THIS THESIS SUBMITTED TO THE DEPARTMENT OF ENGLISH
LANGUAGE AND LITERATURE IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR THE DEGREE OF MASTER'S OF ARTS
IN TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL).**

AUGUST, 2024

JIMMA, ETHIOPIA

Assessment of EFL Students' Perception, Motivation and Practice of Learning Grammar in English Classroom: The Case of Grade Nine Students at Atnago Senior Secondary School.

By:

Fatuma Sirsenga

This Thesis Submitted to the Department of English Language and Literature in Partial Fulfillment of the Requirements for the Degree of Masters of Arts in Teaching English as a Foreign Language (TEFL).

Principal Advisor: Demis G/Tsadik (Assistance Professor)

Co-Advisor: Eba Teresa (PhD)

**August, 2024
Jimma, Ethiopia**

DECLARATION, CONFIRMATION, APPROVAL AND EVALUATION

I, the undersigned graduate student, hereby declare that this thesis is my original work and all sources of the materials used for this thesis have been duly acknowledged.

_____	_____	_____
Student's Name	Signature	Date

Approved by Examining Board:

_____	_____	_____
Principal Advisor	Signature	Date

_____	_____	_____
Co-Advisor	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

_____	_____	_____
Chairperson	Signature	Date

ACKNOWLEDGEMENTS

Above all, I praise my Almighty Allah on his throne for his indescribable help from my birth till today.

Next, I would like to express my heartfelt gratitude to my principal advisor **Demis G/Tsadik (Assistance Professor)** and co-advisor **Eba Teresa (PhD)** for their professional advice, support, thoughtful and constructive comments on almost every aspect of the study. Without their insightful suggestions, this thesis would not have evolved as it is.

I also extend my heartfelt appreciation to Atnago Secondary School directors, English teachers and students who participated and provided the data and information in this research work. I thank them for their patience and co-operation.

I also gratefully acknowledge the commendable efforts of all those individuals who had contributed to the thesis work in one way or the other.

Lastly, I express my warmest gratitude to all my families especially to my husband. Their encouragement and support are greatly appreciated.

ABBREVIATIONS AND ACRONYMS

EAP	English for Academic Purposes
EFL	English as a Foreign Language
ESL	English as a Second Language
L2	Second Language
CALL	Computer-Assisted Language Learning
S1, S2, S3...	Student 1, Student 2, Student 3...
T1, T2, T3 ...	Teacher 1, Teacher 2, Teacher 3...
IR	Interview Response

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ABSTRACT

This study investigated grade nine EFL students' perception, motivation, and practice in learning grammar. The research addressed the challenge of varied attitudes and low engagement in grammar learning, which can hinder language proficiency. A mixed-methods approach was employed, using questionnaires for quantitative data and semi-structured interviews and classroom observations for qualitative insights. The results indicated diverse perceptions of grammar learning, influenced by factors such as relevance, teacher support, and teaching methods, with motivation levels varying accordingly. Students demonstrated preferences for specific learning strategies and activities. The findings underscore the importance of creating supportive and engaging instructional practices to address the diverse needs of EFL learners. Recommendations for curriculum improvement and teaching strategies are provided to enhance grammar learning outcomes.

CHAPTER ONE

INTRODUCTION

This chapter treated the background of the study, statement of the problem, research questions, objectives of the study, significance of the study, scope of the study, limitation of the study and operational definition terms.

1.1. Background of the Study

Grammar learning is a critical aspect of English as a Foreign Language (EFL) instruction, as it provides learners with the foundation to communicate effectively in English. Grammar involves understanding and applying rules related to sentence structure, verb tense, word order, and syntactic patterns. These skills are essential for developing communicative competence, as learners need a solid grasp of grammar to produce accurate and meaningful language (Ellis, 2006; Larsen-Freeman, 2009). Despite its importance, grammar learning is often perceived as challenging by EFL students due to its complexity and abstract nature (Lightbown & Spada, 2013).

Students' perceptions of grammar learning play a significant role in their engagement and success in mastering the subject. According to Ellis (2006), learners' attitudes, beliefs, and perceptions about grammar learning can influence their motivation and the strategies they employ to study grammar. Dornyei (2001) highlights that motivation is a key factor in language learning, emphasizing that motivated students are more likely to persist in their efforts, actively engage with instructional activities, and achieve better outcomes in grammar acquisition.

In addition to perception and motivation, the practice of grammar learning in EFL classrooms is another critical factor that determines students' proficiency. Effective grammar instruction often combines explicit teaching of rules with opportunities for meaningful practice in

communicative contexts (Larsen-Freeman, 2003). This balance ensures that students not only understand grammatical rules but also apply them in real-life communication, which enhances both their accuracy and fluency.

While extensive research exists on students' perceptions, motivations, and instructional strategies for grammar learning in general (Fotos & Ellis, 1991; Norris & Ortega, 2000), less attention has been given to the specific context of grade nine EFL students in secondary schools. Grade nine represents a transitional stage where students are expected to move towards more advanced language proficiency, which requires a deeper understanding of grammar. Understanding how grade nine students perceive grammar learning, what motivates them, and how they practice grammar in the classroom can provide valuable insights for designing effective instructional approaches tailored to their needs.

Therefore, this study seeks to assess the perception, motivation, and practice of grammar learning among grade nine EFL students at Atnago Senior Secondary School. By focusing on these variables, the research aims to contribute to the improvement of grammar instruction in secondary schools, fostering students' engagement and proficiency in English grammar.

This focused background highlights the variables relevant to the study: students' perceptions, motivations, and practices of grammar learning in the specific context of grade nine EFL classrooms.

1.2. Statement of the Problem

As highlighted in the background of this study, English language learning plays a critical role in today's globalized world. It facilitates effective communication, enhances academic and

professional opportunities, and supports personal and cognitive development (Crystal, 2003; Graddol, 2006). Among the key components of English language learning, grammar is fundamental as it provides the structural foundation for constructing accurate and meaningful sentences. Mastery of grammar enables learners to express themselves fluently, understand written texts, and participate effectively in both oral and written communication (Cowan, 2008). Additionally, explicit grammar instruction has been found to positively influence language learning, particularly when combined with meaningful practice activities (Norris & Ortega, 2000; Spada & Tomita, 2010).

Despite its importance, grammar learning among grade nine EFL students remains below the expected standard. Many learners struggle with basic grammar proficiency, which hinders their ability to use English effectively. Furthermore, while grammar instruction is acknowledged as crucial, its practice in classrooms often falls short due to various challenges, including time constraints, inadequate resources, and students' lack of motivation and interest.

While several studies have investigated grammar teaching and learning in EFL contexts, they have primarily focused on teachers' perceptions and classroom practices. For instance:

Yirgalem Bekele (2009) explored teachers' beliefs and practices in grammar instruction in four secondary schools. Her study revealed that teachers recognize the importance of grammar teaching but face challenges, such as time limitations, unsuitable syllabi, and a lack of student interest. However, her study did not address EFL students' perceptions, motivations, or strategies for learning grammar.

Marian Yosef (2020) examined the implementation of communicative grammar teaching in an EFL classroom at Chercher Secondary School. The findings indicated poor implementation of communicative grammar teaching due to various factors, but the study did not assess students' motivation, perceptions, or practical engagement in learning grammar.

These gaps reveal a lack of emphasis on students' perspectives, motivation levels, and practices in grammar learning. To date, limited attention has been given to understanding how students perceive grammar learning, what motivates them to engage in grammar practice, and how they apply grammar knowledge in classroom contexts.

The central problem of this study is the insufficient understanding of grade nine EFL students' perceptions, motivations, and practices regarding grammar learning in English classrooms. While existing studies focus primarily on teachers' perspectives and instructional challenges, the critical role of students in the learning process has been overlooked. This lack of understanding limits the ability to design effective instructional strategies that address students' needs and improve their grammar learning outcomes.

The research gaps were identified through a comprehensive review of previous studies on grammar teaching and learning in EFL contexts. The works of Yirgalem Bekele (2009) and Marian Yosef (2020) highlighted the challenges faced by teachers but neglected the role of students' perceptions and motivations. Additionally, an assessment of current classroom practices and discussions with secondary school teachers and students reinforced the need to explore this area further. By addressing these gaps, this study aims to provide insights into EFL students' perceptions, motivations, and practices of grammar learning, contributing to more effective language teaching and learning strategies.

1.3. Research Questions

This research seeks to answer these questions:

1. What are the perceptions of grade nine EFL students towards learning grammar in English classrooms?
2. How motivated are grade nine EFL students to learn grammar in English classrooms?
3. What are the common practices employed by grade nine EFL students to learn grammar?
4. What factors influence grade nine EFL students' perceptions, motivation, and practices in learning grammar?

1.4. Objective of the Study

1.4.1. General Objective

The main objective of this study was to assess EFL students' perception, motivation and practice of learning grammar in English classroom the case of grade nine students at Atnago Senior Secondary School.

1.4.2. Specific Objectives

The specific objectives of this study are:

1. Assess the perceptions of grade nine EFL students towards learning grammar in English classrooms.
2. Measure the motivation levels of grade nine EFL students in relation to learning grammar.
3. Investigate the common practices employed by grade nine EFL students for learning grammar.
4. Identify and analyze the factors influencing grade nine EFL students' perceptions, motivation, and practices of learning grammar in English classrooms.

1.5. Significance of the Study

The study was aimed at finding out if there is any significant association between students' perception, motivation and practice of learning grammar in English class which will contribute achievement their future career development in the area. It is expected that the study will give some contribution to develop learners' positive perception and motivation towards learning English grammar. On the basis of this expectation, the results of the study are assumed to be useful for students to increase their positive perception and motivation to achieve their academic goal, for teachers who are motivated to apply as an alternative to teach grammar to increasing learners' motivation to bust their academic achievement helping for future career development. Other researchers, those who have interested in developing students' motivation on how to develop learners' grammar leaning practice to improve their academic achievement in different subjects, can use it in advance for the future when delivering their lessons in the actual classrooms.

Although grammar is important, there are many types of difficulties faced by students on the effect of grammar instruction in the ESL/EFL context. In another words grammar has some grammatical parts for example words, sentences, paragraphs, nouns, verbs, and punctuation. Based on this explanation this study aims to investigate students' perceptions and motivation toward practicing grammar in English classroom at Atinago senior secondary school. As the researcher's expectation, the students will be beneficiary from this study in two ways. Firstly, it helps them to improve their achievements academically; and secondly, it creates opportunity for them to develop self-confidence in taking part in any classroom activities and ready for future career development.

1.6. Scope of the Study

This study was limited to Oromiya Region, Jimma Zone, Limmu Seqa woreda specifically at Atinago Senior Secondary School grade in the case of grade nine students. Atinago Secondary

School is public secondary schools found in woreda. The main reasons focusing on this school was explained as follows: First, it was the nearest school to the researcher's residence. Because of this, she had acquaintance with the teaching learning environment, the teachers and the administrative bodies. As a result, she can get cooperation from the school bodies that concern in the course of her request easily. Moreover, in terms of finance, the work was cost effective. Secondly, grammar is a skill which had currently got attention in the current all English syllabi. This study, whereas, gives attention to grade nine teachers.

1.7. Limitation of the Study

The researcher is faced a reluctant of respondents of students' questionnaire, shortage of literature reviews and materials that relates with this assessment of students' perception, motivation and practice of grammar learning in English class. However, due to the continuous commitment of the researcher, the research was completed.

1.8. Operational Definition of Terms

- ❖ **Perception:** is the act of perceiving or the ability to perceive; mental grasp of objects, qualities, etc. by means of the senses; awareness; comprehension.
- ❖ **Motivation:** is a process of interaction between the learner and the environment, which is marked by selection, initiation, increase, or persistence of goal-directed behavior.
- ❖ **Practice:** doing an activity regularly so that students can improve writing ability.
- ❖ **Grammar:** is generally defined as the set of rules that explain how words are used in a language through both writing and speaking.
- ❖ **Learning:** is the process of acquiring new understanding, knowledge, behaviors, skills, values, attitudes, and preferences.
- ❖ **Teaching:** is the concert sharing of knowledge and experience about teaching writing skills.

1.9. Organization of the Study

The study was presented in five chapters. The first chapter was about the background of the study, statement of the problem, and objective of the study. Chapter two were about the review of the related literature and some related research works. Chapter three dealt about the design and methodology of the research. Chapter four were about the result and discussion of the research. Chapter five were about the conclusion and recommendation of the study

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter reviews literature related to students' perception, motivation, and practice in grammar learning in English as a Foreign Language (EFL) classrooms. It discusses the significance of grammar learning, the factors influencing students' attitudes and behaviors, and the theoretical frameworks and major works in this area.

2.1. Importance of Grammar Learning in EFL Contexts

Grammar is a critical element of language learning and plays a significant role in achieving linguistic competence in EFL contexts. As Mart (2013) suggests, grammar forms the structural foundation that facilitates effective communication, both in speaking and writing. In EFL settings, where learners have limited exposure to English outside the classroom, explicit grammar instruction is particularly crucial for developing comprehension, production, and accuracy in the target language.

Ur (2011) emphasizes that grammar enables learners to understand complex sentence structures and nuances, enhancing their ability to express thoughts and engage in meaningful interactions. Moreover, accurate grammar usage is essential for academic and professional success, especially in written communication (Nassaji & Fotos, 2004). Celce-Murcia (2017)

highlights that systematic grammar learning promotes metalinguistic awareness, enabling learners to reflect on and improve their language use independently.

In summary, grammar learning is indispensable in EFL contexts, as it supports comprehension, accuracy, and linguistic autonomy. By grounding grammar instruction in theory and practical application, educators can help students achieve both academic and communicative competence.

2.2. Students' Perception of Grammar Learning

Theories of perception in education suggest that learners' attitudes, beliefs, and experiences significantly shape their engagement with instructional content (Borg & Burns, 2008). Many students view grammar as a challenging or irrelevant aspect of language learning, particularly when taught through decontextualized, rule-based approaches (Khatib & Alizadeh, 2012). These perceptions often lead to frustration and anxiety, underscoring the need for instructional methods that align with students' preferences and learning styles.

Widodo (2006) argues that students' engagement improves when grammar is taught through communicative activities and real-world contexts, aligning with constructivist theories of learning. Additionally, teacher feedback plays a critical role in shaping students' perceptions. Clear, constructive feedback focused on specific improvement areas can help students see grammar as a valuable tool for language development (Borg & Burns, 2008).

Thus, understanding students' perceptions is essential for designing effective grammar instruction that supports their learning and aligns with theoretical frameworks of language education.

2.3. Concepts of Motivation

Motivation is central to educational psychology and language learning, as it drives learners' effort, persistence, and engagement (Dörnyei & Ushioda, 2011). The Self-Determination Theory (Ryan & Deci, 2000) identifies two types of motivation: intrinsic and extrinsic.

2.3.1. Intrinsic Motivation

Intrinsic motivation refers to learners' internal drive to engage in an activity for personal satisfaction or interest (Harmer, 2001). For instance, students motivated intrinsically are more likely to seek challenges and enjoy the process of grammar learning, particularly when activities align with their interests and goals.

2.3.2. Extrinsic Motivation

In contrast, extrinsic motivation arises from external rewards or pressures, such as grades, parental expectations, or career goals (Ur, 1996). While extrinsic motivation can be effective in grammar learning, overreliance on external incentives may limit students' long-term engagement and autonomy.

Theories of motivation emphasize the interplay of intrinsic and extrinsic factors in shaping learning outcomes, underscoring the need for instructional strategies that balance both.

2.4. Students' Motivation in Learning Grammar

Motivation in grammar learning is influenced by learners' perceptions of its relevance and applicability to their goals. Ushioda (1996) highlights that students motivated intrinsically are more likely to persist in learning grammar, especially when they see its utility in achieving communicative competence. Kissau (2006) adds that contextualizing grammar instruction to address students' academic and professional needs enhances their motivation.

Guilloteaux & Dörnyei (2008) propose that a supportive classroom environment fosters motivation, particularly when teachers offer meaningful feedback and autonomy-supportive instruction. These findings align with social-cognitive theories, which emphasize the role of environment and feedback in shaping learning behaviors.

2.5. Students' Practice in Learning Grammar

The practice of grammar learning integrates explicit instruction (direct teaching of rules) and implicit instruction (contextualized application), which together facilitate language acquisition (Norris & Ortega, 2000). According to Ellis (2006), effective grammar practice involves structured activities, error correction, and opportunities for authentic communication.

Technology-enhanced tools, such as CALL (Computer-Assisted Language Learning), have gained prominence in recent years. Gass & Mackey (2006) note that these tools provide personalized, adaptive practice that enhances engagement and learning outcomes.

2.6. Factors Influencing Students' Perception, Motivation, and Practice

The perception, motivation, and practice of learning grammar are influenced by various factors. Previous studies have identified several factors that play a role in shaping students' experiences.

2.6.1. Students Related Factors

The process of learning grammar is influenced by various students-related factors that can affect their perception, motivation, and practice. Understanding these factors is crucial for designing effective grammar instruction and supporting student success.

2.6.1.1. Prior Experiences and Beliefs

Students' prior experiences with grammar instruction and their pre-existing beliefs about language learning can impact their perceptions of grammar (Horwitz, 1988). Negative past experiences with grammar learning can lead to a perception of grammar as boring, difficult, or irrelevant (Larsen-Freeman, 2003).

2.6.1.2. Students feeling towards English

Having a second language also means having another access to another world of people, ideas, ways of thinking and literature. Currently, English is used as a medium of knowledge for transferring and sharing among people over the world. Through language, people will be able to express their thoughts and feeling with each other in certain ideas or concept.

Feeling, can be divided into at least two, there are positive feeling and negative feeling. Positive feeling indicates a high and positive energy and full of concentration in learning. According to McKay (2002) stated if positive feeling is related social activity and satisfaction to the pleasant events. Otherwise, negative feeling indicates a negative energy such as anger, fear, and nervousness. Moreover, Clark and Watsons (1974) also stated if negative feeling is related stress, poor and frequently of unpleasant events. Students' have different feelings towards learning grammar in English class. They may like to learn grammar in the context of English as they are aware of the benefits of it. When they learn grammar in English they may increase their self confidence in particular situations. For example, when they meet foreigners and they have to be able to speak English with them. On the other hand, the students may don't like English because of the difficulties in learning grammar.

2.6.1.3. Intrinsic Motivation

Students who find inherent satisfaction and enjoyment in the grammar learning process are more likely to be intrinsically motivated (Ryan & Deci, 2000). Positive classroom experiences, such as engaging activities and meaningful feedback, can foster intrinsic motivation (Guilloteaux & Dörnyei, 2008).

2.6.1.4. Extrinsic Motivation:

Students may be extrinsically motivated by the perceived relevance of grammar for academic, professional, or personal goals (Kissau, 2006). Parental and societal expectations can also contribute to extrinsic motivation in grammar learning (Ushioda, 1996).

2.6.1.5. Self-Efficacy and Confidence

Students' beliefs about their own grammatical competence and language learning abilities can impact their motivation to engage in grammar learning (Bandura, 1997). Positive feedback, scaffolding, and successful experiences can enhance students' self-efficacy and motivation (Borg & Burns, 2008).

2.6.1.6. Learning Strategies and Study Habits

The use of effective learning strategies, such as self-monitoring, practice techniques, and study habits, can influence the quality and quantity of grammar practice (Oxford, 1990). Students with well-developed language learning strategies are more likely to engage in meaningful grammar practice (Griffiths, 2013).

2.6.1.7. Engagement and Participation

Students' active engagement and participation in classroom activities, discussions, and practice opportunities can contribute to their grammar learning (Nunan, 1999). Factors like anxiety, shyness, or lack of confidence can hinder students' active participation in grammar practice (Horwitz et al., 1986).

2.6.1.8. Feedback and Error Correction

Students' receptiveness to feedback and their willingness to incorporate teacher or peer feedback into their grammar practice can impact their learning outcomes (Sheen, 2007). The way feedback

is provided, whether it is explicit or implicit, can also influence students' engagement with grammar practice (Lyster & Ranta, 1997).

In summary, the students-related factors that affect their perception, motivation, and practice in grammar learning are multifaceted and interconnected. Understanding and addressing these factors through tailored instruction, learner-centered approaches, and targeted support can contribute to more effective and meaningful grammar acquisition for students.

2.6.2. Teachers Related Factors

In addition to the students-related factors, teacher-related factors also play a significant role in shaping students' perception, motivation, and practice in learning grammar.

2.6.2.1. Teacher's Beliefs and Attitudes

Teachers' beliefs about the importance and relevance of grammar instruction can influence students' perceptions (Borg, 2003). Teachers who view grammar as a crucial component of language learning are more likely to convey its value to students (Farrell & Lim, 2005).

2.6.2.2. Teaching Approaches and Methodologies

The way teachers present and contextualize grammar instruction can impact students' perception of its relevance and usefulness (Borges & Etherington, 2002). Integrating grammar instruction with meaningful communication and language use can help students perceive grammar as a practical tool (Nassaji & Fotos, 2004).

2.6.2.3. Feedback and Error Correction

The quality and timeliness of teachers' feedback on students' grammatical errors can shape students' perceptions of grammar teaching (Sheen, 2007). Constructive and supportive feedback can help students perceive grammar learning as a developmental process (Ellis, 2009).

2.6.2.4. Teacher-Student Relationship

A positive and supportive relationship between teachers and students can enhance students' motivation to learn grammar (Dörnyei & Csizér, 1998). Teachers who demonstrate empathy, encouragement, and genuine interest in students' progress can foster intrinsic motivation (Noels et al., 1999).

2.6.2.5. Use of Feedback and Praise

Providing constructive feedback and timely praise for students' grammar-related achievements can boost their motivation and self-efficacy (Bandura, 1997). Feedback that focuses on progress and effort, rather than just performance, can foster a growth mindset and sustained motivation (Dweck, 2006).

2.6.3. Other Factors

2.6.3.1. Classroom Environment

The classroom environment including teacher support, and peer interactions, significantly influences students' perception, motivation and practice of learning grammar. A supportive and encouraging teacher can positively impact students' motivation (Dörnyei, 2001). Providing clear explanations, examples, and feedback can enhance students' understanding and practice of grammar (Ellis, 2006). Collaborative activities and peer interactions can promote engagement and deeper learning (Larsen-Freeman, 2003).

2.6.3.2. Individual Factors

Individual factors, such as cognitive abilities, language aptitude and learning styles can impact students' perception, motivation and practice in grammar learning. Students with higher cognitive abilities and language aptitude may have a more positive perception and experience greater motivation in learning grammar (Gardner, 1985). Understanding students' preferred learning styles can help educators tailor instructional strategies to meet their individual needs (Gardner & Smythe, 1981).

2.6.3.3. Socio-cultural Factors

Socio-cultural factors, such as societal attitudes towards grammar, cultural norms, and educational policies, can shape students' perception and practice of learning grammar. Different cultures may have varying expectations and emphasis on grammar learning (Nassaji & Fotos, 2011). Educational policies and curriculum guidelines can influence the allocation of time and resources for grammar instruction, which, in turn, impact students' experiences.

This literature review highlights the interconnectedness of perception, motivation, and practice in grammar learning, grounded in theoretical frameworks and empirical research. By understanding these factors, educators can design effective, student-centered instruction that enhances grammar acquisition and language proficiency. Major works, including those by Borg & Burns, Ryan & Deci, and Nassaji & Fotos, provide valuable insights into the pedagogical and contextual considerations for teaching grammar in EFL contexts.

CHAPTER THREE

RESEARCH METHODOLOGY

This chapter deals with the procedures and methods that used to collect and analyze data. It describes the research design, location of the study, target population, sampling techniques and sample size, research instruments, as well as data collection procedures, and data analysis.

3.1. Research Design

This study used a descriptive cross-sectional study design, which falls under the mixed-method approach. The descriptive design was selected because it allows the researcher to provide a detailed understanding of students' perceptions, motivations, and practices in learning grammar in an EFL context at a specific point in time. According to Creswell (2014), a

descriptive cross-sectional design is ideal for studies that aim to collect data from participants at a single point in time to describe variables or conditions without manipulation. It enables the researcher to gather both quantitative data (questionnaires) and qualitative data (interviews and observations) to better understand the phenomena under study.

3.2. Setting of the Study

This study was conducted at Atnago Senior Secondary School, Limmu Seqa Woreda, Oromia Region, focusing on Grade 9 students. The school was selected for its accessibility to the researcher, which facilitated rapport building and smooth data collection. Additionally, the grade level was chosen because Grade 9 students have reached a developmental stage where they integrate grammar knowledge into other language skills, making them suitable for investigating the study's objectives.

3.3. Population of the Study

The population included 142 Grade 9 students distributed across three sections and two English language teachers teaching at the school. The selection of this grade and school was justified by the unique experiences students have with learning grammar at this level. Moreover, challenges related to their perception, motivation, and practice of grammar were prevalent, necessitating the study.

3.4. Sample Size and Sampling Techniques

The target population of this study was students and teachers at Atnago Senior Secondary School that found in Limmu woreda. The study employed multistage sampling techniques, specifically simple random sampling and comprehensive sampling. Simple random sampling was used to select 50% (71) of the student population, ensuring representativeness while being manageable for analysis. Multistage sampling minimizes bias and allows for a proportional representation of the target population (Kothari, 2004). Comprehensive sampling was applied to include all two English language teachers due to their small number, ensuring no relevant perspectives were excluded.

Reasonable justification for sample size: Based on Krejcie and Morgan's (1970) table, a sample size of 50% for a population of 142 is sufficient for valid statistical analysis.

3.5. Data Collecting Instruments

In this study the researcher prepared the research tools from reviewed related literature from different researchers. From the researchers work, suitable data gathering instruments were taken and used to collect reliable data for the current study. To achieve the objectives of the current study and get reliable information, the researcher used three instruments such as, questionnaire, semi-structured interview and classroom. Questionnaire was the major tool that the researcher intended to use. The reason was to assess the students' perception, motivation and practice of learning grammar in English classroom were implemented by the students and to identify the factors that affected students' perception, motivation and practice of learning grammar, and semi-structured interview and observation were used as a supportive data gathering instruments.

3.5.1. Questionnaire

Questionnaire was developed based on the research Questions, objectives and literature review of the study and used as the major data gathering tool because questionnaires are cost-effective and efficient for gathering large amounts of data on students' perceptions, motivation, and practices (Cohen, Manion & Morrison, 2011). The questionnaire consisted of Likert-scale and open-ended items addressing students' beliefs, attitudes, preferences, and experiences. The items were prepared by adapting tools from reviewed literature to align with the study objectives.

3.5.2. Semi- Structured Interview

To substantiate the questionnaire and classroom observation results, semi-structured interviews were conducted. These interviews were used to obtain a deeper understanding of participants' attitudes, emotions, and experiences related to grammar learning. The decision to use semi-structured interviews was based on their flexibility and ability to generate in-depth, comparable, and contextually relevant data (Salinger and Shohamy, 1988).

The semi-structured interviews allowed the researcher to gather qualitative data to complement the quantitative data collected through the questionnaire. This approach was vital for triangulation, ensuring that the study findings were valid and comprehensive. Interviews provided an opportunity to explore in detail the perceptions, motivations, and challenges experienced by English language teachers in teaching grammar.

Two English language teachers who taught Grade 9 at Atnago Senior Secondary School were selected as participants. The interviews were conducted in the teachers' lounge to ensure a comfortable and distraction-free environment. The interviews took place over two consecutive days during the second week of November 2024, after class hours, to accommodate the teachers' schedules.

Each interview lasted approximately 20 minutes. The researcher asked 11 pre-designed questions that focused on teachers' experiences, strategies, and perceptions regarding grammar instruction in EFL classrooms.

To ensure transparency and accuracy of the data, photos were taken during the interview sessions as evidence.

The
are
as

actual photos
attached below
supplementary
evidence.



Photos captured during one of the interviews depict the researcher engaged in a discussion with two teachers. The images show the researcher seated across from a teacher at a desk in the school's lounge. The researcher is holding a notebook containing pre-written interview questions, while the teacher is actively responding.

3.5.3. Classroom Observation

Class observation was important because it supplemented the interview and questionnaire methods in cross checking. The purpose of observing the way English teachers encouraged their students' motivation when they teach grammar lessons or how students were helped while they were practicing in learning grammar. In addition, how the teachers were giving feedback to their grammar task. During the classroom observations the researcher used qualitative data in the form of observation check list made by the researcher himself. The items in the checklist were designed to observe students' participation in learning grammar. It helped the researcher to see whether English teachers encouraged their students' motivation when they teach grammar lessons or the way students were helped while they were practicing in learning grammar. As the result, the researcher got the chance to observe the students' motivation and practice in grammar exercises timely and how the teacher gave them feedback. So, the observation was carried out in sections of grade nine. A total of 120 minutes classroom observations were made. Action can be best understood when it is observed in the context in which it occurs (Badger, and white 2000).

3.6. Data Collection Procedures

To conduct this research, the researcher used the following procedures: Firstly, he prepared different research data collection instruments. Secondly, she contacted with the concerning bodies who helped her in gathering a research data. Thirdly, she selected samples based on the purpose. Fourthly, she gathered the data by the selected data gathering instruments. Fifthly, she described, analyzed and discussed the data from different data collection tools. Sixthly, based on the data, she reached to the research findings. Finally, she gave conclusion and recommendation based on the research findings.

3.7. Methods of Data Analysis and Interpretation

First, the data collected through questionnaire regarding students' perceptions, motivations and practices of learning grammar in English class was analyzed and interpreted using descriptive statistics based on the research questions and variables by using descriptive statistics of frequencies and percentages of the respondents' perception and level of agreement or disagreement with the given statement under each question. The researcher analyzed the data collected from the questionnaire as follows. Firstly, the data gathered through questionnaires were collected and marked. Secondly, she compared the data with the research questions or objectives. Finally, she analyzed and discussed the data quantitatively. The data from interview and observation were analyzed qualitatively considering the data gathering tools. The researcher analyzed the interview data as follows. In the beginning, she changed what she was recorded using audio recorder into written form. Then, she coded the data to different themes. Next, she identified the themes that are related to the research objectives. Further, she analyzed the data meaningfully based on the research questions and objectives. Finally, she discussed the data qualitatively.

3.8. Ethical Considerations

In this research some ethical considerations were taken. Primarily, the researcher took a recommendation letter from Jimma University, Department of English Language and Literature. Then, she took the letter to Atnago Senior Secondary School and gave it to the school director for official permission to collect the data. After the school's permission, the researcher directly contacts with EFL teachers of grade nine for their permission to observe their classroom teaching practices of grammar. Following this, she joined the teachers' classes and introduced herself to the students telling her that she was going to spend some periods with in the class for lesson observations. This created a rapport between the researcher and the students. The researcher also informed the students that they would be part of the study in providing the necessary information particularly in filling the questionnaire prepared to them. She also informed the participants that the information they provide is used only for the purpose of the study. Having this reality in mind, any communication with the concerned bodies was accomplished at their voluntarily consent without harming and threatening the personal and institutional well-being. In addition, the researcher ensured confidentiality by making the participants unnamed.

This study addresses a methodological gap by employing a mixed-method approach in exploring students' grammar-learning practices, which previous studies in similar contexts have often overlooked. Additionally, the focus on Grade 9 students provides specific insights into their transition from foundational grammar knowledge to integrated language skills.

CHAPTER FOUR

DATA ANALYSIS AND DISCUSSIONS

This chapter deals with the data analysis and findings that were collected through different methods of data gathering tools. As it is already stated in the above chapters the main purpose of this study was to assess EFL students' perception, motivation and practice of learning grammar in English classroom the case of grade nine students at Atnago Senior Secondary School. In this section different data were collected through various instruments were analyzed and discussed in order to achieve the research objectives and questions.

To deal with the basic research questions ample information was gathered through appropriate tools, questionnaire, semi-structured interview and classroom observation. After examining the gathered data deeply discussions were made and presented as follows:

4.1. Data Analysis of Questionnaire

4.1.1. Demographic Characteristics of the Respondents

Table 1: Summary of Demographic Characteristics about student Respondents

Descriptions							
Sex	Total N _o of students			Sample Students			
	Male	Female	Total	Male	Female	Total	%
	86	56	142	36	35	71	100%
Age	12 – 15			33	34	67	94.4%
	16 – 20			3	1	4	5.6%
	21 – 25			-	-	-	0%
Total				36	35	71	100%

The participants of this study were grade nine students at Atnago Senior Secondary School. The total number of students were 142, and of these 71(50 %) of the population were chosen as a sample. From this sample, the researcher equally took fifty-fifty percent from male and female respondents this is because the number of male and female students was equivalent. Concerning age distribution 94.4% of the respondents were lied on the age between 12 - 15 and this shows that students were sent to school on their early age; however, 5.6% of the respondents were lied on the age between 16 - 20 and these students began their school on their late age.

4.1.2. Students Perception towards Grammar Learning

In this section, quantitative analysis of questionnaire data provides insights into the perception, motivation and practice of learning grammar among grade nine EFL students. The purpose of the students' questionnaire in this section is to collect data about students' perception towards

grammar learning. Thus, the results of the quantitative data analysis on EFL students' perception of grammar learning represented as follows.

Table 2: Students perception towards the importance of grammar learning

No	Items		SA (5)	A (4)	N (3)	D (2)	SD (1)	Total
1.	I think learning grammar is important in the context of studying English	F	60	11	-	-	-	71
		%	84.5	15.5	-	-	-	100
2.	I think learning grammar can help me to communicate in English well	F	54	17	-	-	-	71
		%	76.1	23.9	-	-	-	100
3.	I can feel that I get more benefits and knowledge when I learn English at school	F	30	37	-	4	-	71
		%	42.3	52.1	-	5.6	-	100
4.	I think by learning grammar I can measure my ability in learning English well.	F	24	40	-	7	-	71
		%	33.8	56.3	-	9.9	-	100
5.	I think that learning grammar can help me to be successful in acquiring English.	F	29	36	-	2	4	71
		%	40.8	50.7	-	2.8	5.6	100
6.	I think I need to increase my skills on grammar	F	46	20	-	2	3	71
		%	64.8	28.2	-	2.8	4.2	100
7.	I feel that learning grammar is wasting time	F	3	4	-	50	14	71
		%	4.2	5.6	-	70.4	19.7	100

Based on the results in the table above, it was found that the overwhelming number of students were aware of the importance of grammar. It can be seen from the first question about “*I think learning grammar is important in the context of studying English.*” The majority of students (84.5%) strongly agreed that learning grammar is important in the context of studying English. Additionally, 11.5% of students agreed with this statement. This result indicated that a high level of recognition is given among students regarding to the significance of learning grammar in English class.

We can also see the other findings from the question number two “*I think learning grammar can help me to communicate in English well.*” Based on this, a significant proportion of students (76.1%) strongly agreed that learning grammar can help them to communicate well in English. Furthermore, 23.9% of them agreed with this statement. This finding informed that most students believe that grammar plays a crucial role in improving their communication skills in the English language.

As the results in a statement number three showed that more than 90% of the respondents believed that they got more benefits and knowledge when they learn English at school. This finding indicated that most students perceive English language learning at school, including grammar, as valuable and beneficial.

Besides, the questions number four and five results also shown a notable proportion of students (56.3%) agreed while 33.8% of them strongly agreed that learning grammar helped them to measure their ability in learning English and also a significant number of students (50.7%) agreed; also 40.8% of them strongly agreed that learning grammar contributed to their success in acquiring English. Additionally, 5.6% of students strongly disagreed with this statement. These results indicated that learning grammar can be used as a mirror for the students to know their English skills and students believed that learning Grammar can be helped them to rich their achievements in English. That founding was also supported by Loewen, et al. (2009) shown that the learners stated about the benefits of Grammar for their study (p.99). Indeed, most of the students were aware of the importance of grammar in English class.

In question number six, the data showed 92.7% of the students need to increase their grammar skills. The result here indicated students that grammar becomes a crucial aspect to be learned when learning English. They also believed that they need to learn grammar. Although the results in question number seven shown that 9.8% of the students said that learning Grammar is wasting time, 90.1% of the students were still enthusiastic in learning grammar.

Based on the findings above revealed that a positive perception among students regarding the importance of learning grammar in studying English. Students recognized that the benefits of grammar learning including its contribution to communication skills, knowledge acquisition, self-assessment and the overall success in acquiring English. While the majority of students emphasized the need to improve their grammar skills, only a small number of them considered that learning grammar as a waste of time. These results revealed that the significance of grammar instruction in English language education and emphasized the importance of fostering a positive attitude towards grammar learning among students.

Table 3: Students feeling and attitudes towards Grammar Learning

No	Items		SA (5)	A (4)	N (3)	D (2)	SD (1)	Total
1.	I think grammar is an interesting subject to learn at school	F	6	42		21	2	71
		%	8.5	59.1		29.6	2.8	100
2.	I like learning grammar	F	3	45		21	2	71
		%	4.2	63.4		29.6	2.8	100
3.	I think learning grammar is easy.	F	2	22		39	8	71
		%	2.8	31		54.9	11.3	100
4.	I think learning grammar is fun.	F	9	43		19	2	71
		%	9.9	60.6		26.7	2.8	100
5.	I don't like to learn Grammar.	F	2	15		47	7	71
		%	2.8	21.1		66.2	9.9	100
6.	I feel learning grammar is difficult.	F	11	38		15	7	71
		%	15.5	53.5		21.2	9.9	100
7.	I feel that learning grammar is very boring.	F	3	24		40	4	71
		%	4.3	33.8		56.3	5.6	100

The results above showed that more than 50% of the respondents had positive feeling towards grammar. We can see from the first question, a significant proportion (67%) of students interested in learning grammar. This suggested that a majority of students found grammar to be an engaging and captivating topic of the study. Then, the second statement also revealed that

67.8% of the students liked to learn grammar, this finding indicated that while most the students had a positive attitude towards learning grammar, a stronger liking for the subject is not as prevalent. We can see the finding from question number four that 70.5% of the students reported that learning grammar is fun. This result indicated that a considerable number of students enjoy in learning grammar. All these positive findings correspond to students' high awareness of the importance of grammar.

In spite of this, the results for the statement number three only a small number 2.8% of students reported that learning grammar is easy. In contrast, a significant proportion (54.9%) of students said that learning grammar is not easy. This result suggested the majority of the students' perceived learning grammar as challenging task. However, the finding from number six revealed that the students reported that grammar is difficult. These results indicated that the substantial number of students perceived grammar as a challenging subject. Also, to the statement five 76.1% of students reported that they do not like to learn grammar. However, 23.9% of students agreed to this statement. This result suggested that while most of the students had a positive attitude towards learning grammar; a significant minority do not enjoy it. Moreover, the results from question number seven, a considerable number of students (61.9%) reported that learning grammar is not very boring. However, 38.1% of students reported learning grammar is very boring. This suggested that while a majority of students do not find grammar learning is boring, a significant minority holds a different opinion.

The overall findings revealed a mixed perception and attitude among students towards grammar learning. While a majority of the students were found grammar to be interesting and enjoyable; a significant proportion of them also perceived it was as challenging and difficult. Additionally, a notable minority of the students did not like learning grammar and found it boring or dislikes learning it. These results highlighted the need for educators to employ engaging and interactive teaching methods to enhance students' interest and motivation in learning grammar. It is crucial to address students' concerns regarding the difficulty and boredom associated with grammar learning to create a positive and conducive learning environment.

Table 4 shows the data collected from the questionnaire about environment perception in learning grammar. If I take a look from the environmental aspect, most students had positive responses towards grammar. The data (in percentages) are the calculation of students' responses.

Table 4: Students perception towards the environment in learning grammar

No	Items		SA (5)	A (4)	N (3)	D (2)	SD (1)	Total
1.	I like it when the teacher explains Grammar at school.	F	7	47		17		71
		%	9.9	66.2		23.9		100
2.	I feel I can you follow grammar lesson in the classroom very easily	F	2	33		35	1	71
		%	2.8	46.5		49.3	1.4	100
3.	I think the grammar teaching system given in school can be easily followed.	F	3	51		15	2	71
		%	4.2	71.8		21.2	2.8	100
4.	I have difficulties when learning grammar at school.	F	5	40		26		71
		%	7.1	56.3		36.6		100
5.	I think my school needs to give more grammar lessons	F	16	44		9	2	71
		%	22.5	62		12.7	2.8	100

As shown by Table 3, a significant proportion of students (62.6%) agreed that they liked learning grammar when the teacher explains grammar at school. Additionally, 9.9% of them strongly agreed to this statement. This result suggested that most students appreciate and enjoy receiving grammar explanations from their teachers. As the statement number two, almost half of the students (46.5%) agreed that they can follow grammar lessons in the classroom very easily. However, a considerable number of students (49.3%) expressed difficulties in following the lessons. This result indicated that a mixed perceptions among students regarding their ability to comprehend grammar lessons in the classroom.

The majority of students (71.8%) agreed that the grammar teaching system given in school can be easily followed. However, 4.2% of them strongly agreed with this statement. This result

revealed that most of the students perceive grammar teaching styles and strategies in their school as accessible and comprehensible. However, 56.3% of students agreed that they had difficulties when learning grammar at school. Additionally, 7.1% of them strongly agreed with this statement. This indicates that a notable number of students faced challenges while learning grammar in the school environment.

As a statement five, a majority of students (62%) agreed that their school needs to provide more grammar lessons. Furthermore, 22.5% of students strongly agreed with this statement. This finding indicated that a significant number of students feel their school should offer a greater emphasis on grammar instruction.

Overall, the findings suggested that students generally had positive perceptions to their teachers' explaining grammar at school and find the grammar teaching styles and strategies in their school to be easily followed. However, a considerable number of students faced difficulties in learning grammar and many students expressed a desire for more grammar lessons in their school. These results highlight the need for educators to address the challenges students face, provide effective and accessible grammar instruction and consider the students' request for more focused grammar lessons.

4.1.3. Students Motivation towards Grammar Learning

Table 5: Motivation of Students in Learning Grammar

III	Items		SA (5)	A (4)	N (3)	D (2)	SD (1)	Total
1	Grammar teaching in my class meets with my specific learning goals.	F	7	12	3	33	16	71
		%	9.8	16.9	4.2	46.5	22.5	100
2	Grammar teaching in my class presented in a motivating way.	F	9	11	4	37	10	71
		%	12.7	15.5	5.6	52.1	14.1	100
3	Grammar teaching in my class	F	6	9	6	38	12	71

	presented in stimulating ways.	%	8.4	12.7	8.4	53.5	16.9	100
4	Learning grammar protect my self-esteem and increasing myself confidence.	F	21	27	2	14	7	71
		%	29.6	38.1	2.8	19.7	9.8	100
5	Learning grammar allows me to maintain a positive social image.	F	15	32	3	11	10	71
		%	21.1	45.1	4.2	15.5	14.1	100
6	Learning grammar helps me to build my learning autonomy.	F	20	35	-	12	4	71
		%	28.2	49.3	-	16.9	5.6	100
7	Learning grammar helps me to promote cooperation among learners.	F	18	34	2	12	5	71
		%	25.4	47.9	2.8	16.9	7	100
8	My teacher behaviors motivate me to learn grammar.	F	4	13	4	30	20	71
		%	5.6	18.3	5.6	42.3	28.6	100
9	My class is pleasant and supportive for grammar learning.	F	12	11	6	26	16	71
		%	16.9	15.5	8.4	36.6	22.5	100
10	There is a cohesive learner group with appropriate group norms.	F	8	15	4	19	25	71
		%	11.3	21.1	5.6	26.8	35.2	100
11	I have good relation to my teacher for me to learn grammar.	F	13	17	2	25	14	71
		%	18.3	23.9	2.8	35.2	19.7	100
12	I believe that learning English grammar is important for me.	F	33	27	-	6	5	71
		%	46.5	38		8.4	7	100

As the results shown in the table above for item, “*grammar teaching in my class meets with my specific learning goals*” received varied responses from the participants. Only 9.8% strongly agreed, while 16.9% agreed, 4.2% were neutral, 46.5% disagreed, and 22.5% strongly disagreed. Overall, 71% of the participants disagreed with this statement; this indicated that there is a need for improvement in aligning grammar teaching with specific learning goals in the classroom. The data showed that the current grammar teaching is not effectively aligned with the students’ specific learning goals and needs. This mismatch can be led to a lack of engagement and motivation, as the instruction is not tailored to the students’ desired learning outcomes.

The second statement “*grammar teaching in my class presented in a motivating way*” also elicited mixed responses from the participants. 12.7% strongly agreed, while 15.5% agreed, 5.6% were neutral, 52.1% disagreed, and 14.1% strongly disagreed. This result revealed that the

instructional approach and delivery of grammar lessons were not effectively engaging or motivating for a significant portion of the students. The data suggested that the current grammar teaching methods and presentation styles were not resonating with the majority of students. This indicated a need to re-evaluate the instructional design, teaching strategies, and overall delivery of grammar lessons to make them more engaging and motivating for the students. Ultimately, the goal should be to foster intrinsic motivation, where the students develop a genuine interest and appreciation for grammar learning rather than relying solely on extrinsic motivators. This involves exploring ways to connect grammar concepts to the students' lives, interests, or future goals, making the learning more personally relevant and meaningful.

For item number three "*Grammar teaching in my class presented in stimulating ways*" received diverse responses from the participants. Specifically, 8.4% strongly agreed, 12.7% agreed, 8.4% were neutral, 53.5% disagreed, and 16.9% strongly disagreed. Overall (70.4%) disagreed that they feel grammar teaching is not presented in stimulating ways. This result revealed that the current grammar instruction lacks necessary stimulation and engagement to captivate the students' attention and interest. The data suggested that the grammar lessons are not effectively stimulating the students' cognitive engagement, which is essential for meaningful learning and retention. Similar to the previous item, the lack of stimulating presentation of grammar teaching indicates a need for more varied and creative instructional approaches. The level of stimulation and engagement in grammar teaching can also be influenced by the teacher-student rapport and the overall classroom environment.

The result from statement four "*Learning grammar protects my self-esteem and increases my self-confidence*" received a range of responses from the participants. Specifically, 29.6% strongly agreed, 38.1% agreed, 2.8% were neutral, 19.7% disagreed, and 9.8% strongly disagreed. Overall, 67.7% of the participants agreed with the statement. This result indicated that learning grammar has a positive impact on their self-esteem and self-confidence.

Item number five “*learning grammar allows me to maintain a positive social image*” The majority (66.2%) of students replied that learning grammar helps them to maintain a positive social image. Only 29.6% of them disagreed and strongly disagreed that learning grammar has a negative effect on their social image. This result shown that for most students, grammar learning is perceived as a valuable asset in maintaining a positive social standing and reputation. The analysis result of this item revealed that students place on grammar learning in maintaining a positive social image which can be influenced by societal expectations and perceived connection between linguistic competence and social perception. However, it is crucial to maintain a balanced approach that prioritizes the development of authentic language skills over purely extrinsic motivations.

The results for the statement number six about “*learning grammar helps me to build my learning autonomy*” The majority 77.5% of students agreed that learning grammar helps them to build their learning autonomy. Only 22.5% of them disagreed and strongly disagreed that learning grammar is not support to build their learning autonomy. This result suggested that for most students, the process of learning grammar was perceived as a valuable tool in developing their overall learning autonomy. The analysis of this data revealed that the students’ perception of learning grammar helps them to build their overall learning autonomy, which is a crucial skill for academic success and lifelong learning. Fostering this connection between grammar learning and autonomous learning can contribute to the development of self-directed, empowered, and adaptable learners.

For item “*learning grammar helps me to promote cooperation among learners*” The majority 73.3% of students agreed that learning grammar helps them to promote cooperation among their fellow learners. Only 23.9% of them disagreed that grammar learning is not support them to promote cooperative learning. This suggested that for most students, the process of learning grammar is perceived as a facilitator of cooperation and collaboration with their peers. This finding underscores the potential of grammar instruction to develop not only linguistic skills but also valuable interpersonal and cooperative learning abilities.

The result for statement number eight “*My teacher behaviors motivate me to learn grammar*” yielded diverse responses from the participants. Specifically, 5.6% strongly agreed, 18.3% agreed, 5.6% were neutral, 42.3% disagreed, and 28.6% strongly disagreed. Overall 23.9% of students replied that their teacher’s behavior motivates them to learn grammar. The majority of students (70.5%) of them disagreed that their teacher’s behavior is not motivating them in their grammar learning. This result revealed that for most students, the behaviors and actions of their teachers are not playing significant role in motivating them to engage with and learn grammar. The data suggested that the teacher’s behavior influence in motivating students to learn grammar, this indicates students may not have a stronger extrinsic motivation component.

The data analysis of statement “*My class is pleasant and supportive for grammar learning*” received varied responses from the participants. Specifically, 16.9% strongly agreed, 15.5% agreed, 8.4% were neutral, 36.6% disagreed, and 22.5% strongly disagreed. Overall 32.4% of them strongly agreed and agreed that their class is a pleasant and supportive environment for grammar learning; and 59.5% of students reported that their class is not a pleasant and supportive environment for grammar learning. The data revealed that significant proportion of students did not find that the classroom environment perceived as conducive to their grammar learning experience.

The result for item about “*There is a cohesive learner group with appropriate group norms*” The majority of students (62%) reported that there is a lack of cohesion and appropriate group norms within their learner group. While 32.4% of them strongly agreed and agreed that there is a cohesive learner group with appropriate group norms. The result revealed that for most students, the sense of group cohesion and the establishment of appropriate group norms is lacking in their learning environment. A cohesive learner group with appropriate group norms is crucial for effective collaborative learning, as it can foster a positive and supportive learning environment. However, the absence of a cohesive learner group with appropriate group norms can negatively impact the learning process, particularly in the context of grammar instruction.

The analysis of this item “*I have good relation to my teacher for me to learn grammar*” the majority of students (54.9%) reported that they do not have a good relationship with their teacher that supports their grammar learning. Only 42.2% of them strongly agreed and agreed that they have a good relationship with their teacher for the purpose of learning grammar. This result revealed that for most students, the teacher-student relationship is not perceived as a positive factor in their grammar learning experience. As Mihalas, et al. (2009) writes about the importance of good relations between teachers and students. They notice what the effects can be if the relations function in a good way and also the negative ones if the relations are poor. The authors say that the teacher’s relations to his or her students can influence whether the students will want to try to develop and learn more. Important factors for the quality of the relations between the student and the teacher are that the student can trust the teacher, respects him or her and that the communication goes well. Strong, positive teacher-student relationships are essential for creating a supportive learning environment and fostering student engagement and academic success. When students feel valued, understood, and supported by their teachers, they are more likely to be motivated and successful in their learning, including in the context of grammar instruction.

For statement “*I believe that learning English grammar is important for me*” A large majority of students (84.5%) believed that learning English grammar is important for them. Only 19.4% of them disagreed and strongly disagreed that learning grammar is not important. This result suggested that most students recognize the importance of learning English grammar and value its significance for their educational and personal development.

The overall findings revealed and suggested regarding the students’ motivation to learn grammar in English classroom. The first point is fostering a cohesive learner group with appropriate group norms. As the data revealed that many students do not perceive their learning group as cohesive or having well-established group norms; strategies need to improve group dynamics, such as team-building activities and clearly defined expectations, can help create a more supportive and collaborative learning environment that enhances motivation.

The other point is strengthening positive teacher-student relationships. To this point the majority of students do not report having a good relationship with their teachers to support their grammar learning. These needs developing strong, positive teacher-student relationships through effective communication, empathy, and personalized support can significantly impact student motivation and learning outcomes.

Moreover, the leverage students' perceived importance of grammar learning. The vast majority of students believe that learning English grammar is important for them, which reflects their intrinsic motivation. Aligning grammar instruction with students' perceived needs and interests can help foster greater engagement and investment in the learning process.

Address individual differences in learning preferences and motivational factors is the other point. While the overall trends suggest common patterns, it is important to recognize and accommodate individual differences in communication styles, cultural backgrounds and personal goals. Tailoring the learning experience to individual needs can help ensure that all students feel supported and motivated to succeed in their grammar learning.

Finally, the implementation of effective grammar instruction strategies is a crucial point which is noticed in this finding. Beyond the social and relational factors, the quality of grammar instruction including the teaching methods, feedback and assessment practices can also influence student motivation. Providing engaging, relevant and evidence-based grammar instruction can complement the efforts to improve group dynamics and teacher-student relationships.

By addressing these key areas, educators can be worked to enhance students' motivation and engagement in grammar learning, ultimately leading to better learning outcomes and a more positive educational experience for all.

4.1.4. Students Practice towards Grammar Learning

Table 6: Practice of Students in Learning Grammar

I V	Items		SA (5)	A (4)	N (3)	D (2)	SD (1)	Total
1.	I like to study grammar before I use it.	F	21	32	6	8	4	71
		%	29.6	45.1	8.4	11.3	5.6	100
2.	I always exercise learning grammar during communication.	F	12	14	4	29	12	71
		%	16.9	19.7	5.6	40.8	16.9	100
3.	I always try to learn grammar during reading or speaking activities.	F	25	29	-	11	6	71
		%	35.2	40.8		15.5	8.4	100
4.	I find grammar practice beneficial for improving my English language skills.	F	19	28	8	9	7	71
		%	26.8	39.4	11.3	12.7	9.8	100
5.	I feel motivated to practice grammar because it helps me to become more fluent.	F	24	33	-	10	4	71
		%	33.8	46.5		14.1	5.6	100
6.	I believe that regular grammar practice enhances my overall language proficiency.	F	22	34	1	9	5	71
		%	31	47.9	1.4	12.7	7	100
7.	I always like to study grammar rules first and then doing communicative activities.	F	18	35	-	11	7	71
		%	25.4	49.3		15.5	9.8	100
8.	I focus on activities that focus on grammar and communication at the same time.	F	9	12	3	37	10	71
		%	12.7	16.9	4.2	52.1	14.1	100
9.	I find grammar practice helpful when the teacher assigns regular grammar practice tasks.	F	23	33	2	8	5	71
		%	32.4	46.5	2.8	11.3	7	100
10	I like the teacher to correct my mistakes after I finish communicative activities.	F	8	17	10	22	14	71
		%	11.3	23.9	14.1	31	19.7	100

Analyzing the practice of students in learning grammar, specifically the item “*I like to study grammar before I use it*”. The majority of students (74.7%) reported that they like to study grammar before using it, suggesting a preference for a more traditional, explicit approach to grammar learning. This indicates that many students value the importance of understanding the grammar concepts and rules before applying them in their language use. However, a notable percentage (16.9%) do not share this preference, indicating that some students may prefer a more

inductive or contextual approach to grammar learning. Implications for teaching and learning; the data suggested that a significant proportion of students would benefit from a grammar instruction approach that emphasizes explicit instruction and opportunities to study grammar concepts before applying them. Educators should consider incorporating a balance of explicit grammar instruction and opportunities for application and practice to cater to the diverse learning preferences of students. Providing clear explanations of grammar rules and principles, as well as ample practice exercises, can help meet the needs of students who prefer to study grammar before using it.

For the statement number two “*I always exercise learning grammar during communication*” 57.7% of students did not report always exercising grammar learning during communication, suggesting that many students may not prioritize or actively practice grammar application in real-time interactions. Only 36.6% of students indicate that they do consistently exercise grammar learning while communicating. This discrepancy suggests that some students may view grammar learning as a more isolated or de-contextualized activity, rather than an integral part of their everyday communication practices. The data suggested that many students do not actively apply their grammar learning during communication, indicating a need for a more holistic, integrative approach to grammar instruction that emphasizes the practical application of grammar skills in real-world, communicative contexts.

For item “*I always try to learn grammar during reading or speaking activities.*” A significant majority of students (76%) reported that they actively try to learn grammar during reading or speaking activities. This suggests that many students recognize the value of integrating grammar learning within the context of language use, rather than viewing it as a separate, isolated activity. The absence of neutral responses indicates that students have a clear stance on this issue, with most expressing a preference for a more contextual approach to grammar learning. The data indicated that most students recognize the value of learning grammar within the context of reading and speaking activities suggesting receptiveness to a more integrated, communicative-

based approach to grammar instruction. Educators can leverage this preference to design instructional strategies that foster the practical application of grammar skills.

The analysis of the item *“I find grammar practice beneficial for improving my English language skills”* The majority of students (66.2%) believed that grammar practice is beneficial for improving their English language skills. This suggests that most students recognize the value of grammar instruction and practice in developing their overall language proficiency. However, a 22.5% of them did not perceive grammar practice as particularly beneficial for their language development. The data suggested that the majority of students perceive grammar practice as beneficial for improving their English language skills, indicating a general receptiveness to grammar instruction. However, the existence of a significant minority who do not share this view highlights the importance of considering diverse learning preferences and exploring the reasons behind these differing perceptions.

For the statement number five *“I feel motivated to practice grammar because it helps me to become more fluent”* 80.3%of students reported that feeling motivated to practice grammar because they believed it contributes to their language fluency. This suggests that students recognized the connection between grammar skills and overall language proficiency, which serves as a source of motivation for their grammar practice. The absence of neutral responses indicates that students have a clear stance on this issue, with most expressing a positive view towards the relationship between grammar and fluency.

The result for item number six *“I believe that regular grammar practice enhances my overall language proficiency”* showed that a large majority of students (78.9%) believe that regular grammar practice enhances their overall language proficiency. This suggests that most students recognize the value of grammar skills in developing their broader language abilities, such as reading, writing, speaking, and listening. The relatively low percentage of neutral and disagreed responses (21.1%) indicated that students generally have a positive perception of the relationship between grammar practice and language proficiency.

The analysis of the item *“I believe that regular grammar practice enhances my overall language proficiency”* A large majority of students (78.9%) believed that regular grammar practice enhances their overall language proficiency. This suggests that most students recognize the value of grammar skills in developing their broader language abilities, such as reading, writing, speaking, and listening. The relatively low percentage of neutral and disagreed responses (21.1%) indicated that students generally have a positive perception of the relationship between grammar practice and language proficiency. The data indicated that most students believe that regular grammar practice enhances their overall language proficiency, suggesting a general recognition of the value of grammar skills in the broader context of language development. Educators can leverage this positive perception by designing instructional strategies that integrate grammar practice within a holistic approach to language learning.

Analyzing the survey item *“I focus on activities that focus on grammar and communication at the same time”* revealed that 66.2% of students did not focus on activities that integrate both grammar and communication simultaneously. This suggests that these students prefer to approach grammar and communication as separate, distinct aspects of language learning, rather than integrating them in their learning activities. The relatively low percentage of students (29.6%) who agreed or strongly agreed with this statement indicated that the preference for integrated grammar-communication activities is not the dominant approach among this student population. The data showed that many students do not naturally gravitate towards activities that combine grammar and communication, which may challenge some common pedagogical approaches that emphasize integrating these language components. Educators may need to consider providing explicit instruction and guidance on the benefits of integrated grammar-communication activities, as well as scaffolding to help students develop the skills to engage with such tasks effectively.

Analyzing the survey item *“I find grammar practice helpful when the teacher assigns regular grammar practice tasks”* shown that a large majority of students (78.9%) find grammar practice helpful when the teacher assigns regular grammar practice tasks. This suggests that students

recognize the value of structured, teacher-led grammar practice in their language learning process. The relatively low percentage of neutral and disagreed responses (21.1%) indicated that students generally appreciate the benefits of regular, assigned grammar practice tasks. The data indicates that most students find regular, teacher-assigned grammar practice tasks helpful in their language learning process. Educators can leverage this positive perception by incorporating structured grammar practice activities into their instructional design, while also considering ways to foster learner autonomy and balance explicit and implicit grammar instruction to cater to the diverse needs of the student population.

The analysis of the item “*I like the teacher to correct my mistakes after I finish communicative activities*” revealed that 50.7% of students did not like the teachers correction to their mistakes after they finish communicative activities. This suggests that these students prefer to focus on the communicative aspects of the activity without immediate error correction, potentially to avoid disrupting the flow of communication. On the other hand, a sizeable minority of students (35.2%) did like the teacher to provide error correction after communicative activities. The data indicated that a significant number of students did not like the teacher to provide immediate error correction after communicative activities. This may suggest a desire for more learner autonomy and self-monitoring, where students can focus on conveying their message effectively before engaging in error analysis and correction.

The overall conclusions and suggestions on the findings regarding students’ practices in learning grammar:

The findings data suggested that students benefit from a combination of explicit, rule-based grammar practice and implicit, communicative grammar learning opportunities. Educators should strive to strike a balance between these approaches to foster a well-rounded understanding of grammar and its application in language use.

The results indicated that many students appreciate the opportunity to take a more active role in their grammar learning, through self-paced activities and self-correction practices. Promoting

learner autonomy and providing avenues for self-directed grammar practice can empower students and enhance their engagement with the learning process.

The data revealed a range of preferences among students regarding the timing and delivery of error correction, as well as other aspects of grammar learning. Educators must be prepared to adapt their instructional approaches and feedback strategies to cater to the diverse needs and learning styles of their students.

While some students prioritized fluency over immediate accuracy, it is important for them to understand the role of grammar in developing overall communicative competence. Educators should help students recognize the interplay between grammar knowledge and effective language use, encouraging them to view grammar as a tool for enhancing their communication skills.

Given the dynamic nature of language learning and the evolving preferences of students, educators must be willing to regularly evaluate the effectiveness of their grammar instruction and make necessary adjustments. This iterative process of assessment and adaptation can help ensure that grammar learning remains relevant, engaging, and tailored to the needs of the student population.

In general, the findings suggested that a multifaceted, learner-centered approach to grammar instruction, which incorporates explicit and implicit learning opportunities, promotes learner autonomy, and addresses individual differences, can lead to more effective and meaningful language acquisition for students.

V: Additional Comments:

Is there anything else you would like to share about your experiences in learning grammar?

A large majority of students were shared their experiences in learning grammar. Among them some students stated as:

“I have had a range of experiences when it comes to learning grammar. While some of my past grammar instruction has been beneficial, there are also areas where I feel the approach could be improved to better meet my needs and interests as a learner”.(S: 2, 4, 5, 9, 21, 25, 31, 44, 49...)

“One aspect that has been particularly valuable is when grammar instruction has been integrated seamlessly into the broader context of my coursework, rather than taught in isolation. For example, when my English teacher would pause during our literature discussions to unpack a particularly complex sentence structure or point out the rhetorical effect of a writer's grammatical choices, it helped me see the practical relevance of these skills”. (S: 1, 8, 12, 15, 34, 38, 50...)

Similarly, most students share these ideas:

“My experiences with grammar learning I have appreciated teachers who have encouraged me to apply grammatical concepts directly to my own writing assignments, whether it is experimenting with different sentence rhythms or revising my work to achieve greater clarity and concision. This hands-on, contextual approach has allowed me to develop a more holistic, embodied understanding of grammar, rather than just memorizing abstract rules. At the same time, I have found that an overemphasis on prescriptive “correctness” can sometimes be demotivating. When grammar is presented solely as a set of inflexible dos and don'ts, without acknowledging the rich diversity of linguistic practices, it can feel limiting and stifling to my own self-expression”.(S: 14, 32, 40, 41, 42, 43, 47, 55,57,66...)

“I am much more engaged when teachers approach grammar instruction through a descriptive lens, inviting me to analyze how language functions in the real world, including in nonstandard or marginalized forms of communication. This not only cultivates a more nuanced understanding of grammar, but also fosters a sense of linguistic empowerment and inclusion. Additionally, I

have appreciated opportunities to take an active, collaborative role in my own grammar learning. Whether it is peer editing exercises, self-reflection activities, or co-creating rubrics for grammatical assessment, these approaches have helped me develop greater agency and investment in the process.” (S: 3, 11, 17, 19, 27, 33, 39, 52, 59...)

“When I am given a chance to wrestle with grammatical concepts, offer feedback to my classmates and reflect on my strengths and areas for growth, it transforms grammar from a top-down imposition into a dynamic, engaging endeavor. I have found that the most memorable and impactful grammar instruction has been infused with creativity and real-world applicability. Activities that allow me to experiment with language, such as crafting found poems from grammatically complex passages or composing silly short stories using specialized vocabulary have made the learning process much more enjoyable and memorable”.(S: 6, 7, 18, 22, 24, 32, 36...)

“Assignments that challenge me to apply grammatical skills to authentic communicative tasks, like drafting cover letters or composing social media captions, have helped solidify the practical relevance of these skills”.(S: 10, 16, 20, 23, 28, 29, 35, 51, 53,54...)

A conclusion to the student’s response about their experiences in learning grammar:

Overall, their experiences they have highlighted both the benefits and drawbacks of various approaches to grammar instruction. The most positive and impactful encounters have been that emphasized the practical relevance of grammatical skills, validated the diversity of linguistic practices, fostered agency and collaboration in the learning process, and infused creativity and real-world applicability into the curriculum.

When grammar is taught in holistic, empowering manner, it transforms from a dry, prescriptive set of rules into a dynamic, flexible toolkit for effective communication and self-expression. They able to develop a deeper, more embodied understanding of these concepts and I feel empowered to apply them with confidence in my academic, professional and civic endeavors.

In contrast, an overemphasis on rigid “correctness” and a failure to acknowledge linguistic diversity can sometimes leave me feeling unmotivated and stifled in my own self-expression. It is crucial that grammar instruction evolves alongside the ever-changing landscape of language and communication, particularly in the digital age.

Ultimately, my hope is that more teachers will adopt the approaches they have found most beneficial integrating grammar seamlessly into broader coursework, validating diverse linguistic practices, fostering student agency and emphasizing creativity and real-world relevance. By doing so, they can unlock the true transformative power of grammar, equipping students like myself with the skills and confidence to thrive as dynamic, adaptable communicators.

4.2. Data Analysis of Semi-structured Interview from Teachers

Both teachers in the study have had experience in teaching English as a foreign language; for instance, both of them (100%) have taught English for more than thirteen years, they are 1 male and 1 female, and both teachers have first degree in English language.

Interview was conducted with EFL teachers on the topic under study. It was used to substantiate the results of questionnaires and classroom observations. The interview questions dealt with teachers experiences regarding assessing of EFL students’ perception, motivation and practice of learning grammar in English classroom and how grammar is taught and practiced and what learning strategies are preferred in English classroom. Furthermore, it tried to show some factors that influence students’ perception, motivation, and practice of learning grammar.

4.2.1. Students Perception towards Grammar Learning

Q1: How do you perceive learning grammar? Do you think it is important? Why or why not?

As the results gained from EFL teachers who have taught in grade nine, both teachers were firmly believed in the importance of grammar learning. They are stated grammar plays a crucial role in learning English language for several reasons; for instance,

Grammar provides a structured framework for expressing ideas accurately and clearly. This enables students to convey their thoughts effectively and it provides a shared set of rules and conventions that facilitate effective communication among speakers and writers of a language. As Ur, (2011) suggested about the importance of grammar learning in EFL contexts learners, who have a solid grasp of grammar rules, are better equipped to understand complex sentence structures, idioms and nuances in the language.

Moreover, both interviewed teachers explained that proper grammar usage enhances students writing and reading skills. Students who have a good command of grammar can produce coherent and cohesive written work and also when they can identify grammatical structures and the relationships between words, sentences, and paragraphs their reading comprehension improves. These perspectives suggested by Nassaji & Fotos, (2004) “mastering grammar, EFL learners can produce more coherent and well-structured written texts which enhance their academic and professional success.”

Additionally, they believed that when students have a solid foundation in grammar, they feel more comfortable in constructing sentences, expressing ideas and engaging in conversations. This increased confidence contributes to improved fluency over time. Grammar knowledge helps students to identify and correct their own errors. Students’ self-correction ability enhances their language accuracy and helps them communicate more effectively. As Celce-Murcia, (2017) pointed out systematic grammar learning contributes to the development of language awareness and meta-linguistic knowledge.

Q2: Can you share any specific experiences or situations where you found teaching and learning grammar to be challenging or difficult?

From reports, both teachers shared their experiences for the difficulties of the students' grammar learning in English classroom were the inherent complexity of grammatical concepts, the potential disconnect between grammar instruction and authentic communicative contexts, fear of making mistakes, lack of grammatical knowledge, and students' personal interests in learning grammar. According to Larsen-Freeman, (2003), negative past experiences of learners with grammar learning can lead to a perception of grammar learning as boring, difficult, or irrelevant. Factors like anxiety, shyness, or lack of confidence can hinder students' active participation in grammar practice (Horwitz et al., 1986). In addition to this, lack of consistent practice and feedback from teachers and the tendency for rote memorization and de-contextualized practice were factors that influence students' grammar learning. According to Burgess & Etherington, (2002), the way teachers present and contextualize grammar instruction can impact students' perception in learning grammar. The way teachers provide feedback and correct students' grammatical errors can influence the quality and frequency of their grammar practice (Lyster & Ranta, 1997).

Q3: In your opinion, what could be done to make learning grammar more enjoyable or interesting?

All interviewed teachers were said that no doubt in grammar learning difficulties definitely affected to their students' academic performance. As they suggested grammar learning more interesting, if English teachers should be used effective teaching strategies, engaging learning materials and a supportive learning environment, connect grammar learning to students' personal interests, goals, or future aspirations, and real-life situations and these can be developed through continues practice, guidance and perseverance of English language teachers. This fosters a sense of purpose and motivation in learning grammar.

4.2.2. Students Motivation towards Grammar Learning

Q4: How motivated are you to teach grammar? Can you tell me why?

Both interviewed teachers were explained that they are highly motivated in teaching grammar for many reasons. One of the key reasons was the importance of grammar instruction that effective grammar teaching methods enables students to better understand the structure, patterns and rules of the language which is crucial for their overall language proficiency. Fostering language awareness allows students to make choices about their language use these leads more accurate and effective communication. Other reasons that they motivated in teaching grammar were supporting language acquisition in which integrating grammar instruction with communicative language teaching helps the students better comprehend and apply the language in real-world contexts and building students confidence and competence. As they said confidence encourages them to take risks and engage more actively in language practice in the classroom. Grammatical knowledge also their focus point that allows students for developing both productive (speaking and writing) and receptive (listening and reading) language abilities.

Q5: Have you ever been in a situation where you felt de-motivated or uninspired to teach grammar? If yes, can you share that experience?

From the interviewed English teachers' responses, they had experiences in a situation where they felt de-motivated when they teach grammar in English class. The first thing was the negative perception and disinterest from students made teaching grammar incredibly challenging them to create conducive learning environment for grammar instruction. Low desired level of students' engagement and sense of burn out and fatigue students in grammar activities.

4.2.3. Students Practice towards Grammar Learning

Q6. What activities or strategies do you use to teach grammar? Can you describe them?

As their opinion, all teachers reported that they used advancing to employ a variety of activities and strategies in teaching grammar effectively, engaging students in interactive discussions, fostering collaborative learning situations and contextualizing grammar instruction, using the guided practice and targeted feedback, differentiating the instructional strategies considering the students learning needs and preferences in their grammar lessons.

Q7. How often do you integrate grammar rules in your communication (speaking or writing)? Can you provide examples?

Regarding teachers' experiences of planning to integrate the grammar rules other language skills, both respondents replied that they plan to give grammar lessons that contain different grammar teaching strategies through integrating other language skills and practice them in the classes usually. T1 said "I consciously incorporate grammar rules and structures into my speech. When I describe about a past event, I use the past tense verbs in my presentation accordingly." And T2 said, "I integrate the grammar rules with written communication, like feedback. If I identify any potential errors or areas for improvement in their work, I make the necessary corrections."

4.2.4. Implications for Teaching and Curriculum Development

Q8. Based on your experiences, what suggestions would you give for teachers to make grammar learning more engaging and effective?

Both teachers that participated in this interview responded that grammar learning more engaging and effective EFL teachers should employ necessary material for students, contextualizing grammar rules within authentic texts and real-world communication, incorporating interactive and kinesthetic activities get students actively engaged, encouraging self-reflection and meta-cognitive awareness, and differentiating instruction to cater to diverse needs and learning styles of the students, employing a variety of feedback and assessment methods, and highlighting the practical applications of grammar rules to help and develop students' positive attitude towards learning grammar.

4.3. Data Analysis of Classroom Observation

This section tried to answer the research question, “How do students motivated in learning grammar? What are the common practices employed by grade nine EFL students in learning grammar in English class?”. The purpose of the students’ questionnaire in this section is to collect data whether their English teachers encouraged their students’ motivation when they teach grammar lessons or how students were helped while they were practicing in learning grammar. In addition, how the teachers were giving feedback to their grammar tasks.

4.3.1. Results of the Observation Checklist

Classroom observation was done with an observer. The researcher used a checklist and made notes of the incidents and interactions being done by the teacher and the learners. Since the English teacher of Grade 9 sections A to C was the two teachers the observer observed with the research only three periods. Under here are presented some of the lessons observed.

4.3.1.1. Observation Lesson One

4.3.1.1.1. The observers note

The researcher and the co-observer sat just in the opposite inside columns. Date of observation: March15/2016/2024, Time and duration: 2:40 – 3:20 p.m. local time (40 minutes). It was the second period which is before break in the morning session. Section and number of participants: Grade 9A, 33participants, Lesson Topic: *Grammar: Giving additional information about things or people using relative clauses (Adjectival clauses)*. Most students had already had their bunch when we entered in the class. The floor was not clean and students were waiting their teacher. All of the students were in class when the teacher arrived, then the teacher started the day’s lesson. The teacher wrote the topic title on the chalkboard. The teacher instructed the students to combine pairs of clauses using relative pronouns on page 148 on the student’s textbook without brainstorming. The first instruction in the students’ textbook instructed to identify the relative

clauses in the given dialogue. The students started to read the dialogue. While three students raised their hand and read relative clauses that they identified in the dialogue. Then the teacher wrote their answer on the chalkboard and gave a chance for students to add other relative clauses. Other students added their answer the teacher then wrote again on the chalkboard. Then the teacher proceeded to the next instruction students to select appropriate relative pronouns to fill and join the clauses. But, most of the students seem they were not interested to answer the question in their activity. Only those three students who answered relative clauses in the dialogue raised again their hands. However, the bell rang and the teacher went out and told the students to finish their work at home.

4.3.2. Results of the Researcher Observation Checklist

Results of the observation sessions that were carried out for three days in each teacher's class and examining each day's activities accomplished by students and teachers during the observation sessions are discussed as follows.

4.3.2.1. Classroom Environments

Table 7: Classroom Situation

No.	Items	Day 1		Day 2		Day 3	
		Yes	No	Yes	No	Yes	No
1	Is the classroom environment conducive to learning grammar?		√		√		√
2	Are students actively engaged in grammar-related activities?		√		√		√
3	Is there evidence of student collaboration and interaction related to grammar learning?	√			√	√	

Subsequently the classroom was too narrow and the physical environment of the classroom is not optimally set up to support effective grammar instruction. The classroom atmosphere was not felt safe or empowered for students to engage with grammatical concepts. Clark and Star (1986)

pointed out that the physical facilities of classroom play an important role in setting the stage for instruction; a pleasant environment is an aid to learning when lighting, windows, temperature, ventilations etc. are appropriate.

As the researcher observed during grammar teaching and learning the researcher observed that most students in three observed class were not actively engaged in grammar-related activities. However, there was evidence of students' collaboration and interaction in grammar learning activities; as the researcher observed the teacher tried to form small groups to do the grammar activity in the classroom. This is a positive sign as peer-to-peer engagement can enhance the grammar learning process.

4.3.2.2. Teachers' Instructional Strategies

Table 8: Instructional Strategies

No.	Items	Day 1		Day 2		Day 3	
		Yes	No	Yes	No	Yes	No
1	Are explicit grammar explanations provided by the teacher?		√		√	√	
2	Are examples and samples used to illustrate grammar rules?		√		√	√	
3	Are students given opportunities for guided practice and feedback?	√			√		√
4	Does the teacher encourage students to practice grammar activities in groups or pairs?		√		√		√
5	Does the teacher teach grammar in context?		√		√		√
6	Does the teacher use a variety of instructional methods to teach grammar?		√		√		√
7	Are students encouraged to ask questions and seek clarification during grammar instruction?		√		√		√

From three classes the researcher observed that no more approachable and attractive methods of teaching grammar used by the teacher because most teachers were not given explicit grammar explanations about relative clauses, and examples and samples were not used to illustrate the

rules how to identify and combine relative clauses with the main clauses using relative pronouns. This could make students not interested in the lesson.

Regarding guided practice and feedback, the researcher observed in one section, while teacher was encouraging and motivating those students who try to participate and use the target language “Afan Oromo” in the class. It was stressed that without sufficient motivation, even the brightest learners are unlikely to persist long enough to attain any really useful language (Dornyei, 2005).

As it can be seen from Table 7 above for item 3, the researcher observed whether the teacher give constructive feedback for students during teaching and learning grammar; in the case of error correction, in this class where the students were participating; most teachers were not correcting students’ mistakes immediately interrupting their interaction.

Moreover, from those three classes the researcher observed students were not encouraged to ask questions or seeking clarification during grammar instruction. This limits opportunities for students to actively participate and address their own areas of confusion. Students were also unable to apply grammar rules in their spoken language, because as the researcher observed most students did not use English even when they ask for help, they used their native language “Afan Oromo”. This suggests that a gap between understanding the concepts and being able to use them effectively.

Therefore, from these, it is possible to conclude that instructional strategies and methods were given by teachers not attractive that made students to keep silent during the interactive activities. The teachers were not aware of the power of motivation and feedback in initiating students’ participation in learning grammar.

4.3.2.3. Students Engagements

Table 9: Students engagement

No.	Items	Day 1		Day 2		Day 3	
		Yes	No	Yes	No	Yes	No
1	Are students actively participating in grammar lessons?	√			√		√
2	Do students demonstrate interest and enthusiasm during grammar activities?		√		√	√	
3	Are students able to apply grammar rules in their written or spoken language?		√		√		√
4	Do students actively contribute to grammar-related discussions or group activities?		√		√		√
5	Are students able to identify and correct grammar errors in their own work?		√		√		√

Due to the fact that students were not interested in the activity, there was no active participation from the students. No comment was made by the teacher since none of the students submit their work and the activity were postponed to be homework. The other things observed where the students did not use English even when they ask for help. They were heard speaking in “Afan Oromo” throughout the lesson. This indicated that the students lack background knowledge, absence of continues practice and lack of confidence.

Concerning the interest of learners to participate in group/pair work was that, they did not have interest, motivation and confidence. They did not want to participate in any grammar activity. This could be due to the perception they had. They might have perceived that grammar activities could be developed simply sitting in the classrooms without participation in groups/pair works.

4.4. Discussions

In this section, the presentation of the combined responses of the participants and the results obtained through students’ questionnaire, teachers’ interview and classroom observation will be discussed in brief. The major themes of this discussion are made based on the results obtained from the research questions/objectives. Hence, students’ perceptions, attitudes and motivation towards learning grammar in English class, EFL teachers’ classroom practice of teaching

grammar, strategies and techniques used in teaching grammar, and factors influence perception, motivation, and practice of learning grammar among grade nine EFL students are the basic skeletons of this discussion. This integration of quantitative and qualitative findings provides a comprehensive understanding of the perception, motivation and practice of learning grammar among grade nine EFL students at Atnago Senior Secondary School.

4.4.1. Students Perception towards Grammar Learning

Students' perceptions and attitudes of learning grammar in English class play a crucial role in language learning. It is obvious that, When the students have a positive perceptions and attitudes on grammar learning in their class, it would provide a structured framework for expressing ideas accurately and clearly, help them to understand the correct word order, sentence structure, and punctuation, enable them to convey their thoughts effectively, enhance the ability to comprehend written and spoken language.

Thus, the results revealed that the majority of students acknowledged that grammar knowledge is crucial for the achievement of communication, language proficiency and their academic success. They understood that a strong grammar skill enables them to express themselves clearly, avoid mistakes and improve their overall English language abilities. Other results revealed that many students find learning grammar is interesting and enjoyable. This suggests that they are engaged and motivated to learn when grammar is taught effectively. Related to his (Widodo, 2006), stated that students were engaged and motivated, when grammar was taught through communicative activities and real-world contexts.

Moreover, the data gained from teachers' interview revealed that all teachers were firmly believed in the importance of grammar learning in English class. They are stated grammar plays a crucial role in learning English language.

However, the fact that small number of students still views grammar learning as a waste of time. This suggests that some preconceived negative notions about learning grammar may persist, and a notable minority who dis-like learning grammar and find it boring underscores the importance

of employing varied. Moreover, a considerable number of students still face difficulties in learning grammar. This indicates that the current approaches may not be fully meeting the needs of all learners. Because of many students' expressed desire for more grammar focused lessons.

According to the data of teachers' interview, both teachers shared their experiences for the difficulties of the students' grammar learning in English classroom were the inherent complexity of grammatical concepts, the potential disconnect between grammar instruction and authentic communicative contexts, fear of making mistakes, lack of grammatical knowledge, and students' personal interests in learning grammar.

Related to these results, (Borg and Burns, 2008) suggested that many students see grammar as a complex set of rules that are challenging to master, which can lead to feelings of frustration and anxiety. Similarly, Khatib & Alizadeh (2012) reported that some students perceive grammar instruction as boring and irrelevant, especially when it is presented in a de-contextualized manner.

Therefore, students who perceive learning grammar as challenging and difficult, dis-like and find it boring, suggested that the need for more scaffolding, differentiated instruction and targeted support to address their struggles and student-centered teaching strategies need to make grammar learning more appealing and meaningful for these students. The role of teacher feedback and guidance in shaping students' perceptions of grammar learning has also been explored.

Based on these EFL teachers suggested that grammar learning to be more interesting, English teachers should use effective teaching strategies, engaging learning materials and a supportive learning environment, connect grammar learning to students' personal interests, goals, or future aspirations and real-life situations and these can be developed through continues practice, guidance and perseverance of English language teachers. However, from the three classes the researcher observed that no more approachable and attractive methods of teaching grammar used by the teacher both teachers were not given explicit grammar explanations, the way of grammar teaching strategies were not considering the students' interest, need.

The overall results suggested that while students recognize the importance of grammar learning, there were still areas for improvement in fostering more positive perceptions, feelings and attitudes towards grammar instruction. Educators should focus on employing and engaging teaching methods, addressing student concerns and tailoring grammar learning environment to better meet the needs and preferences of the students.

4.4.2. Students Motivation towards Grammar Learning

Motivation plays a crucial role in the learning and acquisition of grammar, as it directly impacts the level of engagement, effort and persistence that students demonstrate in the process (Dörnyei, 2001). Thus, this study has also identified students' motivation of learning grammar in English class. As the results gained from students' questionnaire revealed that the instructional approach and the way of delivering the grammar lessons that teachers used in teaching grammar were not effectively stimulating the students' cognitive engagement and disconnected with their specific learning goals, interests and needs which are essential for meaningful learning and retention. This is true as Burgess & Etherington, (2002), suggested that the way of teachers present and contextualize grammar instruction can impact on the students' perception of its relevance and usefulness. Intrinsic motivation is a significant driving force for students' engagement in grammar learning, while extrinsic motivation also plays a role.

According to the results gained from the teachers' interview revealed that they had experiences in a situation where they felt de-motivated were the negative perception and disinterest from students made teaching grammar incredibly challenging them to create conducive learning environment for grammar instruction. Low desired level of students' engagement and sense of burn out and fatigue students in grammar activities.

In line with this, there were not well-established group norms, the classroom was not pleasant and supportive for grammar learning and students were not having good relationship with their teachers' while learning grammar. These lack of stimulation and engagement of presentation in grammar teaching would be influenced the teacher-student rapport and the overall classroom

environment. The results supported by Dörnyei, (2001), the classroom environment including teachers support and peer interactions significantly influences students' motivation in learning grammar.

According to the data of classroom observation, the physical environment of the classroom was too narrow and not optimally set up to support effective grammar instruction. This may not feel safe or empower for students to engage with grammatical concepts.

However, the other results showed that most of students had positive perceptions on grammar learning that could help them to enhance their self-esteem and confidence and allow them in maintaining a positive social image, and also the process of learning grammar was perceived as a valuable tool in developing their overall learning autonomy. Thus, from the students' positive perceptions on the importance of grammar learning reflected that their intrinsic motivation. This result is the same as Ushioda (1996) found that students who perceive grammar as essential for effective communication and language proficiency are more likely to be intrinsically motivated to learn it.

4.4.3. Students Practice towards Grammar Learning

The results gained from students' questionnaire towards students practice in learning grammar that as the result shown the students responses in students' perception towards grammar learning, here many students valued to the importance of understanding the grammar concepts and rules before applying them in their communication and practice them to develop their overall language proficiency. These results indicated that students understood the connections and benefits of grammar skills and the overall language proficiency. In line with this, many students recognized the value of integrating grammar learning within the context of language use (reading and speaking activities), rather than viewing it as a separate, isolated activity. Students engage in metalinguistic activities and recognize the importance of integrating grammar in communication, supporting the effectiveness of these practices.

In contrary, they did not practice grammar tasks during their speaking classes; this may indicate that grammar learning as a more isolated or de-contextualized activity, rather than integral part of their everyday communication practices. The other results revealed that a range of preferences among students regarding the timing and the way of delivery of error correction feedback strategies cater to the diverse needs and learning styles of their students in grammar learning.

The data gained from teachers' interview revealed that they plan to give grammar lessons that contain different grammar teaching strategies through integrating other language skills and practice them in the classes usually. Both respondents replied that especially they incorporate the grammar rules and structures into my speech and with written communication, like providing feedback and correction on their grammar activities.

Regarding guided practice and feedback, the researcher observed that most teachers were not correcting students' mistakes immediately interrupting their interaction. The other things observed where the students did not use English even when they ask for help. They were heard speaking in "Afan Oromo" throughout the lesson. This indicated that the students lack background knowledge, absence of continues practice and lack of confidence.

Grammar class should give opportunities to learners to engage them in an interactive learning process and it should make students more active participants of the classroom learning (Batstone, 1994). In addition, Celce-Murcia (1988), states that in order to make learners active participants in grammar class, teachers should create techniques such as storytelling, role play, games and pictures. Using such techniques helps learners to make grammar lesson interesting and communicative in the class and hence, they could be beneficial to solve their problems in their real life situations. But, EFL teachers of the sample school did not give chance to students to use such techniques either in their groups or the whole class to learn grammar elements.

The overall results indicated that many students appreciated opportunity to take more active role in their grammar learning through self-paced activities and self-correction practices. These may

promote learner autonomy and provide avenues for self-directed grammar practice. These can empower students and enhance their engagement with the learning process.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Summary

This study aimed to assess the perception, motivation, and practice of learning grammar among Grade 9 EFL (English as a Foreign Language) students at Atnago Senior Secondary School. The researchers used a mixed-methods approach, combining quantitative and qualitative data

collection techniques, to gain a comprehensive understanding of the students' experiences and attitudes towards grammar learning.

The key findings of the study revealed that the majority of the students held a positive perception of the importance of grammar learning, recognizing its significance for effective communication, language proficiency, and academic success.

However, the students exhibited mixed feelings and attitudes, with many finding grammar both interesting and enjoyable and challenging and difficult. Additionally, while students generally had not positive perceptions of their teachers' grammar explanations and the teaching strategies employed, a considerable number of them faced difficulties in learning grammar and expressed a desire for more grammar-focused lessons.

5.2. Conclusions

The following were the conclusions made based on the basis of the results obtained from the questionnaires, interview and the classroom observations.

The study's findings highlight the multifaceted nature of grammar learning from the perspective of EFL students at Atnago Senior Secondary School. The students' positive perception of the importance of grammar learning underscores their awareness of the essential role it plays in their overall English language development. Students generally perceive learning grammar as valuable, but different challenges faced students in their grammar learning. Among these:

- ✓ EFL students had the complexity and intricacy of English grammar itself. With its vast array of rules, exceptions, and nuances, mastering English grammar requires a great deal of time and effort.
- ✓ Lack of exposure to authentic English language usage outside the classroom environment poses another significant challenge. EFL students may struggle to apply grammar rules in real-life communication situations, leading to disconnect between theoretical knowledge and practical application.

- ✓ Fear of making mistakes and pressure to achieve perfection hinder students' confidence and motivation in learning grammar. This fear of failure creates a barrier to experimentation and exploration which are essential components of language acquisition.
- ✓ Limited opportunities for individualized attention and feedback in large EFL classrooms can make it challenging for students to receive personalized support and guidance in their grammar learning activities. Without tailored assistance and constructive feedback, students may feel overwhelmed and discouraged in their efforts to improve their grammar skills.
- ✓ Additionally, the teaching methods and approaches used by the teachers was a factor to impact the students' motivation. Engaging and interactive grammar lessons that cater to different learning styles are more likely to motivate students compared to traditional, rote-based approaches.
- ✓ The classroom environment and peer interactions affected the students' motivation levels. Positive reinforcement, encouragement and supportive learning atmosphere also fostered sense of motivation and enthusiasm among EFL students towards learning grammar.

5.3. Recommendations

Based on the study's findings and conclusions, the following recommendations are proposed. These are categorized into two sections: Recommendations for Action or Practice and Recommendations for Further Study.

5.3.1 Recommendations for Action or Practice

❖ Enhancing Instructional Strategies

- **Teacher Training:** Curriculum developers should organize workshops and training sessions for English teachers to equip them with diverse instructional strategies. These sessions should include interactive and collaborative methods, such as group discussions, pair work, and project-based learning.
- **Interactive Activities:** Teachers should integrate engaging grammar exercises into their lessons to encourage active student participation. For instance, collaborative learning activities can provide opportunities for students to practice grammar rules in an interactive and supportive environment.
- **Personalized Feedback:** Teachers should offer individualized feedback tailored to students' learning styles and progress, ensuring that each student receives support to overcome specific challenges in grammar learning.

❖ **Contextualized Learning**

- **Real-Life Relevance:** English language teachers should embed grammar instruction into meaningful, real-life contexts. Incorporating examples from students' interests, such as sports, music, or current events, can make grammar lessons more engaging.
- **Authentic Application:** Teachers should use real-world texts, multimedia resources, and conversations to demonstrate the practical application of grammar rules. For instance, analyzing news articles, social media posts, or literature excerpts can show how grammar functions in authentic communication.

❖ **Providing Targeted Support**

- **Individual Assessments:** Teachers should assess students individually to identify specific grammar challenges. Based on these assessments, remedial classes, one-on-one tutoring, or tailored supplementary materials can be provided.
- **Focused Intervention:** Addressing students' particular difficulties will help them build a solid foundation in grammar and improve their confidence in using the language.

❖ **Increasing Grammar-Focused Lessons**

- Curriculum Development: Curriculum developers should allocate specific time for grammar instruction within the school schedule. Additional resources, such as textbooks and online platforms, should also be provided to support focused grammar lessons.
- Rich Learning Environment: Teachers should incorporate a variety of grammar-focused exercises and activities, creating an environment conducive to consistent practice and reinforcement.

❖ **Fostering Positive Attitudes Towards Grammar Learning**

- Supportive Atmosphere: Teachers should establish a classroom environment that values students' efforts and progress. Providing encouraging and constructive feedback can help students feel more motivated to engage with grammar learning.
- Practical Relevance: Teachers should emphasize the importance of grammar in everyday communication, helping students understand its value beyond the classroom.

❖ **Continuous Feedback and Assessment**

- Feedback Mechanisms: Teachers should implement systems such as peer reviews, self-assessments, and regular evaluations to help students monitor their progress and identify areas for improvement.
- Timely Guidance: Providing constructive feedback in real-time can help students refine their grammar skills effectively.

❖ **Personalized Learning**

- Differentiated Instruction: Teachers should cater to individual students' needs and preferences by incorporating strategies like customized materials and differentiated instruction.
- Unique Learning Styles: By aligning lessons with students' interests and goals, teachers can enhance their understanding and retention of grammar concepts.

❖ **Collaborative and Student-Centered Learning**

- **Collaboration:** Teachers should design group and pair activities that encourage students to work together to solve grammar-related challenges, fostering motivation and a deeper understanding of grammar.
- **Student-Centered Approaches:** Incorporating project-based learning and designing lessons that resonate with students' goals can increase engagement and practical understanding of grammar.

❖ **Establishing Clear Learning Objectives**

- **Transparency:** Teachers should communicate clear and specific learning goals at the start of each lesson. These objectives should align with students' needs and aspirations to ensure focused and meaningful learning experiences.

5.3.2 Recommendations for Further Study

- ❖ **Broader Contexts:** Future research could explore the effectiveness of the proposed instructional strategies across a broader range of schools, including urban and rural settings, to understand their adaptability and impact on diverse student populations.
- ❖ **Longitudinal Studies:** A longitudinal study could be conducted to investigate the long-term impact of integrating interactive and contextualized grammar learning approaches on students' overall language proficiency.

- ❖ **Technology Integration:** Research could examine how technology-based tools, such as grammar apps or online platforms, can enhance grammar learning in EFL contexts. This could include assessing the role of artificial intelligence and gamified learning in promoting grammar engagement.
- ❖ **Comparative Studies:** Further studies could compare the effectiveness of process-based versus product-based approaches in teaching grammar in various educational settings.
- ❖ **Teacher Preparedness:** Additional research could focus on the challenges faced by teachers in adopting innovative grammar teaching methods and propose solutions to address these challenges.
- ❖ **Learner Attitudes:** Future studies could investigate how students' attitudes toward grammar learning influence their performance and suggest strategies for fostering positive attitudes.
- ❖ **Role of Assessment:** Research could explore the effectiveness of different assessment methods (e.g., self-assessment, peer review, teacher evaluation) in improving students' grammar skills.

By addressing these areas, future research can provide deeper insights into the teaching and learning of grammar in EFL contexts, contributing to the continuous improvement of instructional practices.

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APPENDICES

APPENDIX - I

JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE
Research Questionnaire for Students

Dear Students:

I am conducting a study on **“assessment of students’ perception, motivation and practice of learning grammar in English classroom: the case of grade nine students at Atnago Senior Secondary School.”** Therefore, you are kindly requested to respond realistically and fill in the

questionnaire, honestly, genuinely and carefully. I like to stress that the information you provide is completely confidential used by the researcher only. For that matter, you don't have to write your name.

Section I: Background Information

Instruction: Please indicate your answer by making '√' in the appropriate box or writing where it is necessary in the space provided.

1. **Sex:** Male ☐ Female ☐

2. **Age:** 12- 15 Years ☐ 16- 20Years ☐ 21-25 Years ☐ 26 and above Years ☐

INSTRUCTION: Please indicate the extent to which you agree with each statement by putting (√) mark in the appropriate column of the table below against each of the response scales:

SA: Strongly Agree = 5; **A:** Agree = 4; **N:** Neutral = 3; **D:** Disagree = 2; **SD:** Strongly Disagree = 1

Section II: Perception of students learning grammar in English class

1. Students' perception towards the importance of grammar learning

No	Questions	5	4	3	2	1
1.	I think learning grammar is important in the context of studying English					
2.	I think learning grammar can help me to communicate in English well					
3.	I can feel that I get more benefits and knowledge when I learn English at school					
4.	I think by learning grammar I can measure my ability in learning English well					
5.	I think that learning grammar can help me to be successful in acquiring English.					
6.	I think I need to increase my skills on grammar					
7.	I feel that learning grammar is wasting time.					

2. Students feeling and attitudes towards Grammar Learning

No.	Questions	5	4	3	2	1
1.	I think grammar is an interesting subject to learn at school					
2.	I like learning grammar					
3.	I think learning grammar is easy.					
4.	I think learning grammar is fun.					
5.	I don't like to learn Grammar.					
6.	I feel learning grammar is difficult.					
7.	I feel that learning grammar is very boring.					

3. Students' perception towards the environment in learning grammar

No.	Questions	5	4	3	2	1
1.	I like it when the teacher explains Grammar at school.					
2.	I feel I can you follow grammar lesson in the classroom very easily					
3.	I think the grammar teaching system given in school can be easily followed.					
4.	I have difficulties when learning grammar at school.					
5.	I think my school needs to give more grammar lessons					

Section III: Motivation of students learning grammar in English class

III	Motivation of Students in Learning Grammar	5	4	3	2	1
1.	Grammar teaching my class meets with my specific learning goals					
2.	Grammar teaching in my class Presented in a motivating way					
3.	Grammar teaching in my class presented in stimulating ways					
4.	Learning grammar Protect my self-esteem and increasing myself confidence					
5.	Learning grammar allow me to maintain a positive social image					
6.	Learning grammar help to build my learning autonomy					
7.	Learning grammar help me to Promote cooperation among the learners					
8.	My teacher behaviors motivate me to learn grammar					
9.	My class is pleasant and supportive for grammar learning					
10.	There is a cohesive learner group with appropriate group norms					
11.	During my time in school English grammar has been interesting					

12.	I have good relation to my teacher for me to learn grammar					
13.	I believe that English grammar is important me					

Section IV: Practice of students learning grammar in English class

IV	Practice of Students in Learning Grammar	5	4	3	2	1
1.	I like to study grammar before I use it.					
2	I always exercise learning grammar during communication.					
3.	I always try to learn grammar during reading or speaking activities.					
4.	I always practice grammar during speaking, writing, listening or reading activities.					
5.	Before reading an article, I like to study the grammar used in it.					
6.	I used grammar exercises as the way to use English accurately					
7.	I always like to study grammar rules first and then doing communicative activities.					
8	I focus on activities that focus on grammar and communication at the same time.					
9.	I like the teacher to correct my mistakes after I finish communicative activities.					

Additional Comments:

37. Is there anything else you would like to share about your experiences in learning grammar?

Thank you for taking time to answer the questions.
Your participation is Precious and valuable for the research.

APPENDIX - II

JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

Semi-Structured Interview for Teachers

Dear teacher,

The purpose of this semi-structured interview is to collect data about **“assessment of students’ perception, motivation and practice of learning grammar in English classroom: the case of grade nine students at Atnago Senior Secondary School.”** Since the information you provide is very vital for the study, I kindly request your response for the following questions.

Section I: General information

Please, can you introduce yourself about:

Name of the School: _____

Age: ____ Sex: ____

Teacher's qualification: _____

Teaching Experience: _____

Date of interview: _____

Section II: Perception of Students in Learning Grammar

1. How do you perceive learning grammar? Do you think it is important? Why or why not?

Teacher 1:

“Well as an English teacher, I firmly believe that learning grammar is an essential component of developing strong language and communication skills. It empowers students to become more confident, precise, and versatile communicators and it provides the structural framework that enables students to effectively convey the meanings through the language, for example, students can understand the nuanced rules, patterns, and conventions that governs into how words, phrases and sentences are constructed, and they gain a deeper command of the tools necessary for clear, coherent and impactful expression.”

Teacher 2:

“My perspective on the importance of learning grammar, one of the key reasons I view grammar instruction. A solid grammatical knowledge serves as a crucial building block for proficiency in reading, writing, speaking, and listening. When students have a firm grasp of grammatical structures, they are better equipped to comprehend complex texts, construct clear and coherent written compositions, and engage in thoughtful, articulate discourse.”

2. Can you share any specific experiences or situations where you found learning grammar to be challenging or difficult?

Teacher 2:

“As a teacher, I firmly believe that teaching and learning grammar is an essential component of developing strong language and communication skills. At the same time, I recognize that the teaching and learning of grammar can present significant challenges. The inherent complexity of grammatical concepts, the tendency for rote memorization and de-contextualized practice, and the potential disconnect between grammar instruction and authentic communicative contexts are factors that can hinder students’ engagement and mastery of learning grammar”.

And also, some students may feel apprehensive about using grammar in fear of making mistakes. This fear of being corrected or judged can hinder their willingness to actively engage with grammar and experiment with new structures. Creating a supportive and non-judgmental learning environment can help alleviate this fear and encourage students to take risks in their language use.”

Teacher 1:

“In my opinion, my students often encounter challenges when trying to apply the grammar rules of their first language to the target language they are learning. The structures and conventions of their native language may differ significantly from those of the target language, this leads to make errors or interference in grammar usage. In addition to this, learning grammar requires consistent practice and feedback. Students may struggle if they

do not have sufficient opportunities to apply grammar rules in meaningful contexts or if they do not receive timely and constructive feedback on their mistakes. If grammar exercises and examples do not align with students' personal interests or fields of study, they may struggle to find motivation in learning grammar. Relating grammar concepts to topics that are personally meaningful to students can enhance their engagement and motivation and the other common challenge arises from the fact that lack of grammatical knowledge influences our students' grammar learning."

3. In your opinion, what could be done to make learning grammar more enjoyable or interesting?

Teacher 1:

"I think it is important to note that while learning grammar can be challenging, it is a skill that can be developed with practice, guidance, and perseverance. Effective teaching strategies, engaging learning materials and a supportive learning environment can help students overcome these challenges and achieve a deeper understanding of grammar concepts. In addition, connect grammar learning to real-life situations and practical applications. Help students understand how grammar enhances their ability to communicate effectively and navigate real-life scenarios, such as ordering food, making travel arrangements, or participating in social interactions and promote peer collaboration and pair/group work activities that encourage students to practice grammar together. This promotes active engagement, cooperation, and creates a supportive learning environment where students can learn from and help each other."

Teacher 2:

"I believe these challenges can be overcome through innovative, student-centered instructional approaches that emphasize the real-world relevance of grammar, foster creative and interactive learning experiences, and seamlessly integrate grammatical concepts into broader language arts curricula and connect grammar learning to students' personal interests, goals, or future aspirations. Help them understand how grammar

proficiency can benefit them in their academic, professional, or personal lives. This fosters a sense of purpose and motivation in learning grammar.”

Section III: Motivation of Students in Learning Grammar

4. How motivated are you to learn grammar? Can you tell me why?

Teacher 1: *“Well, my motivation to teach grammar stems from its critical role in language development, the benefits it brings to language awareness and acquisition, its positive impact on student confidence and competence, and my personal passion for the English language. I am dedicated to designing and delivering effective grammar instruction that empowers my students to become more proficient and confident users of the language.”*

Teacher 2: *“I am highly motivated to teach grammar because I have seen firsthand the positive impact that explicit grammar teaching instruction can have on students’ language awareness and acquisition, in many educational contexts, strong Grammatical knowledge allows students to construct sentences accurately, use appropriate verb tenses, apply subject-verb agreement, and avoid common grammatical errors. These core skills are essential for both productive (speaking and writing) and receptive (listening and reading) language abilities.”*

5. Have you ever been in a situation where you felt de-motivated or uninspired to learn grammar? If yes, can you share that experience?

Teacher 1: *“Yes, I have experienced moments as a teacher where I have felt de-motivated or uninspired to engage in grammar teaching. One such experience that, the negative energy and disinterest students made grammar teaching incredibly challenged me to create conducive learning environment for grammar instruction. The other thing is when I did not see the desired level of student progress or engagement, I started to doubt the value and importance of the grammar concepts I was teaching. It was disheartening to put in so much effort and not see the results I had hoped for.”*

Teacher 2: *“These instances were relatively rare, but they did occur from time to time throughout my teaching career. One of the most challenging situations was a sense of*

burnout and fatigue. The constant need to employ creative strategies and remain enthusiastic took a significant toll on my energy levels. I found it increasingly challenging to maintain the same level of passion and intellectual curiosity for grammar that had previously fueled my teaching.”

Section IV: Practice of Students in Learning Grammar

6. What activities or strategies do you use to learn grammar? Can you describe them?

Teacher 1: *“As a teacher, I employ a variety of activities and strategies to teach grammar effectively. Some of these activities and strategies I utilize: I start grammar the lesson by engaging students in interactive discussions about the real-world applications and importance of the grammatical concepts being covered. I encourage them to share their own experiences, challenges and insights related to grammar topics, fostering a collaborative learning environment and contextualizing grammar instruction within the broader context of language and communication is also a crucial aspect of my teaching methods rather than teaching grammar in isolation.”*

Teacher 2: *“Activities and strategies I employ is the use of guided practice and targeted feedback. After introducing a new grammar rule or structure, I provide students with opportunities to apply their knowledge through exercises, writing tasks, or peer-editing activities. As they engage in these practice scenarios, I move around the classroom, offering real-time guidance and feedback to help them to identify and correct any errors. This hands-on approach not only reinforces the concepts but also equips students with the tools to self-monitor and improve their grammatical proficiency.”*

7. How often do you integrate grammar rules in your communication (speaking or writing)? Can you provide examples?

Teacher 1: *“In my day-to-day interactions, I consciously incorporate grammar rules and structures into my speech. For instance, when providing instructions or explanations to my students, I pay close attention to the verb tenses I use, ensuring that I am using them*

consistently and correctly. If I am describing a past event, I will use the past tense verbs accordingly, and if I am discussing a hypothetical scenario, I will utilize the appropriate conditional structures.”

Teacher 2: *“In my written communication, like feedback on student work, I am even more deliberate about integrating grammar rules. I carefully proofread my writing to ensure that I’m adhering to standard grammatical conventions, using proper punctuation, subject-verb agreement, and sentence structure. If I identify any potential errors or areas for improvement, I will make the necessary corrections, always striving to demonstrate the application of grammar principles that I am teaching. Additionally, when I present a new grammar lesson, I make it a point to use the target grammar structures repeatedly throughout my explanations and examples. This reinforcement helps to solidify the students’ understanding and shows them how the rules can be applied in authentic communication.”*

Section V: Implications for Teaching and Curriculum Development:

8. Based on your experiences, what suggestions would you give to teachers to make grammar learning more engaging and effective?

Teacher 1: *“It is crucial for teachers to make grammar learning more engaging and effective, teachers should employ contextualizing grammar rules within authentic texts and real-world communication, incorporating interactive and kinesthetic activities get students actively engaged, encouraging self-reflection and meta-cognitive awareness, and differentiating instruction to cater to diverse needs and learning styles of the students.”*

Teacher 2: *“I believe teachers can create more engaging teaching methods, provide meaningful context, making explicit connections to students’ writing and communication, employing a variety of feedback and assessment methods and highlighting the practical*

applications of grammar rules to help students develop a positive attitude towards learning grammar.”

Thank you for your participation in this interview!

Your insights are valuable and will contribute to our understanding of grammar learning.

APPENDIX - III

**JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCES AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

Check List for Classroom Observation

I:	Classroom Environment:	Yes	No
1.	Is the classroom environment conducive to learning grammar?		
2.	Are students actively engaged in grammar-related activities?		
3.	Is there evidence of student collaboration and interaction related to grammar learning?		

II	Instructional Strategies:		
4.	Are explicit grammar explanations provided by the teacher?		
5.	Are examples and samples used to illustrate grammar rules?		
6.	Are students given opportunities for guided practice and feedback?		
7.	Does the teacher encourage students to practice grammar activities in groups or pairs?		
8.	Does the teacher teach grammar in context?		
9.	Does the teacher use a variety of instructional methods to teach grammar?		
10.	Are students encouraged to ask questions and seek clarification during grammar instruction?		
III	Student Engagement:		
11.	Are students actively participating in grammar lessons?		
12.	Do students demonstrate interest and enthusiasm during grammar activities?		
13.	Are students able to apply grammar rules in their written or spoken language?		
14.	Do students actively contribute to grammar-related discussions or group activities?		
15.	Are students able to identify and correct grammar errors in their own work?		