

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

**A Study on the Practice of Communicative Grammar Teaching
Approach in English Classrooms: Focus on Two Secondary Schools at
Bonga Town**

By
Simegnih Tekle W/Michael

**A Thesis Submitted to the Department of English Language and
Literature in Partial Fulfillment of the Requirements for Master of Arts
in TEFL**

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Research Title: A Study on the Practice of Communicative Grammar Teaching Approach in English Classrooms: Focus on Two Secondary Schools at Bonga Town.

Declaration

I, the undersigned, declare that this thesis is my original work, not presented for any degree in any Universities and that all the sources used for it are duly acknowledged.

<u>Simegnih Tekle</u>	_____	_____
Name	Signature	Date

Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

Principal Advisor:

<u>Dr. Getaw Girma</u>	_____	_____
Name	Signature	Date

Co-Advisor:

_____	_____	_____
Name	Signature	Date

Thesis Evaluators:

_____	_____	_____
Principal Advisor	Signature	Date

_____	_____	_____
Co-Advisor	Signature	Date

_____	_____	_____
External Examiner	Signature	Date

_____	_____	_____
Internal Examiner	Signature	Date

_____	_____	_____
Chairperson	Signature	Date

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List of Abbreviations

BCTE – Bonga College of Teacher Education

CG – Communicative Grammar

CGT- Communicative Grammar Teaching

CLT – Communicative Language Teaching

EFL – English as a Foreign Language

ELT – English Language Teaching

ESL – English as a second Language

L2 – Second Language

TEFL– Teaching English as a Foreign Language

Abstract

The purpose of this study was to assess the practice of communicative grammar teaching approach in secondary schools. To this end, two secondary schools in Bonga town were purposively selected to conduct the study. All 13 English language teachers who taught English at grade ten and 396 (50%) grade ten students from both schools were subjects of the study. Descriptive research design was used to conduct a study and necessary data were collected through questionnaire (for both teachers and students), classroom observation and document analysis. Then, the collected data were analyzed using both qualitative and quantitative methods.

The study revealed that teachers have high theoretical understanding of communicative grammar teaching. However, they were not practically applying their knowledge in actual classroom. On the other hand, the study revealed that grammar lessons in the students' textbook were not helpful to implement communicative grammar effectively. The study further showed that teachers did not present grammar lesson in context and failed to apply pair and group work in grammar lessons.

Based on the findings it is recommended that training institutions need to give high attention to practical application of communicative grammar teaching. Additionally, teachers need to adapt different communicative activities and use effective techniques that will help students to develop their grammar knowledge. Moreover, Grammar lessons in grade 10 student textbook needs to be modified based on the principles of communicative grammar teaching.

Chapter One: Introduction

In this chapter, the basic aspects that could give essential information on the general nature of the study are presented. To this end, background of the study, statement of the problem, the objectives, significance, scope and limitations of the study are covered.

1.1. Background of the Study

Grammar teaching is one of the cornerstones in enabling learners to communicate meaningfully and advance their communicative skills in second language proficiency (Ellis, 1997). Unless grammatical knowledge is applied in teaching reading, speaking, and writing skills, it is difficult to achieve the intended goal. Additionally, it is not sufficient to merely enable students to produce grammatical sentence; they must know when and how to use them (Celce-Murcia, 2002 and Widodo, 2006). This means that, grammar plays a great role in communication and students must be taught its real life application rather than teaching them mechanical grammar items.

As Widodo (2006) stated the centrality of grammar teaching is pillar since the teaching of foreign language skills and other aspects without grammar is impossible. Therefore, it is not possible to ignore that grammar plays a central role in the teaching of language skills and designing of different communicative tasks.

As stated by Celce-Murcia (2002), grammar has a great place in a communicative classroom. It is true that the fundamental purpose of learning a foreign language is to be able to communicate in that language. However, the teaching of grammar must be integrated into a communicative framework. Additionally, grammar instruction should be more contextual, meaningful and purposeful than in the past. As a result, grammar is viewed as a tool to be used to convey meaning.

In the early days of communicative language teaching, grammar has had a bad image. At that time, according to Matthews (2001), cited in Haregewain (2008), some English language teachers had quickly reacted assuming that grammar had no significant part in language teaching and thus neglected its role in English classrooms. However, the importance of learning grammar has recently increased tremendously all over the

world. Nowadays, most English language teachers focus on grammar instruction and practice in communicative way.

In the Ethiopian context, the grade 10 English language syllabus (2010) states that the grammar lessons in the textbook are designed to develop students' communication skills. However, the students do not seem grammatically and communicatively competent as it was expected of them. This may be because of the way the grammar lessons presented by teachers in the class. In light of this, the study tried to evaluate the practice of communicative grammar teaching at grade ten level.

1.2. Statement of the Problem

Grammar is an important instrument to communicate in meaningful context (Muncie, 2002). Similarly, Allen (2003) argues that grammar is a tool for communicating more effectively and it is fundamental to language learning as a means to an end, not an end in itself. In this regard, Richards (2006) said, the main goal in grammar teaching is to enable learners to achieve linguistic competence and be able to use grammar as a tool in the comprehension and communicating efficiently, effectively and appropriately according to the situation.

Moreover, as Singh (2011) said, there are many evidences showing that grammar should be taught in communicative way. Researches on English as a foreign language learning conducted by different scholars also claimed that it is difficult to develop learners' communication skills without grammar instruction. It is, thus, crucial to present grammar lessons through communicative tasks in order to improve the quality of communication skills of the learners in foreign language.

The researcher's teaching experience in high school and personal communication with other English language teacher's revealed that most of grammar lessons were form focused. As stated above, understanding the form of the language is not an end by itself. As Richard (2006) said the end result of learning grammar is the effective use of language forms for communicative demands according to the context and situations.

Foreign and Ethiopian researchers have conducted several researches in relation to communicative grammar teaching. From foreign researchers Wang (2009) reported in her study that the teachers know grammar drills are important in language teaching and learning. Nevertheless, they also believe that students need communicative activities to enhance their speaking ability. Similarly, Richards, Gallo and Renandya (2001) reported that the teachers in their study believe that explicit grammar instruction is essential in L2 learning, although they claimed that they adopted CLT in their teaching. The finding of Badilla and Chacon (2012) shows communicative grammar is an effective tool to teach second language in today's classes.

From Ethiopian researchers Haregewoin (2008) conducted a research on the effect of communicative grammar on the grammatical accuracy of students' academic writing at grade eleven preparatory schools in Addis Ababa city. Her findings showed that communicative grammar has a great value in improving learners' grammatical accuracy in their writing. Wodajo (2014) also conducted a study on the evaluation of the grammar lessons in terms of developing student's communicative skills. His finding shows some grammar lessons do not help students to develop their communication skills. The study conducted by Tiglu (2008) evaluated the appropriateness of communicative grammar teaching at grade 10. According to his finding, the majorities of the grammar lessons are mechanical and follow traditional approach of grammar teaching.

As we can see from the above sample research findings, majority of studies conducted by Ethiopian researchers focus on the impact of communicative grammar teaching on students' achievement. The issue of teacher's theoretical understanding and skills to practice communicative grammar in English classrooms has not given due attention. Therefore, this study is different from other Ethiopian studies noted above by giving a due attention on teachers' application of communicative grammar teaching approach in English classrooms. Additionally, there is no research conducted in relation to this topic in the study area.

1.3. Research Questions

The finding of this study is expected to answer the following research questions:

- Do teachers have good theoretical understanding of communicative grammar teaching approach?

- To what extent is communicative grammar teaching approach practically implemented in classrooms?
- What are the factors, if any, which hinder communicative grammar teaching in classroom?

1.4. Objectives of the Study

1.4.1. General Objective

The general objective of this study is to assess the practice of communicative grammar teaching approach at Bishaw W/Yohannes and Grazmach Paulos Secondary school grade ten level.

1.4.2. Specific Objectives

Specific objectives of the study are to:

- Explore the awareness of teachers on communicative grammar teaching approach.
- Examine the implementation of communicative grammar teaching approach in the classrooms.
- Identify factors that affect the implementation of communicative grammar in teaching English.

1.5. Significance of the Study

The findings of the study are also expected to create awareness among EFL teachers about the practice of communicative grammar teaching approach in English lessons. Additionally, the study helps EFL curriculum designers to use communicative grammar teaching approach as one of the strategies to improve students' communicative competence. It also helps to show direction to other interested researchers to conduct research on the same or related topics.

1.6. Scope of the Study

From many secondary schools in Kafa zone, this study was carried out on two schools in Bonga Town namely Bishaw W/Yohannes and Girazmach Paulos Secondary School. These two schools are selected because they were the only secondary schools on Bonga

town. Additionally, in order to make the study manageable, the researcher focused only on grade ten level. In relation to the area of study, from different language teaching approaches the researcher has focused only on the communicative grammar teaching approach.

1.7. Limitations of the Study

Various forms of limitations encountered while conducting the research. Apart from the various minor problems, the major limitations of this study were listed here. The study was conducted focusing on only two schools in Bonga town. Conclusions and recommendations deduced from such a narrow context may not serve for other schools in other area. Document analysis was intended to be done on both student book and teachers guide. However, due to constraints of time, the researcher analyzed student's textbook only. Additionally, analyzing all 63 grammar lessons presented in students textbook was good to get reliable data. However, due to shortage of time the researcher analyzed sample grammar lessons from each unit.

Chapter Two: Review of Related Literature

This chapter includes review of related literatures to support the study with theoretical bases and research findings. To this end, the teaching of grammar, the importance of teaching grammar, grammar teaching approaches, communicative grammar tasks, techniques of communicative grammar teaching, criteria for designing communicative grammar activities and contexts in grammar teaching and learning are discussed in detail.

2.1. The Teaching of Grammar

Grammar is considered an essential element of language teaching. It is also one of the more difficult aspects of language to teach well (Richards, 2006). People, including language teachers, hear the word “grammar” and think of a fixed set of word forms and rules of usage. They associate “good” grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and “bad” or “no” grammar with the language used in every conversation or used by speakers of non prestige forms (Grace, 1998).

Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) in as much as without a good knowledge of grammar learners' language development will be severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns. According to Ur (1999), in the case of learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. Further, grammar is thought to furnish the basis for a set of language skills: Listening, speaking, reading and writing. In listening and speaking, grammar plays a crucial role in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered as necessary in order to acquire a capability of, producing grammatically acceptable utterances in the language (Widodo, 2006). In other words, by learning grammar, students can express meanings and communicative statements in the form of phrases, clauses and sentences. To sum, the centrality of grammar teaching is pillar since the teaching of foreign language skills and other aspects without grammar is impossible. Therefore, it is not possible to ignore that grammar plays a central role in

the teaching of language skills and designing of different communicative tasks (Celce Murcia, 2007).

In the early days of communicative language teaching, grammar has had a bad image. At that time, according to Matthews (2001), cited in Haregewain (2008), some English language teachers had quickly reacted assuming that grammar had no significant part in language teaching and thus neglected its role in English classrooms. However, the importance of learning grammar has recently increased tremendously all over the world. Nowadays, most English language teachers focus on grammar instruction and practice.

As stated by Celce-Murcia (2001), grammar has a great place in a communicative classroom. It is true that the fundamental purpose of learning a foreign language is to be able to communicate in that language. However, the teaching of grammar must be integrated into a communicative framework. Additionally, grammar instruction should be more contextual, meaningful and purposeful than in the past. As a result, grammar is viewed as a tool to be used to convey meaning.

2.2. The Importance of Teaching Grammar

The value of grammar teaching is important in English language teaching field. Grammar is the base of English language. It is not acquired naturally, but learning, it needs be instructed. Grammar is not different from anything else; it is likely that students will learn at different rates. Language consists of predictable patterns that make what we say, read, hear and write intelligible. Without grammar, we would have individual words or sounds, pictures, and body expression to communicate meaning. Grammar is the weaving that creates the fabric (Azar, 2007).

Although grammar is an integral part of any language itself and language teaching learning process, there are arguments on the importance of grammar. Richards (2001) has noted that the role of grammar is perhaps one of the most controversial issues in language teaching. In the early parts of the twentieth century, grammar teaching formed an essential part of language instruction, so much so that other aspects of language were either ignored or down played. The argument was that if you know the grammatical rules of the language, you would be able to use it for communication That is to say, grammar is fundamental to language, and therefore the teaching of grammar is essential

if students are to develop confidence in their ability to use language in various social and educational settings.

Furthermore, grammar plays a crucial role in helping learners develop their communicative skills because grammar provides systematic rules of structure and word order. Nunan (1991) strongly supports that grammar teaching because grammar helps learners perform their target languages better. He also thought that students cannot communicate well if they do not have a fundamental level of grammar.

Moreover, learning grammar helps students to have confidence in using language and makes them express their feeling freely. With this regard, Widdowson (1990:86) points out that “Grammar is not a constraining imposition but a liberating force: it frees us from a dependency on context and the limitations of a purely lexical categorization of reality.” It is also important to produce the ideas in meaningful and acceptable way. More importantly, Azar (2007) indicated “Without grammar, we would have only individual words or sounds pictures and body expressions to communicate meaning” Because With grammar, there is organization, and the intended messages that one wishes to communicate can be easily conveyed.

As Ellis (2006) stated, grammar has held and continues to hold a central place in language teaching. The zero grammar approach was flirted with but never really took hold, as is evident in both the current textbook materials emanating from publishing houses and in current theories of L2 acquisition. There is ample evidence to demonstrate that teaching grammar works.

2.3. Grammar Teaching Approaches

Through out the history of language teaching, grammar teaching approaches are debatable. Some see grammar as the backbone of languages and learners should be presented with explicit grammar courses. Others, however, think that knowing the grammar doesn't necessarily lead to language mastery. They contend that focusing on explicit grammar teaching produces unsuccessful language users. However, the focus of the debate has currently shifted to the question on how grammar can be taught best (Muncie, 2002). As stated by Atkins et al., (1995), grammar can be taught inductively as well as deductively.

2.3.1. Deductive Grammar Teaching Approach

Deductive grammar teaching can be defined as the explicit presentation of grammar rules (Haregewain, 2008). In this approach, rules, principles concepts or theories are presented first and then their applications are treated. When we use deduction, we reason from general to specific (Widodo (2006). The deductive approach can also be called rule-driven learning in which a grammar rule is explicitly presented to students and followed by practice applying the rule. Teachers, who focus on linguistic elements, explain the grammar rules and practice language items through drilling and memorizing. According to Fortune (1992), this approach has been the bread and butter of language teaching around the world and still enjoys a monopoly in many course books and self-study grammar books . The deductive approach maintains that a teacher teaches grammar by presenting grammar rules, and then examples of sentences are presented. Once learners understand rules, they are told to apply to rules given to various examples of sentences (Thornbury, 1999).

According to Ellis (1991), explicit grammar instruction is necessary for students to make them notice features in the input that they receive and can then become part of their acquired knowledge. Moreover, grammar explanations can be presented in a simple and clear language. In support of this, Nachiengmai (1997) confirms that many second and foreign language learners have gained a better comprehension from a systematic explanation of grammatical items. In deductive method, teachers explain grammar rules so that students could make more grammatically accurate sentences (Sysoyev, 1999).

2.3.2. Inductive Grammar Teaching Approach

Inductive grammar teaching is a kind of methods in which learners become involved in the process of discovering the language and developing their own language strategies. In this approach, learners are presented with several examples, which embody the rule and are encouraged to work out rules for themselves and to be aware of and use basic grammatical items appropriately. In general, this approach involves students' active participation in their learning. In addition, the approach encourages a learner to develop his/her own mental set of strategies for dealing with tasks. In other

words, this approach attempts to highlight grammatical rules implicitly in which the learners are encouraged to conclude the rules given by the teacher (Brown, 2001).

In such grammar teaching, a teacher supports the students to acquire and practice the language but they do not draw conscious attention to any of the grammatical fact of the language. The teacher may ask the class to work in pairs and groups and write down any rules (Widodo, 2006).

2.4. Communicative Grammar Teaching

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

The objective of the development of communicative grammatical competence is to use a structure of a language in a variety of situations spontaneously. The communicative approach goes beyond the presentation and development of linguistic structures as the only means of developing communicative ability.

The teaching of grammar entails helping learners perceive the relationship between grammatical structure and other three dimensions of language such as social functions, semantics and pragmatics (Celce-Murcia, 2007). They also emphasize the importance of teaching all aspects of grammar in context. Appropriate contextualization can only be achieved if a teacher finds or creates realistic social situations, language texts, and visual stimuli that are interesting and meaningful to students. A teacher must provide communicative practice for students to achieve non-linguistic goals such as asking for permission to do something, getting someone to do something, giving excuses, asking for help, etc. (Richards, 2001).

Thus, for students to use the language rules in real communication, the rules would have to be practiced in context in order to develop communicative competence. Communicative grammar teaching blends grammar with communicative practice opportunities. It ideally provides opportunities for creative use of structures.

Communication practice is usually centered on the students' own lives, their opinions, experiences of real life situations including facts that they are trying to learn English. Grammar-based tasks often use classroom as context, building language practice around the people and objects and activities here and now in the classroom (Nitta and Garden, 2005).

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

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

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

Richard and Rodgers (2007) says, the role of CGT is to help learners to express certain types of meaning. This means that it gives attention to the communication purpose while the traditional approach concerned with grammatical form. This emphasis leads to the implication that grammatical accuracy is less important in communication.

2.5. Communicative Grammar Tasks

Richards (2001) stated grammar tasks employed in a communicative classroom differ from teachers to teachers. However, they help learners incorporate contexts or language meaningful to their own needs. According to Ellis (1997), there are different activities involved in grammar teaching the major ones are drills, interaction activities and written practices.

Drills are activities that give students rapid practice in using structural items. The main advantages of drills are that teachers can correct any mistakes that students make and can encourage them to concentrate on difficulties at the same time.

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

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

2.6. Techniques of Communicative Grammar Teaching

A good teacher uses a variety of ways of presenting new language items. As teachers we need to be able to use teaching using like these as our basic skills. However, we also need to know that there are other ways of presenting and practicing such language items. They all involve some form of contextualizing in situations in order to establish meaning. We can present new language in a listening text, a reading passage or in a game.

Many writers believe that the best way of learning new language is to learn it subconsciously. If the teacher believes this, he/she may not formally present new language items at all. Many well-recognized international textbooks employ this approach (Atkins et al., 1995).

In order to make a grammar lesson more effective, beneficial and interesting ELT teachers should use some well-developed and fascinating techniques in the classroom (Saricoban and Metin, 2000). Some of the techniques and resource such as games, role-plays, problem solving would be reviewed as follows:

Games are one of techniques used in CGT. They play extremely important role to make the learner use the language communicatively. Games help and encourage learners to sustain their interest and work. Games also help the teacher create contexts in which the language is helpful and meaningful. Well-chosen games are invaluable as they give a break. They allow students to practice language skills and grammar items. They are highly motivating since they are amazing and at the same time challenging. It lowers anxiety and makes the acquisition of input (Rex 2003 and Celce-Murcia, 2001).

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

The problem-solving activities are also task-based activities and have purposes beyond the production of correct speech. They are also the examples of one of the most preferable communicative activities (Chen 2003). Such activities highlight not only competence but also performance. Problem solving activities require individual response or group works and creative solutions.

2.7. Criteria for Designing Communicative Grammar Activities

Maria and Kamyin (1996) as cited in Haregewein (2008) have suggested the following nine characteristics for developing communicative grammar activities:

- **Choice:** students should get a chance to express their own meaning through the activity. An activity can generate different meanings depending on the context in which students find themselves. Therefore, there should be a room for students to express their own meaning in a given activity. If students get such freedom, they will benefit a great deal from the learning process. This will help learners to become independent.
- **Focused:** we should not deal with more than one grammar item in a given activity particularly at elementary level. Students should be made to explore one grammar item in a given activity because this will make learning grammar easier. A grammar item that is practiced in a given context is remembered better than if it

were learned in separate, unrelated sentences. Including more than one grammar item in a given exercise will tend to confuse students.

- **Relevance:** The activity should consider students' personal interest and background. A given grammar should be practiced in exercises that are based on situations that are not remote from students' background or schema. Familiar situations in grammar activities enhance students' interest and mastery of the grammar items that are practiced in different activities.
- **Active Language use:** students should be able to practice and produce a given language item in a particular activity. They should be encouraged to practice the various grammar items in their own examples. Active language use takes place when students are given the opportunity to relate the learning of grammar items with real life situations.
- **Contextualized:** Students should practice a given grammatical item through a particular context. In other words, the teaching of grammar should be contextualized. Knowledge of grammar is essential for clear and purposeful communication. Communication takes place in a given context. This means it would be inappropriate to divorce grammar use and learning from the context.
- **Fun:** The activity should enhance students' creativity and engage their interest. Allow students to practice the grammar items in interesting contexts created by themselves. We should also give them the opportunity to express their ideas to their classmates. Students will enjoy the grammar activities if they find them entertaining. You will also notice that students are full of ideas that are interesting because the ideas are derived from their own experience. A better learning of grammar items takes place in classroom situations where students are relaxed and derive fun from the exercises that they are doing.
- **Cooperative learning:** Through group work students do different activities that require the active participation and contribution of each of them, and also engage them in peer correction. Group work is important because it enhances mutual benefit and encouragement. Each student has the opportunity to contribute something to the task. Weaker students benefit from good students. On the other hand, there is also a tendency for good students to mingle with those who have similar ability. Group work can be used provided there is a mechanism through which the instructor can check that the group members are heterogeneous. The

researcher feels that group work should be implemented along with individual and pair work even though we often hear that weak students tend to take advantage and depend on good ones, who may feel that they are exploited.

- **A sense of achievement:** the activity should not be too difficult and students should gain a sense of achievement and satisfaction after they have done it. A difficult task makes students lose interest in what they are doing. Neither should it be too simple. If students are given an interesting task which they enjoy doing, they will eventually get a sense of satisfaction if they feel that they have achieved something and learned from it at the same time. When students are asked to read a difficult passage and do the exercises set on it, they will come up with all sort of excuse for not doing it. A real need to collect information: The activity should give students the opportunity to contribute information from what they already know. A good task is one that allows students to learn something new from it, but at the same time gives them the opportunity to contribute information from their own schema. This will make the active learning process meaningful.

2.8. Contexts in Grammar Teaching and Learning

Many scholars have given a number of definitions for context. According to Harmer (1991:57), context means the situation or the body of information, which causes language to be used. As to him, there are several contexts like, “students” world, outside world and formulated information”. Students” world includes physical surroundings like classrooms, institutions and students” lives: their experience, families, friends and their personal information. Outside world also gives us a rich context to present grammar. As to Celce-Murcia (2007) the definition of context depends on several points. Accordingly, Most of the grammatical choices English users make depend on an array of contextual factors: the interlocutors, situation, prior discourse, shared knowledge, speaker intention, purpose and the topic. Unless these factors are considered in designing and implementing grammar tasks and activities, individual sentences presented in isolation are typically ambiguous in terms of their situational meaning and function.

As Nunan (1998) stated, in genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication. Thornbury

(1999) also said, language is context sensitive; which is to say that an utterance becomes fully intelligible only when it is placed in its context. There are at least three levels or layers of context: the co-text (that is, the surrounding text); the context of situation (that is, the situation in which the text is used); and the context of culture (that is, the culturally significant features of the situation). Each of these types of context can contribute to the meaning of the text. In support to this, Sternpleski (1993:2) says, "Contextualizing presentation and practice is widely accepted rule of good language teaching." She advocates the view that language teaching in general, grammar teaching in particular, more effectively be taught in the context of "real life" situation. Additionally, it is necessary to remember that language is learned not because we want to talk or read or write about language, but because we want to talk read and write about the world". Therefore, context is a useful technique for language teaching as well as grammar teaching.

Chapter Three: Research Methodology

This Chapter deals with the research methods that were used in this study. It discusses design of the study, subjects of the study, sampling technique, data collection instruments, methods of data analysis and data collection procedures used in carrying out the study.

3.1. Design of the Study

In order to know the present condition how communicative grammar teaching learning process is going on in the study area, the researcher has used descriptive research design.

3.2. Subjects of the Study

The subjects of the study were thirteen English teachers and three hundred ninety-six grade ten students of Bishaw W/Yohannes and Girazmach Paulos secondary school.

3.3. Sample and Sampling Techniques

From many preparatory schools in Kafa Zone, the researcher has conducted the in Girazmach Paulos secondary school and Bishaw W/Yohannes Secondary School. These schools were selected using purposive sampling technique for their convenience to the researcher in terms of cost, time, and human resource. Additionally, from all grade nine up to grade twelve students of the schools, grade ten students were selected as a sample using simple random sampling technique. There were seven sections in Bishaw W/Yohannes and eight grade ten sections in Girazmach Paulos secondary school respectively. The total number of grade ten students in both schools were seven hundred ninety-two (three hundred twenty-nine from Bishaw and four hundred sixty-three from Girazmach secondary school). From the fifteen grade ten sections of both schools three hundred ninety-six (50% of total population) representative sample students (two sections from Bishaw and three sections from Girazmach Paulos secondary school) were selected randomly. There were thirteen English language teachers (nine in Bishaw and four in Girazmach Paulos secondary school). All thirteen English language teachers were taken as a sample using comprehensive sampling technique.

3.4. Data Collection Instruments

Variety of data collection instruments were used to ensure the validity and reliability of the data. These instruments were questionnaire, observation and document analysis.

3.4.1. Questionnaire

The questionnaire was the major tool in the study. It was prepared based on the objective of the study. The questionnaires were presented in both open ended and close-ended way. Close-ended questionnaires were constructed in “Yes/No” questions form and likert scale. Open-ended questionnaires were also constructed to collect additional data from teachers based on their personal experience and view in the study area. Teachers’ questionnaires consisted of 30 items and administered by categorizing them into four parts (See Appendix A). Where as, students’ questionnaires consisted 14 items. These items were mainly aimed at checking teachers’ application of communicative grammar teaching approach in actual classroom setting. In order to get reliable data, students’ questionnaires were administered by translating into Amharic language (See Appendix C).

3.4.2. Observation

Observation was also one of data gathering tool used in the study. The purpose of classroom observation was to check the reliability of answers given by teachers and students in the questionnaires. To obtain the required data eight observations were done twice in each four-selected grade ten sections of both schools using observation checklist.

3.4.3. Document Analysis

Grade 10 student textbook was evaluated based on set standards whether grammar tasks were designed to promote students’ communication. To do this, the researcher developed evaluation checklist from Cunningsworth (1995) Mukundan (2011) and Hutchinson and Waters (1987). By using the checklist the researcher has evaluated grammar lessons selected from each units of the text book. For the reliability of the analysis the researcher selected three MA holder TEFL teacher’s to cross check the researchers’ analysis based on the checklist.

3.5. Data Collection Procedure

Following the selection of the site of the study, support letter was written from Jimma university post-graduate office to Bishaw W/Yohannes and Girzmach Paulos Secondary School to conduct the research on the schools. Before administering instruments of data collection in actual research, the research advisor and two researchers' colleagues who hold MA in TEFL have commented on it. Taking constructive comments and suggestions from these instructors, the researcher made the necessary changes on the tools. Then, to check content validity, pilot testing was done in Jiren Secondary school, which is located in Jimma town. During pilot testing, questionnaire were administered for sample teachers and students. Observations were also done in two selected grade 10 sections. During the pilot testing, the researcher has got insight on the problems that may happen on the actual study and fixed them before conducting the main study.

Before beginning data collection process in the study area, the consent of participants was also asked. Following this, the purpose of the study was explained for participants and orientation was given on how to respond to the questionnaire. Then, observation was done during grammar lessons in selected classes. After that, questionnaire was administered to all required participants. Next to administration of questionnaire, the researcher collected the questionnaire as the participants finished it. From all three hundred ninty six respondents, three hundred ninty two of them filled the questionnaire appropriately. The researcher has also done document analysis based on prepared checklist and shown to MA holder TEFL teachers of BCTE to crosscheck the analysis. Finally, after finishing collection of necessary data, the researcher analyzed and interpreted the data.

3.6. Data Analysis

This section discusses how the collected data were analyzed. In this study, as it was stated in the design of the study, data were analyzed both qualitatively and quantitatively. Quantitative data were analyzed using SPSS version 20. Percentage and mean value were used for descriptive analysis. Qualitative data were analyzed by the maximum number of similar responses given by respondents.

3.7.Ethical Considerations

To be legal and keep ethical consideration, the researcher has got letter of support from Jimma University, College of Social Science and Humanities before going to study area. Additionally, permission was obtained from the selected schools administration and other concerned bodies to conduct the research. Study participants willingness was also asked and all participants were volunteer to participate in the study.

Chapter Four: Findings and Discussions

This chapter deals with the analysis and interpretation of the data gathered from two selected schools through questionnaire, observation and document analysis. This chapter has four main sections. Section one deals with the analysis of teachers' questionnaire responses. Section two deals with the analysis of students' questionnaire responses. Section three presents observation results. Finally, section four presents document analysis. These data were presented, analyzed and interpreted subsequently as follows.

4.1. Analysis of Teacher's Questionnaire

Part one: Teachers Background Information

As mentioned in Chapter Three, 13 teachers involved in this study. From these 9 teachers were from Bishaw W/Yohannes and the remaining 4 of them were from Girzmach Paulos secondary school. The teachers' background information is presented below.

Table 1: Teachers profile

No.	Items		Male		Female		Total	
			f	%	f	%	F	%
1	Gender		7	53.8	6	46.2	13	100
2	Academic Status	Diploma	-	-	-	-	-	-
		B.A	-	-	-	-	-	-
		B.Ed	3	23.1	6	46.2	9	69.2
		MA	4	30.8	-	-	4	30.8
		Ph.D	-	-	-	-	-	-
3	Specialization	English major	7	53.8	6	46.2	13	100%
		English minor	-	-	-	-	-	-
		Amharic	-	-	-	-	-	-
		Other	-	-	-	-	-	-
4	Experience	0-5 years	-	-	-	-	-	-

	6-10 years	-	-	-	-	-	-
	11-15 years	1	7.7	1	7.7	2	15.4
	16-20 years	2	15.4	1	7.7	3	23.1
	More than 20 years	4	30.8	4	30.8	8	61.6

As it was presented in the above table, there were 7 male and 6 female, total of 13 teachers taken as a sample in the study. As far as teachers' qualification is concerned, 3 male teachers' and 6 female teachers, total of 9 teachers have B.Ed. The remaining 4 male teachers' hold MA degree.

In relation to their field of qualification, all of them graduated in English major. As far as teachers' qualification is concerned, 1 male and 1 female, total of 2 teachers have 11-15 years of work experience; whereas 2 male and 1 female, total of 3 teachers have 16-20 years work experience. The remaining 4 male and 4 female, total of 8 have more than 20 years of teaching experience.

The above data show that, there is almost equal distribution in teaching English. This can motivate female student to be more effective on their study. As far as their qualification is concerned, all teachers have met the minimum requirement (B.Ed) to teach in secondary schools. Additionally, all teachers graduating in English major can help them to teach communicative grammar effectively. Majority of the teachers have taught for more than 20 years. This can help them to use their prior experience in actual teaching.

Part Two: Teachers Response on their Theoretical Understanding on CLT.

Theoretical understanding about language learning and teaching is very critical. As (Richards and Rodgers, 2007) stated good theoretical understanding of the subject matter helps to select appropriate and effective teaching approach. In order to check study sample teachers understanding of communicative grammar teaching approach, 2 questions (Item 1 and 3) were presented in "Yes/No" questions form and the remaining 6 questions (Item 2, 3, 5, 6, 7 and 8) were presented in Likert scale.

Table 2: Courses Taken Concerned with CLT

Item	Response	Frequency	Percent
Have you taken course concerned with CLT?	Yes	13	100

According to table 2, all 13 English language teachers have taken course concerned with communicative language teaching. This can help them to implement communicative grammar teaching in actual classroom properly.

Table 3: Usefulness of Teaching Grammar Lessons Based on the Principle of CLT

Item	Response	Frequency	Percent	Mean
How useful have you found them?	Less useful	3	23.1	4.54
	Very useful	10	76.9	
	Total	13	100	

As the above table 3 shows, 10 teachers replied that teaching grammar lessons based on the principle of CLT is very useful; where as the remaining 3 teachers replied that it is less useful. The mean value 4.54 shows almost all teachers know the usefulness of teaching grammar lessons based on the principle of CLT.

Table 4: Participation on Seminar, Workshop or Orientation Concerning CLT

Item	Response	Frequency	Percent
Have you participated in any seminar, workshop orientation concerning CLT?	Yes	8	61.5
	No	5	38.5
	Total	13	100.0

As table 4 shows, 8 of teachers have participated on seminars, workshops and orientations concerning CLT; whereas the remaining 5 of teachers said they have not participated. This shows majority of respondents have got a chance to improve their understanding about CLT through seminars and workshops.

Table 5: Usefulness of Teaching Grammar Lessons based on Principles of CLT

Item	Response	Frequency	Percent	Mean
How useful have you found them?	Not useful	3	37.5	3.9
	Very useful	5	62.5	
	Total	8	100	

In table 5, from 8 teachers who replied “Yes” and confirmed their participation on seminar and workshop 5 of them said it was very useful to teach grammar based on the principles of CLT. The remaining 3 teachers replied that it was not useful for them. The mean value of this question (3.9) shows seminars, workshops or orientations given concerning CLT are moderately useful.

Table 6: The Help of Grammar Knowledge and Presentation of Grammar Exercises in Context

Item	Response	Frequency	Percentage	Mean
The knowledge of grammar helps learners to communicate effectively and efficiently	Strongly disagree	-	-	4.69
	Disagree	-	-	
	Have no idea	-	-	
	Agree	4	30.8	
	Strongly agree	9	69.2	
	Total	13	100	
Grammar exercise in the textbook should be presented in meaningful contexts and situations.	Strongly disagree	-	-	4.62
	Disagree	-	-	
	Have no idea	-	-	
	Agree	5	38.5	
	Strongly agree	8	61.5	
	Total	13	100	

In the above table 6 reply to the first item indicates, 9 teachers strongly agree and the remaining 4 teachers agree that on the item. The mean value of this question (4.69) inclines to strongly agree. This shows that teachers believe that grammar is very essential for foreign language learners to communicate in the language. Likewise, on the second item, 8 teachers replied that they strongly agree and the remaining 5 of them agree that grammar exercise in the textbook should be presented in meaningful context and situations. The mean value of this question (4.62) inclines to strongly agree. Many scholars also agree that grammar instruction is much more effective when it is situated in meaningful context (Celce-Murcia, 2007 and Fotos, 2008).

Table 7: Reasons to Study Grammar, Deductive Teaching and Using Variety of Techniques in Grammar Teaching

Item	Response	Frequency	Percentage	Mean
There is no reason for us to study the grammar when we learn an L2.	Strongly disagree	2	15.4	3.54
	Disagree	1	7.7	
	Have no idea	3	23.1	
	Agree	2	15.4	
	Strongly agree	5	38.5	
	Total	13	100	
Teachers should discuss grammar deductively	Strongly disagree	-	-	3.62
	Disagree	-	-	
	Have no idea	6	46.2	
	Agree	6	46.2	
	Strongly agree	1	7.7	
	Total	13	100	
Using a variety of techniques in grammar teaching enables learners to use the language communicatively.	Strongly disagree	-	-	3.54
	Disagree	-	-	
	Have no idea	-	-	
	Agree	6	46.2	
	Strongly agree	7	53.8	
	Total	13	100	

On response to the first item in table 7, 5 teachers said they strongly agree, 2 replied they agree, 3 said they have no idea, 1 said disagree and the remaining 2 said they strongly disagree. The mean value of this question (3.54) inclines to agree. This shows teachers agree that it is not necessary to teach grammar in L2 learning. This shows there is a gap in teachers regarding the significance of grammar teaching. In relation to this Weaver (1996) and Cook (1994) said, grammar teaching is very important and is one of the most exciting areas of language teaching; it also plays a central role in the classroom activities. Additionally, it can be taken as the heart of language teaching activities

In reply to the second item, 1 teacher said strongly agree, 6 teachers said agree and the remaining 6 teachers said grammar should be discussed deductively. The mean value of this question (3.62) inclines to agree. This shows teachers prefer teaching grammar in traditional (Deductive) approach than inductive approach. However, scholars like Widdowson (1991), Cunningsworth (1995) and Thronsbury (1999) argued that inductive way of grammar teaching increase students' motivation, help them to use target language in real life situation and develop their communicative skill.

In reply to the third item, 7 teachers said they strongly agree and the remaining 6 teachers said agree. The mean value of this question (4) inclines to agree. This shows teachers agree that using a variety of techniques in grammar teaching enables learners to use the language communicatively.

Part Three: Application of CGT Approach in the Classroom

Questions raised in this part were aimed at checking how much teachers are applying communicative grammar teaching approach in the classroom. To check this, fourteen questions were presented to teachers using rating scales. These rating scales were strongly disagree, disagree, have no idea, agree, strongly agree and they had given 1, 2, 3, 4 and 5 points respectively (See Appendix A). Analyzed data were presented by classifying in different tables for its suitability for analysis as follows.

Table 8: Way of Grammar Lesson Preparation and Student's Organization

Items	Response	Frequency	Percent	Mean
I prepare grammar lessons in a way that prepare students to use grammar for real-life communication.	Never	-	-	4.08
	Rarely	-	-	
	Sometimes	3	23.1	
	Usually	6	46.2	
	Always	4	30.8	
	Total	13	100	
I organize students in pairs and groups to practice grammar rules.	Never	-	-	4.08
	Rarely	-	-	
	Sometimes	3	23.1	
	Usually	6	46.2	
	Always	4	30.8	
	Total	13	100	

According to table 8, reply to the first item shows that the mean value of this item (4.08) inclines towards usually. From this it is possible to conclude that teachers are usually preparing grammar lessons in order to prepare students for real life communication. In this regard Nitta and Garden (2005) said, communicative grammar teaching blends grammar with communicative practice opportunities. It ideally provides opportunities for creative use of structures. Communication practice is usually centered on the students' own lives, their opinions, experiences of real life situations including facts that they are trying to learn English. Grammar-based tasks often use classroom as context, building language practice around the people and objects and activities here and now in the classroom.

In reply to the second item , 4 teachers' said always, 6 teacher's said usually and the remaining 3 teacher's said they sometimes organize students in pairs and groups to practice grammar rules. The mean score of this item is 4.07. From this result, it is possible to conclude that teachers usually organize students in pairs and groups. In relation to this Harmer (1991) and Porter (1995) said that for effective presentation of

communicative activities in language classrooms, it is better to organize students in pairs and groups

Table 9: Encouraging Student's to Express Ideas Freely and to Take Responsibility for their Learning

Items	Response	Frequency	Percent	Mean
I encourage students to express their ideas freely when I teach grammar lesson.	Never	-	-	4
	Rarely	-	-	
	Sometimes	6	46.2	
	Usually	1	7.7	
	Always	6	46.2	
	Total	13	100	
I advise students to take responsibility for their own learning.	Never	-	-	4.62
	Rarely	-	-	
	Sometimes	2	15.4	
	Usually	1	7.7	
	Always	10	76.9	
	Total	13	100	

In table 9 first item, teachers were asked how much they encourage their students to express their ideas freely during grammar lessons. On their response 6, 1 and 6 said always, usually and sometimes respectively. The mean value of this item is 4. This value shows teachers usually encourage students to express their ideas freely during grammar lessons.

In the second item the teachers reply shows, 10 said always, 1 said usually and the remaining 2 said sometimes respectively. The mean value (4.61) shows teachers always advise their students to take responsibility for their own learning.

Table 10: Presentation of Grammar Lesson in Context and Use of Different Texts

Items	Response	Frequency	Percent	Mean
I present grammar lesson using contexts and situations.	Never	-	-	3.38
	Rarely	-	-	
	Sometimes	9	69.2	
	Usually	3	23.1	
	Always	1	7.7	
	Total		13	
I present grammar lessons through reading text, listening text, short guided dialogue, etc.	Never	-	-	4.62
	Rarely	-	-	
	Sometimes	-	-	
	Usually	5	38.5	
	Always	8	61.5	
	Total		13	

Reply to the first item in table 10 shows that, 1 teacher said always, 3 teacher's said usually and the remaining 9 teachers said sometimes respectively. The mean score (3.38) shows teachers' sometimes present grammar lessons using context and situations.

In reply to the next item, 8 and 5 teachers' replied always and usually respectively. The mean value of this item (4.62%) inclines to always. Therefore, the result shows that teachers' usually present grammar lessons through reading text, listening text and short guided dialogues etc. In relation to this, Celce-Murcei (2007) and Fotos (2008) said grammar instruction is much more effective when it is situated in meaningful context and embedded in authentic discourse. Naturalistic language learning takes place in context and at discourse level than abstract sentence level.

Table 11: Writing and Speaking on Grammar Items and Using Grammar Items to Say Something

Items	Response	Frequency	Percent	Mean
I make students write and speak on the grammar items which they have introduced.	Never	-	-	3.61
	Rarely	-	-	
	Sometimes	6	46.2	
	Usually	6	46.2	
	Always	1	7.7	
	Total	13	100	
I motivate students to use grammar items to say something about themselves.	Never	-	-	4.77
	Rarely	-	-	
	Sometimes	-	-	
	Usually	3	23.1	
	Always	10	76.9	
	Total	13	100	

In table 11, response to the first item shows, 4 teachers said always, 3 said usually and the remaining 6 said sometimes. The mean score (3.84) shows teachers usually make students to write and speak on introduced grammar items.

In reply to the second item , 10 and 3 teachers replied always and usually respectively. The mean score of item (4.76) inclines to always. From this, we can conclude that teachers always motivate students to use grammar items to say something about themselves.

Table 12: Use of Different Tasks and Providing Activities that Relate Form, Meaning and Use

Items	Response	Frequency	Percent	Mean
I use different tasks/activities (role-play, information gap, etc.).	Never	-	-	4
	Rarely	-	-	
	Sometimes	9	69.2	
	Usually	4	30.8	

	Always	-	-	
	Total	13	100	
I provide activities that relate form, meaning and use of language.	Never	-	-	4.62
	Rarely	-	-	
	Sometimes	-	-	
	Usually	4	30.8	
	Always	9	69.2	
	Total	13	100	

In the above table 12, reply to the first item shows, 4 teachers replied usually and the remaining 9 replied sometimes. The mean score of item (3.3) inclines to sometimes. From this, we can conclude that teachers sometimes use magazines, newspapers and audiovisual materials during grammar lessons.

In reply to the second item, 9 teachers replied always and 4 replied saying usually. The mean score of this item (4.69) inclines to always. Therefore, it is possible to conclude that all teachers provide activities that relate form, meaning and use of language when they teach grammar lessons. According to Celce Murcia (2007) and Nunan (1998) teaching grammatical forms in isolation does not lead to successful development in using forms communicatively. Integrating form and meaning would seem to be the most sensible way to proceed.

Table 13: Checking appropriateness of Tasks and Providing of Sufficient Time to Complete Tasks

Items	Response	Frequency	Percent	Mean
When I teach grammar lessons, I check whether tasks are interesting, appropriate and helpful to improve their communicative Competence	Never	-	-	4.08
	Rarely	-	-	
	Sometimes	4	30.8	
	Usually	4	30.8	
	Always	5	38.4	
	Total	13	100	

I give sufficient time for the students to complete tasks	Never	-	-	4.62
	Rarely	-	-	
	Sometimes	2	15.4	
	Usually	6	46.2	
	Always	5	38.5	
	Total	13	100	

In reply to the first item, 5 teachers said always, 4 teachers said usually and the remaining 4 teachers said sometimes. The mean score (4.08) shows, teachers usually check the interesting, appropriate and helpfulness of grammar tasks to improve students communicative competence. In support to this, Ur (1988) says well-designed activities and tasks of grammar arouse the learner's interest and motivation through using carefully selected topics, games, role-play, information gap activities, personalization and using visual material.

It is important to give sufficient time for students to complete tasks . The second item is presented at check whether the teacher's are giving sufficient time for students to complete tasks or not. In their reply, 5 teachers said always, 6 said usually and the remaining 2 said they sometimes give sufficient time. The mean value (4.23) inclines to usually. From this result, it is possible to conclude that these teachers usually give sufficient time for students to complete tasks.

Table 14: Encouraging students to Ask Unclear concepts and Correct Mistakes by themselves

Items	Response	Frequency	Percent	Mean
I encourage students to ask unclear concepts when I teach grammar lessons.	Never	-	-	5
	Rarely	-	-	
	Sometimes	-	-	
	Usually	-	-	
	Always	13	100	
	Total	13	100	

When my students make grammar mistakes, I give them a chance to correct themselves.	Never	-	-	4.77
	Rarely	-	-	
	Sometimes	-	-	
	Usually	3	23.1	
	Always	10	76.9	
	Total	13	100	

With regard to encouraging students to ask unclear concepts during teaching, analyzed data in table 14, first item shows all 13 teachers always encourage students to ask unclear concepts.

In the second item, 10 teachers said always and the remaining 3 said they usually give a chance. The mean value (4.76) shows teachers always give a chance for their students.

Part Four: Teacher’s Response on Factors Hindering Implementation of Communicative Grammar Teaching Approach in English Lessons.

In part four item 1 teachers were asked to mention factors, if any, which hindered communicative grammar teaching approach in English lessons. Specifically, the teachers were asked to list problems related to students, teachers (themselves) and the school. The data collected from the teachers is categorized and presented below.

I. Problems related to students

Major problems listed in relation to students that hinder implementation of communicative grammar teaching approach in English lessons were students expecting everything from the teacher and giving high attention to memorizing grammar rules than communicating by using the rules were the major ones. Lack of proficiency in English language, lack of interest and motivation, focusing on getting good grade on exams and low interest to participate on classroom activities were also some of problems raised in relation to students.

II. Problems related to teachers(themselves)

From problems related to teachers in implementing communicative grammar teaching approach in English lessons, thinking it as a waste of time was mentioned repeatedly. Other problems listed are lack of support from school administrators, shortage of time,

carelessness and lack of understanding on the application of communicative grammar teaching approach.

III. Problems related to school

In relation to the school, lack of materials and equipment's. (magazines, newspapers, videos, audio tapes, etc.), large number of students in one section and its being difficult to provide pair and group work are mainly raised problems.

In item 2 teachers were asked if the current grade 10 English textbook is helpful to implement communicative grammar teaching approach in the classroom. Most of teachers replied that the textbook is not helpful to implement communicative grammar teaching approach in English lessons. As they have said, many grammar activities in the textbook were presented in a sentence level and are more of gap filling activities. Additionally they give more emphasis to form than communication.

4.2. Analysis of Student's Questionnaire Responses

Students know what their teacher's do in the classroom very well. In this study they were asked to say what they see in the classroom and what happen between them and their teacher during grammar lessons. Based on this intention, questionnaires administered to students were aimed at checking teachers effective application of different activities in grammar lessons. To achieve this goal 14 questionnaire items were administered to 396 sample students selected from both Bishaw W/Yohannes and Girzmach Paulos secondary school. The questionnaire was administered to students by translating into Amharic (See Appendix C). From distributed 396 questionnaire papers, 392 (99%) papers were successfully collected and analyzed as follows:

Table 15: Student's Response on the Help of Grammar Lesson for Real Life Communication and Working in Pairs/Groups

Items	Response	Frequency	Percent	Mean
The teacher present grammar lessons in a way that prepare us to use grammar for real-life communication.	Never	65	16.6	3.34
	Rarely	45	11.5	
	Sometimes	77	19.6	
	Usually	100	25.5	
	Always	105	26.8	
	Total		392	

The teacher organizes us in pairs and groups to practice grammar rules.	Never	79	20.2	3.05
	Rarely	72	18.4	
	Sometimes	67	17.1	
	Usually	98	25	
	Always	76	19.4	
	Total	392	100	

From two items in table 15, response given to the first item shows, 105 (26.8%) of respondents said always, 100 (25.5%) of respondents replied usually, 77 (19.6%) respondents replied saying sometimes, 45 (11.5%) of respondents said rarely and the remaining 65 (16.6%) said that the teacher never prepare grammar lesson for real life communication. The mean value of this item (3.34) inclines towards sometimes. From this it is possible to conclude that teachers are sometimes preparing grammar lessons in order to prepare students for real life communication.

In reply to the second item , 76 (19.4%) students said always, 98 (25%) said usually, 67 (17.1%) said sometimes, 72 (18.4%) said rarely and the remaining 79 (20.1%) said the teacher never organized them in pairs and groups to practice grammar rules. The mean score of this item is 3.05. From this result, it is possible to conclude that teachers sometimes organize students in pairs and groups.

Table 16: Student's Response on Expressing Idea's Freely and Taking Responsibility for their Own Learning

Items	Response	Frequency	Percent	Mean
The teacher encourage us to express our ideas freely when when he teach grammar lessons.	Never	57	14.5	3.55
	Rarely	64	16.3	
	Sometimes	47	12	
	Usually	56	14.3	
	Always	168	42.9	
	Total	392	100	
The teacher advises us to take responsibility for our own learning.	Never	56	14.3	3.67
	Rarely	49	12.5	
	Sometimes	46	11.7	
	Usually	59	15.1	
	Always	182	46.4	
	Total	392	100	

In table 16 students reply to the first item shows, 168 (42.9%) said always, 56 (14.3%) said usually, 47 (12%) said sometimes, 64 (16.3%) said rarely and the remaining 57 (14.5%) students said never respectively. The mean value of this item is 3.54. This value shows teachers usually encourage students to express their ideas freely during grammar lessons.

On their reply second item 182 (46.4%) students said always, 59 (15.1%) said usually, 46 (11.7%), said sometimes, 49 (12.5%) said rarely and 56 (14.3%), said never respectively. The mean value (3.66) shows teachers usually advise the students to take responsibility for their own learning.

Table 17: Student’s Response on Presentation of Grammar Lessons in Context and Use of Different Texts in Grammar Lessons

Items	Response	Frequency	Percent	Mean
The teacher presents grammar lesson using contexts and situations such as pictures, objects actions to convey meaning of structure.	Never	104	26.5	2.86
	Rarely	58	14.8	
	Sometimes	80	20.4	
	Usually	88	22.4	
	Always	62	15.8	
	Total	392	100	
The teacher presents grammar lessons through reading text, listening text, short guided dialogue, etc.	Never	113	28.8	2.46
	Rarely	94	24	
	Sometimes	106	27	
	Usually	49	12.5	
	Always	30	7.7	
	Total	392	100	

Students reply to the first item in table 17 shows that, 62 (15.8%) students said always, 88 (22.4%) said usually, 80 (20.4%) said sometimes, 58 (14.8%) rarely and the remaining 104 (26.5%) said never respectively. The mean score (2.86) shows teachers sometimes present grammar lessons using context and situations.

In reply to the second item , 30 (7.66%), 49 (12.5%), 106 (27.04%), 94 (23.97%) and 113 (28.83%) teachers replied always, usually, sometimes, rarely and never respectively. The mean value of this item (2.46) inclines to rarely. Therefore, the result

shows that teachers rarely present grammar lessons through reading text, listening text and short guided dialogues etc.

Table 18: Students' Response on Writing and Speaking on Grammar Items and Using Grammar Items to Say Something

Items	Response	Frequency	Percent	Mean
The teacher makes us write and speak on the grammar items, which we have introduced.	Never	44	11.2	3.51
	Rarely	48	12.2	
	Sometimes	76	19.4	
	Usually	112	28.6	
	Always	112	28.6	
	Total	392	100	
The teacher motivates us to use grammar items to say something about ourselves.	Never	106	27	2.44
	Rarely	124	31.6	
	Sometimes	71	18.1	
	Usually	64	16.3	
	Always	27	6.9	
	Total	392	100	

Response to the first item in table 18 shows, 112 (28.6%) said always, 112 (28.6%) said usually, 76 (19.4%) said sometimes, 48 (12.2%) rarely and the remaining 44 (11.2%) said never. The mean score (3.5) shows teachers usually make students to write and speak on introduced grammar items.

In reply to the second item, 27 (6.9%), 64 (16.3%), 71 (18.11%), 124 (31.63%) and 106 (27.04%) teachers replied always, usually, sometimes, rarely and never respectively. The mean score of item (2.6) inclines to sometimes. From this, we can conclude that teachers sometimes motivate students to use grammar items to say something about themselves.

Table 19: Student’s Response Regarding Teacher’s Use of Different Tasks and Providing of Activities that Relate Form, Meaning and Use

Items	Response	Frequency	Percent	Mean
The teacher uses different tasks/activities (role-play, information gap, etc.) in grammar lesson.	Never	140	35.7	2.44
	Rarely	78	19.9	
	Sometimes	67	17.1	
	Usually	75	19.1	
	Always	32	8.2	
	Total	392	100	
The teacher provides activities that relate form, meaning and use of language.	Never	63	16.1	3.48
	Rarely	42	10.7	
	Sometimes	72	18.4	
	Usually	74	18.9	
	Always	141	36	
	Total	392	100	

According to table 19, reply to the first item shows, 32(8.2%) students said always, 75 (19.1%) said always, 67 (17.1%) said sometimes, 78 (19.9%) rarely and 140 (35.71%) students replied never. The mean score of this item is 2.4. This inclines to sometimes. Therefore, it is possible to conclude that teachers are not frequently using different tasks.

In the second item, 141(36%) students said always, 75 (19.1%) said usually, 71 (18.1%) said sometimes, 42 (10.7%) said rarely and the remaining 63 (16.1%) said never. The mean score (3.48) inclines to always. This shows teachers usually provide activities that relate form, meaning and use.

Table 20: Student’s Response Regarding Appropriateness of Tasks and Teacher’s Providing of Sufficient Time to Complete Tasks

Items	Response	Frequency	Percent	Mean
The teacher checks whether tasks are interesting, appropriate and helpful to improve their communicative competence.	Never	161	41.1	2.37
	Rarely	49	12.5	
	Sometimes	77	19.6	
	Usually	87	22.2	
	Always	18	4.6	
	Total	392	100	

The teacher gives us sufficient time to complete tasks.	Never	68	17.3	3.3
	Rarely	57	14.5	
	Sometimes	66	16.8	
	Usually	93	23.7	
	Always	108	27.6	
	Total	392	100	

As table 20 shows, in the first item 18 (4.6%) students said always, 87 (22.19%) said usually, 77 (19.64%) said sometimes, 49 (12.5%) said rarely and the remaining 161 (41.07%) said never. The mean score (2.3) shows, teachers rarely check the interesting, appropriate and helpfulness of grammar tasks to improve students communicative competence.

In the second item, 108 (27.6%) students said always, 93 (26%) said usually, 66 (15.8%) said sometimes, 57 (14.5%) said rarely and the remaining 68 (17.4%) said never. The mean score (3.39) shows, teachers sometimes give a chance for students to complete a given task.

Table 21: Student's Response on Asking Unclear Concepts and Correcting their Mistakes by themselves

Items	Response	Frequency	Percent	Mean
The teacher encourage us to ask unclear concepts when he teach.	Never	68	17.3	3.55
	Rarely	51	13	
	Sometimes	39	9.9	
	Usually	66	16.8	
	Always	168	42.9	
	Total	392	100	
When we make grammar mistakes, the teacher gives us a chance to correct ourselves.	Never	77	19.6	3.12
	Rarely	45	11.5	
	Sometimes	96	24.5	
	Usually	102	26	
	Always	72	18.4	
	Total	392	100	

According to table 21, response to the first item shows, 168 (42.9%) students said always, 66 (16.8%) said usually, 39 (9.9%) said sometimes, 51 (13%) said rarely and

the remaining 68 (17.3%) said never. The mean score (3.54) inclines to usually. This shows, teachers usually encourage students to ask unclear concepts.

Student's response in the second item shows, 72 (18.4%) students said always, 102 (26%) said usually, 96 (24.5%) said sometimes, 45 (11.5%) said rarely and the remaining 77 (19.6%) said never. The mean score (3.11) inclines to sometimes. This shows teachers sometimes give a chance to students to correct their grammatical mistakes.

4.2. Analysis of Data from Observation

As indicated in Chapter Three observation was employed as data collection instrument in this study. The classroom observation was conducted in order to cross check whether teachers present communicative grammar teaching approach in EFL classroom effectively. There are 15 sections of grade 10 students in Bishaw and Girazmach Paulos secondary schools (7 in Bishaw and 8 in Girazmach). From these sections, two sections were randomly selected for observation purpose from each school. Four teachers who teach in those selected sections were observed twice when they teach grammar lessons. This means eight observations have done in both schools during grammar lessons. The researcher used observation checklist to check how much grammar lessons were presented in communicative way.

The result of the classroom observation indicated that teachers failed to apply communicative approach in grammar lessons. In many of observed lessons emphasis was given developing students linguistic knowledge than communicative competence. Additionally, activities used during grammar lessons were not helpful to develop students communicative competence.

The classroom observation has also revealed there is a little integration of grammar with other language skills. Additionally, form and meaning were not equally treated. In majority of observed grammar lessons, main emphasis was given to memorizing language form.

In addition to the above listed points, the observation result has also shown that most of activities were not enjoyable and motivating. To make the matter worse, learner's

were not given a chance to practice grammar rules and work in pair or group in the classroom. In all observations, none of the teachers used magazines, newspapers or other audiovisual materials to support their grammar lesson presentation. Generally, as it was observed from the teacher's lesson, almost all teachers were not applying communicative approach in grammar lessons.

4.3. Document Analysis

Document analysis was done in grade 10 student textbook that was published in 2010. The textbook was analyzed based on set standards to check effective implementation of communicative grammar lesson in English lessons. In order to get reliable data the researcher developed sample standards and shown them for the research advisor. By taking constructive comments, the standards were reshaped and given to three MA in TEFL holder colleagues of the researcher. Then all three persons have evaluated the selected lessons independently and come together to crosscheck their evaluation. Evaluation of the textbook was done by using five criteria's. These are language focus, level of presentation, student's organization and form of presentation (see appendix E).

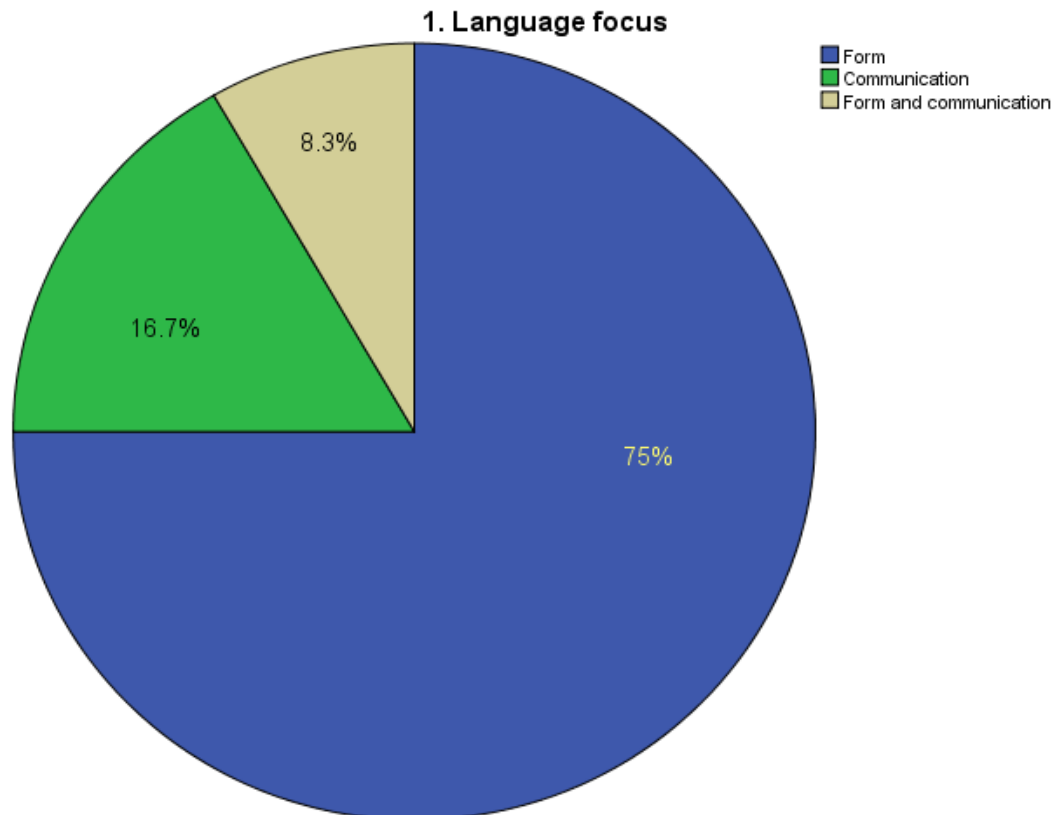


Figure 1: Analysis of textbook based on language focus.

As the above figure 1 shows, 75% of analyzed grammar lessons in the textbook were focused on form. 16.7% and grammar lessons focused on both communication and form and the remaining 8.3% grammar lessons focused on communication. The analysis shows, large number of grammar lessons are form focused. However, according to Celce-Murcia (2007), form focused grammar lessons lacks authenticity and does not model typical communication. Harmer (1991) suggests communication focused grammar lessons help students to do their best to use the language and improve their communicative competence.

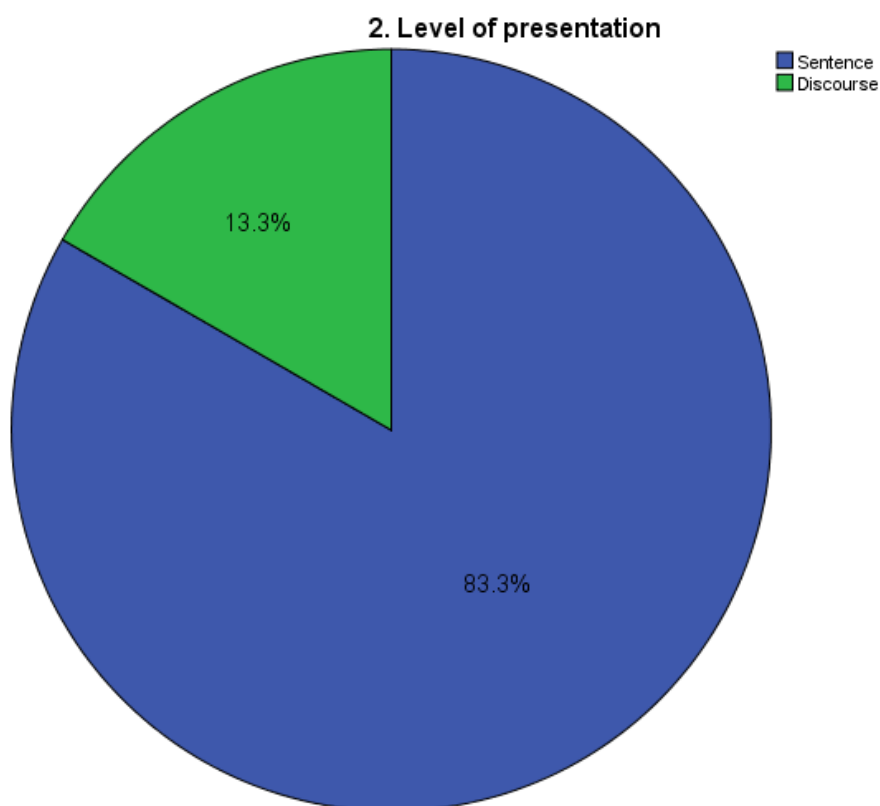


Figure 2: Level of presentation of grammar lessons in the textbook

Figure 2 shows, 83.3% of grammar lessons were presented in sentence level and the remaining 13.3% grammar lessons were presented in discourse level. This shows large number of grammar lessons in the textbook presented in sentence level. However, according to the goal of communicative grammar teaching approach, presenting grammar lesson in isolated sentence level does not help. Many scholars suggest that discourse level grammar lessons are important to develop student's

communicative skills because lessons are presented in context (Celce-Murcia, 1991 and Harmer, 1991) .

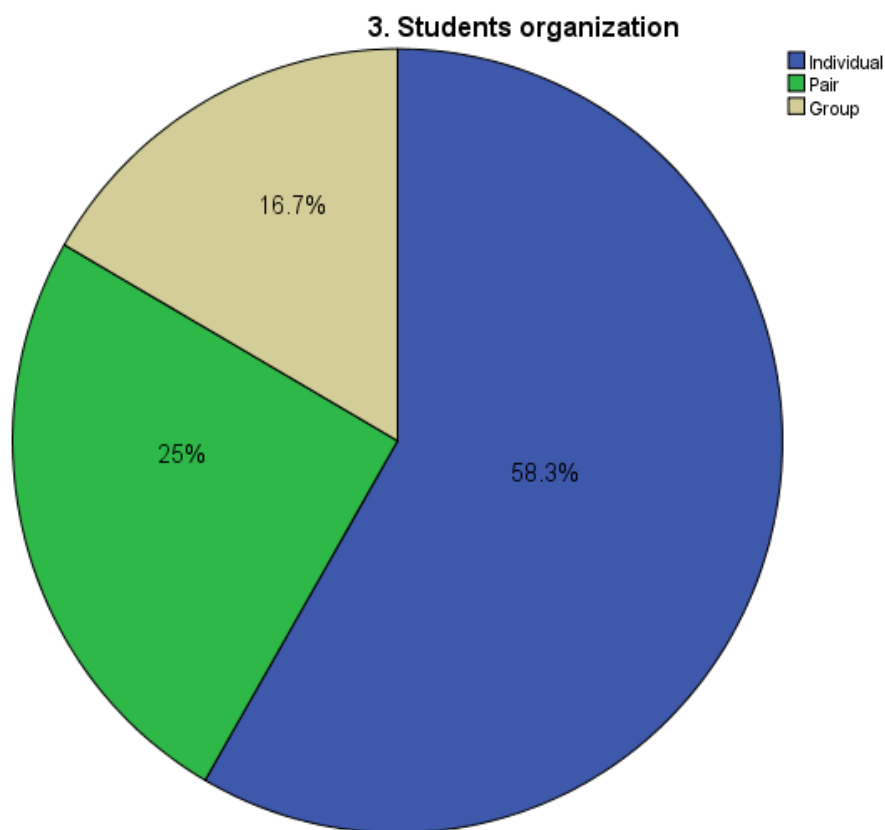


Figure 3: Students organization in grammar lessons in the textbooks

The above figure 3 shows, student's organization during grammar lessons. As the data shows, 58.3% of grammar lessons are presented to be done individually. Whereas the remaining 25% and 16.7% are presented to be done in pair and group respectively. This shows, majority of grammar lessons are presented to be done individually. However, according to Long and Porter (1995) individual grammar lessons have characteristics of traditional grammar teaching that do not promote peer cooperation. Rather in order to practice communicative activities effectively pair or small groups organization is very effective (Harmer, 1991).

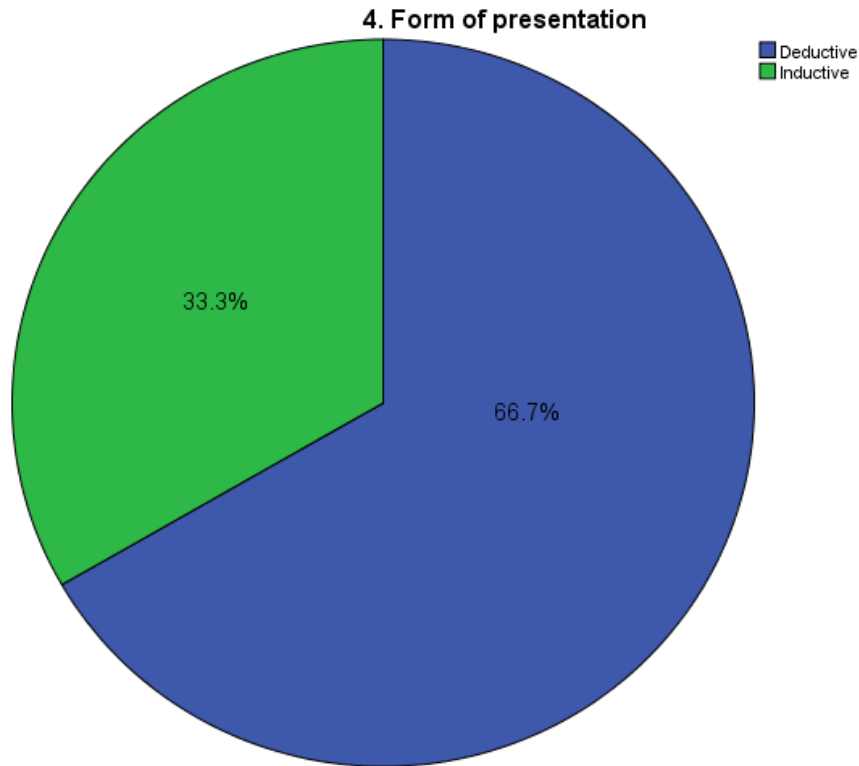


Figure 4: Form of presentation of grammar lessons

The above figure 4 shows, 66.7% and 33.3% grammar lessons are presented in deductive and inductive way respectively. This shows, majority of grammar lessons in the text book are presented deductively. Deductive approach mainly focus on presenting grammar rules before any thing else. Krashen and Terrell (1998) and Fotos (1998) state that teaching grammatical rules usually fails to develop the ability of learners to communicate effectively. As Cunningsworth (1995) says using inductive approach in EFL textbook has of a great importance to develop students' communication skills.

Chapter Five: Conclusions and Recommendations

5.1. Conclusions

The main objective of this study was to assess the practice of communicative grammar teaching at grade ten level. The study attempted to answer the following research questions in particular:

- Do teachers have good theoretical understanding of communicative grammar teaching approach?
- To what extent is communicative grammar teaching approach practically implemented in classrooms?
- What are the factors, if any, which hinder communicative grammar teaching in classroom?

The study has been carried out at Bishaw W/Yohannes and Girzmach paulos secondary schools in Kafa Zone, Bonga town. The schools have been selected purposely due to its suitability to the researcher. Hence, all 13 English teachers of both schools were selected comprehensively to be participants of the study. Additionally, 396 (50%) students were also taken as a sample.

To achieve the intended objectives, the researcher used questionnaire (for both teacher and students), observation and document analysis to collect necessary information for the study.

The data obtained through these instruments were analyzed quantitatively and qualitatively in relation to literature review. Quantitative analysis was dominantly used because of the type of collected data. Questionnaires were administered for both teachers and students. Classroom observation has also been carried out by using checklist in each of four randomly selected sections twice. Finally, student text book was analyzed based on set standards. Based on these analyses, the following conclusions have been drawn:

- Teachers met the minimum requirement to teach grade 10 students.
- Teachers have high theoretical understanding of communicative grammar teaching approach.
- Teachers are not presenting grammar lessons in context frequently.

- Teachers said they usually organize students in pairs and groups. However, the crosschecked result of students questionnaire and observation result shows teachers are not frequently applying pair and group work during grammar lessons.
- Teachers did not effectively use magazines, newspapers, audio tapes, videos, etc. during grammar lessons. Hence, this made grammar lesson not to be realistic and communicative.
- Students expect every thing from the teacher and give high attention to memorizing grammar rules than developing communicative competence.
- Teacher's questionnaire result shows they always present grammar lessons through reading text, listening text, short guided dialogue, etc. However, results of student's questionnaire and observation result revealed that teachers are not properly presenting grammar lessons using different texts.
- Interesting, appropriate and helpfulness of grammar lessons is not checked by teachers. Even if, teachers said they always check it, students questionnaire and observation result revealed that lessons are not checked.
- Observation result shows grammar rules were not presented inductively and different communicative activities are not used effectively. Additionally, during majority of observations, lessons were presented in teacher oriented method.
- Document analysis result shows analyses of grammar lessons in the students textbook were more of form focused and presented in sentence level. Additionally, student's organization is mainly individual and lesson is mainly presented in deductive way. All these points show the textbook is not helpful to apply communicative grammar teaching approach in classroom effectively.

5.2. Recommendations

Based on the conclusions derived above, the following recommendations are forwarded:

1. It seems that there is mismatch between teachers' theoretical knowledge and their practical skills. Due to this, it would be advisable for training institutions (colleges and universities) to give emphasis on the practical aspects of communicative grammar teaching approach.

2. Most of the teachers seem to have given much emphasis to presenting grammar lessons deductively. Students also become satisfied when they learn grammar rules directly and give more emphasis to memorizing grammar rules for the sake of passing exams than developing communicative competence. Therefore, teachers need to use different techniques that will help students to develop their grammar knowledge through communicative activities.
3. In order to present grammar lesson in context teachers need to adapt different communicative activities and use magazines, newspapers, audio tapes, videos, etc. during grammar lessons.
4. Grammar lessons in grade 10 student textbook should be modified based on the principles of communicative grammar teaching.

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Appendixes

Appendix A

JIMMA UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND HUMANITIES
DEPARTMENT OF ENGLISH LANGUAGES AND LITERATURE
GRADUATE PROGRAM

Questionnaire for Teachers

Dear Teacher,

This questionnaire is designed to gather data for the study being conducted under the title: **“A Study on the Practice of Communicative Grammar Teaching Approach in English Classrooms: Focus on Two Secondary Schools at Bonga Town.”**

The objective of this questionnaire is to gather information regarding the practice of communicative grammar teaching in actual classroom. Hence, your genuine response to the questions will have significant contribution for the success of this study. The information will be kept strictly confidential, and will not be used to assess you in any way. Additionally, you do not need to write your name on the questionnaire.

Thank you!

Part one: Background information

Give information about yourself by putting a tick (✓) mark in the given box and/or by writing your responses in the given blank spaces.

1. Name of the school _____
2. Qualification Diploma B.A BED M.A Ph.D
3. Field of qualification English Amharic Other
4. Sex = Male Female
5. English language teaching experience
0-5 years 10 years 1-15 years
16-20 y ears 21-25 years more than 25 years

Part two: Teachers' theoretical understanding on communicative grammar teaching

I. Read the following statements and put a tick (√) mark based on your understanding.

1. Have you taken any course concerned with Communicative Language Teaching (CLT) in college/university?

A. Yes B. No

2. If your answer to question number 2.1.1 is 'Yes', how useful have you found them to teach grammar lessons based on the principles of CLT?

A. Very useful D. Not useful
 B. Moderately useful E. Undecided
 C. Less useful

3. Have you ever participated in any seminar, workshop or orientation concerning communicative language teaching (CLT)?

A. Yes B. No

4. If your answer to question number 2.1.3 is 'Yes', how useful have you found them to teach grammar lessons based on the principles of CLT?

A. Very useful D. Not useful
 B. Moderately useful E. Undecided
 C. Less useful

II. Read the following statements and put a tick (√) mark in one of the rating scales based on your understanding.

(Strongly agree=5, Agree=4, Have no idea= 3, Disagree=2, Strongly disagree=1)

Item No.	Statements	Rating Scale				
		5	4	3	2	1
5.	The knowledge of grammar helps learners to communicate effectively and efficiently					
6.	Grammar exercise in the textbook should be presented in meaningful contexts and situations.					

7.	There is no reason for us to study the grammar when we learn an L2.					
8.	Teachers should discuss grammar deductively					
9.	Using a variety of techniques in grammar teaching enables learners to use the language communicatively.					

Part three: Teachers' application of communicative grammar teaching approach in the classroom.

Put a tick (✓) mark the techniques you use when you teach grammar and indicate the most appropriate rating scale for each of the given item.

(Always= 5, usually= 4, Sometimes= 3, Rarely= 2, Never=1)

No.	Practice	Rating Scale				
		5	4	3	2	1
1.	I prepare grammar lessons in a way that prepare students to use grammar for real-life communication.					
2.	I organize students in pairs and groups to practice grammar rules.					
3.	I encourage students to express their ideas freely when I teach grammar lesson.					
4.	I advise students to take responsibility for their own learning.					
5.	I present grammar lesson using contexts and situations.					
6.	I present grammar lessons through reading text, listening text, short guided dialogue, etc.					
7.	I make students write and speak on the grammar items which they have introduced.					
8.	I motivate students to use grammar items to say something about themselves.					
9.	When I teach communicative grammar, I use different tasks/activities (role-play, information gap, etc.).					
10.	When I present grammar lesson, I provide activities that relate form, meaning and use of language.					

11.	When I teach grammar lessons, I check whether tasks are interesting, appropriate and helpful to improve their communicative competence					
12.	I give sufficient time for the students to complete tasks					
13.	I encourage students to ask unclear concepts when I teach grammar lessons.					
14.	When my students make grammar mistakes, I give them a chance to correct themselves.					

Part four: Factors, if any, hinder implementation of communicative grammar teaching approach in English lessons.

1. What are the factors, if any, which hinder applying communicative grammar teaching approach in English lessons? Please, write your response under each heading below on the space provided.

1.1. Problems related to students

1.2. Problems related to teachers(you)

1.3. Problems related to school

1.4. Other problems, if any

2. Please explain if the current grade 10 English textbook help to implement communicative grammar teaching approach in the classroom.

Appendix B

Questionnaire for Students

Dear Students,

This questionnaire is designed to gather data for the study being conducted under the title: **“A Study on the Practice of Communicative Grammar Teaching Approach in English classrooms: Focus on Two Secondary Schools at Bonga Town.”**

The objective of this questionnaire is to gather information regarding the practice of communicative grammar teaching in actual classroom. Hence, your genuine response to the questions will have significant contribution for the success of this study. The information will be kept strictly confidential, and will not be used to assess you in any way. Additionally, you do not need to write your name on the questionnaire.

Thank you!

Instruction: the following questions focus on the ways how communicative grammar lesson is presented in English classrooms. So, put the tick (√) on how the grammar lesson is presented in the following manner.

(Always= 5, Usually= 4, Sometimes= 3, Rarely= 2, Never=1)

Item No.	Practice	Rating				
		5	4	3	2	1
1.	The teacher present grammar lessons in a way that prepare us to use grammar for real-life communication.					
2.	The teacher organizes us in pairs and groups to practice grammar rules.					
3.	The teacher encourage us to express our ideas freely when when he teach grammar lessons.					
4.	The teacher advises us to take responsibility for our own learning.					

5.	The teacher presents grammar lesson using contexts and situations such as pictures, objects actions to convey meaning of structure.					
6.	The teacher presents grammar lessons through reading text, listening text, short guided dialogue, etc.					
7.	The teacher makes us write and speak on the grammar items, which we have introduced.					
8.	The teacher motivates us to use grammar items to say something about ourselves.					
9.	The teacher uses different tasks/activities (role-play, information gap, etc.) in grammar lesson.					
10.	The teacher provides activities that relate form, meaning and use of language.					
11.	The teacher checks whether tasks are interesting, appropriate and helpful to improve their communicative competence.					
12.	The teacher gives us sufficient time to complete tasks.					
13.	The teacher encourage us to ask unclear concepts when he teach.					
14.	When we make grammar mistakes, the teacher gives us a chance to correct ourselves.					

Appendix C

ጅማ ዩኒቨርሲቲ

ሶሻል ሳይንስና ሂዩማኒቲስ ፋኩልቲ

እንግሊዝኛ ቋንቋና ስነ ፅሁፍ ትምህርት ክፍል

የድህረ ምረቃ ፕሮግራም

ለተማሪዎች የተዘጋጀ የፅሁፍ መጠይቅ

ወደ ተማሪ!

የዚህ የፅሁፍ መጠይቅ አላማ ተግባራዊ ሰዋሰዱን የማስተማር ስነ-ዘዴ (Communicative Grammar Teaching Approach) በእንግሊዝኛ ትምህርት ክፍሉ ያህል እየተተገበረ እንደሆነ መረጃ ለመስጠት ነው። በመሆኑም ያንቺ/ያንተ ትክክለኛ ምላሽ ለጥናቱ ስኬታማነት መሰረት በመሆኑ ጥያቄዎችን አንብቦ/ህ ከተረዳሽ/ህ በኋላ ተገቢውን ምላሽ ስጭ/ጥ። በዚህ መጠይቅ የሚገኘው የመረጃ ምስጢራዊነት ተጠብቆ ለጥናቱ አላማ ብቻ ይወላል። መጠይቁ ላይ ስም መጻፍ አያስፈልግም።

ለትብብርሽ/ህ በጣም አመሰግናለሁ!

መመሪያ:- ከዚህ ቀጥሎ የቀረቡ ጥያቄዎች ተግባራዊ ሰዋሰዱን የማስተማር ስነ-ዘዴ (Communicative Grammar Teaching Approach) በክፍል ውስጥ የሚቀርቡበትን ሁኔታ ያሳያሉ። ስለዚህ በሰንጠረዥ ውስጥ የቀረቡ ሀሳቦችን አንብቦ/ሽ የእንግሊዝኛ ሰዋሰዱ ትምህርት ክፍሉ ላይ ያህል እንደሚተገበሩ ከቀረቡ መለኪያዎች አንዱን በእርማት ምልክት(✓) አሳዩ/ይ።

(ሁልጊዜ =5 አብዛኛውን ጊዜ =4 አንዳንዴ =3 አልፎ አልፎ =2 በፍፁም =1)

ተ.ቁ	የሰዋሰዱ ትምህርት ክፍሉ የሚከናወኑ ተግባራት	መጠነ መለኪያ				
		5	4	3	2	1
1	መምህሩ የሰዋሰዱን ትምህርት የሚያቀርበው ሰዋሰዱን ለመደበኛ ህይወት ተግባራት(real-life communication) ለመጠቀም በሚያስችል ሁኔታ ነው።					
2	መምህሩ በጥንድና በቡድን እያቀረጠ የሰዋሰዱ ህጎችን እንድንለማመድ ያደርጋል።					

3	መምህሩ ሰዋሰወ ሲያስተምረን ሀሳባችንን በነፃነት እንድንገልፅ ያበረታታል።				
4	መምህሩ ለምንግረወ ትምህርት ሀላፊነት እንድንወስድ ይመክረናል።				
5	መምህሩ የሰዋሰወ ትምህርት ሲያስተምር የተለያዩ አገባቦችን (contexts) እና ሁኔታዎችን ለምሳሌ፡- ስዕሎች፣ እቃዎች፣ እንቅስቃሴዎች ወዘተ. ተጠቅሞ የቋንቋውን መዋቅር ትርጉም ያስረዳናል።				
6	መምህሩ የሰዋሰወን ትምህርት በሚነበቡ ፅሁፎች(reading texts)፣ በሚደመጡ ፅሁፎች(listening texts)፣ በአጫጭር ንግግሮች(short dialogue) ወዘተ. አስደግፎ ያቀርባል።				
7	መምህሩ እንድን የሰዋሰወ መዋቅር ካስተዋወቀን በኋላ መዋቅሩን ተጠቅመን እንድንፅፍና እንድንነጋገር ያደርጋል።				
8	መምህሩ የሰዋሰወ መዋቅሮችን ተጠቅመን ስለራሳችን እንድንናገር ያደርጋል።				
9	መምህሩ የሰዋሰወን ትምህርት በተለያዩ ተግባራት ለምሳሌ፡- ጨዋታዎች፣ ባዶ ቦታ መሙላት ወዘተ. አስደግፎ ያቀርባል።				
10	መምህሩ የቋንቋን መዋቅር፣ ትርጉሙንና አጠቃቀሙን የሚያሳዩ መልመጃዎችን ያቀርባል።				
11	መምህሩ የሚያቀርባቸው መልመጃዎች/ተግባራት ማራኪ፣ ተገቢና የተግባቦት ክሂልን የሚያዳብሩ ናቸው።				
12	መምህሩ የተሰጠንን መልመጃ/ተግባር ሰርተን እንድንጨርስ በቂ ጊዜ ይሰጠናል።				
13	መምህሩ ግልፅ ያልሆነልን ሀሳብ ካለ እንድንጠይቀው ያበረታታናል።				
14	ሰዋሰዋዊ ስህተት ስንፈፅም መምህሩ ስህተታችንን ራሳችን እንድንስተካክል ያደርጋል።				

Appendix D

Classroom observation checklist

Name of the school _____

Grade and section _____

Date of observation 1. _____ 2. _____

Period _____

Lesson topic _____

Item No.	Activities	Comment
1	What type of teaching method was used by the teacher?	
2	Does the teacher presented grammar lesson through different communicative activities?	
3	Do the teacher present grammar lesson by integrating different language skills?	
4	Were the activities in grammar lesson presented in meaningful context?	
5	How balanced is the treatment of form and meaning?	
6	Were the activities utilized in the grammar lesson enjoyable and motivating?	
7	Do the teacher motivate learners to practice the grammar lesson?	
8	Do students work in pairs and groups during grammar lesson?	
9	Did the teacher used magazines, newspapers and audiovisual materials during grammar lesson?	
10	Additional comment _____ _____ _____ _____ _____	

Appendix E

Students' Questionnaire Analysis result

	Strongly disagree		Disagree		Have no idea		Agree		Strongly agree		Mean
	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	Count	Row N %	
Item 1	65	16.6%	45	11.5%	77	19.6%	100	25.5%	105	26.8%	3.34
Item 2	79	20.2%	72	18.4%	67	17.1%	98	25.0%	76	19.4%	3.05
Item 3	57	14.5%	64	16.3%	47	12.0%	56	14.3%	168	42.9%	3.55
Item 4	56	14.3%	49	12.5%	46	11.7%	59	15.1%	182	46.4%	3.67
Item 5	104	26.5%	58	14.8%	80	20.4%	88	22.4%	62	15.8%	2.86
Item 6	113	28.8%	94	24.0%	106	27.0%	49	12.5%	30	7.7%	2.46
Item 7	44	11.2%	48	12.2%	76	19.4%	112	28.6%	112	28.6%	3.51
Item 8	106	27.0%	124	31.6%	71	18.1%	64	16.3%	27	6.9%	2.44
Item 9	140	35.7%	78	19.9%	67	17.1%	75	19.1%	32	8.2%	2.44
Item 10	63	16.1%	42	10.7%	72	18.4%	74	18.9%	141	36.0%	3.48
Item 11	161	41.1%	49	12.5%	77	19.6%	87	22.2%	18	4.6%	2.37
Item 12	68	17.3%	57	14.5%	66	16.8%	93	23.7%	108	27.6%	3.30
Item 13	68	17.3%	51	13.0%	39	9.9%	66	16.8%	168	42.9%	3.55
Item 14	77	19.6%	45	11.5%	96	24.5%	102	26.0%	72	18.4%	3.12

Appendix F

Sample grammar lesson activities analysis

Activity No.	Focus	Level	Organization	Approach of presentation
A 1.5	Form	Sentence	Group	Deductive
A 2.11	Communication	Sentence	Individual	Inductive
A 3.3	Form	Sentence	Pair	Inductive
A 4.3	Form	Sentence	Pair	Deductive
A 5.5	Form	Sentence	Pair	Deductive
A 6.7	Form	Sentence	Individual and pair	Deductive
A 7.4	Form	Sentence	Individual	Inductive
A 8.5	Form and communication	Sentence	Individual and group	Deductive
A 9.6	Communication	Discourse	Individual	Inductive
A 10.4	Form	Sentence	Individual	Deductive
A 11.10	Form	Discourse	Individual	Deductive
A 12.4	Form	Sentence	Individual	Deductive