Jimma University College Social of Sciences And Humanities

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An Assessment of The Communicative Grammar In English Language Teaching And Learning Process And Materials. Dapo Gacho Secondary School Grade 10 In Focus

BY

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Abstract

This study aimed at investigating the practice of communicative grammar teaching in grade 10 at Dapo Gacho High School in Ilu Aba Bora Zone. It investigated if the teachers teach grammar communicatively and what they think about grammar teaching in general. It also explored what challenges the teachers encounter in teaching grammar in this grade. In addition, it identified if the teachers give feedback, and in what manners they give. To achieve these objectives, English teachers and students of grade 10 were used as a population of the study. The teachers were observed and video recorded during their actual classroom teaching. Nine grammar lessons were observed with the guidance of observation checklist and transcribed. The ways the teachers teach grammar were identified during the observation. Focus group discussion was conducted with teachers to identify their beliefs about grammar teaching. Sampled students were also used for group discussion to identify what the students feel about the ways their teachers teach them grammar contents in general. For both groups (teachers and students), discussion guides were used. English textbook of grade 10 was also analyzed in terms of the ways grammar activities have been designed. The purpose was to see if the book has impacts on the teachers' practices of communicative grammar teaching. The data was all analyzed thematically. The results of the study indicated that the teachers are not teaching grammar communicatively. It was also identified that there are different factors affecting the teachers' practices of grammar teaching. Depending on the findings of this study, different recommendations have been made. Teachers should make their maximum effort to teach grammar communicatively than altering rule-oriented ways because of other challenges. This will help the learners develop both linguistic competence and communicative competence simultaneously.

Key word:

➢ *Challenges- difficulties that teachers face not to teach grammar communicatively*

Chapter One

I. Introduction

This thesis has five parts. The first part has the background of the study, statement of the problem, objectives of the study, significance of the study, delimitation of the study, limitation of the study, and organization of the study. The second part presents review literature followed by the research

methodology. The last part presents data analysis and interpretation, data discussion and validation, and conclusion and recommendation of the study: each is precisely presented here under.

1.1 Background of the study

It has been a long period of time since English has come to be an important international language. Contemporarily, it is used as a medium of communication in different fields such as business, science, technology, education, politics and diplomacy in the world. As a result, almost all the worldwide countries became convinced by the need of learning the language and adopted it into their curriculum as a second or foreign language. Similarly, this language has been used as a medium of instruction in Ethiopia starting from second cycle to tertiary level. It is also being used as a language of business. For instance, to serve in some hotels in Ethiopia, the possession of the communicative skills in English has come to be very essential so that our people can communicate and serve the foreigners properly. In addition, the language is also important to go abroad for different purposes. Hence, it is very significant for learners to possess adequate proficiency in the language, and this would mostly happen at schools. Thus, helping the students to be aware of grammatical facts in a language is one of the vital aspects in language teaching that a teacher should do in the context of FL/SL teaching. Grammar teaching is one of the cornerstones in enabling learners to communicate meaningfully and accurately and advance their communicative skills in second language proficiency (Ellis 1997).This scholar also adds that recent research results on EFL/ESL learning show that without grammar instruction learners frequently fail to achieve advanced level of communicative competence. Consequently, teachers as the key practitioners of the teaching and learning processes are expected to be aware that they need to help the learners develop language proficiency that they could use to understand other subjects and for authentic situation.

Therefore, it is fundamental to comprise grammar in language curriculum through communicative tasks. Different scholars such as Byrnes (2007) and White (1987) stated that the communicative grammar instruction can improve the quality of second/foreign language learning/teaching. It has been accustomed to teaching language in a traditional way with the intention of enabling the learners achieve the linguistic knowledge. This could be one of the important parts of language learning but not the end in itself. Hence, instead of inspiring form based way of teaching practices, teachers need to have the skills of teaching grammar by relating it to meaning and use. From the researcher's point of view since he has been teaching English for over 10 years there are been many challenges of teaching and learning

of language structure . in addition , he has been looking at certain circumstances at which many learners were tensed in inability of not to cope up with learning grammar by relating it to meaning and use. To minimize such a problem , he was enforced to do research so as to make every situation of communicative language teaching and learning . With this regard, Petrovitz (1997) stated that language structure should be taught in context that involves some basic principles of communicative language teaching. This means that specific grammar structures should be taught and practiced in contexts which are natural setting and necessary to learning. To do this, it is necessary to use appropriate strategies to teach grammar in a communicative way.

Concerning this, Nassaji and Fotos (2011) claim that there is no identified instructional strategy or method which is capable of addressing all the goals of language acquisition and pedagogy. This is to mean that all recognized methods may have their own use, depending on the situational context according to these scholars. Therefore, this informs us that the more the teachers know to use different methods, the more they assist their learners in their context. Furthermore, depending on the prior points and the language acquisition goals the teachers have to apply their appropriate instructional strategy with a high level of instructional quality in order for it to succeed. To accomplish this goal, it is central to use all possible options which can bring better results in language learning.

However, the effective use of these options could be affected by what the teachers think about grammar teaching and learning. The way teaching materials developed also can have its own effect on the implementation of grammar teaching. The expectation and interest of the learners about teachers' way of teaching grammar can be one factor to result in better effect on the grammar learning. Recently, it has been intended to apply communicative language teaching practices without ignoring the language elements; the belief is to teach the linguistic competence within the communicative competence where the researcher has the suspicion that teachers apply the principle. Accordingly, the study attempts to examine how effectively the communicative grammar teaching is being implemented at grade 9 in the specified school

1.2 Statement of the Problem

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As it has been indicated in the background of this study, English language becomes a vital language in different areas such as language of business, technology transfer, and medium of instruction of different level of education. As a result, our students are expected to get use of this language at least for the above purposes.

However, contrary to this intention, learners' level of proficiency in English is below the expected standard. For instance, the study conducted by different local researchers (Girma, 2005; Melese, 1992; and Geremew, 1994 cited in Tiglu 2008), reveal that most students who completed their secondary schools and joined their tertiary level are in short of adequate proficiency in English language. In his long experience of teaching the language, the researcher has also realized that they are not able to express their thoughts properly using the language. The researcher has come across most students facing problems in effective use of the language in communication with their teachers, friends and others in writing and speaking, so they are in lack of the required abilities to meet the academic demands in the school. They are able to tell when they are asked the form but they are hardly able to construct sentences meaningfully. The researcher saw this being reflected even on the English majoring students at college. In the Communicative Language Teaching (CLT), it is commonly understood that considering grammar in language teaching helps learners develop the skills essential for their success in various environments where English is used as a means of communication for different purposes.

This problem may be attributed to the way grammar items are being addressed in the teaching learning processes. It might be because of the previous traditional language teaching trends that many teachers are adapted to. Teachers may use traditional methods of teaching grammar rules, patterns and word arrangements. In such way of teaching, the researcher fears that students are not encouraged to write and speak using the structure of the language in a communicative way. If teaching is executed in such a manner, this informs us that the teaching of grammar for communicative purposes is given less emphasis. Obviously, in the English Language Teaching (ELT), if students are forced to memorize the rules, they may change the forms according to the given rules. But the question is, can memorization of rules be the guarantee for communication, can these forms of the language be practical in actual communication? Harmer (1991) and Larson-Freeman (1986) stated that memorizing grammatical rules seems very simple. However, the more challenging thing is successfully using these forms for communication purposes. As a result of this, it needs the teachers use different techniques to make the teaching of these forms interactive and practical. However, as many local studies show and from researchers' observation, it is doubtful that the teachers have these skills in the context of the current

study. For instance, as Abebaw (2012) states, there might be different reasons for low English proficiency of the trainees like, problems in teachers' performance, quality of teaching materials and learners' weak performance. In line with this, Hailom (1993) explains that due to teachers' misperceptions of effective teaching methods and procedures teachers used in their classroom, the learners' English proficiency has been lowered.

However, there has been no similar study conducted in Oromia Region, Ilu Aba Bor Zone in general. The study conducted in Ethiopia by Tiglu (2008) was before the current curriculum, and it was in Gurage Zone. Such existing gap triggered the researcher's interest to conduct study on the how and effectiveness of implementing teaching of grammar for the purpose of boosting students' communicative ability, Therefore, this study has attempts to bridge the gap by assessing EFL teachers' and students' implementation on effective use of language communication particularly in promoting CLT at high school class rooms and this grade level students text books was assessed to achieve the following goals.

1.3 Objectives of the Study

1.3.1 The general objective:

The general objective of the study was to assess the Implementation of communicative grammar in English class room and teaching and learning materials .

1.3.2 Specific Objectives: The specific objectives of the study were:

1. Identify whether the techniques of grammar teaching is motivating the use of

   English.

2. Explore the awareness of teachers with regard to teaching grammar in meaningful

   Contexts and situations.

3. Look into the extent to which grammar activities in the textbook help students use

   Grammar for communicative purpose

4. Identify what the students feel about the way their teachers teach them English

   Grammar.

   5.   Find out the challenges teachers may face in teaching grammar to their students

1.4 Research Questions

The purpose of the study was, therefore, to assess the communicative grammar implementation of grade ten which is being employed currently in EFL classes to enhance their interactional strategies. More specifically, the aim of this study was to answer the following four questions

1) How communicative grammar was effectively implemented in the English teaching learning materials?

2) To what extent it is possible to find out teachers awareness of communicative grammar?

3) What factors hinder to look in to teachers implementation of communicative grammar in the class room?

4) What are the conditions that help to see student response to their teacher's implementation of communicative grammar?

1.5 Significance of the Study

English is used as a medium of instruction in all high schools, colleges and universities in Ethiopia. This gives us awareness that students could be successful in learning other subjects if they master the English language skills of which knowledge of grammar is an important one. Therefore, the result of this study may be useful to initiate teachers to use different techniques and strategies in the teaching of grammar to help learners express themselves in communication. It also suggests teachers to prepare teaching materials based on the needs and interests of the students; at least they may adapt the existing materials to their learners' contexts. Moreover, it makes learners be active participants in the learning of grammar items in the classroom as the materials and teachers' methods of teaching may change to more learner centred while teaching and learning of grammar. Moreover, it draws attention of textbook writers to developing adequate communicative grammar activities with the appropriate contexts and situations.

1.6 Delimitation of the Study

The study conceptually focuses on the implementation of communicative grammar teaching at grade 9 only. It was also delimited to one selected high school in Ilu Aba Bora Zone. The result of the study

would have been more comprehensive and valid if the data was collected from the whole high schools in the zone but because of its difficulty to manage, the researcher was forced to select one school as a sample.

1.7Limitations of the Study

This study has some limitations. For example, the qualitative method does not seem to be a representative in other situations as the scale is small. However, the tools are sufficient to enrich the data. The other limitation was that the researcher planned to conduct the observation with his senior colleague to estimate inter-ratter reliability. Unfortunately, the colleague was occupied by meetings at his institution during the observation periods. As a solution for this, the researcher gave the video to his colleague to judge and rate accordingly. Generally, this study would have no exception to have its own limitations that may exist in any study. However, measures were put in place to safeguard against any demeanours that might have negatively affected the validity of the study.

1.8. Organization of the Study

The paper has preliminary parts such as table of content, list of tables, an acknowledgment and abstract. The rest of the thesis paper has been structured as follows. Chapter one presents background of the study, statement of the problem, objectives, significance of the study, limitation, delimitation and organization of the study. Chapter two presents conceptual and empirical literature reviews. Chapter three presents research design and methodologies of the study. Chapter four presents results and discussions of the study. Finally, chapter five presents conclusions and recommendations of the study.

1.9.Definition of Terms

This section defines some terms and functions as a tool to avoid possible misunderstandings of terminologies as there is not necessarily a general agreement on the terms used. Hence, some of the key terms, employed in the current study include: interlanguage, explicit knowledge, implicit knowledge, access, inductive approach, and deductive approach.

1. **Method:** An overall plan for systematic presentation of language based on a selected

    approach (Edward Anthony 1963 cited in Richards and Renandya, 2002:9).

2. **Approach:** A set of assumptions dealing with the nature of language, learning, and

    teaching (Ibid:9).

3. **Technique:** A specific classroom activities consistent with a method, and therefore in

   harmony with an approach as well (Ibid).

4. **Context:** Artificial setting; for instance, role-play, story-telling, drama, etc through which

   teachers expose learners to second/foreign language acquisition

5. **Explicit knowledge:** the kind of intellectual knowledge which is possible to gather about

   any subject, as long as, for example, grammar can be explained, it can be explicitly

   understood (Richards and Renandya, 2002:171)

6. **Implicit knowledge**: the kind of tacit knowledge needed to use the structure effortlessly

   for communication (Ibid).

7. **Interlanguage:** A learner's linguistic system which characterizes the output of a non-native

   speaker at any stage prior to full acquisition of the target language (Richards and

   Renandya, 2002:13).

8. **Access:** the learner's ability to draw upon his or her interlanguage during
   communication(Richards 1999 cited in Richards and Renandya, 2002:160)

9. **Inductive approach.** Pihlstrøm (2013:40) An approach to grammar in which the learners

   have to figure out the rules for themselves.

10. *Deductive approach*. An approach to grammar teaching in which the learners are

    introduced to a grammar rule, and are then given several examples and finally they get to

    practice the rules themselves (Ibid).

11. **Errors vs. mistakes:** errors as consistent and mis-learned generalization, which is

    contrasted to mistakes, which are occasional, inconsistent slips (Ur 1991:85).

Chapter Two

II. Review of Related Literature

2.1. Introduction

This chapter gives an introduction to some of the current theories on grammatical teaching in L2 classrooms. However, it is important to note that there is neither time nor space in this chapter to go through all the current theories nor perspectives. Thus, the materials have been selected due to their position as either L2 grammatical teaching theories relevant for the Ethiopian context or due to scholarly recognition within the theoretical L2 English grammatical teaching community. The chapter focuses more on the concept of grammar and its teaching in general.

2.2 Understanding the Concept of Grammar

This is related to what teachers think about grammar and how it may affect their classroom teaching. It also deals with the understanding of learners about grammar and their interaction. According to Burns and Richards (2012), grammar instruction is dependent on the teachers' perception and understanding of what grammar is. For instance, grammar may be considered as 'the underlying knowledge of the system of rules which speakers apply in order to form correct sentences in spoken and written production, or more of a skill which speakers deploy creatively in acts of communication to achieve intended meanings.' The first view focuses more on explicit grammar knowledge, and the second view is more about implicit, or subconscious, knowledge. Ur (1991) starts her discussion on teaching grammar with first defining grammar as 'the way words are put together to make correct sentences'.

Moreover, teachers are likely to choose their method of grammar instruction based on what they feel is most compatible with regards to instructional material, classroom activities, and teaching methods.

This is to mean that teachers' beliefs about grammar and the way grammar it is taught, can affect their choices of teaching methods and materials. Regarding materials and the first explicit view, and its focus on grammar as a knowledge-based system of rules, it is typically reflected in sentence-level exercises and test items which reward correct application of rules, aiming at accuracy. The second more implicit view addresses material through 'expression' in exercises and test items which reward the learner's ability to use appropriate grammar, aiming at creating meaningful texts. Further, conflicts may also arise in regards of a teacher's view of the purpose of explicit or implicit grammar, the views reflected in the course books and materials, or examinations that they may be required to use. Finally, teachers will inevitably rely on their own perceptions on how to teach grammar and how their learners approach learning it (Ibid). It is also believed that grammar may also be understood as a communicative resource used by speakers to interpret input when reading or listening and in order to produce language as output in speech or writing (Ibid). When producing output the learners use what they believe is the appropriate grammatical coding based on their current linguistic knowledge, or inter language – the individual learner's current understanding of a language (Richards and Renandya, 2002). Thus, more advanced learners will be able to draw from a larger knowledge-pool, and will likely be able to access the said knowledge more quickly than intermediate learners (Ibid).

Generally, due to revolution in language teaching and learning, it became clear that grammar is a useful tool or resource to be used in the comprehension and creation of oral and written discourse rather than something to be learned as an end in it. To sum up, Larsen Freeman (1991) sees form, meaning and function as three interacting dimensions of language. Grammar is used to provide us with the relationship between the participants in an interaction, the topic, the time of the event and the mood of the utterances. This means that grammar lessons in SL/FL should be taught in contexts. Many researchers have concluded that grammar rules if learned in de contextualized manner they are not useful to students for speaking, listening, reading, and writing in their L2 or foreign language.

2.3 Second Language Acquisition Process

2.3.1 Input and Intake

Being able to understand the process of L2 learning is one step towards ensuring that learners achieve acceptable levels of grammatical accuracy (Richards and Renandya, 2002:157). Richards (1999) draws

on Van Patten (1993), Ellis (1994), and Skehan (1996a, 1996b cited in Uthus 2014) in order to explain the five stages of the learning process: input, intake, acquisition, access, and output.

Input is considered as the first stage of the learning process, which consists of the language sources that initiate the learning process. For instance, textbooks and commercial materials, teacher-made materials, and teacher-initiated classroom discourse are all part of the input that learners experience. Traditionally, teaching materials have been based on an explicit linguistic syllabus. This was based on the assumption that it would determine the learner's second language acquisition. However, Krashen (1985) argues for a meaning-based syllabus, in which grammar should be handled incidentally. Hence, exposure to comprehensible second language input should be sufficient to prompt acquisition in the learner. Nevertheless, Richards mentions that a different view of language acquisition is the inclusion of some form of linguistic syllabus with the aim of simplifying the input that is seen as indispensable in providing an appropriate level of difficulty for the learners.

A function of input could be to focus the learners' attention on a particular linguistic feature. There are five approaches given as example for this by Richards. Firstly, simplification of input exposes the learners to texts and discourse which may hold a restricted set of tenses and structures. Secondly, frequency of exposure emphasizes a focus on a form (such as past tense) as the form appears more frequently in a text. Explicit instruction is another approach, which is teacher-centred presentation of a form and how it is used, followed by learner practice. So far another approach is implicit instruction, which is the result of drawing the learner's attention to a form where they have to bring the rule or system underlying its use. Finally, consciousness-raising activities aim to make the learner aware of linguistic features in the input without the need to produce them. The input stage is not supposed to result in learning; it is rather intended to smooth the progress of the next stage in the learning process (Krashen, 1985). Intake may be understood as the consequence of linguistic information comprehended and attended to by the learner on the foundation of the input. Portions of the input are assumed to stay in the long-term memory as intake, and are the basis for engaging language acquisition processes. There are primarily four factors thought to affect the passage from input to intake: complexity, the item should be at a proper level of difficulty; saliency, the item have to be noticed or attended to in some way; frequency, the item must be experienced with sufficient frequency; *need,* the item must fulfil a communicative need. Together they will help intake; however, grammatical items such as articles, third person *–s,* and certain auxiliary forms may have lower saliency and although they may appear

frequently enough, they are not easily acquired because they go unnoticed. Though they may come into sight frequently enough, they do not influence communication to a degree that makes them obligatory (Richards and Renandya, 2002:157 cited in Uthus 2014).

2.3.2 Acquisition

It is stated that, acquisition is the processes by which learners incorporate new learning items into their developing system or inter language (Richards and Renandya, 2002). This tells us that the information a learner acquires has to be accommodated and restructured. *This can be* resulted from fitting the information into their present system of inter language. Further acquisition may be facilitated by the learner willingness, and ability to experiment so as to develop their language system. If the information is not comprehended and incorporated into the learner's current inter language, it will unlikely be remembered (Van Patten 1993).

Researchers claim that the *experimental* output is a very significant feature in language acquisition. This means that acquisition does not always follow a straight line. The learners' hypothesis about the target language can be tested in a context that their current inter language is unable to create sufficient meaning through output. Thus, by pushing their limits to handle the output, which the learners hope to be target-like, the learner may acquire more target-like language (Tarone and Liu, 1995 cited in Uthus, 2014).

2.3.3 Access and Output

This refers to the learners' ability to *access*/remember the information in their inter language system and subsequently use this information. Thus, access is the penultimate whereas output is last step. Further, the learner's ability to communicate accurately and fluently may vary depending on the communicative context, because of the learner's ability to access their inter language, based on previous experiences or practice and subsequent proficiency with the communicative context. However, it is under argument whether or not output is a stage in language acquisition in itself. Krashen (1985) proposes that input is sufficient for acquisition. However, Swain (1985, cited in Ibid) has proposed that output is essential in situations where the learners' current inter-language is unable to produce sufficient meaning, encouraging the learner to develop.

2.4 A Historical Perspective of Grammar Teaching

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

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

2.5 The Communicative Language Teaching

The grammar-based instruction was rejected as a result of the arrival of communicative language teaching (CLT). It means that communicative syllabuses, based on functions or tasks, were preferred over the grammatical syllabuses. In other words grammar-based methodologies, such as Presentation-Practice-Production (part of the situational approach), were replaced by function- and skill-based teaching. Accuracy activities, such as drills and grammar practice were replaced by fluency activities based on interactive small-group work (Ibid). This has led to the fluency-first pedagogy, in which the learner's grammatical needs are tested by fluency tasks rather than predetermined grammatical requirements in a syllabus (Ibid). It is also important that the communicative act should provide the learner with a sense of completion. Learners need to have the feeling of achieving what they learn as CLT is based partly on the belief that successful language teaching depends on immersing learners in meaningful and natural communicative tasks that require them to negotiate meaning, through for

example discussion-based materials, communication games, role-play, and other group activities (Richards and Renandya, 2002). The communicative approach is originally a mixture of both implicit and explicit learning of grammar. For example, it uses implicit techniques with the intention to learn grammar as a result of a primary activity, such as reading, writing or speaking (Ibid).

2.6 Grammar Relevance in CLT

Even though the natural approach (Krashen and Terrell, 1982) neglected the importance of formal instruction in promoting second language acquisition, it is evident that without grammar it would be impossible to communicate effectively and to be understood. Moreover, it must be clear to foreign language teachers that focus on form that is the modern way to teach grammar does not mean to return to traditional grammar based on syllabus but due to the fact that in the world (most countries) English is learnt as Foreign language not as second language.

 Cardierno (1995)and Skehan (1996)found that learners benefit from some type of explicit instruction prior to the activity. It is important to teach grammar deductively in order that learners become aware of the structure of the language before the activities. Woods (1995) asserts that a good knowledge of the grammar system is essential to master a foreign language and it is also on the most important of competence.

Generally, due to revolution in language teaching and learning, it has become clear that grammar is a useful tool or resource to be used in the comprehension and creation of oral and written discourse rather than something to be learned as an end in it. Smith and Wilson (1979) state that grammar is linguistic rules that combine with each other to form a system which gives an explicit and exhaustive description of every sentences that goes to make a language. It is essential to contemplate Holliday's (1970) definitions of functional grammar sometimes known as synthetic grammar or functional-systemic grammar, which means the way we organize our message in any communicative act. Later he divided the message into two groups that are demanding and giving. The former being executed when one is requesting information or services. The latter being the response to any of the requests or presentation of information. In other words, grammar is the store available to indicate a number of elements that are crucial to the appropriate and accurate interpretation of utterance. To sum up, Larsen Freeman (1991) sees form, meaning and function as three interacting dimensions of language. Grammar was concluded to provide us with

the relationship between the participants in an interaction, the topic, the time of the event and the mood of the utterances. Many researchers have concluded that grammar rules if learned in decontextualized manner, they are not useful to students for speaking, listening, reading, and writing in their L2 or foreign language.

2.7 Teaching Grammar: Approaches, Methods, and Techniques

There is a general view which suggests that there is no one approach, method, or technique which will handle any learning situation. However, Nassaji and Fotos, (2011) and Ur, (1991) argue for what they may think of as most appropriate in certain situations, suggesting that certain methodologies could possibly be better than others. In fact, there are different approaches to teaching grammar causing controversy among scholars. Concerning this, the question of practice and consciousness-raising is discussed below.

2.7.1 Practice

Many teachers believe that the main idea of teaching grammar is to help learners internalize the structures they learn so that they will be able to use in everyday communication. So the learners are provided with opportunities to practice the structure first under controlled conditions and then under more normal communicative conditions. Ur (1988) says that the practice stage consist s of a series of exercises ... whose aim is to cause the learners to absorb the structure thoroughly; to put it another way, to transfer what they know from short term to long term memory. The types of practice activities are mechanical practice, contextualised practice, and communicative practice. The mechanical practice includes controlled activities such as substitution exercises. On the other hand, the contextualized practice is still controlled but it involves an attempt to encourage learners to connect form to meaning by demonstrating how structures are used in real life situations. In the case of communicative practice, there is inclusion of various kinds of 'gap' activities which require the learners to involve in authentic communication while still the focus is on the structures that are being manipulated in the process.

2.7.2 Consciousness-Raising

In this context the term consciousness-raising involves an attempt to equip the learner with the understanding of specific grammatical feature. According to Richard (2002), there are some characteristics of consciousness-raising. These include:

1. There is an attempt to isolate a specific linguistic feature for focused attention.

2. The learners are provided with data that illustrate the targeted feature and may also be

Supplied with an explicit rule describing or explaining the feature.

3. The learners are expected to utilize intellectual effort to understand the targeted feature

4. Misunderstanding or incomplete understanding of the grammatical structure by learners

leads to clarification in the form of further data and description or explanation.

The main purpose of consciousness-raising is to develop explicit grammar knowledge. To raise about the distinction between the two, what makes 'consciousness-raising approach' different from the 'practice approach' is that students are not exposed to repeated practice in the case of the former one. In addition 'consciousness-raising' can occur without practice but practice cannot occur without consciousness-raising. However, both types of grammar work are not totally exclusive. The tasks we use in consciousness-raising approach of teaching grammar can be inductive or deductive. In the inductive tasks the learners are provided with data and asked to construct an explicit rule to describe the grammatical feature that the data illustrate. In the case of deductive task the learners are supplied with a rule which is then used to carry out some task (Nitta and Garden, 2005).

2.7.3 Task-Based Learning (TBL)

Task-work-based learning is a method of teaching. Richards (1999) addresses the recent development of TBL, addressing the grammar-gap issue. TBL is based on involving the learners in meaningful interaction and negotiation focusing on completion of a task; they complete a task and learn the grammar. The grammatical items are chosen on the basis of the learners' performances on tasks and their subsequent needs, rather than on a predetermined grammar syllabus, with a possibility of acquiring knowledge at three different stages: prior, during, and after the task (Ibid). Richards continues with pointing out that approaches such as the Presentation-Practice-Production have been discredited and focus on form does no longer carry much credibility in linguistics or psychology (Ibid). He quotes Nunan (1989), who points out that "The communicative task is a piece of classroom work which involves learners in comprehending, manipulation, producing or interacting in the target language while their attention is principally focused on meaning rather than form.

In the classroom, Richards states that there are certain important differences between the communicative task work method and the traditional grammar-focused activities. The communicative

task work method focuses on natural language, implicit knowledge, vernacular speech style, automatic performance, improvisation, paraphrasing, reorganization, and real communication based on learner choices. However, he says that traditional grammar-focused activities focus on formation of correct examples of language, production of language as evidence of learning, explicit knowledge, monitored language, and practicing small samples of language, all which do not require authentic communicative language (Ibid).

The assumption of TBL is that learners will develop both communicative, linguistic skills, and an acceptable standard of performance in terms of accuracy. According to Richards (Ibid:155), task work can be approached through primarily the 'strong' and 'weak form' methods. The strong form looks at tasks as the primary unit of teaching and as the drive force of the acquisition process. The weak form method considers tasks as an important part of language instruction but it is only a part in a more complex pedagogical context. The tasks are considered necessary, but possibly preceded and followed by focused instruction contingent on task performance (Ibid).

Richards (1999) reveals apprehension or concerns about the communicative task work (TBL) being too implicitly focused on grammar. Therefore, in order to develop the method, it needs to be able to incorporate a greater focus on grammar in the process of designing and using tasks.

Richards (Ibid) points out that, despite the many positive effects, there are still concerns regarding the TBL method. The first one addresses the modification of learners' linguistic production through the progression of negotiation of meaning. In a careful re-examination done by Foster (1998:1, as cited in Ibid) on intermediate English as a foreign language learners completing information-gap tasks in pairs and small groups, little evidence was found of negotiated communication and modified utterances as strategies that learners were predisposed to use when encountering knowledge gaps.

2.7.4 Feedback and Correction

Teachers often depend on various versions of feedback as an important technique for teaching grammar. It is claimed that if given at all, the approach in which feedback is given is important and that although learners make mistakes, this is part of an inevitable learning process towards mastery of a language. First, it may be important to repeat the difference between an error and a mistake. Errors are consistent mis-learned generalizations and mistakes would be occasional and inconsistent oversights

although the distinction between errors and mistakes may be difficult to identify. Hence, it is suggested that errors may be corrected through positive reinforcement, viewing the correctional process as a learning opportunity rather than inadequacy on the part of the learner or teacher. In order to correct something, it may be important to first look at the types of errors and the frequency in which they occur, as certain errors can be considered more important because of how much they affect meaning. Hence, the teacher should present the learner with the useful information and how the learner should use this information in order to progress. Furthermore, through identifying errors and mistakes, and perhaps more importantly, distinguishing them from each other, the identification process can provide the teacher with information regarding structures that the learners particularly struggle with - giving insight on topics which could be focused on in future teaching (Ur 1991).

 Nassaji and Fotos (2011) discussed interactional feedback as a technique for L2 and grammatical acquisition. Interactional feedback bases itself on utterances that point out to the learner that something about their output is erroneous**.** Negative evidence is the process of informing the learner of incorrect target language use. This is contrasted with positive evidence, which is information that is given showing proper target language use. Nassaji and Fotos claim that negative evidence is most commonly received through grammatical explanations of various explicit and implicit corrective feedbacks on the learner's non-target like utterances. On the other hand, positive evidence is mainly received as correct models of language in the input (Ibid). Although there is debate surrounding the need for and effectiveness of L2 feedback, Nassaji and Fotos claim that a majority of L2 acquisition researchers (Ibid:72), including themselves, agree on the fact that adult L2 learners cannot achieve native-like accuracy on the basis of only positive evidence or models of grammatical input. Thus, learners need both positive and negative evidence in order to acquire an L2 successfully.

There are different types of interactional feedback but they are generally categorized under two subcategories. These are reformulations and elicitations (Nassaji, 2007a, as cited in Nassaji and Fotos, 2011). Reformulations include all feedback strategies that rephrase the learner's erroneous output, providing the correct form for reproduction, while elicitations try to motivate or prompt the learner directly or indirectly to self-correct, not giving the learner the correct form (Ibid).

Interactional feedback is commonly found in both L1 and L2 contexts, in school and everyday life, and often as a result of learners interacting with native speakers. For instance, these modification and

negotiation strategies include: clarification requests, repetitions, and confirmation checks that occur during interaction. This usually occurs when the learner interacts with someone who either anticipates, perceives, or experiences difficulties in understanding the learner's intended meaning (Ibid). Long (1996, as cited in Nassaji and Fotos, 2011) proposes that negotiation for meaning facilitates acquisition 'because it connects input, internal learner capacities, particularly selective attention, and output in productive ways'.

2.8 Benefits and Challenges of Teaching Grammar

Grammar is necessary in order to be able to communicate common types of meaning successfully. Therefore, teaching grammatical accuracy as a basic underlying structure is important. Thus, it is important to identify the degree to which certain structures may help the learners' comprehensibility, although it may be difficult to identify these structures prior or without knowledge about a learner context. This is with the exclusion of the most frequently appearing structures such as basic verb forms, interrogative and negative structures, the use of the main tenses, and modal auxiliaries. Hence, a teacher needs to assess the extent to which a grammatical structure may be advantageous for a learner to create appropriate meaning. This subsequently helps to select and teach the grammatical structure(s) based on its possible positive influence on the learner ability to create meaning (Richards and Renandya, 2002: 153).

Furthermore, acquiring correct grammar is useful in social contexts, native or otherwise, as deviations of form may hinder integration/acceptance and promote feelings of prejudice – a person who speaks "badly" may not be taken seriously, may be considered uneducated, or unintelligent. Therefore, this informs us that societal grammatical prejudices should be taken into account when teaching, even if it means teaching more grammar than necessary for comprehensibility, in order to satisfy a grammatical level required of future employees or examiners. Thus, the grammar should be selected on the basis of the teacher's situations and the learner's aims so as to minimize redundant time spent on grammar teaching (Ibd: 153-154).

The practice of teaching foreign-language grammatical structures is a difficult process that involves the teacher understanding about the slight differences in a grammatical structure's written and spoken forms, its shades of meaning, and what would potentially cause difficulties for a learner (Ur 1991: 76). Furthermore, it is essential for the teacher to be acquainted with how to present examples and formulate explanations that plainly express the basic information about these structures in a simple, accurate and

supportive manner (Ibid). On the other hand, Ur highlights the divergence of being too accurate or over simplifying. Being too accurate may prevent learning as it is too difficult to comprehend, and in the same way, over simplification may lead to a lack of necessary information in order to comprehend the grammatical structure's function.

One very important challenge which teachers will face is balancing the reasons and consequences of teaching too much or too little grammar. Furthermore, teachers may choose to teach it just because it is there, focusing on the individual words and their grammar rather than intelligibility (Richards and Renandya, 2002:149). Attaining knowledge of grammar may be reassuring and encouraging for learners as they can acquire and master some parts of language. On the contrary, structural competence does not count for more than a piece of language mastery. Thus, it may also be misleading and can be detrimental for other central aspects of language learning due to teacher and learner focus although some learners may find grammar encouraging and positive. Furthermore, if a teacher feels that grammatical rules such as tense and aspect, the use of articles, relative clauses, and so forth, are very important for language acquisition, he or she may be overvaluing the position of certain grammatical aspects which could lead to incorporating too much grammar into their teaching and perpetuating their value of grammar onto the learners (Ibid: 150).

Moreover, by teaching too much grammar may result in learners who falsely assume that they know a language. However, they may only know the grammatical part of it, lacking central elements such as vocabulary and fluency, creating difficulties for the learners when attempting to maintain a conversation. The focus on grammar also leads to a focus on what is right and wrong. Concerning this, Swan (Ibid: 151) says that it is counterproductive as it makes learners anxious of making mistakes, undermining their confidence and motivation.

But, there are also reasons for and consequences to not teaching enough grammar. To teach little or no grammar may lead to a complete disregard of the structures of language and may be just as damaging as teaching only grammar. Swan uses Britain in the 1970s as an example of teachers using the communicative approach as a justification to teach only 'functions and notions' or 'skills' instead of grammar. One of the most significant downfalls of this was that it left the following generation of learners, who became teachers, completely ignorant of any structures of language (Ibid). Swan (Ibid) also claims that it is significant for teachers to generate awareness about grammar among their learners,

because some learners have a tendency to think of grammatical rules as dependent on each other, hence, they believe that to manage the language one must master every aspect of grammar. This, he states, is a myth and although some aspects of grammar may be more systematic than others, some linked together tightly or loosely, some are completely independent and detachable.

As grammar is a system of teaching which is more easily mastered, teachers may also find confidence, comfort, or encouragement in the fact that they know more than the learners when dealing with grammar. Learners may have better accents and a larger vocabulary based on something they are familiar with, for example, American pop idioms. Therefore, if teachers are feeling insecure, they may return to the comfort of grammar because of its complicated rules and arcane terminology, something not even native speakers of the language may be able to speak confidently about (Ibid: 150-151). Thus, one must not inevitably teach based on what is most secure.

Further, challenges may arise if a teacher or school has chosen an instructional textbook which is not appropriately aimed at the contexts of the learners, for example, the learners' level of inter language, environment, native language, and learning purpose. Similarly, the book may not fit the teaching schedule as it requires more time than what is made accessible by the class schedule. For this reason, it is important to choose grammar according to the relevant needs of the learners, rather than blindly picking the "appropriate" grammar or going through all the grammar from A-Z (Swan cited in Richards and Renandya, 2002:148).

Bearing the prior points in mind, it can be vital for a teacher to follow Swan's suggestions of teaching selected grammatical subsystems on the basis of three concerns (Richards and Renandya, 2002:150). Firstly, what do the learners already know from their L1? Secondly, what are the necessary aspects, which they do not already know from their L1? Lastly, what aspect, is there time to teach?

2.9 Teaching Grammar to L2 Learners

Ur (1991) points out the controversial position of grammar similar to most of the other theoreticians referred to in the current study. She agrees that part of knowing a language is to know its grammar. However, she also indicates that knowing a language may consist of both intuitive and explicit grammatical knowledge. Even though implicit grammar is less likely to be acquired in an L2 for the reason that the learners are exposed to substantially less input compared to what they practice as part of

their L1. Thus, she highlights her definite belief that grammatical teaching will assist the L2 learner, 'provided it is taught consistently as a means to recuperating mastery of the language, not as an end in itself' (Ibid:77-78). Furthermore, she mentions that unless the learners are provided with grammatical instruction in a school setting, there is no guarantee that the learners would want to self-educate. This means that grammar instruction is important to encourage the learners for self-educating.

Furthermore, Ur (1991) points out the importance of teaching how grammar influences meaning: 'it is poor knowing how to make a new tense of a verb if you do not know exactly what difference it makes to meaning when it is used' (Ibid:76). Ur exemplifies this by how it might be much more complex for both teacher and learner to clarify the use of present perfect and past simple, compared to the use of plural –*s*. Thus, in order to help a higher level of fluency, it is important to teach these differences in grammatical meaning.

Ur also emphasizes how the learners' L1 may influence the acquisition of L2. Not all languages have the same instances of grammar. For instance, as the scholar states English verbs have aspects, such as progressive, which some languages do not. Hence, depending on the L1 and target L2, there will likely be differences and although some might be more apparent or less salient, it is not easy to predict whether or not the grammatical differences will be challenging for the individual learner.

When presenting and explaining a new grammatical structure. Ur suggests that teachers should follow seven guidelines. She believes that a good presentation should consist of both oral and written, including both form and meaning and that the presentation should contain plenty of contextualized examples of the grammatical structures in order to facilitate learning. She also finds that the use of terminology should depend on the age of the learner, as older learners will be more analytically minded. Further, depending on the situational context, the teacher should make a judgement call on presenting the grammatical structures in either the learner's L1 or L2. Ur also suggests that grammar should be simplified but only to the point where it covers the major instance in which the learner will encounter the particular structure. Grammatical exceptions should be noted, but can make it more difficult – rather too simplistic than too accurate. Furthermore, the teachers' presentation should be delivered at an appropriate speed, both orally and when writing, in order to facilitate learning, while making the contextual choice of giving the explanation inductively or deductively (Ibid).

Ur also emphasizes a point of caution, as she states that many learners struggle with having to consciously monitor grammar when they are trying to produce free speech or writing. Although learners may reproduce the structure in a grammatical test, they make mistakes when trying to produce it in fluent speech or writing because they have not yet mastered it (Ibid:83). Thus, Ur points out that the teacher's job is to facilitate a 'bridging' through shifting the focus from form focused accuracy work to fluency, but acceptable production. This can be done through 'a variety of practice activities that familiarize learners with the structures in context, giving practice both in form and communicative meaning' (Ibid).

2.10 Teaching According to Learner Context

Nassaji and Fotos (2011), claims that there is no one instructional strategy or method capable of addressing all the goals of language acquisition and pedagogy. They emphasize that language learning does not necessarily have an inherent and directional relationship to language instruction. Thus, Nassaji and Fotos emphasize that all recognized methods may have their own use, depending on the situational context. This suggests that teachers may greatly benefit from acquiring knowledge regarding a wide array of grammatical teaching methodologies, as each method may function to help teachers properly assess the learning situation and appropriately apply one or more teaching methods in order to maximize effective learning. Furthermore, depending on the prior points and the language acquisition goals, the teacher has to apply his/her appropriate instructional strategy with a high level of instructional quality in order for it to succeed.

Thus, each teaching approach, method, or technique may have its own use and the more a teacher knows about different approaches, methods, or techniques the easier it may be to appropriately respond to a learner context, where the teaching approaches, methods, and techniques have a suggestive function rather than being strict rules on how to teach (Ibid:138-139). Furthermore, the general concept of this 'post-method' view by Nassaji and Fotos is supported by Kumaravadivelu (1994, 2006, as cited in Ibid:139), Long (1991, Ibid), and H. Douglas Brown (1997).

The learner context, especially learners' L1, may significantly influence the manner in which certain grammatical forms may be acquired (Nassaji and Fotos, 2011:136). For example, some grammatical forms may be learned implicitly while focusing on the message, while other forms may need a more focused instruction. It is believed that focused instruction might be particularly necessary for grammatical forms with low frequency or salience in the input, for example function words (such as,

infinitives or possessive pronoun), and morphological features (root words, affixes). Furthermore, linguistic complexity of the target form and the learner's first language may also influence the relationship between instruction and learning (Spada and Light bown, 2008, as cited in Ibid: 136). For example, Nassaji and Fotos suggest how singular *–s* might be considered linguistically easy but at the same time difficult to learn. And if the first language provides learners with non-target like information regarding a particular structure, it is important that the learner is given either instruction or corrective feedback in order to learn the correct forms, because exposure to the target language cannot help the learner to overcome the error due to it being ungrammatical (Ibid).

Although the individual learner's developmental readiness is an important factor to consider, Nassaji and Fotos also point out how the acquisition of grammatical structures may follow a predetermined developmental learning sequence. This is emphasized by Krashen's 'the natural order hypothesis' (Krashen, 2009), which claims that the "average" order of acquisition of grammatical morphemes for second language learners follows, respectively, the pattern: learning progressive (-ing), plural, copula ("to be"), Auxiliary (progressive, as in "he is going"), article (a, the), irregular past, regular past, third person singular –s, and lastly possessive –s. However, a teacher must evaluate whether their learners are developmentally ready to learn the intended structure, while being aware of the fact that certain structures should be learned in certain stages in order to assist the learning process. It is certainly challenging for a teacher to know when a learner is developmentally ready to learn a particular grammatical structure and then appropriately include every learner's readiness in addition to appropriately choosing the teaching method (Nassaji and Fotos. 2011). Other individual differences that further challenge the teacher are how second language instruction is affected by the learner's aptitude, personality characteristics, language proficiency, motivation, attitudes towards learning, and cultural background (Ibid).

However, Nassaji and Fotos do claim that there is a current view that curriculum should include 'components of grammar instruction, communicative language usage, writing skills, comprehension skills, listening skills and reading skills, often text- or genre-based' (Nassaji and Fotos. 2011), with a focus on understanding and producing the L2 with both accuracy and meaning.

2.11 Communicative Grammar Teaching

Jimma University College Social of Sciences And Humanities

Communicative grammar teaching is based on the principles of the communicative approach to second or foreign language teaching. It focuses on language structures which should be taught in an integrated way with the four skills such as listening, speaking, reading and writing. The teaching of grammar should not be at the sentence level only but it should also be presented at the discourse level (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. 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(Wilkins 1972).

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.

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).

Fotos and Ellis (1991) and comment that in the teaching of grammar for communicative competence, one should focus on communicative framework based on tasks of communicative activities. Grammar activities should be compatible with contextualized practice in which rules are presented in discourse contexts. Nunan (1991) explains that grammar is fundamentally important in the communicative

classroom. However, he adds that the approach to teaching grammar in classroom requires principles of communicative language teaching.

2.12 Empirical Studies on Grammar Teaching in Ethiopian Schools

There have been quite a lot of studies which focus on how to teach grammar in language classes in Ethiopia. To begin with the study conducted by Bayissa (2013) on exploring the implementation of CLT in teaching grammar" has found out that teachers teach English grammar deductively. In addition, Geremew (1994) conducted an experiment on the "effectiveness of teaching English as a foreign language through grammar consciousness raising activities to ninth grade students." The findings showed that consciousness-raising activities were more effective in the teaching of grammar. Similarly, the study conducted by Alamirew (1992) to investigate the effectiveness of group work in Ethiopian high schools has indicated that group work enables students to use all types of language functions which they may not have practiced in other language learning situations. Moreover, Hailom Banteyerga (1982) conducted a comparative study on the effectiveness of communicative approach versus the structural approach in the teaching of "English conditional sentences to first year students of Addis Ababa University." The findings have indicated the results of communicative approach were better than the structural approach. Based on this all, the researcher believes that the findings of current study assures whether or not communicative grammar teaching is being effectively practiced in grade 9 in the study area.

2.13 Summary

The present chapter presented a foundation for one way of understanding grammar and a brief account of grammar's history, followed by insight into how language and subsequent grammar may be acquired through the process of input, intake, acquisition, access, and output. Finally, the majority of this chapter has introduced various approaches, methods, and techniques to teaching grammar, such as practice, consciousness raising, TBL, feedback, and the importance of considering the learner context while teaching English as a second or foreign language. There should also be the use of communicative activities practiced in the classroom grammar lessons. For instance, games, role plays, and simulations, pair works, group works, information gap and problem solving activities should be included in grammar lessons to enhance students' communication (Haregewain 1993 and Alamirew 1992 cited in Bayisa 2013). It is through these kinds of activities that learners are inspired to express their own feelings and thoughts so that both communicative and linguistic competence jointly achieved.

Similarly, according to some scholars, a teacher has to use different methods to introduce new grammar items including the forms, meanings, uses and functions (Cunnings worth, 1984 and Harmer, 1991).

Chapter Three

III. Research Methodology

3.1 Research Design

This chapter presents the methodological aspects of the research. These include research design, research method, study population, sample size and sampling technique, data collecting instruments, data analysis and interpretations and also ethical considerations. The detail of each aspect is presented below.

3.2 Data collection and research site

The data was collected from Dapo Gacho High School in a period of two months starting from January1 to February30, 2017. The school is found in Ilu Aba Bora Zone, Oromia Region. The selection of the school was purposive because of its proximity for the researcher in terms of location and accessibility in resource of information.

Research design is the plan of action that links the philosophical assumptions to specific methods (Creswell & Planoclark, 2007). The main goal of the study is to assess the implementation of teaching grammar for the purpose of using it for communication at grade 10. This is a qualitative research which emphasizes on analyzing education based rich data. The flexibility of a qualitative study is important when researching the methodology of the teachers, because the aim of this qualitative research is to sample individuals with rich and varied insights into teaching second language grammar at grade 10. Thus, the individual teachers who participated in the research have different backgrounds, experiences, and education and it was necessary to ask them various and situational questions (Barbour, 2007 cited in Uthus 2014).To get the right information for qualitative description, classroom observation on the teachers' practice of grammar teaching, and focus group discussions for both teachers and students were used. Besides, textbook was assessed. Generally, the flexibility of qualitative method when researching the individual human experience is one of the factors to choose it. For example, the methodology of the teachers and their reasoning behind it is believed to be effectively studied through this method (Dornyei 2007).

3.3 Sample and sampling procedure

The approach intended to be employed in the current study is qualitative and quantitative. but the quantitative one is used in very few way. The rationale for using this type of research is described as follow. Qualitative research emphasizes the process of discovering how the social meaning is constructed and stresses the relationship between the investigator and the topic studied (Denzin and Lincoln, 1998). In addition, qualitative research is a naturalistic/interpretative approach concerned with understanding the meaning people give to the phenomena within their social setting. There are some key elements which distinguish the qualitative approach, among these: it is the approach which presents a deeper understanding of the social world; it is based on a small scale sample; it uses

interactive data collection methods, i.e. interviews, and allows new issues and concepts to be explored as (Snape and Spencer 2003 cited in Uthus 2014).

3.4 **Data collection method**

The target populations of the study were grade10 students at Dapo Gacho High School and their English teachers. The total number of the students was 300 with 216 male and 84 female students.

The sample size of the participants was 50 students selected from different sections of the focused grade with purposive sampling technique using lottery system. Further, all the available English teachers (4 males and 1 female) teaching this grade were included. The teachers were part of the study with availability sampling technique because it was manageable. The sample size intended to be taken in this study was not a big enough to be representative, and this is the nature of qualitative study. This study fairly aimed at maximizing what we can learn about the cognitive reasoning behind the teacher's methodological choices regarding teaching grammar as part of the obligatory English class at grade 10. Qualitative research looks to describe, understand, and clarify a human experience(s) (Dornyei, 2007). Thus, the current study looked at the experience of how teachers taught English grammar and how this was experienced by their learners. Hence, the priority was to find individual teachers with varied experiences and insights into the teaching and learning of English grammar and inquiring them to give rich data on the topic and their reasoning behind it. Therefore, by limiting the number of participants, more time was allotted for each participant's responses to the discussion. This allowed deep discussion for rich data, and made saturation (sufficiency of the data) possible.

3.4.1 Direct Observation

Different data gathering tools were employed to get analytical information, and they have been thoroughly discussed below based on the purpose of the study.

The first data gathering tool used in the current study was observing grammar lessons as they were being taught in classrooms. The observation checklist was prepared and used to collect data about grammar teaching related to teachers' teaching methodologies and students' performance. The purpose of classroom observation in this study was to assess how the grammar lessons were being implemented. To obtain the required information three teachers' classes were observed. Each class was observed three times in different grammar lessons. The classes were chosen on the basis of willingness of the teachers. The researcher had decided to implement observation before the focus group discussion. The reason was that the researcher had suspicion that teachers would modify their way of teaching

differently from their usual pre practice if the discussion came first to observation. The observation took place during the morning shift.

3.4. 2 Interview to the Teachers

Structure based and communicative based tests were given for 80 students of grade 10. The purpose was to observe and compare if the students score different results in the two types of tests.

3.4.3 Focus Group Discussion

The focus group discussion was another important technique used in the current study. It is suggested that focus group discussions are practical as a random representation of the subjects or class as a whole (Barbour 2007 cited in Uthus, 2014). It is the most flexible means of obtaining information since face to face lends itself easily to questioning in greater depth and detail which is not possible through the other tools (Roger 1997 cited in Bayisa, 2013). The discussion conducted through semi-structured interview is used by many researchers in qualitative researches. In this kind of interview, the researcher pre-establishes a set of questions to know more information about specific issues and there is sometimes a chance to identify new issues that were not originally part of the interview.

Consequently, the other method of data collection used for this thesis was focus group discussion. The focus group discussions were chosen because they were believed to provide the researcher with the possibility to probe deeper than initially intended within the discussion guide, providing additional interesting, situational, and more complete data (Patton, 2002). Thus, while remaining objective, they allowed investigating the teachers' opinions, and their subsequent reasoning. Furthermore, the investigation into the teachers' feelings, thoughts, intentions and past experiences was paramount to this research, because it is the perspective of the respondent that is assumed meaningful and should thus be studied (Patton, 2002).

For this research, the researcher prepared the discussion guide for the teachers to make sure that the time would be used without waste as it keeps the interactions focused, and this is supported by (Patton, 2002). The discussion guide focused on the teacher's experiences and expectations of their learners, in order to reflect upon the teaching context. It also covered the teacher cognition and methodology.

Moreover, the interview guide aimed at acquiring knowledge regarding the manner in which the teachers give feedback.

Similarly, the researcher selected 10 students from each teacher's class to discuss on the discussion guide. The benefits of focus group discussion with the learners may be that it could possibly be easier and more encouraging for learners to talk about the grammar methodologies of their teacher; this is within a social environment; it is not putting learners in a more difficult position in which they should elicit their own opinions on a matter they may not think about before. Furthermore, as the principle focus group discussion allows, the discussion issue was disclosed to the students so that they would come with thoughtful information about the issues in the discussion guide. This was also intended to create opportunity for not only the selected students but also for interested individuals to join the discussion. The researcher believes that this would increase the enrichment of the data.

3.4.4 Material Analysis

The other data gathering tool in this study was material analysis. According to Denscombe (1998), there are a number of advantages of the documents over other research methods. (a) It is a non-reactive technique where the information given in a document is not subject to a possible distortion as a result of the interaction between the researcher and the respondent, e.g. as in interviews; (b) it helps the researcher to study the past; (c) it is a cost-effective method as the information has already been produced. Thus, the researcher evaluated the appropriateness of the textbook based on how grammar is presented and the types of the activities included in it.

3.5. Piloting the Tools of the Study

The researcher gave the tools of the research to his senior friends at his institution (college) so that the quality of the tools could be assessed, refined and improved to serve the purpose properly. For example, the friends improved the practical aspects of administering the data collection tool in terms of time, and the clarity of the instruction. The researcher also expected that the friends' comment could help him to improve the reliability and validity of the items because the friends added some items which were necessary to be included, (for example in the items for observation checklist). They also improved some expressions in the interview guide they thought ambiguous to be understood by the real subjects. For instance, in the check list of text book analysis, the researcher set the item 'How many grammar contents…' But the colleagues improved as 'What grammar contents are found in the book?'

This convinced the researcher that it was better to talk about the kind of grammar content rather than talking about its number.

In fact, as Richards (2005 cited in Dornyei 2007:75) says, in qualitative studies, there is normally no real piloting stage in which the research tools are tested. However, ''This does not mean that there is no use in trying out certain techniques (for example, interviewing skills)……''(Richards 2005 cited in Dornyei2007: Ibid). Thus, it was important for the researcher to pilot the discussion guide in advance in order to make sure that the questions were neither misleading nor confusing in any manner - ensuring that the subject is sufficiently covered and nothing is forgotten because of the open nature of the semi-structured interview (Dornyei 2007). Generally, the processes of piloting both the teacher and learner discussion guides were expected to result in acquiring rich and relevant data.

3.6 Validity and Reliability

Validity and reliability are the two issues to be considered in this study. Therefore, these are discussed in detail as follows.

3.6.1. Validity

The validity of the study has been achieved by undertaking multiple methods to investigate the problem from different angles and strengthen the validity of the findings. All the questions posed in the interviews were directly linked to the research's aim and objectives and cover all aspects of the topic. Data were also transcribed and analysed with a high degree of accuracy. Moreover, the transcriptions were rechecked against the video by the researcher to ensure the correctness and the accuracy of the data. Finally, the secondary source of data used was initially assessed in the beginning to determine the validity of the information given.

3.6.2 Reliability

A number of measures were carried out to enhance the reliability of the current research, including: all discussions we video re recorded to present more reliable evidence and avoid any bias which might happen if the researcher attempts to remember the conversation. Gray (2004) asserted that in terms of

reliability, it is fairly obvious that taped conversations will tend to present more reliable evidence than hastily written field notes. Also, all the questions were worded clearly and asked in a natural tone of voice. The questions were repeated in order to enable the interviewee understand what the question was if there would have been any misunderstanding. Moreover, all interviewees were given the opportunity to explain their own beliefs and thoughts freely.

It is recognised that the conditions surrounded the research might be different when replicating the current study but in an attempt to help others understand the various decisions and processes adopted along the research journey and increase the probability of replicating the present study, all decisions and procedures were set clearly. The study provides detailed information about the aim and objectives of the research, how the study would be undertaken and the justifications of the adopted research strategy and methods.

3.7. Data Collection Procedure

In the data collection procedure, the researcher started with preparing the participants with opening remarks regarding the intention of the research. The subjects were convinced that the purpose of the discussion and observation was only for the study. After that the researcher made classroom observation of teachers' practice. During the classroom observation, the researcher sat at the back of the class and took short notes to register events related to grammar teaching in the checklist. Following this, the participants were proposed which language (English, Oromo Language, or Amharic) they would prefer in conducting the interview. The guide continued with background questions about their education and teaching experiences, which may have had an influence on their teaching methodology and cognition (knowledge, belief, practice). Then the discussion with the teachers was held. Subsequently, the teachers were inquired to nominate 6 students each from their class for the focus group discussion. The reason to inquire the teachers was that the researcher believed that the teachers know their students who were reflective to explain the way they liked to learn grammar, the way they were learning, etc. However, the researcher informed the teachers that they should have included both females and boys to minimize gender bias. In addition, the students were informed that some willing students could join the discussions. This was again done to give opportunities for some introvert students who were not recognized by the teachers in the classroom. The focus group discussion activities were supported by video recordings arranged on the table with the recognition of the teachers.

3.8. Data Analysis

All the data gathered through the use of different tools (observation, test, FGD and document analysis) were video recorded to enable the researcher obtain all the details within the participants' personal context or meaning and experience without being disruptive (Dornyei 2007:139). Then, the data was analyzed and interpreted in words. This means that the content analysis of the qualitative data was used as it is the procedure for the categorization of verbal or behavioral data for the purpose of classification, summarization, and tabulation (Hancock.B.1998). Higher level or latent level of content analysis would be used because it is a more interpretive analysis concerned with the response as well as what might have been inferred. Framework analysis was also used by identifying a thematic framework. This was executed by initial coding framework which was developed both from a priori issues and from emergent issues. In addition, narrative analysis was used. For example, every interview/observation was sorted-out and reflected up on, enhanced, and presented in a revised shape to the reader having their narrative aspect. Generally, different type of qualitative data analysis under the umbrella of thematic analysis was applied in the current study. When analyzing the data gained based on the experience and opinions of the participant (introspective data), it was necessary to be conscious about the fact that the information provided represents information influenced by the individual's context and cognition. As a result, according to Dornyei (2007:150), each teacher and learner interview provides only one of many, and valuable piece of data on the situation of grammar teaching that has to be subjected to the analysis of qualitative data. In addition, considering that the way the questions are articulated and the interviewer may affect the teachers' cognition and the answers to the matters was also important. Therefore, bearing these precautions in mind the researcher approached the obtained data for analysis.

Interpreting the introspective findings was the logical attempt of this study. The attempt was based on the researcher's investigation of the discussion, and his own knowledge and view. The researcher tried and tested his interpretation against the acquired data with the intention of guarding the influence of the subjective view. This is supported by Patton (2002: 477-478) that the subjective perspective can be noted as influential and thus the interpretations should be tried and tested against the acquired data, rival explanations, disconfirming cases and data irregularities in order to conform to academic standards. By its conceptual definition in the context of research, interpretation means giving meaning to ideas by going beyond the descriptive data as it is the process of attaching significance, making sense, and making hypothesis. However, this should be bounded by the acquired data to avoid subjectivity as explained earlier.

Regarding introspective analysis, there are two major aims that are important to choose and keep in mind so as to know what to prioritize for its application. These include identifying cause and effect relationships and seeking understanding of human experience (Patton 2002:478-479). Thus, surely, the current study led to provide the necessary reflection required to meet the pre-set research objectives. This was possible by analyzing the cause and effect relationships, and subsequent understanding of the teacher and learner experiences of grammar teaching and learning. This means that a focused analysis of the teachers' and learners' experiences led to an understanding of their individual, at the same time holistic and cognitive reasoning beyond the descriptive data.

As a foremost advantage, introspective analysis proved itself to gain access to the cognitive thought process of the teachers, and that of learners which are impossible to access in any other way (Dornyei 2007: 151). As a result, the richness and reliability of the study was enhanced by having the combination of thoroughly planned and completed introspection with the recorded video data. This is also believed to make the study possible to meet the precondition of scientific study (Ibid).

In addition to this, grade nine English textbook was analyzed in terms of grammar contents and their anticipated teaching approaches against the theoretical backgrounds of communicative grammar teaching. Then, it was examined in terms of the influence that the grammar contents had on the teachers' teaching practices of grammar lessons at grade ten.

3.9. Ethical Considerations

Throughout the process of conducting the research, some ethical considerations were taken into account. Primarily, the researcher took a recommendation letter from Jimma University that he was going to conduct a research. Then, he took the letter To Dapo Gacho Secondary School director office for official permission to collect the dat. After the school had allowed him, the researcher directly contacted the English teachers of grade 10 for their permission to observe their classroom teaching practices of communicative grammar.

Following this, he joined the teachers' classes and introduced himself to the students telling him that he was going to spend some periods with in the class for lesson observations. This created a rapport between the researcher and the students. The researcher also informed the students that they would be part of the study by participating in the focus group discussion and providing the necessary information based on the discussion guide presented by the researcher. Next to that, the researcher arranged observation periods with the teachers. Then after, the researcher observed the grammar lessons based

on the teachers' permission of the days and periods. To protect the students' usual behaviour of classroom, the researcher put the video on the table i.e. to avoid video motion which may cause some disturbances.

Finally, the researcher arranged the meeting period for focus group discussion with the subjects (teachers and students). This was also done depending on their interests to arrange the meeting time. On the discussion days, the researcher did not impose any one of the participants to give their opinions. He rather introduced the topic and emphasized the importance of the issue for teaching and learning. This was done to avoid reluctance to participate in the discussion. The discussions were also video recorded based on the permission of the subjects. Generally, the study has passed under various ethical considerations to protect the accuracy of results.

Chapter Four

IV. Analysis, Interpretation and Discussion of Data

4.1 Introduction
This section deals with the anticipated method of data analysis, findings and discussion of the data. This is based on the data obtained from classroom observation of the teachers' practice, comparison tests, students' focus group discussion, teachers' focus group discussion and textbook analysis.

4.2 Participants' Demographics

The focus group discussion atmosphere was something that benefited the learner demographic situations, as it was supposed to promote a comfortable and enjoyable group discussion. A big advantage was that focus group discussion required significantly less time. However, this also means that the amounts of questions have to be limited to approximately 10 items per hour (Patton, 2002:385-386). The choice of using the learner's preferred language was an important part in order to encourage participation through a comfortable situation, and avoid uncertainties due to language barriers.

4.3 Analysis of Results

The purpose of the study was to look into the implementation of communicative grammar teaching at grade 10. The classroom observation of teachers' practice in grammar teaching, responses from

classroom teachers' focus group discussion, students' focus group discussion (FDG), and Grade10 English Textbook was analyzed qualitatively.

Some scholars say, "There is no one right way to analyse qualitative data, and there are several approaches available. Much qualitative analysis falls under the general heading of 'thematic analysis'" (Lacey and Luff, 2007:9). Thus, this study also went under thematic headings. Accordingly, each checklist of classroom observation was analyzed by its contents. Similarly, the FGDs of both teachers and students were analyzed being given thematic framework according to the content of the issues. Lacey and Luff (2007:13) also believes that:

> *The benefit of Framework Analysis is that it provides systematic and visible stages to the analysis*
>
> *process, so that funders and others can be clear about the stages by which the results have*
>
> *been obtained from the data. Also, although the general approach in Framework Analysis is*
>
> *inductive, this form of analysis allows for the inclusion of a priori as well as emergent concepts,*
>
> *for example in coding.*

The English Textbook of Grade 10 was analyzed separately based on the headings it was given as criteria of evaluating its grammar contents. Generally, therefore all the tools mentioned above were treated under three conceptual topics namely: analysis, interpretation, and discussion of data. Accordingly, the analysis began with the observation of teachers' classroom practices of grammar teaching at grade 10.

4.3. 1 Analysis of Observation Results

The table below presents the common information results gathered from the teachers' class room practices during the whole classroom observation.

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Table 1: Data of Classroom Observations (Sample from Appendix B)

R/No	Items of observation	Teachers' Practices Observed
1	If the teachers' presentation delivered at an appropriate speed?	Spending much time by explaining the grammar items. Giving less time for the completion exercises.
2	If the teachers make both oral and written presentation?	Giving notes- in words, tables and formula
3	If the teachers teach the grammatical forms focusing on the message according to learner context?	Shortage of much focus on the message, but sometimes questions related to students' life e.g. what they like to do at free time, their foods, etc
4	If the teachers teach the grammatical forms implicitly	Beginning with title of the grammar item such as: Verbs and verb patterns, If- sentences, Time Expressions (following it by examples)
5	If the teachers teach grammatical forms with more focused instruction- explanation?	Making thorough explanations.
6	If the teachers teach the structures in context, giving practice both in form and communicative meaning?	They do not teach in contexts. They make no deep practice, no communicative meaning, few encouragement to make sentences

7	If the teachers present the grammar lesson at sentence or sentences level?	Teaching at sentence level. -I enjoy watching TV -If you study hard, you will pass the exa -I have lived in Mettu for 16 years. While+ Subject+ V- While I was watching TV, the light went off. Teaching at phrase level- the use of 'during' – to express time During + Noun/Noun phrase -during the day -during my childhood -during the summer –during the vacation, etc
8	If the teachers present the lesson at discourse level?	Absence of teaching at discourse level.
9	If the teachers find or create realistic social situations.	Shortage of creating social situations
10	If the teacher's approaches to grammar teaching depend largely on the students' proficiency level in the English language?	using simple vocabularies and short sentences. e.g. school, lunch, study, watch, study, TV, do, etc
11	If the teachers use various grammar teaching techniques	using lecture method. Teachers elicit examples from the students. No more techniques used
12	Do the teachers integrate the grammatical patterns with language skills	No integration of grammar with speaking, listening, reading or writing.
13	If the students are encouraged to use the new grammar item to make meaningful sentences	Few students try to make sentences. Teachers seem to despair that the students can't make sentences.
14	Does the teacher use appropriate division of time for different stages of presentation (introduction, presentation, stabilization, etc)	Introduction- 3 to 5 minutes; Presentation- 15 to 20 minutes Stabilization- 5 minutes, Evaluation- 5 to 10 minutes
15	Do many students participate in the lesson in many ways (asking questions, answering questions, etc)	Few students try to answer questions. No one asks any question during the classroom observation.
16	Do the teachers give corrections for the students' throughout the lesson	The feedback is on the gap filling activities. Few or no oral practices in which few mistakes

		were observed.

Based on the data above, the researcher examined the teachers' presentation against the observation checklist he had already set and implemented. The researcher has carefully transcribed the teachers' practices in narration by using his notes during the classroom observation and the video record. The detail transcription is found in the appendix B. Following that, the researcher summarised the observation result of the three teachers by focusing on their common classroom practices of grammar teaching. The practices of the teachers were clearly examined under the headings given below to the observation checklist. In some cases, some of the items in the observation checklist were merged based on the conceptual similarity. Accordingly, the analysis begins as follow.

1. Whether the Speed of the Presentation was Appropriate or Not

Concerning the speed of the presentation, teachers teach slowly. They spend much time by explaining the grammar items. However, when they give the gap feeling activities, they do not give adequate time for the students. They ask for report while many students are still doing.

As their lesson plan indicates, it is possible to say that the teachers' intentions of time allotment were fair as all the observed teachers used about twenty minutes for presentation and ten to fifteen minutes for practices in average. This means that there was appropriate division of time for all stages of the lesson.

2. **Whether the Teachers Made Both Oral and Written Presentation**

The teachers made both oral and written presentation. For example teachers gave the notes observed in table 1 above by supporting with detail explanations. This is supported by some scholars that in teaching grammar to L2 learners, a good presentation should consist of both oral and written, including both form and meaning and that the presentation should contain a plenty of contextualized examples of the grammar contents in order to facilitate learning (Ur 1991).In addition, the teachers taught the grammatical forms according to learner contexts in some cases. For example, they used simple vocabularies and short sentences to help the learners understand the explanations given on grammar. However, the students' focus group discussion revealed that the teachers did not address interests of the students. The students wish to learn in dramas, dialogues, etc and get comments from their friends.

Similarly, all the teachers did not use different classroom organizations in all their grammar teaching practices. Concerning this, Nassaji and Fotos (2011) state that the more the teacher knows different teaching methods, is the better he/she can help the learners learn at maximum in their context. However, the current teachers used more of explanation method.

This implicates that the teachers might have skill gap of creativity in classroom organization, and they are dependent on the procedures given in the textbook. Hence, this may affect the other learners who want to learn by discussion or peer-support. It could also have a negative impact on the students who may learn by focusing on the message during the discussion.

3. Whether the Teachers Taught the Grammar Implicitly or Explicitly

The teachers did not teach the grammar contents implicitly. They all first wrote the title on the chalkboard. They then gave notes concerning the title and its rule by supporting with some examples of the item. Later, they asked the students to add their own examples. The teachers taught the grammatical forms with more focused instruction. They made thorough explanations. They also provided detail notes with examples. However, they did not give practice in communicative meaning. The focus was all on the form. But Tr_3 sometimes tried to make the lesson relatively interactive by encouraging the learners to provide examples. All the teachers presented the grammar lesson at sentence or sentences level. This means it was not preceded or followed by any communicative task.

In addition, they did not find or create realistic social situations such as asking for permission to do something, getting someone to do something, giving excuses, asking for help, etc by using the grammatical items intended to be taught. They all simply gave gap filling exercises which have been already set in the students' textbook. Generally, in relation to this, Nasaji and Fotos (2011) explain that communicative grammar teaching focuses on language structures which should be taught in an interactive way with the four language skills. On the contrary, the teachers' practices indicate that they teach grammar in a uniform way i.e. explicit approach. They did not generate any social situation such as asking for permission to do something, getting someone to do something, etc to encourage speaking by using the grammar items being learnt. As a result, all the students are not developing their communicative competence in English.

4. Whether the Teacher Used English at the Proficiency Level of the Students or Not

Concerning investigation of the proficiency level, the English that the teachers used was not believed to be beyond the level of the learners. The words were easy and the sentences were short in general.

5. Whether the Teacher Used a Range of Teaching Techniques or Not

The teachers did not use a range of teaching techniques. They merely lectured out. They did not encourage the learners to make sentences with the grammatical items they learnt. Rather, they encouraged to do only the completion exercise. Therefore, this implicates that the students made no practice of using the structure rather than accumulating the rules for memorization. However, Tr_3 usually encouraged the students to provide additional example sentences of the new grammatical sentences. In addition, Tr_1 sometimes generated some situations such as access of words for the students. For instance, Tr_1 encouraged them to produce sentences related to their school, director, rich, people, name, etc. This motivated few students to produce relatively good sentences but not adequately.

6. Whether the Students Participated in Various Ways or Not

Most of the class were not making observable participation in the lesson. For example, no one asked any question in relation to the items they learnt. The way the teachers taught the lesson was not participatory. Thus, it was difficult to judge whether or not the students were able to answer questions because the teachers themselves did not address their questions individually except with very few students sitting in front of the class. They rather tried to encourage mass response, and few students were attempting to respond. For more evidence, for example the serious problem the researcher saw was that, very few students were participating by answering the questions, but no one asked questions related to the new grammar element they learnt in the lesson. When the teacher asked the students to make sentences by using the grammar item they were learning, very few students were able to try. From this, the researcher concluded that absence of questions in the class was not an indicator of clarity of the lesson.

7. Teachers' Mode of Feedback Delivery

It was difficult to measure the teachers' practices on providing feedback because their techniques of teaching were not 'a good field' in which the students could show their performance whether it is wrong or right. It is common that if the students do different activities in which they may make

mistakes by using the grammatical items, the teachers could observe and give feedback necessarily. But this did not frequently happen in the observed classrooms.

However, there is also inappropriate way of feedback provision. For example, Tr_1 asked the students to make 'if sentences', orally. Thus, a student started his conditional type two as 'If I don't…' the teacher interrupted and said, "Not don't." Similarly, another student started his sentence by saying "If I were the director of Dabo Gacho High School, <u>I will</u>…" The teacher interrupted by saying, "Can we say 'I will'?" "Say 'I would'" he told the student. Another student added "If I were Dabo Gacho director, <u>*I punish*</u> the students who disturb in the class." Thus, the teacher warned, "Don't forget the form!" ; "say 'I would punish'." Similarly, Tr_2 reacts to his students' mistakes inappropriately. As an example, a student tried to make a sentence by using conditional type two. He started as "If he <u>ask her</u>,…" The teacher soon interrupted, "Is it past simple, don't you know the meaning of past simple?" Then, he gave the chance for another student.

On the other hand, teachers ignored provision of feedback. For instance, "If you disturb in the class, the teacher <u>will leaves</u> out," Tr_3's student said. However, the teacher did not give feedback on it. At the end, all the teachers were observed giving an activity to the students to match parts of 'if sentences' to make full meaning. Meanwhile, the teachers finished the answers by discussing with the students. Thus, there was no sufficient practice of feedback observed in the lesson.

Generally, it can be deduced that this lesson is relatively interactive or communicative but the way the teachers gave the corrections was not encouraging because they did not react to the mistakes positively. It also implicates that when the students are not actively engaged in their learning, it is impossible to observe and provide them with feedback on their every performance.

4.4 Comparison of Inter-rater and Researcher Observation Data

The researcher decided to have another colleague to rate the teachers' practices of grammar teaching by using the observation checklist. The purpose was to compare how much the result of the practices rated by the researcher is reliable. Accordingly, the result of the comparison is presented in the following table.

Table 2: Data of Researcher's and Inter-ratter (Co observer) Observation

It e	T r	Tr2

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m	1													
s o f		D1		D2		D3		D1		D2		D3		
		R/R	I/R	R/R	I/R	R/R	I/R	R/R	I/R	R/R	I/R	R/R	I/R	
f		R	R	R	R	R	R	R	R	R	R	R	R	
o b s e r v a t i o n (S e e t a b l e l a b o v e .)	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	Y N	

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1	√ √ √ √	√	√	√		√		√	x	√	√	√	√	√	√
2	√		√		√		√		√		√		√	√	√
3		x	x	x	x	x	x	x	x	x	x	x	x	x
4		x	x	x	x	x	x	x	x	x	x	x	x	x
5	√		√		√		√		√		√		√	√	√
6		x	x	x	x	x	x	x	x	x	x	x	x	x
7	√		√		√		√		√		√		√	√	√
8		x	x	x	x	x	x	x	x	x	x	x	x	x
9		x	x	x	x	x	x	x	x	x	x	x	x	x
10	√		√		x	x	x	x	x	x	x	x	x	x
11		x	x	x	x	x	x	x	x	x	x	x	x	x
12		x	x	x	x	x	x	x	x	x	x	x	x	x
13		x	x	x	√		x	x	x	x	x	x	x	x
14	√		√		√		√		√	x	x	x √	√	x	x
15		x	x	x	x	x	x	x	x	x	x	x	x	x
16		x	x	x	x	x	x	x	x	x	x	x	x	x

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Frequency of Responses	6	10	6	10	5	11	6	10	5	11	3	13	4	12	4	12	5	11	5	11	4	12	4	12

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Percentage (100%)	35.5	62.5	35.5	62.5	31.25	68.75	35.5	62.5	31.25	68.75	18.5	81.5	25	75	25	75	31.25	68.75	31.25	68.75	25	75	25	75

Key: Tr1= Teacher$_1$, Tr$_2$= Teacher 2

D1= Day One, D2= Day Two, D3= Day Three

R/R=Researcher's Rating, I/R= Inter-ratter's Rating, R= Response, Y=Yes, N=No

As observed in the above table, both the researcher and the inter-ratter evaluated the teachers' practices of grammar presentation with a very similar rate. For example, for Tr$_1$ first day presentation, they both agreed to choose 'Y' i.e. 35.5% for the practiced activities, and 'N' i.e. 62.5% for the un practiced one on the same items by the same degree. However, on Tr$_1$ second day presentation, the researcher chose 31.25% for 'Y' and 68.75% for 'N', whereas the inter-ratter chose 35.5% for 'Y' and 62.5% for 'N' in which there is 4.25% and 6.25% rating difference for 'Y' and 'N' respectively between the researcher and the inter-ratter. Similarly, for Tr$_1$ third day presentation, the researcher chose 31.25% for 'Y' and 68.75% for 'N', but the inter-ratter chose 18.5% for 'Y' and 81.5% for 'N'. It can be calculated that there is 12.75% difference for both options in the two observers' judgement. The researcher believes that the little differences observed between the two ratters' result happened due to their subjective nature as supported by (Seliger and Shohamy 1989). On the other hand, for Tr$_2$, the two observers rated

with 100% the same result. Therefore, it can be deduced that the result of the observation is dependable to say there is no communicative grammar teaching practiced in the focused grade of the study area.

In sum, the observation results of both the teacher and the inter-ratter indicate that the teachers' practices of grammar teaching do not encourage the development of communicative competence. The students are practicing rule memorizations. All the teachers of grade 9 at the school under the study follow the same procedure of grammar teaching. They all first write the title of the grammar item. Then they write brief notes under the title by adding few examples. They sometimes try to elicit examples for the items. However, very few students participate in provision of examples. Thus, all the practices of grammar teaching do not give hope that the students would be able to develop their communicative skills in English.

4. 5 Analysis of Comparison Test Results

The researcher gave two types of tests namely structure based test and communicative based test. The purpose was to observe if the students score different results in these two types of tests. The questions were all set based on similar grammar items that the researcher observed during the teachers' class room practices. Accordingly, the result is indicated in the following table.

Table 3: Data of Structure Test and Communicative Test

Degree of respondents	Structure Test (Test I)	Communicative Test (Test II)
	Number of respondents	Percentage 100%
Above Average	60	40
Average	44	29.33
Below Average	46	30.67
R/No	Items or Points of Discussion	Responses Forwarded by the Particip
1	What the teachers think about the advantage(s) of teaching grammar	Grammar lesson helps to use correct
2	What the teachers think about the idea which says studying English grammar is not important as we learn the grammar of our mother tongue without studying	The analogy is wrong. we learn our no exposure to learn English gramma
3	What techniques we should use to teach grammar and why to use them	explanations, dialogues, dramas, deb
4	How the teachers help their learners	-Elicit sentences, give gap filling

	practice grammar.	
5	Whether or not the teachers agree with the motion which says teachers may not teach the way they think it should be taught	-They do not teach the way they thin -inadequacy of time, large class siz time for support to bring them to grad Tr₁- it depends on the teacher. If the thinks. The rest teachers said that teachers m periods per week and forty minutes p Tr₂- with in forty minutes, the teach time for grouping the students, On th so, teachers choose lecturing to run practice.
6	How teachers check their students' understanding of grammar lessons	By giving gap filling activities from all the students as the students are ma
7	How the teachers identify their students' grammar mistakes	Rarely give sentence construction ac
8	How the teachers correct their students' mistakes	-some times orally, sometimes by wr students are many
9	What ideas the teachers have about the ways the grammar activities are presented in the current English text book of grade 9.	The book is full of forms of gramma be revised.

As indicated in the above table, the number of above average achievers in the communicative test is less than that of the structure test by 14%. Similarly, the number of average achievers in the communicative test is less than that of the structure test by 12.67%.

On the contrary, the number of below average achievers in the communicative test is greater than that of the structure test by 26.33%. This generally reveals that the students are in difficulties of using the structure to properly communicate their ideas because they have not been learning the grammar items in communication.

4.6 Analysis of Focus Group Discussion Results

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Under this heading, the results of FGD are presented. The researcher conducted the focus group discussion with both teachers and students, and this was analyzed accordingly.

4.6.1 Analysis of Teachers' Focus Group Discussion Results

The teachers' focused group discussion was held with four English teachers of grade 10. The discussion was conducted based on the discussion guides prepared earlier. Thus, the results are presented under the headings of the issues as follow. The analysis of teachers' discussion may not firmly follow the organizational pattern of the discussion guide as a result of the conversational nature of semi-structured discussion conducted with the teachers. Pseudo codes were given to keep the teachers' names anonymous or unidentified.

The analysis primarily deals with the educational and professional background of each individual teacher. Then it is followed by information about the beliefs of teachers about the importance of teaching grammar, the better ways of teaching grammar, the ways of helping

Table 4: Data of Teachers' Focus Group Discussion (Sample from Appendix C)

Students to better learn grammar, how to correct students' mistakes, and the challenges they

Face in teaching grammar at grade 10. In a general sense, it deals with approaches, methods,

And techniques of teaching English grammar as a foreign language, reflecting on how grammar can be taught. It also deals with their thoughts on how the book has been organized in relation to the grammar contents. The detail has been put in the appendixes, and the analysis is presented in a merged form of all the teachers' responses based on the data presented in the following table.

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As observed in the table above, item No. 1 is related with what the teachers think about the advantage(s) of teaching grammar. Accordingly, all the teachers believe that teaching English grammar is very important to improve the students' communicative skills in the language. One of the teachers said,

> *Grammar is used to speak English correctly, but our students afraid to speak in case of error. We teach them the correct English to use the correct English, how to use correct English, how to write correct English, how to speak correct English, well! Sometimes they write correct English but they do not speak any word because they afraid. So teaching English grammar in the classroom is important to help the students improve their English skills in general.*

Item No. 2 is related with the idea which says studying English grammar is not important as we learn the grammar of our mother tongue without studying it. Hence, all the teachers believe that English should be seen differently from mother tongue as it is a foreign language, and it is almost only in the classroom that the students are exposed to the rules of the language in our country unlikely from mother tongue. They claim that the analogy of learning mother tongue does not match with that of learning English because we can learn our mother tongue from our family, and then from our society when we grow up.

In item No. 3, the teachers were asked what techniques we should use to teach grammar and why to use them. Thus, the teachers stated there are different techniques of grammar teaching to make the grammar learning effective and meaningful. For instance, they believe that teaching grammar in drills, dialogues, debates, discussions, problem solving activities, etc are helpful to enable the learners learn the grammatical items in communicative ways so that they would develop their both grammatical competence and communicative competence. They stated that if the students are given more exercises and followed by corrections, they can improve their English skills in general.

Item No. 4 deals with how the teachers help their learners practice grammar. Consequently, they explained that this question is related with the techniques. However, they all confess that they are not applying all the grammar teaching techniques they think appropriate because of different factors. The first thing they raised as determining factor was about the large class size and the insufficiency of time. These two issues cannot be seen in isolation from each other because the more the students are many in the class room, the more time it requires the teacher to address all the students, but this is unlikely. In

addition, the teachers believe that the students are very poor at English or below the standard of grade 9, and it is difficult to encourage them practice speaking. The students are in lack of pre grade 9 English contents such as word and grammar knowledge, and it needs the teachers to start from very elementary English contents as the teachers said. This means that the proficiency levels of the students itself requires much time to bring them to the commonly expected standard.

On the contrary, the time given to the subject is tight in comparison with the content size of the book, and it is obligatory for the teacher to cover all the portions as they stated. Because of this, all the teachers reported that they do not always teach by using the appropriate grammar teaching techniques they know. As a result, the teachers responded that they usually apply the teacher centred approach (grammar explanation in this case) in which the students make very less or no practice of using the grammatical items.

However, this indicates that the teachers have misconceptions about their students' ability to learn. They believe that the students cannot speak English. As a result, teachers use lecture method to teach grammar.

In item No. 5, the teachers were asked if they would agree with the motion which says teachers may not teach the way they think it should be taught. Concerning this, the teachers referred back to item No. 4 above and said that their intentions of teaching are influenced by different factors such as shortage of time. For example, they said that it is difficult to sufficiently help large class size practice grammar in dialogues. However, one of the teachers divergently said that he teaches the way he thinks. Fortunately, he was one of the teachers the researcher has observed and did not see the appropriate ways of grammar teaching. Thus, he asked the teacher why he did not use pair works, dialogues, group works to help the learners practice the grammar he was teaching during the classroom observation. The teacher responded that he had no enough time, and this confirmed the existence of the problem.

This implicates that if the teachers are not teaching the way they think it should be taught whatever the reason is, it is undeniable that the students are not learning the way they should learn. As a result, their proficiency levels in English are negatively affected by the teachers' classroom practices.

Under item No. 6, the teachers were asked how they check their students' understanding of grammar lessons. Consequently, they all responded that the usual technique they use to check their students' clear understanding of grammar lesson is by giving and observing gap filling activities. This indicates that oral practice is rare and this results in the absence of observing the students' performances.

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Item No. 7 is about the ways the teachers identify their students' grammar mistakes. In relation to this, the teachers said that they usually check by blank space completion activities. They rarely do oral checking by asking the students to make some sentences by the new grammar items. This can tell us that there is no oral practice of grammar items during their grammar lessons.

Item No. 8 is related with the ways the teachers correct their students' mistakes. Hence, they said that they give gap filling activities as provided in the text book as usual, and check by themselves if the students complete the spaces with the correct grammar items.

Both item No. 7 and No. 8 indicate that the way mistakes are identified and feedback is provided for students are not appropriate. For example, there is no chance for self correction and peer correction as the nature of the teachers' lessons is totally teacher centred in general. This affects the students' opportunities of self learning and peer learning. Generally speaking, the students are not getting feedback to improve their English learning. In his observation of the teachers' practices, the researcher confirmed that the way the teachers give feedback, when they give, is not appropriate. They interrupt the students when they perform certain activities. They also give feedback in negative ways.

Under item No. 9, the teachers were asked what ideas they have about the ways the grammar activities are presented in the current English text book of grade 10. Accordingly, the teachers suggested that the ways the grammar contents are presented in the text book of grade 9 English does not encourage communication. One of the teachers said that the grammar lessons are totally form focused. He claims that there are many grammar elements in number, but the exercises are limited. He said that it does not allow for more practices. It gives title following by few examples with the rules, so the book is not appropriate to teach grammar communicatively. The three teachers agreed to their friend's idea, and suggested that it requires the teachers' creativity in most cases. This indicates that the teachers' teaching practices are being affected by the book.

To sum up, all the teachers believe that teaching English grammar is very important to improve their communicative skills in the language. English should be seen differently from mother tongue because it is almost only in the classroom that the students are exposed to the rules of the language in our country unlikely from mother tongue. In addition, to that the teachers stated there are different techniques of grammar teaching to make the grammar learning effective and meaningful. For instance, they believe that teaching grammar in drills, dialogues, debates, discussions, problem solving activities, etc are

helpful to enable the learners learn the grammatical items in communicative ways so that they would develop their both grammatical competence and communicative competence. They stated that if the students are given more exercises and followed by corrections, they can improve their English skills in general. However, they all confess that they are not applying all the grammar   teaching techniques they think appropriate because of different factors. The first thing they raised as determining factor was about the large class size and the insufficiency of time. These two issues cannot be seen in isolation from each other because the more the students are many in the class room, the more it requires the teacher to have more time to address all the students, but this is unlikely. In addition, the proficiency level of the students itself requires much time to bring the expected standard as they stated. On the contrary, the time given to the subject is tight in comparison with the content size of the book, and it is obligatory for the teacher to cover all the portions. Because of this, all the teachers reported that they do not always teach by using the appropriate grammar teaching techniques they know. They usually apply the teacher centred approach in which the students very less or no practice of using the grammatical items. The researcher's observation also confirmed this in general. Thus, this indicates that the students are not getting the necessary support from the teacher to use the grammatical items they come across during the form focused instruction. The teachers say that this is not because of the their lack of knowledge and skill of teaching at large but because of the factor such as inappropriateness of grammar contents in the text book with few exceptions, students' poor back ground, large class size, insufficiency of time allotted to teaching English, and obligation of covering all the contents. See table 3 above.

4.6.2 Analysis of Students' Focus Group Discussion Results

In the same way to that of teachers, focus group discussion was implemented also with students of each teacher. The students preferred Oromo Language for the discussion. Thus, the analysis was made by translating the students' preferred idea to English. The discussion guide includes about the issues such as: factors which may affect their English learning, their perception about the importance of English grammar, their interest of support to learn English, their current oral practices in English, what they feel about their teachers' ways of teaching, if or not their teachers are giving them feedback on grammar lessons, how the teachers encourage them to use the grammar in communication, etc. The data is presented in the table below, and followed by the analysis based on the discussion guides.

However, for more detail of introspective questions and responses, read the transcriptions under appendix G.

Table 5: Data of Students' Focus Group Discussion (Sample from Appendix G)

R / N	Items or Points of Discussion	Responses Forwarded by the Participants
1	If anything has hindered their English education	The place they live, family background, and teachers' experience of teaching affects the students' English learning.
2	If the students feel that they really learn English for communication when they learn English grammar in the class	They don't feel they are learning for communication; they learn to do exams.
3	How the students feel about learning English grammar	Learning grammar is important to properly communicate, to be good speakers, and to get acceptance.
4	Whether the focus should be on communication than on grammar	The focus should be on both communication and grammar. If there is no grammar, there is no good communication. If there is no communication, learning grammar is meaningless. It is like putting a burning candle in a pot.
5	If the students do different oral activities in English	They do not do oral activities except questions and answers, and even these are done by few top students.
6	What the students would like to be done to support their English education during their English classes	Thorough explanations at the beginning, dialogues, dramas, debates (as they learnt in primary schools), Having specific periods for spoken English, using plasma, dictations to practice spelling.
7	If the students do different activities with the macro skills.	They do not practice speaking, listening, reading and writing because the teachers say that there is no time to do so. The advantage of English is very high to understand the other subjects in high schools, but at this school, vey less attention

		is given to the language- only four periods per week, no practice of reading, speaking, writing. We learn only forms.
8	The students' feeling about the ways their teachers teach them grammar lessons	The students are not happy because the way they are learning does not help them to speak except for exams.
9	If the teachers give the students grammar explanations or not	They give explanations based on the book. They do not use other references. The notes in the text book are short.
10	If the teachers teach the grammar items repeatedly	They sometimes do not repeat because they think that the have already learnt. They do not teach in details when they repeat the grammar items.
11	If the teachers encourage the students to use the new grammar items to make meaningful sentences	Not focused, only the top learners try to do.
12	If the teachers teach by focusing on form or message of the contents according to the students' ability	The teachers teach according to the students' ability. They use words the students know
13	If teachers give feedback for the students, and how they give it	The teachers give feedback mostly on the gap filling activities. But they do not tell why the answer is right or wrong. They give no chance for self or peer corrections.

As observed above, in item No. 1, the students were asked if anything has hindered their English education. In view of that, the students believe that the place where they live, the school they attend and the family they come from could affect their English education. They said that the students in Addis Ababa or Jimma and the students in Darimu do not have equal opportunity of learning English. In addition, the students from uneducated family cannot learn equally with those from educated one. This tells us that the students' English education is influenced by environment in general.

The second item is about if the students feel that they really learn English for communication when they learn English grammar in the class. Hence, they believe that they all sense they learn English during their English classes, but the lesson does not encourage them to use the language. From this, we can understand that the students' communicative competence is being negatively affected by the way the teachers are teaching them grammar. The students' communicative competence is not as strong as their linguistic competence as they said.

In item No. 3, the students were asked how they feel about learning English grammar. Thus, they believe that learning English grammar helps them to be good English users in communication. This tells us that the students know the importance of grammar for effective communication. As a result, they are interested in learning English grammar.

Item No. 4 is about whether the focus should be on communication than on grammar. Here, the students fully believe that the focus of teaching should be on both forms and message. A female student explained that learning the rule only for memorization is like putting a burning candle in a pot, which means that it does not shine out and serve as intended. On the other hand, learning by focusing only on the message may lead to be grammatically bad speakers of English as there is no chance to improve the grammar without formal classroom instruction as the student said. This is to mean that if the students learn the grammar without communication, it has no advantage at all except answering exam questions. Others also added that if they focus only on the communication, they do not communicate properly. As a result, the focus should be balanced while teaching.

However, the students explained that the teachers teach them only the rules with simple activities such as gap-filling. Hence, they think that they are learning English only to score good marks on exams by answering the rules. A female student expressed that her English education in 10th grade is only 'paper-pen relation.' By this, she meant that she learns English to do the gap-filling activities into her exercise book or to answer exam questions. There is no practice of the rules in communications as she stated.

Under item No.5, the students were asked if they do different oral activities. On this point, the students responded that they do not do any oral activities except answer and question which is also rare, and it is usually done by the top students. The teacher does not create contexts to help the students practice using the grammar in communication. The students stated the reason is that the teacher attributes to shortage of time, and run to cover the portions. They commented that rather than spending much time on one item and ignoring the other, teachers better share the time among different activities because

each activity has its own advantages. For example, all the teachers ignore debates which are presented in the book, but these may help to apply the rules the students learn and improve their English as they claim. The kind of oral activity the teacher sometimes uses is presentations of group assignments, and this is done by the group leaders. The members of the groups do not get chance to speak during the presentation because the time given for a group is only ten minutes at maximum. This indicates that teachers do not assess individual contributions to group works. Hence, the students believe that the teacher should arrange make up classes and give chances for all the group members to encourage them equally. Conversely, the participants are afraid that many students may not come to the make-up class, even if the teacher may call them. The reason is the students have the proverb "Learning without understanding is burning." This indicates that the students are not interested to learn English because they despair that they cannot learn. As a result, it needs the teachers to work hard on how to motivate the students to learn English. However, the students are also afraid that the teachers are not interested in doing so because they are bored of the students' lack of interest to learn.

Item No. 6, the students were asked what they would like to be done to support their English education during their English classes. Consequently, they claim that they are interested in pair works, group discussions to solve a problem, dramas, dialogues, debates, storytelling, etc should be used as part of English lessons in the class room. But these have not been implemented in their classes. For this reason, some students, especially those who come from the private schools are longing back to their elementary school education saying that they had used much time on doing dramas in English at elementary schools. Their teachers assessed them as part of exams. They were also suggested by their peers when they committed mistakes. To avoid negative suggestions and to get good mark, they were making good preparations ahead of the drama stages. In debates, the students said that they made thorough preparation in terms of ideas and expressions or language to beat their opponents. The preparation they made helped them to come with correct English to avoid negative comments from the opponent groups and among themselves. This helped them much to improve their communications as they explained.

From this, we can deduce that creating opportunities and engaging the learners in their English education can improve the students' communicative and linguistic competence. However, the students complain that there are no such kinds of chances in grade10. Based on this, they say that the status that English has in their high school education to understand other subjects, and the emphasis it is given in grade 10 is in contradiction. This indicates that

They also like if the teacher encourages them to use English when answering questions rather than allowing the students to use mother tongue. More, they like that the grammar lessons should be well explained at the beginning for clarity and followed by rough repetitions rather than making simple repetitions frequently. The book touches the title and passes with few examples, but teachers should use other references to help the learners as they claimed. Further, the students like if the English lesson is supported by the plasma or other videos to get access to natives' pronunciation.

This implicates that the students are better aware of good way of learning English in general, but they are in shortage of appropriate supports from their teachers.

Item No. 7, the students were asked if they do different activities with the macro skills. Here, the students strongly explained that they have not been learning the four language skills such as speaking, listening, reading and writing. They said that teachers are not interested in teaching these skills as they believe that the skills are time consuming. As a result of this, they always skip these skills and treat simple activities related to the grammar rules and vocabularies. The students said that the exclusion of all these skills is the exclusion of English in general. It affects them not to practice the grammar items in contexts, not to learn spelling and vocabularies as they believe. They also said if they do not practice reading comprehensions, it will be difficult for them to answer reading questions on the national examinations. In addition, the students said that if they do not practice reading passages during their English classes, it affects them not develop their reading skills to understand other subjects. Similarly, if they do not develop their word knowledge and spelling, they lose scholarship opportunities whose competitions usually include the possession of these sub skills.

From this, one can conclude that the teachers are not applying grammar lessons in contexts, and communication is not enhanced in the teachers' presentations in general. The teachers have not been taking much of the learners' contexts into consideration because of different factors including the shortage of time. As a result of this, the students are under the problem of lack of learning English for survival when they do not learn the language skills.

Item No. 8 was about if the students are happy with the way their teachers teach them grammar lessons. Concerning this, students say that they are not satisfied with the ways they are learning English grammar. Hence, they like if the teacher teaches them using the grammar rules in communication. They believe it is undeniable that the time is not enough to practice speaking properly in the classroom

because it consumes the teacher's time. Thus, they remarked that English has only four periods per week, and suggested it should be added for spoken English with special classes.

In item No. 9, the students were asked if the teachers give them grammar explanations or not**.** Therefore, they said that the teacher gives them detail explanations when they ask him during the presentations. He also gives exercises to do individually. However, when the students complete the gap filling exercises, he does not give explanations why the answer was wrong or right. This is an indicator that the students are not provided with appropriate feedback. The teachers tell the students to prepare vocabulary notebook, but there is no vocabulary they have learnt as intended by the teachers. This also indicates that teachers may not implement what they plan.

Item No. 10 is related with if the teacher teaches the grammar items repeatedly. As a result, the students said that they learn similar grammar in different units, but the later contents presented as repetitions are less focused by the teachers because the teachers think that the students have learnt in the former units. From this, it is easy to deduce that the more the students get the exposure to the grammar items, the less they are supported by their teachers though there are still many students in need of more supports of their teachers.

Under item No. 11, the students were asked if the teacher encourages the students to use the new grammar items to make meaningful sentences. Here, the students responded that the teachers encourage them to make new sentences by using the new grammar items, but the focus is only on the top students. The rush is to cover the assessment out of 60% according to the rule of the school; the assessment does not include oral activities. This indicates that the teachers do not focus on observing the students' performance in using the language.

In item No. 12, the students were asked if the teachers teach by focusing on form or message of the contents according to their ability. The students said that the teachers present the lesson by using things they know, for example, countries, schools, etc. However, the students do not think that all their friends understand the lesson because many students believe that English is difficult to learn. As a result, they despair even attending the lesson of the teacher. Many students in the class are in need of special support to arise their interest. But the teachers go with the top students in the class. They do not go down to the slow learners to speed up their learning in the lesson. All the students said that the teachers teach them by focusing on form not on communication.

Item No. 13 was about if the teachers give feedback for the students, and how they give it. In relation to this, all the students said that the teachers give them some corrections when they complete gap- filling activities with wrong items. Very little correction is given on oral activities as they also rarely occur in the lesson by very few students. The teacher corrects their mistakes by himself. He does not give them chance for self correction or peer correction. Correction is given for the group leaders when they present assignments. The students said that the grammar lesson at this level should be integrated with communication so as to observe the students' mistakes and correct it. They also said that the teacher should show the way the students understand rather than telling them so that they learn through the way at the absence of the teacher, so he has to encourage self correction. In addition to that, rather than talking by himself, he better gives chance for some students as a model to talk in front of the class, so that others are motivated to follow the footsteps of their peers.

The students suggested that the teachers have to use at least a period for communication to encourage all students. They said that the time of the teacher is insufficient to teach the way he should. For examples, it needs the teacher to help all the learners communicate with in a period, but that period is not enough to address all the students. Teachers could do this by arranging tutorial classes. However, the students have also a suspicion that the teachers may not be willing to sacrifice additional time to help them

In summary, both the teachers' and students' focus group discussion dealt with similar and integrated concepts of the issues related to communicative grammar teaching. Accordingly, teachers and students believe that teaching and learning English grammar is very important. The teachers believe that they should teach grammar because the students do not have another opportunity to learn English grammar outside the class room as it is a foreign language. The students believe that learning English is very important in order to communicate properly or in order to understand others fully. Similarly, the teachers are well aware of the ways grammar can be effectively taught. For example, they claim that grammar can be taught through games, dramas, debates, etc. The students agree too. The teachers think that focusing on both rules and communication is very important for effective grammar teaching. The students also agree that it is better to learn English grammar in the way it enables them to communicate. In addition, the teachers think that their teaching practice has been negatively affected by time constraints and the large class size. The students also agree that it matters, but they suggest that teachers should arrange tutorial classes to support the students with the effective grammar teaching techniques such as dialogues, games, dramas, debates, etc. Generally, the researcher concluded that

both teachers and students know the good ways of teaching and learning grammar, but the class room practices are affected by different factors.

4.7 Analysis of the Grammar Contents, Methods and Activities in Grade Nine English Text Book for Ethiopia

4.7.1 Introduction

Material analysis was one of the data gathering tools used in this paper. The intention was to explore if the ways the grammar contents were designed might have impacted the teachers' classroom practices of grammar teaching.

To begin with its background, the book was first developed, printed and distributed for the

Federal Democratic Republic of Ethiopia, Ministry of Education: by Pearson Education Limited, Edinburgh Gate, Harlow, Essex, CM20 2JE, Ababa, Ethiopia in 2011 (2003 E.C). Then, it was second edited in 2015 (2007 E.C) by Pitambra Books Pvt.Ltd., India.

The following table is used to show us the grammatical contents in the book excluding the repeated ones, the methods intended for the presentations and the number of activities. Thus, based on this, different criteria have been set to evaluate whether the design of the grammar contents encourages communicative grammar teaching or it does not.

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R/No	Types of Grammatical Items Presented in the Book	Units	Page	Methods Intended		Activities in Number
				Inductive	Deductive	
1	Relative pronoun	1	5		√	2
2	Adverbs of time	1	6	√		1
3	The present perfect tense	1	7		√	1
4	Is / are/will/going to	1	7		√	1
5	Adverbs of frequency	1	11		√	1
6	Verbs of advice	1	12		√	2
7	Asking questions	2	20	√		1
8	Sequencing information	2	22		√	2
9	More about verbs	2	26			5
10	Prefixes	2	30		√	4
11	Conditional sentences	3	34	√		1
12	Verb patterns	3	36		√	1
12	Reported speech	3	37	√		4
13	The past perfect tense	3	41		√	3
14	Modal verbs	4	49	√		1
15	Using so and neither	4	59		√	1

16	Adverbs of manner	4	60		√	1
17	Direct and in direct objects	4	68		√	1
18	Comparing adjectives and adverbs using modifiers	5	70	√		3
19	Adverbs of degree	5	82		√	2
20	More about pronounce	5	88	√		5
21	Using so and such	5	89		√	1
22	Cause and effect	6	91		√	2
23	The past simple passive	6	105	√		1
24	Zero conditional and modal verbs	6	108		√	2
25	Expressions of quantity	6	109		√	1
26	Prepositions of time	7	123		√	3
27	Revision of anywhere , something ,no-one ,every body etc	7	131		√	
28	Making wishes	8	145	√		
29	Verb or adjective + preposition	8	148	√		1
30	Articles : a , an, the,	8	150	√		3
31	Using to and enough	8	151			2
32	State verbs	8	152		√	2
33	Using make and do	10	181	√		2
34	Collocation of get	10	190		√	3
35	Using since and for	11	198	√		1
36	Sentence patterns with adjectives	11	202	√		1
Frequency				14	21	
Percentage (100%)				36	64	

Table 6: Data of Grade 10 English Text Book Grammar Contents

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Having the above table as a general base line, the grammar lessons were also analyzed in detail based on a range of criteria. Concerning this, Richard (2001) listed the classroom grammar presentation criteria such as simplicity, regularity, frequency, learn ability, intrinsic difficulty and relevance. In relation to this, the data of the text book is presented in the following table, and followed by by its analysis.

Table 7: Data of Grade10 English Text Book against the Criteria

R/N o	Criteria	Points identified	Comments
1	The grammar activities presented in the text book	There are 36 majorly treated grammar items in the text book	It seems much but manageable to complete in two semesters if taught in traditional ways.
2	The anticipated methods of grammar teaching	88% deductive i.e. put the titles, gives few uses of structures, shows few examples, followed few activities, etc. The teacher guide encourages the teacher to read aloud, to explain the rule, to give additional examples, this may limit the teachers' presentation unless the students ask for more detail	There should be clear instruction of how to teach instead of putting high responsibility on the teacher, encourage students to give examples. Inductive approach should be encouraged.
3	The ways the activities are presented	No communicative ways, there are blank space completion, sometimes supported by pictures no to practice speaking but to clarify the meaning	It should encourage the learners to use the language,
4	Deductive or inductive in approach?	Dominated by deductive approach (begins with title, follows by brief explanation, few example	inductive because the students learn both form and meaning
5	Frequency of the grammar items	No problem of repetition. But not attractive because of lack of variety of	Ways of presentation should be varied in

		activities	repetitions.
6	Effective context and creative learning activities	Not contextualized, no encouragement of creativity in learning, simple to learn or teach the rules for memorization, but not interesting as it follows the same procedure	Rather than presenting in a form of telling, it better encourages leaning in contexts. Increase number of activities.
7	Integration of skills and classroom organizations	Not preceded by listening, speaking, reading, or speaking, not much classroom organizations instructed by the book but easy for the teacher to do so if he/she is creative	The items should be first presented in the four language skills. It should encourage the students to work in pairs or groups
8	Relevance of the grammar items	based on the communicative need of the students, for example to express wish, obligation, probability	All the items are important for communication.
9	Simplicity of the grammar items	Starts from simple present, uses simple sentences	It is unknown whether simple present is simple to learn.
10	Similarity	Some of the words used in the sentences are commonly used in the students' first language.	The words are not original to the students L_1.
11	Teachability /Learnability of lexical items	The structures are easy, but difficult to make them concrete.	Contextualizing may make it tangible.
12	Frequency of lexical items	The same vocabulary does not frequently appear but the students are expected to know the words in the grammar contents.	Similar vocabularies should also appear in some cases.
13	Availability/access of lexical items	Many words are used throughout the book.	It is necessary to increase the access of the words to learn the items.

4.7.2 Analysis of the Data of Grade Ten English Text Book

The data indicated in the above table show the points identified against the criteria set for the appropriate grammar presentation of grammar lessons in the text book under analysis. Hence, the result is presented under the headings given as follow.

4.7.2.1 The Number of Grammar Items Presented in the Text Book

There are 36 grammar items in the text book. This does not include the number of repeated grammar contents.

4.7.2.2 The Anticipated Methods of Grammar Teaching

Even, the anticipated methods of the presentation for each grammar items are more of deductive i.e.64%. Almost all the grammar lessons put the title and give two or three uses of each structure and the teachers' guide for this book instructs the teacher to read the example aloud for the students. Sometimes, it guides the teacher to explain the rules by providing additional examples. Consequently, it is possible to say the anticipated method of grammar presentation in the text book deductive. It does not encourage the learners to conclude rules by themselves

4.7.2.3 The Ways the Activities are Presented

As the researcher tried to state under question 2 above, most of the topics do not let the students communicate or use the structure, for example, in a story, dialogue or conversation forms. But some activities are given in pictures to contextualize the meanings of the items. For example, see page 29 of the book. Turning these into communication needs the teachers' creativity.

4.7.2.4 Ranges of Techniques

When the general sequence of the items are observed, it is possible to say that the grammar contents are presented inductively because the book begins from wh-words, present simple, etc on which the students are familiar with. However, when each anticipated technique of the presentation in the book is examined, it is all deductive because it simply writes the title at the beginning and follows it with few examples. Then it orders the learners to complete some gaped activities as a practice.

4.7.2.5 Frequency of Particular Grammar Items

Of course, the grammar lessons in the book have been presented frequently. For instance, of the previously stated topics, expressing obligation, necessity, the present simple tense, if sentence, comparisons, future plans, etc are some of the contents repeatedly seen in the book. Regarding the frequency of grammatical items in the textbook, there is no problem; nevertheless, there are not attractive contexts to avoid boring.

4.7.2.6 Effective Contexts and Creative Learning Activities

In the researcher's point of view, there is not sufficient effective context and creative learning in grammar contents of the book. As it has been mentioned under question 3, the book does not invite to use the form of language in real life situations. If there is not clear context, creative learning will be impossible. In fact, in some cases, the book supports the grammar lesson with pictures to clarify the meaning and to help the learners understand how to use it.

4.7.2.7 Availability of Integration of Skills and Classroom Organizations

The book does not have the intention of teaching the grammar with integration of the macro skills of language in most cases. It does not also encourage having different classroom organization. However, on the basis of this, it is possible to form groups and pairs for some topics, and then when the class is organized in pair or group, an integration of skills could be implemented. This means that during pair or group discussion, the four macro language skills can be used directly or indirectly in the class. On the other hand, there are not suitable and sufficient context for many grammar contents of the book. Besides, it requires the high creativity of the teacher on integration of skills and classroom organization. But the researcher is afraid that the teachers might have skill gap on implementing it this way if the book does not guide them properly.

4.7.2.8 Relevance of Grammar Contents to the Students' Life

 In the case of relevance, there is no problem with the grammar part and other skills in the book. This means, especially, expressions in each language pattern are the kind of language that the learners often use in their daily communication. For example, expressing necessity or obligations, decisions, plans, possibilities, tenses, word classes, verbs and verb patterns are contents that the students have to use in their daily communications. Hence, it seems difficult to say that the structures occur in sequences that are similar to learners' first language acquisition. This means that the use of the language in the real situation has not been emphasised.

4.7.2.9 Sequences of Grammar Lessons

Concerning simplicity, it is undeniable that the grammar lessons have been presented from simple to complex. For example, it starts with the simple present tense. Even though this is difficult to say whether it is simple or not, it is the usual way of grammar presentations. In addition, when the learn ability of the grammatical items is examined, the exercises and questions in each grammar contents do not have such difficulty. Most of the learners can simply answer the questions and exercises. However, the problem is that there are not sufficient exercises provided for the students to practice using the items. This is to mean that there are not ample exercises given in different forms, for example in choice or matching and so on.

4.7.2.10   Similarity of Words in English and the Students' L1

 When similarity is concerned, there are a number of similar words which are commonly used in the learners' first language. For instance, the words such as uniform, card, film, stadium, garage, cake, internet, etc and are used in different grammatical contents of the book. However, these words have been borrowed from English and other European languages by the learners' native language. This means that there are no similar words which are originally from Afan Oromo or Amharic used in the presentation of grammar in the book. So, shortage of similarities of words in English and mother tongue may negatively affect the students' opportunity of using English.

 4.7.2.11 Teachability / Learnability the grammatical items

Concerning teachability, most grammatical words in every topic seem difficult to contextualize. Even though it is possible to create situations like dramatizing, role play, debate etc for language patterns so as to enhance active learning, however, in terms of showing concrete object in grammar content, it seems very difficult, so it may be difficult for the students to learn the items.

4.7.2.12 Frequency of the Lexical items in the Grammar Contents

In line with this heading, frequency of lexical items in the grammar contents of the text book is less with the exception of some modal auxiliaries such as will and may. This implicates that the students face difficulties in understanding the new grammar items with new vocabularies frequently.

 4.7.2.13 Accessibility of the Students to the Lexical Items of the Grammar Contents

Regarding availability/access, there are many words which are familiar to the learners throughout the grammar contents at the expected grade nine academic levels. This implicates that it puts the students at easy to understand the grammar items. Hence, the gap of lack of frequency of the lexical items in the grammar presentation could be filled for the learners.

4.8 Summary and Discussion

To summarise the current study, the researcher likes to begin with the teachers' common practices observed in grammar teaching in general. Accordingly, all the teachers trusted note giving and lecturing the lesson. They were very good at focusing on the forms or patterns of the language.

 Concerning this, Richards and Renandya (2002) state that attaining knowledge of grammar may be reassuring and encouraging for learners as they can acquire and master certain parts of language. But structural competence does not count for more than a piece of language mastery. This implicates that much focused instruction on the structure cannot be the only guarantee for the general development of communicative skills in the target language.

In addition, their methods and techniques of teaching was textbook dependent. The researcher said this because they all used all most all the notes given in the textbook. They commonly taught the grammar items at sentence level and word list as provided in the book. For example, look at the teachers' common presentation note taken from page 142 of the text book. See appendix B.

However, the communicative grammar teaching focuses on language structures which should be taught in an integrated way with the four language skills such as listening, speaking, reading and writing. This means that grammar instruction should not be at the sentence level only, but it should also be presented at discourse level (Ellis 2002). It is also claimed that the teacher's job is to facilitate a 'bridging' through shifting the focus from focused accuracy work to fluency, but acceptable production. But, this was not seen in all the teachers' presentations. They consistently lectured and gave notes. Similarly, they did not have clear demarcation between the presentation and the production though this may not be totally negative in the researcher's point of view.

On the other hand, they all presented the lesson both orally and in written forms. This is supported by Ur (1991) that in teaching grammar to L2 learners, a good presentation should consist of both oral and written, including both form and meaning, and that the presentation should contain plenty of contextualized examples of the grammar contents in order to facilitate learning. Yet, all the teachers focused on the form, not on meaning, almost all the time. More, all the teachers did not integrate the grammar lesson with the macro language skills (listening, speaking, reading, and writing). The oral activity that the researcher saw was only the production of some example sentences. This contradicts with the idea which says that the communicative approach is originally a mixture of both implicit and explicit learning of grammar. For example, it uses implicit techniques with the intention to learn grammar as a result of a primary activity, such as reading, writing or speaking ((Richards and Renandya, 2002).

The very common thing that the researcher saw was their questioning strategy. Oromia Education Bureau (2015) states that as well as knowing what question to ask, we need to learn how to address our questions to our target students. We may ask individual students or we may ask the class in general. Consequently, all the three teachers dominated the class with the strategy that always give good students a chance to show their knowledge. Students also should ask questions in a participatory classroom normally. But no one asked questions in all the three teachers' class room during the observation periods.

The researcher does not believe that this happened because all the students understood it. He had an experience of himself concerning this. He taught his class and gave chance for the students to ask questions on what might have been unclear. The students kept quiet. The researcher said to the class, "Some students do not ask questions because they have understood the lesson, whereas others do not ask questions because they do not even know how to ask. They are totally confused." "Which group are you?" he asked them as a joke. The students said that they were totally confused, and it was difficult for them which question to ask. Thus, the researcher confirmed that lack of question cannot always be the assurance of clarity of the lesson.

Both teachers and students believe that teaching learning English grammar is very important to use the language properly in communication. The teachers believe that the students do not have more exposure

to the language except the formal instruction. Therefore, it is necessary to give formal grammar instruction. They also believe that it is better if both message and forms are treated in balance.

However, it has been found that grade nine English teachers are not teaching the grammatical items in communicative ways. They use the form based grammar teaching procedures given in the text book. They do not integrate the grammar lessons with the macro language skills: speaking, listening, reading and writing. They do not encourage implementation of oral activities such as pair works, group discussions, dramas, storytelling, etc during their English classes. When they were asked the approaches they were using, all of them claimed that their grammar lessons had been rule-oriented. The students also confirmed that they had been learning grammar rules in grade 10, and they believe they learn English grammar to pass exams. Time constraint and large class size are the major factors not teach grammar communicatively. It takes time to help the students practice grammar in different contexts such as dramas, dialogues, debates, etc. The macro language skills are also ignored in grade 9 because of time; teachers rush through the units to cover the portions. Thus, this indicates that the students are not getting the necessary support from the teacher to use the grammatical items they come across during the form focused instruction.

In the focus group discussion, the teachers stated that this is not because of the teachers' lack of knowledge and skill of teaching at large but because of the attributive factors such as inappropriateness of grammar contents in the text book with few exceptions, students' poor back ground, large class size, insufficiency of time allotted to teaching English, and obligation of covering all the contents. This contradicts with the studies by both Ng & Farrell, (2003) and Yim (1993) which investigated the extent to which the teachers' classroom practices are influenced by their theoretical beliefs, and found evidence to suggest that what teachers say and do in the classroom are governed by their beliefs. It is rather because of challenge in the context of this study as the teachers said.

On the other hand, from the discussion, the teachers believe that it is very difficult to teach the students grammar in communication because the students cannot speak. The students also confirmed that the teachers believe as if the students can never speak. This indicates that had not been these attributive factors found there, the teachers' practices of grammar teaching might have been different. The discussion with the students also confirmed that shortage of time and large number of students in the class was affecting the teachers not to teach the grammar properly. For example, the students said that

teachers were totally skipping the reading passages because they believed that reading is time consuming. They do not also enhance their students' speaking skills for a similar reason.

Further, the types of grammar contents are many in grade10 English Text Book. In line with this, it is stated that by teaching too much grammar no problem the reason, may result in producing students who falsely assume that they know a language. Nonetheless, they merely know the grammatical part of it lacking important elements such as vocabulary and fluency, creating difficulties for the learners when attempting to maintain a conversation (Rechards and Renandya (2002). Based on this, the researcher fears that the recent English textbook of Grade Nine is overloaded by many grammatical elements. For example, there are 36 major contents of grammatical items. The teachers' discussion also confirmed that the book is too bulky to cover within the class schedule. The grammatical elements are many but it allows less practice of the grammatical items. Concerning this, Swan in (Richards and Renandya 202) suggest that it is important to choose grammar according to the relevant needs of the learners rather than blindly picking the grammar which is easy to teach or going through all the grammar from A-Z. But the teachers said that it is obligatory to cover the whole portion of the book according to the rule of the school.

The grammar contents in the text book are also presented from simple to complex; for example it starts with simple present. Simple sentence and vocabularies are also used in the grammar presentations. Concerning this, Ur (1991) points out that grammar should be simplified but only to the point where it covers the major instance in which the learner will encounter the particular structure; grammatical exceptions should be noted.

On the other hand, the textbook does not encourage communicative grammar teaching. For example, no or few grammar activities are preceded by listening, speaking and reading skills in which grammatical items are included. Yet, the researcher observed that the grammar contents preceded by speaking activity were even not intentional because the book does not refer the learners back to the language elements used in the skill. For instance, on page 7-8 of the book, there is a reading context in which people talk about their life. Fortunately, the context is dominated by the present simple tense. In addition, on page 9 of the book, there is a lesson on language focus: The present tense. However, the book does not aware the students about the item to see how it was used in the reading context; it only gave gap filling activities as a practice. More, on page 9 of the book, there is pronunciation practice lesson in which some grammatical items (may, could and shall) are included. But, there is no focused

instruction intended on the mentioned items after or before the speaking lesson. This means that the book does not highly try to relate the form to meaning. Further, with very few exceptions, the book does not encourage the learners to use the grammatical items in writing activities except completion of gaped activities. However, it is undeniable that some grammar lessons are supported by pictures to show the meanings.

According to (Wilkins, 1976; Richards 2001), the criteria for the selection of lexical items are frequency of lexical items, teachability, similarity, availability or access and coverage. Ur (1991) also adds that the terminology in the grammar lesson should depend on the age of the learners, as older learners would be more analytical. Concerning this, there is no serious problem observed in the current English text book of grade10.

Basically there are two approaches namely practice and consciousness-raising in teaching grammar though there is still controversy among scholars (Wilkins, 1976; Richards 2001). Nevertheless, most grammar contents in the current grade 10 English textbook encourage the type of practice approach called mechanical practice which includes activities such as substitution exercises. But the researcher observed that there is no bit of consciousness-raising because all grammar contents in the textbook are stated by a few rules, and followed by two or three examples. This indicates that the learners are supplied with explicit rules instead of being motivated by creating suitable contexts in which consciousness raising approach can be realized. So this requires the creativity of the teacher

To sum up, all the methods and techniques that the researcher used in this study indicate that there is a gap in the implementation of communicative grammar teaching in grade 10 at Dapo Gacho High School. For example, the classroom observation indicated that there is no proper practice of communicative grammar teaching in wide-ranging. The teachers' focus group discussion also confirmed that they do not teach grammar the way they think because of different factors such as shortage of time. Further, the teachers believe that the students are below the standard of grade 10 in English proficiency, and this requires the teachers more time to support the learners to speak in English. As a result, they prefer teaching only the rules. The students' focus group discussion also approved that teachers do not help them to practice the grammatical items in communication.

The analysis of grade 10 English text book also indicates that the grammar contents are presented in form-based approaches. This could have its own negative impacts on the teachers' practice of grammar

teaching, and the students' grammar learning as well. To assure the validity of the study, it is necessary to relate it to the literatures.

Accordingly, Denscombe (1998) says that the use of multi-methods for examining one issue corroborates the findings of the research and increases the validity of the data. Under this point, it is necessary to raise the issue of triangulation. Hence, Peter. W (2014) referred to data triangulation as the process of collecting data over different times or by using multiple methods. It is also indicated that triangulation is important to reduce and/or eliminate personal and methodological biases and increase the probability of generalising the findings of a study as the data is gathered from different angles and by different methods. It is also asserted that using different methods paves the way for more credible and dependable information (Peter. W (2014)). Denzin (1970) identified multiple triangulations that can be used in the same investigation, these include: methodological triangulation – the use of multiple methods to collect data, data triangulation – the use of a variety of data sources in a study in terms of person, time and space, investigator triangulation – whereby multiple researchers are employed to investigate the problem, theoretical triangulation – the approaching of the research with varied perspectives and hypothesis.

In the case of the present research, data source and methodological triangulations was accomplished through collecting the data from different sources and by using multiple methods. The use of multiple methods assists to overcome the weaknesses of each method used (Gray, 2004).Therefore, the researcher believes that his findings are true in general as different data gathering tools were employed to get descriptive and analytical information.

Furthermore, the tools (observation checklist and discussions guides) were pilot tested for accuracy. Most usefully, Seliger and Shohamy (1989), states that estimating inter-ratter reliability in using data collection procedures of low explicitness is important. Inter-ratter reliability is used to test the extent to which different observers agreed on the data collected from the observation as these scholars stated. They say that it is possible to estimate the amount of inaccuracy by having at least one observer who would independently observe and judge the type of language used in that classroom.

Thus, in the current study, the observation was conducted by two observers to increase the reliability of the data. Accordingly, both the researcher and the inter-ratter rated the teachers' practices in a very similar way as indicated in table 3.

Above all, the students' very less achievement in communicative test than the structure test was the real indicator that the students were not practicing the items in meaningful sentences. After the test papers were collected, the researcher asked the students which of the two tests were difficult, and they responded in mass that test two (the communicative test) was challenging.

Generally, the researcher believes that the result of the study is dependable to make conclusion because all the results gained through the tools were the same. For example, all the students and the teacher agreed that the book presents the grammar items in rule-oriented ways. This has been confirmed by the researcher's evaluation of the grammar contents in grade 10 English textbook. In addition, all the students and the teachers said that the periods given to English at grade 10 do not allow the teachers to make adequate support for the students to help them improve their English proficiency. For instance, teachers ignore the macro skills because they believe that these take much time, and block them not to cover the portions. More, all the teachers and the students agreed that most students are below the standard of grade 10 English, and they need much support from the grass root level, but this is impossible for the teacher as his time is tight. In most case, the students said that the teachers go with the top students, and the teachers did not deny this, but reasoned out that they rush through the units for portion coverage.

Thus, the result of the study which has passed through different process by various tools gears to the same conclusion in general. There is a problem in the practice of communicative grammar teaching because of different factors such as the nature of the text book, the shortage of time, students' back ground, etc.

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Chapter Five

V. Conclusions and Recommendations

This chapter deals with the last parts of the study. It presents the conclusions and recommendations of the study as follow.

5.1 Conclusions

Depending on the results of the data collected for the current study, the following main conclusions have been drawn.

5.1.1 Analysis of the classroom observation shows that the teachers teach grammatical items in rule based approaches. They do not use different techniques except explanations and few questions. The teachers' grammar lessons are copy of the text book. They do not also integrate the grammar items with the macro language skills.

5.1.2 The students do not participate in the lessons in different ways such as asking questions during the English classes. Few students answer questions of the teacher.

5.1.3 Analysis of the teachers' focus group discussion result indicates the teachers believe that teaching English grammar in formal instruction is very important for grade 10 students. They also believe that grammar instruction should be based on both form and message. However, it indicates that they are not teaching grammar the way they think it is better to be. Shortage of time and large class size are the two major factors for the teachers not to teach grammar the way they think.

5.1.4 Analysis of the results of the students' focus group discussion reveals that the students like to learn English grammar so as to be good English speakers. They want to learn the grammar rules in balance with the way it helps them communicate with people. They like to practice speaking by participating in dramas, dialogues, and other oral activities. This also informs that the students know the way they can learn English better, but they need the teachers' guides or supports.

5.1.5 The result indicates that the students are not encouraged by their teachers to speak in English. They are not also practicing the four major language skills because the teachers skip to rush through the portions. This makes the students victim of opportunities to acquire the knowledge of word spelling, vocabularies, sentence structures, etc

5.1.6 The students' discussion result also indicates that the teachers explain the grammar lessons well. But when the book repeats, the teachers do not focus on it. This negatively affects the students who benefit more from repetitions.

5.1.7 The results also indicate that there are no communicative activities practiced to observe the students oral and written performances. As a result, there are no opportunities in which teachers give feedback. There is no practice of English oral assessments added to the students' marks. Teachers do not also assess the individual contributions to the activities when they give group assignments. Only the group leaders present the reports. This makes the students become reluctant to participate in the activities, so they lose the opportunities to speak in English.

5.1.8 The results of grade 9 English text book analysis indicate that there are many grammar contents included in the text book, and the activities are simple in terms of the complexity of sentences and level of vocabulary. The activities are repeatedly presented in different units of the book, but not in details. The grammar items are also not presented in communicative ways.

5.2 Recommendations

Based on the results of the study, the following recommendations are made.

5.2.1 Teachers should use different techniques of grammar teaching to help the learners learn according to their learning preference. They should also integrate the grammar items with the macro language skills. This helps the students learn new words, spellings sentence structures, etc as stated by the students.

5.2.2 Teachers should encourage the learners to practice the grammar items in contexts. They should help them make different sentences with the new grammar items to help learners develop both the grammatical competence and communicative competence of the language.

5.2.3 Teachers should share the time among different activities rather than spending more time on few activities and totally ignoring the rest ones. This is important for the students to benefit from different learning contents.

5.2.5 The periods allotted for English in a week should be increased. This helps both teachers and students to get relatively adequate time learn grammar in meaningful contexts. The teachers get much

time to support their students to practice the grammar in communication rather than learning only the rules.

5.2.6 The teachers should help the students practice the four major language skills. This makes the students beneficiaries of opportunities to acquire the knowledge of word spelling, vocabularies, expressions, sentence structures, etc. In addition, repetitions should not be ignored because many students benefit from them.

5.2.7 There should be the practice of communicative activities during grammar lessons. This provides opportunities in which teachers observe their students' mistakes or errors and give feedback. There should be the practice of English oral assessments added to the students' marks. Teachers should also assess the individual contributions to the activities when they give group assignments. This makes the students participate in the activities, so they get the opportunities to speak in English.

5.2.8 Grade 10 English text book should be revised to present grammar in communicative ways rather than focusing more on rules. This may help the teachers rely on as a good guidance.

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Appendix A

Observation Checklist

1. Name of the School _____

2. Grade and Section _____

3. Number of Students , Males   Females   Total

                          _____ + _____ = _____

4.   Date of Observation _____Period____

5. Number of Periods Per week_____

6. Topic of the Lesson _____

7. Subject Teacher's Name_____ Signature_____

		Tr		
		D1	D2	D3

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R/No	Items of observation	Yes	No	Yes	No	Yes	No
1	Is the teachers' presentation delivered at an appropriate speed?						
2	Does the teacher make both oral and written presentation?						
3	Does the teacher teach the grammatical forms focusing on the message according to learner context?						
4	Does the teacher teach the grammatical forms implicitly?						
5	Does the teacher teach grammatical forms with more focused instruction- explanation?						
6	Does the teacher teach the structures in context, giving practice both in form and communicative meaning?						
7	Does the teacher present the grammar lesson at sentence or sentences level?						
8	Does the teacher present the lesson at discourse level?						
9	Does the teacher find or create realistic social situations such as asking for permission to do something, getting someone to do something, giving excuses, asking for help, etc?						
10	Do the teacher's approaches to grammar teaching depend largely on the students' proficiency level in the English language?						
11	Does the teacher use various grammar teaching techniques?						
12	Does the teacher integrate the grammatical patterns with language skills?						
13	Are the students encouraged to use the new grammar item to make meaningful sentences?						
14	Does the teacher use appropriate division of time for different stages of presentation (introduction, presentation, stabilisation, etc)?						
15	Do many students participate in the lesson in different ways (asking questions, answering questions, etc)?						
16	Does the teacher give corrections for the students' throughout the lesson?						

Key: Tr- Teacher, D1-Day One, D2-Day Two, D3-Day Three

Some of the observation checklist was adapted from Tiglu (2008).

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Appendix B

Transcription of Lesson Observations

The transcription of the lessons observed by the researcher is presented in a form of dialogue between the teacher and the students. In some cases, some teachers' practices were narrated, and these are found below. It was intended to be presented in a table having the headings: Teacher Observed, Days Observed, The Practices Observed and comments. However, it is difficult to manage the data in the table. Hence, it is presented below the format. Different symbols have been used to replace the name of the teachers, students and days as codes. Accordingly,

  Tr₁: Teacher 1, Tr₂: Teacher 2, Tr₃: Teacher 3, S: Student, SS: students, Tr O: Teacher Observed, DO: Days Observed

Tr O	DO	The Practices Observed	Comments
Tr1	1		

Tr₁ Day 1 Observation- 03/07/2010 E.C (Ethiopian Calendar) -Morning Shift

Tr₁: last time we learnt about what?

SS: Countries and their currencies

Tr₁: Good! Give me example.

S: Dollar for USA

Tr₁: Good! Another

S: Birr for Ethiopia

Tr₁: Yes! Then the teacher added Yen for Japan. "Today we are going to learn verb and verb pattern. By the way pattern means form. You are going to learn verbs which are followed by the infinitive and verbs followed by the –ing form. What is infinitive?"

S: Infinitive means the 'to' form of a verb.

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Tr₁: Yes, 'infinitive' means nothing but the 'to' form of a verb or 'to' plus a verb. "Infinitive is the 'to' form of the verb and used as the content of the sentence," Tr₁ read from the book. e.g. to go, to make, to come, to sleep, to write, etc. Tr₁ wrote these words saying them aloud, and gave examples of verbs followed by the infinitives: arrange, decide, deserve, promise, manage, forget, hope, reduce, watch, offer, etc. e.g. He <u>arranged</u> <u>to marry</u>.

Tr₁: 'arrange' is the verb followed by the infinitive, and 'to marry' is the infinitive. The form is subject+ verb+ the 'to' form of the verb. E.g. The students have <u>forgotten</u> <u>to collect</u> their textbooks. "'Forgotten' is the verb followed by the infinitive, and 'to collect' is the infinitive itself," the teacher explained.

Tr₁: Let us see the other form of verb. That is gerund. 'Gerund' is the -ing form of the verb. A gerund is a verb with the –ing form acting as a noun. Example: go- going, listen- listening, read- reading, and sleep- sleeping. Verbs which are followed by the gerund include: finish, enjoy, consider, imagine, avoid, admit, consider, imagine, suggest, stop, deny, etc. e.g. The boy <u>denied</u> <u>stealing</u> my watch. The boy-subject, denied-verb, and stealing is gerund. E.g. Few students miss attending the makeup class. I can't imagine marrying such a beautiful girl. Tr₁ explained the rule as usual.

Tr₁: Let us proceed to the other point of the lesson i.e. some verbs can be followed by either the infinitive or the gerund. For example: listen, think, start, like, stop, continue, get, love, prefer and hate. Look at the notes your textbook on page 142. Let me read the notes (pointing out the other verb types). Some verbs are followed by either the-ing form or the 'to' form, and these fall into two groups. In some verbs there is no change in meaning whether the verb is followed by the –ing form or the 'to' form. These include: start, hate, prefer. Examples: I prefer eating at night. I prefer to eat at night.

Tr₁: "There is no meaning change in the above two sentences." There is meaning change when they are followed by either of the two forms. I <u>stopped</u> <u>to eat</u> my lunch. I <u>stopped</u> <u>eating</u> my lunch. (These were read from the book.)

Tr₁: What is the meaning difference in the above two sentences?
SS:---------------(silent)

Tr₁: I want to eat my lunch, but I stopped. (tried to explain but not clearly identified the meaning)

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Tr₁: "Complete the activities on page 142 with the correct form of the verb ('-ing' or 'to' form," the teacher told the students. The time was up before the students finished. This was the whole progress of the lesson.

Comments

Tr₁ should have asked the students to give the examples of verbs followed by the infinitives. Rather than dealing with the three items in traditional ways, it was better if the teacher kept supporting the students practice the first item in different ways. For example, telling them to make sentences with the infinitives, encouraging them to ask each other questions, etc

Tr₁ Day 2 Observation- 14/07/2010 E.C (Ethiopian Calendar) -Morning Shift

Tr₁: Yesterday we have learnt conditional type one. Today let us see conditional type two. Look at how it is formed.

The form- If +subject+ V2 (simple past) for the 'if clause', and subject+ would+V1 (simple present) for the main clause.

> ❖ E.g. If I <u>studied</u> hard, I <u>would pass</u> my exam.

Tr₁: What is the meaning of this sentence?

SS: ------------- (silent)

Tr₁: Conditional type two is unreal, imaginary or unlikely condition. This type of condition is about things which are not true in the present, and which may not be true in the future. Can you add another example?

S₁: If I don't… eh?

Tr₁: Not don't. (Interrupting the student)

S₂: If I <u>lost</u> my pen, I <u>would borrow</u> from my friend.

Tr₁: Very Good! (Wrote it on the chalkboard and underlined the verbs as above.)

Tr₁: If I were you, I wouldn't go to the party. (the teacher added)

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Tr₁: "Can it be possible for me to be another person?" the teacher asked with the intention of telling the meaning of this sentence,

SS: No.

Tr₁: So it is unreal, imaginary condition. If I were a bird, I would fly to America. (Tr₁ added.)

Tr₁: Now, I am not a bird. So it is improbable for me to fly to America like a bird.

Tr₁: If I were the president of Ethiopia,…eh? (Tr₁ started and waited for students to complete it.

SS: ------- (silent)

Tr₁: If I were the president of Ethiopia, I would fight against corruption. (The teacher completed it)

Tr₁: If I were the Prime Minster of Ethiopia, I would run to reduce poverty in my country. (The teacher added.)

Tr₁: If you won one million Birr, what would you do with the money? (with the intention of helping the students to practice the item they were learning) If I won a million Birr,… (to encourage the students).

SS: If I won one million Birr, I would fly to America.

 Tr₁: Very Good! Another..

 S₁: If I won one million Birr, I would buy a new car.

Tr₁: Good! Another

S₂: If I won one million Birr, I would build a new house.

Tr₁: Good!

Tr₁: If you were an animal, what would you like to be?

S₃: If I were an animal, I would like to be a monkey. (It was fun and the students laughed.)

Tr₁: Let it be for you. The teacher continued eliciting sentences from other students, and asked similar question.

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S₄: If I were an animal, I would like to be a lion.

The teacher asked why the student wanted to be a lion, and the student said because lion is a dangerous animal.

Tr₁: If you were the director of Dabo Gacho High School, what would you like to do?

S: I will… The teacher interrupted and asked, say 'I would,'" he told the student.

  Tr₁: Can we say 'I will'?

S: If I were the director of Dabo Gacho High school, I would like to be a good guider of the school.

Tr₁: If you were Dabo Gacho director, what would you like to be?

S: If I were Dabo Gacho director, I punish the students who disturb in the class.

Tr₁: Don't forget the form! Say 'I would punish'. TR1 asked another student.

Tr₁: Fraol! If you would like to change your name, which name you would like to choose?

Fraol: No name.

Tr₁: Ahh! It is fun. You mean you like your name.

 Tr₁: Yordanos! If you would like to change your name, which name do you choose

Yordanos: If I would like to change my name, I would like to choose Henok.

Tr₁: If you were a rich person, what you would like to do for the country?

S: If I were a rich person, I would like to help the poor people.

Tr₁: Very good!

After a long elicitation, the teacher wrote the following instruction on the chalkboard.

❖ Make at list five examples of conditional clause type 2. Use the following formula

If +subject+V2 (Verb two), subject+ would+ V1 (Verb One)

However, the time was up before the students finished the activity.

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Comments

From this presentation in general, the researcher could deduce that the teacher tried to encourage production of the new item in meaningful sentences. He also tried to contextualize the lesson. However, the strategy could not address all students because few students produced their answers. Therefore, the teacher should have encouraged the students to practice the question and answer in pairs or groups so that it addresses all the students. On the other hand he must have delayed the comments rather than discouraging the learners by interruption.

Tr₁ Day 3 Observation-05/08/2010 E.C (Ethiopian Calendar) -Morning Shift

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The teacher started the lesson by writing the title on the chalkboard as follow as usual.

A 9.8 Language Focus: Time Expressions: During, while, since

Tr₁: "There are many words (as, when, before, after, etc) used for expressing time. Today we are going to focus on during, while, and since." Thus, the teacher read from the textbook and showed the formula of how to use the words. During- During+ Noun- to say when something happens   e.g. Nobody spoke <u>during the concert</u>.

Tr₁: during the concert, during the meeting, during the day, etc (showed the phrases)

Tr₁: I listen to the radio during the day. (read the sentence from the textbook.)

Tr₁: The second item is 'while'. Then Tr₁ read the example on the text book and wrote it on the chalkboard and showed the formula as follow. While- used to show two things happening at the same time. While+ Subject+ V-

  ❖ While I was watching TV, the light went off.

  ❖ While I was reading my English textbook, someone knocked at the door.

  ❖ While I was studying my lesson, my mother called me.

   ❖ Someone called me from outside while I was eating my lunch.

Tr₁: For- is used to show length or duration of time. It is used to answer the question 'how long'. Following this, the teacher provided some examples orally.

  ❖ I have been reading my English textbook for two hours.

  ❖ I have been studying for an hour.

Tr$_1$ then ordered the students to look at the examples in their English textbook, and read out the following sentences.

  ❖ Nisan has been sleeping for eight hours.

  ❖ I listen to the radio for an hour.

Then he showed that the formula is 'For+ Period of Time' and listed the following phrases: For two hours, for one week, for three years, for a long time, for ages

Next, he proceeded to 'since,' and described it as follow.

Since- is used to show when an action started i.e. since + starting point of time.

e.g.   Since Monday, since 2006, since this morning, since last weekend, since last night

Tr$_1$: Look at the following example sentences. (Underlining the items in the sentences)

  ❖ It has been raining <u>since last night</u>.

  ❖ We have been good friends <u>since we were grade one.</u>

Tr$_1$: You learnt these items and others such as 'just', 'yet', 'still' and 'already when you were at grade seven. Now complete the exercise in your text book page 159.

Tr$_1$: What is the answer for number 1?

SS: Since

Tr$_1$: Number 2?

SS: during

The teacher finished the exercise completion by using choir response strategy. The teacher then wrote the answer on the chalkboard and told the students to copy it down. Next the teacher went back to the beginning of the lesson and revised it for consolidation. This was how the procedure of the lesson went ahead.

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Comments

At the beginning, it was better if the teacher made the students discuss what they know about the items. It was also better if the teacher used consciousness-raising approach to teach 'since' and 'for' to teach it communicatively. It would have been also good if the teacher gave opportunities for the learners to practice the items in a form of question and answer technique.

Tr₂ Day 1 Observation-03/07/2010 E. C (Ethiopian Calendar) -Morning Shift

Tr₂: Good afternoon!

SS: Good afternoon teacher!

Tr₂: Ok, what did we learn last time?

SS: Countries and their currencies.

Tr₂: Good! Yes, we learnt about countries and their currencies. For example, for Ethiopia the currency is Birr. For Kenya, what?

SS: Shilling (responded in choir)

Tr₂: Britain….eh?

SS: Pound

Tr₂: Good! It is easy. Today, we are going to learn about verbs and verb patterns. (Writing the title of the lesson on the blackboard).

Tr₂: You have to take note.

The note was as follows.

When one verb is followed by another, the form of the second verb may be in the –ing form or in the 'to' form.

- ❖ E.g. Some children start working because their parents have become ill.

- ❖ The money helps to keep them alive.

Some verbs must be followed by the –ing form. e.g. finish, enjoy, consider and imagine.

- ❖ Have you finished washing the clothes?

- ❖ Do you enjoy playing cards?

Some verbs must be followed by the 'to' form. e.g. decide, want, intend, hope, etc.

- ❖ I have decided to by some new shirts.

❖ Do you want to read that book?

Some verbs can be followed by either the –ing form or the 'to' form. These fall into two groups.

There is no change in meaning with the –ing form or 'to' forms. E.g. start, like, prefer

❖ I prefer to eat at night.

❖ I prefer eating at night.

There is change in meaning depending on which form you use in some cases.

❖ I stopped to eat my lunch.

❖ I stopped eating my lunch.

The teacher started to explain the intended grammatical elements orally by underlining the verbs and the –ing and the 'to' forms.

Tr₂: Ok! Look at the above sentence. (Pointing at the sentence, ''Some children <u>start</u> <u>working</u> because their parents have become ill''.)

Tr₂: Mention the two verbs found in the sentence.

SS: Start, and working. (The teacher did not nominate any student to answer the question. Hence, some students responded in mass).

The teacher followed the same procedure for explanation of the rest notes on the chalkboard. After the explanations, the teacher wrote seven questions as a class work on the chalk board which were to be completed by the correct form of the verbs. When the researcher checked, all the questions were copy of the textbook. And almost all the students had the text book in front of themselves.

Comments

Tr₂ made good focus on identifying the verbs and their patterns. However, on the verbs which change the meaning of the sentence based on their forms, the teacher did not give correct meaning difference. In the sentence 'I stopped to eat my lunch' the teacher said that this means I decided to eat my lunch but stopped it, I leave it. But the researcher believes that the sentence meant I stopped doing another thing because I want to eat my lunch.

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Tr$_2$ should have encouraged for peer learning. Tr$_2$ should have not written the questions on chalkboard because there were enough text books in front of the students. Tr$_2$ should have used the time for monitoring oral practices such as making sentences, questioning, etc

Tr$_2$ Day 2 Observatio-14/07/2010 E. C (Ethiopian Calendar) -Morning Shift

Tr$_2$: Good morning.

Tr$_2$: Good morning teacher.

Tr$_2$: Today we are going to learn if sentences. (Writing on the chalkboard)

Tr$_2$: We use conditional sentence to talk about future possibilities. Example:

         If I pass all my exams, I will go to the university. (written on the chalkboard)

Then, Tr$_2$ continued with more explanations as follow.

Conditional Sentence

Tr$_2$: A conditional sentence contains if clause, conditional clause. "Conditional clause usually begins with what?" "No one?" (waiting for the students)

SS: …….(silent)

Tr$_2$: It begins with 'If'. Look at the above example. (referred to the above sentence). The conditional clause can come after if clause. Can you give me example in full sentence?

S: If you want to pass the exam, you have to read hard.

Tr$_2$: Good! (added the following sentence.) Example: If I study hard, I will pass my exam.

Tr$_2$: In this sentence, which clause comes first, main clause or if clause?

SS: If clause.

Tr$_2$: Yes. Now, we can change this as follow.

     ❖ I will pass my exam if I study hard.

Tr$_2$: In the second sentence, which clause comes first? (pointing at the sentence on the chalkboard)

SS: Main clause. (Few students replied in choir)

Tr₂: Look. When the main clause come first comma is not needed. Now look at the following.

> If the weather is fine, we will go to the market.

Tr₂: When the 'if clause' come first, comma is must. (Pointing at the above sentence). The teacher rewrote the sentence by putting the main clause in the beginning as follow with intention of showing the absence of comma.

❖ We will go to the market if the weather is fine.

Tr₂: Ok. Now let us see type of conditional sentences. There are three main types of conditional sentences.

A. **Probable condition**

	If clause	Main clause
Tense	Present simple	Future simple
Example	If he asks her,	She will marry him

B. **Unlikely Condition**

	If clause	**Main clause**
Tense	Past simple	conditional
Example	If he asked her,	she would marry him

Tr₂: Who can change the tense in the probable condition to the unlikely condition?

S₁: If he <u>ask</u> her,…

Tr₂: Is it past simple, don't you know the meaning of past simple? (The teacher interrupted the student).

S2: If he asked her,….

Tr₂: Very good! (the teacher wrote this clause on the chalk board and asked, "Who can complete this sentence?")

S₃: She will marry him.

Tr₂: Is he correct? (asked for peer correction.)

 S₄: She would marry him.

Tr₂: Very good! (the teacher praised the student and wrote it in the space provided and continued the third one as follow.

C. Impossible Conditional

	If clause	**Main clause**
Tense	Past Perfect	Perfect conditional
Example	If he had asked her,	She would have married him

Tr₂: Can you change the sentence in the first table (If he asks her…) into past perfect?

SS: …….(silent). So the teacher wrote it himself.

Tr₂: When we say, 'If he asks her, she will marry him,' what does it mean? (to show the meaning)

SS: ….(silent) Consequently, Tr2 described that the meaning of the sentence in the first table above is that if he asks her at any time in the future, she will probably marry him. The condition is that he asks her.

Finally, Tr₂ ordered the students to do the matching exercise on page 147. Unnecessarily, Tr₂ wrote the exercise on the chalkboard though all the students had their text book with them i.e. at least one between two students.

Comments

Trying to elicit the answers from students is very good, but the strategy of questioning did not address all the students. Thus, it was better if the teacher encouraged the students to ask each other in groups or pairs to practice the 'if clause'. Tr2 should have presented in contexts and asked the students to deduce the rules. The meaning was not focused.

Tr₂ Day 3 Observation-24/07/2010 E. C (Ethiopian Calendar) -Morning Shift

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Tr₂: Good afternoon

SS: Good afternoon teacher!

Tr₂: Ok. Last time, we learnt about sequencing words such as first, after, before, next, finally, etc. Today we are going to learn about time expressions and wrote the title of the present lesson on the chalkboard as follow.

A 9.8 Language Focus- Time Expressions

Tr2: What is time? (writing the word 'time' on the chalkboard)

SS;……(silent)

Tr₂: Time is measured in what?

S: In minutes

Tr₂: Very good! Yes, time is measured in minutes, hours, days, days, years, centuries, etc. The following was the teacher's note.

The preposition during, while and for are often used with time expression.

How to use during-

During is a preposition which is used with a noun (During + a noun) to say when something happens. It does not tell us how long it happens.

Tr₂: 'during' comes first to a noun. Look at the following example. (writing on the chalkboard)

  ❖ Nobody spoke <u>during the concert.</u>

Tr₂ added another incomplete sentence to help the students practice the structure by filling the gap.

  ❖ I listened to the radio _____the day.

Tr₂: Who can fill this blank space?

SS: During the day.

Tr₂: Yes. (Wrote it in the blank space above)

Tr₂: This is how to use during. Ok. Now let us see how to use 'while'. Then, Tr2 wrote on the chalkboard.

How to use while

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While is used to talk about two things that are happening at the same time. It is used with a subject and a verb-(While +Subject+ Verb).

Tr₂: Can you give an example?

S: The phone rang while I was watching TV.

Tr₂: Very good! Who can add another example? (Writing the first sentence given by the student)

SS: ….. (silent).

Tr₂: What is the meaning?

SS: ….. (Silent)

Tr₂:

*For example, I am teaching in section B. Teacher Girma is teaching in section D. So I can say, I am teaching at section B while teacher Girma is teaching at section D. Some students are doing their Mathematics homework **while** I am teaching English. So 'while' is used to talk about two things happening at the same time. Look at the following example again. e.g. I listened to the radio <u>while</u> watching goats.*

Tr₂: Let us go to another title.

Tr₂ wrote the following on the chalkboard and followed by questions

How to use for

'For' is the preposition that is used with the period to say how long something goes on.

Tr₂: can you give me example for this?

S: Nisan has been sleeping <u>for</u> eight hours.

Tr₂: Good! (underlined the word 'for' to show how it is used and orally added the following orally.)

  ❖ I have been teaching here for fourteen years.

Following this, Tr₂ wrote the following sentence on the chalkboard.

  ❖ I listened to the radio for two hours.

Tr₂: Ok. Let me ask you a question. Can you tell me the subject and the verb in the following sentence?

  ❖ The phone rang while I was watching TV.

S: The subject is 'I', and the verb is 'was'.

Tr₂: Good! Now complete the activity in your textbook on page 159.

The teacher copied the activity onto the chalkboard, but the researcher believes that it was not necessary because the textbooks were available in front of the students. Time was up while the students were doing the activity. So the teacher orally completed the answers with the students. This was how the lesson went on that day.

Comments

Very few students were participating in the lesson. The teacher did not make much effort to encourage the students. It was not necessary to write the activity onto the chalkboard.

Tr₃ Day 1 Observation- 03/07/2010 E. C (Ethiopian Calendar)-Morning Shift

Tr₃: Good morning.
SS: Good morning teacher.
Tr₃: If you remember, last time we learnt about countries and their currencies. For example, what is the currency of USA?
SS: Dollar. (replied in choir.)
Tr₃: Good. Euro is for which country?

SS: Europe

Tr₃: Good! Ok, today we learn about verbs and verb patterns. (Writing the title on the blackboard) Tr₃ continued the note was as follows.

When one verb is followed by another, the form should be –ing or to form. Verbs that are followed by the -ing form include: finish, avoid, imagine, enjoy, consider, deny, delay, etc

Tr₃: Look at these verbs. (Pointing at the above verbs)   Can you make sentences with these verbs?

SS: …..(Silent)

Tr₃: Shall I give you example? (writing the following sentence as an example)

❖ The thief denied stealing the money.

Tr₃: Look at this sentence.(pointing at the above sentence) Can you read with me?.The students read with her. **Tr₃:** Which one is the verb? (moving finger on the sentence)

SS: Stealing. (replied in choir)

Tr₃: What about denied?

S: 'Denied' is the verb followed by the –ing form.

Tr₃ underlined the verb 'denied'.

Tr₃: It is one of the verbs whish are followed by the –ing form of other verbs. Please, make your own sentences by using the verbs on the board and others. You can also make questions by using question words. For example: have you finished writing dialogue? Which one is the verb followed by the –ing form?

SS: Finished.

Tr₃: You are correct. Now who can give me a similar sentence?

S: Do you enjoy playing games?

Tr₃: So the verb 'enjoy must be followed by what? The teacher moved in the class with a sense of monitoring the activity.

SS: by the – ing form, and

Tr₃: You are right. (Then the teacher wrote the student's sentence on the chalkboard .e) Who can give me another example?

S₁: Have you finished….?

Tr₃: Who can complete it?

S₂: …washing the clothes?

Tr₃: Only washing the clothes?

Tr₃: …washing the dishes?

Tr₃: Please, use full sentence.

S₄: Have you finished eating mangoes?

Tr₃: Very nice! What about girls? We are talking about verbs that are followed by the -ing forms; can you give us one example? (asked looking at a female student, but the student was silent. Another male student read a sentence which says, "Do you enjoy dancing?" The teacher moved to another verb type by saying,

Tr₃: The next point is, some verbs are followed by what?

SS: The 'to' forms"

Tr₃: What are the verbs that must be followed by the 'to' forms? Can you give us example?

SS: is, are and were.

Tr₃: These are verb to be, and we are not talking about verb to be; we are talking about the 'to' form-infinitive (politely received the answer and wrote on the board. Who can give me another example? (erasing the wrongly **SS:** want , decide.

Tr₃ interrupted and told the students to raise their hands for their answer. Tr3 then listed the verbs such as want, decide, intend and hope.

Tr₃: Ok! These are verbs must be followed by 'to' forms," Can you show the verbs in sentences.

S: Do you want to read that book?

Tr₃: Good! Which one is the verb followed by infinitive in the given sentence? (Writing the sentence on the chalkboard)

SS: want (replied in choir)

Tr₃: Yes. (underlined the verb 'want' and the infinitive 'to read.' Could you add another example?

S: I have decided to buy new clothe

Tr₃: (Yohannes ! Can you make sentence with the word 'care'?

Yohannes:….(Silent).

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Tr₃: Please try before we go to the third point.

S: I have decided to go to home.

Tr₃: I decided… (To show the sentence is not correct)

S: I decided to go home.(the student corrected his mistake)

Tr₃: Good!

S: He doesn't care to visit his parents. (The teacher wrote this sentence on the chalkboard.)

Tr₃: Ok! The third point is that some verbs are followed by the –ing form or the 'to' form. Can you give me example?

S: I prefer eating at night.

Tr₃: I prefer eating at night. Which verb is followed by the –ing or the 'to' form in the sentence? By the way, can you mention some of the verbs which can be followed by the –ing form or the 'to' form? (Before the students gave their answer to the first question, the teacher raised the second question

SS: start, prefer

Tr₃: Good! Another

S: ate.

Tr₃: ate?

S: Yes.

Tr₃: Not correct.

S: start, stop, and like

Tr₃: hate, remember, forget and recreate. (added orally)

S: come

Tr₃: Shook head to show it was not correct. Follow the example and keep as a formula.

Next to this, the teacher started to give note as follows.

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Some verbs are followed by either the –ing form or the 'to' form: remember, promise, suggest, start, like,   forget, prefer, stop

Tr₃: These verbs can be either followed by the –ing form or to form. With few verbs there is no meaning change. Can you give me example?

S: remember and 'prefer

Tr₃: Good!   I remember to give you the money. I remember giving you the money. There is meaning difference in the above sentences. Find from your textbook. The students read the following examples.

SS: I prefer eating at night. I prefer to eat at night. (Read in choir)

The teacher wrote these sentences on the chalkboard, and confirmed that there is no meaning change.

Tr₃: There is meaning change with few verbs when they are used with the –ing or the 'to' form. Can you give me examples of these kinds of verbs.

S: I stopped to eat my lunch. I stopped eating my lunch.

The teacher wrote the sentences as follows.

Tr₃: Is there meaning change between the first sentence and the second one.

SS: There is meaning change.

Tr₃: You should not conclude that there is no meaning change always whether the verb is followed by the –ing form or the to form. The teacher repeatedly added the following sentences orally, and explained the concept in Oromo Language. I remember to give you the money. I remember giving you the money.

Tr₃: You have to identify the verbs you have learnt. Am I clear? Do you have any question?

SS: ….. (Silent)

Tr₃: Ok. Complete the activity on page 142.

The teacher looked at her watch and understood that there was no enough time to finish it then, so she left it for home work and told that the students would have a test on the following day. This was how the lesson of the day was delivered in general.

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Comments

Encouraging the students to produce examples for each item was very good, but it was also good if the examples were not only oral. It is difficult to address all students orally. Thus, there should be writing activity.

Tr₃ Day 2 Observation -14/07/2010 E. C (Ethiopian Calendar)-Morning Shift

Tr₃: Good morning.

SS: Good morning teacher.

Tr₃: Today we are going to learn about if sentences. By the way we started this lesson last time. What do you remember?

SS: ….. (Silent)

Tr₃: When do we use the 'if sentence'?

S: We use 'if sentence' to talk about general truth.

Tr₃: Good! Can you give me example?

S: If we heat ice, it melts.

The teacher wrote the sentence on the chalkboard.

Tr₃: Another

S: If you don't water plants, they die.

Tr₃: Good! The main clause of this sentence is used with the absence of 'will' because it is fact. Now we are going to discuss the three type of conditional sentences. Can you list them?

S: There are three types of conditional sentences. These are: probable condition, improbable condition, and impossible condition

Tr₃: Yes. (Writing the note on the chalkboard as follow)

The three major kinds of conditional sentences are:

1. Probable condition

2. Improbable condition

3. Impossible condition

Tr₃: Can you give examples of the first type with the pattern. We are going to discuss one by one.

S: The tense of the 'if clause' in the probable condition is simple present, and the main clause is simple future. For example, "If you disturb in the class, the teacher <u>will leaves</u> out."

Tr₃: Ok, Very nice! The conditional clause has two parts: the 'if clause' and the 'main clause.'

The teacher wrote on the chalkboard as follow to show.

1. Probable condition

If clause-Simple present tense

Main clause-Simple future

Tr₃: Can you give me example sentence of the pattern.

S: If you study hard, you will pass the exam.

The teacher wrote it on the chalkboard.

Tr₃: When the 'if clause' comes first, it is followed by comma. It can also be used as follow.

❖ You will pass the exam if you study hard.

Tr₃: What about comma?

SS: No comma.

Tr₃: Use the third person singular. As a language input, Tr₃ started the sentence as, "If he…"

S: If I have some money, I will buy some clothes.

Tr₃: Good! Another

S: If I go to Lalibela, I will visit church.

Tr₃: Good! This is all about the probable condition. Let us proceed to the other type of condition i.e. improbable condition. The other name of improbable condition is unlikely condition or unreal condition. Please, can you give me the form of this type of condition? What is the form of the tense in 'if clause' and the form of the tense in 'main clause'?

S: The form of the tense in the 'if clause' is simple past, and the form of the 'main clause' is present conditional i.e. should or could plus verb one.

Tr₃: Yes. The form of the tense in the 'if clause' is the simple past tense. What about the main clause?

SS: It is present conditional.

Tr₃: You are right. Present conditional means would plus verb one.

The teacher showed the form of the improbable condition on the chalkboard as follow.

2. Improbable condition

 If clause-Simple past tense

Main clause-Present conditional (would +V1)

Tr₃: Can you give me examples concerning the pattern. Look at the tense in the probable condition above and convert it into improbable condition.

S: If you studied hard, you would pass the exam.

Subsequently, the teacher wrote the student's sentence on the chalkboard and pointed at the form of the verbs in the 'if clause and that of the 'main clause.'

Tr₃: What do you know about 'were' and 'was' in the context of improbable condition. The teacher wrote the following incomplete sentence on the chalkboard and asked the students to complete it.

> ❖ If I were you, _____.

SS: …..(Silent)

Tr₃: Can we use 'were' with 'I'?

SS: No.

Tr₃: It is possible to use 'were' with 'I' because it is more formal than 'was.'

S: If I were you, <u>I would buy a car.</u> (A female student completed the above sentence)

Tr₃: It is also possible to use 'were' for third person singular (he, she, it) in improbable condition. Look at the following example.   If she <u>were</u> here, she <u>would tell</u> us the truth. Ok. Let us go to the third type of condition.

3. **Impossible condition (unfulfilled condition)**

Tr₃: What do you know about the impossible condition? Can you give example of the pattern of this condition? What is the form of the 'if clause' and what is the form of the 'main clause'? Please, make one sentence under this title. The teacher waited but no one tried. Thus, the teacher told them to write an example sentence individually.

S: The pattern or the example? (A female student raised her hand and asked),

Tr₃: Starting from the pattern

S: The pattern of the impossible condition is the past perfect tense plus present condition That means could or should or would plus verb three(V3). For example "If I had had enough money, I would have bought some fruits."

Tr₃: Very good! Clap your hands!

The teacher then explained the pattern orally and wrote the form as follow under the title.

 If clause-Past perfect tense

Main clause-Perfect conditional (would +have +V3)

As it was time to stop she told the students to do the exercises in their text book and left out.

Tr₃ Day 3 Observation-24/07/2010 E. C (Ethiopian Calendar)- Morning Shift

Tr₃: Who can remind me what we learnt last time?

SS: We learnt about adverbs of manner.

Tr₃: Can you remember some of the adverbs?

S: easily, carefully, quickly, etc.

Tr₃: Yes. These adverbs are words that we use to talk about manner. Can you show us in example?

S: We did the assignment <u>slowly</u>.

Tr₃: Which one is the adverb of manner?

S: Slowly

Tr₃: Do you all agree?

SS: Yes.

Tr₃: What kind of adverb of manner?

SS: It is the regular adverb of manner.

Tr₃: Ok. Adverbs can be driven from adjective. E.g. slow- slowly.   Which one is adjective and which one is adverb in the above two words?

SS: slow is adjective whereas slowly is adverb.

Tr₃: You are right. Today we are going to learn about time expression. (Writing the following title on the chalkboard)

A 9.8 Language focus: Time expressions

Tr₃: Who can tell us the words that we use to express time. You have to raise your hands.
SS: while, during, for, now and when. (The students raised their hands and responded)
The teacher wrote the words on the right column of the chalkboard by adding some other words such as since, ago and until.
Tr₃: These words are called prepositions of time. We are going to see few of the words.
Tr₃ started to write her note under the title already written.
Prepositions of time are words like: while, since, until, during, when, for, ago

 Tr₃ then continued with detail explanation of each of the prepositions. Tr₃ wrote the word 'while' on the chalkboard:

Tr₃: When do we use the word 'while' in a sentence? Can you give example? Henok. Can you explain when we use 'while' in a sentence?

Henok: We use 'while' when two things happen at the same time.

 Subsequently, the teacher wrote the explanation as follow on the chalkboard.

While- We use while when two things happening at the same time.

This means that

Tr₃: Can you give examples with the pattern.

S: The light went off while I was studying. (The student read from the text book)

Tr₃: Good! Ok. The phone rang while <u>I was reading</u>. Look at this. (Pointing at the clause 'while I was reading') There is while+ subject+ Verb i.e. while+ 'I' + was reading. Please, add your own example based on this pattern.

S: While I <u>was eat </u>my dinner, someone <u>knocked the door</u>

Tr₃: While I was eating…. (Tr₃ did not clearly show him that he made a mistake in the sentence. She did not also give complete sentence for correction. Tr₃ gave opportunity for others.)

S: <u>I washing</u> clothes while <u>I was watching </u>TV.

Tr₃: <u>I washing</u> clothes while <u>I was watching </u>TV. (The teacher orally repeated the sentence with the intention of indicating that it is mistaken.) How can you correct it?

S: While I was watching TV, the power went off.

Tr₃: OK. Let us see the next one i.e. during. When do we use 'during'?

 SS: It is used before noun. (The class said in choir, so the teacher wrote it on the chalkboard as follow.)

During- Used before noun to show when something happened.

Tr₃: Can you give example?

S: I listened to the radio,…

Tr₃: Based on the examples given in your text book, you can give your own sentence. (The teacher understood that the student was saying what is already in the textbook, and refused it.) Tr₃ repeated the explanation of the item while waiting for the students answer. Subsequently,

S: I visited the park during <u>the day.</u>

Tr₃: Which one is a noun? (writing the sentence on the chalkboard

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SS: 'The day' is the noun.

Tr₃: Can you add another example? (underlining it in the sentence above)

S: I played with mud during child.

Tr₃: Gutu, why don't you make sentence?

Gutu: … (Silent)

S: I washed my clothes during the day.

Tr₃: Good!

Then, Tr₃ continued giving the following sentences as more example.

❖   I stayed at home during the holyday.

❖   I stayed at home during summer.

Tr₃: Ok. Now let us see 'for'. How do we use 'for'?

S: For plus number.

Tr₃: For plus number? Who can modify?

SS: …. (Silent)

Hence, the teacher wrote it on the chalkboard as follow.

For- shows how long something happened.

Tr₃: Based on this can you give or construct sentences?

S: I listened to the radio for an hour.

After writing this sentence on the chalkboard, Tr₃ received the following sentences orally from the students.

I followed the person for a long time. I sang a song for thirty minutes.

I have been living in Mettu for sixteen years. My mother has been working for four hours.

Following this, the teacher summarised the lesson and gave class work, but the next teacher had arrived before the students finished the activity. Thus, Tr$_3$ told them to do it as homework.

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Appendix C
Teachers' Focus Group Discussion Guide

Dear Teachers,

I am in the process of conducting a research on the issue entitled as "An Investigation into the Practice of Communicative Grammar Teaching" for my MA thesis in TEFL at Adama Science and Technology University. Thus, the purpose of the discussion is to find from you the necessary information for the study. Any relevant information that you provide will be kept confidential. I will only be writing notes and recording the interviews for the sake of keeping the information and it's practicality in analyzing the data and completing my study. The only purpose of this research is to look at how effectively grammar lessons are being implemented, what variety of approaches to teaching grammar in the EFL classrooms are being used or not used, and what teachers' reason (s) is/are there not to use some methods at grade 9. The intentions are not to assess what could be the best method or who is the best teacher. Therefore, please, throughout this interview feel free to ask for further explanations if you feel that you have not been able to understand the question totally.

I. **Background**

1. How long have you been teaching English?

2. How old were you when you started teaching English?_____

3. Do you think that you were trained in English in a traditional way? How?

4. Have you got any education or training on how to teach grammar communicatively?

II. Beliefs and Practices of Teachers about the Use of Grammar in Language, How to Better Teach Grammar, and How to Correct Students' Mistakes

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A. Beliefs and Practices of Teachers about the Use of Grammar in Language

1. What do you think that the grammar teaching is used for?   Why do you think so?

2. Some people say that studying grammar is not important because we learnt our first language effectively without learning its grammar. What do you think about this idea?

B. Beliefs and Practices about How to Better Teach Grammar

1. What techniques should we use to teach grammar? Why?

2. How do you help the learners practice the grammar items?

3. It is said that teachers may not teach the way they think it should be taught. How much do you agree to this idea?

4. How do you check that your students get clear understanding of grammar lessons?

C. Beliefs and Practices about How to Correct Students Grammar Mistakes

1. How do you identify your students' grammar mistakes?

2. How do you correct your students' mistakes?

D. **Beliefs of Teachers about the ways grammar contents are presented**

1. What ideas do you have about the ways grammar activities are presented in the current English textbook of grade 9?

2. Do you like to add anything to the discussion, please?

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Thank you very much for your thorough responses to my questions!

Adapted from Uthus (2014)

Appendix D

Transcriptions of Teachers' Responses to the FGD

In the transcriptions of focus group discussion for both teachers and students, different symbols have been used, and their meanings are given below.

Tr_1: Teacher 1, Tr_2: Teacher 2, Tr_3: Teacher3, Tr_4: Teacher 4

Tr_{1SS}: Teacher1 students, Tr_{2SS}: Teacher 2 students, Tr_{3SS}: Teacher3 students, Tr_4ss: Teacher 4 students

ss: students, S_1: Student 1, S_2: Student 2, S_3: Student 3, S_4: Student 4, S_5: Student 5, S_6: Student 6, S_7: Student 7, S_8: Student 8

I. Transcriptions of Teachers' Responses

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I Q₁ (Background):

Tr₁: I was 21 years old when I started teaching. I have sixteen years experiences in teaching English. I have B. Ed degree in English from Jimma University. I was trained in the modern way of teaching. I have also got some short term trainings on how to teach grammar effectively. I do not have a problem on how to teach grammar.

Tr₂: I was 21 one years old when I started teaching. I have 35 years experience of teaching English. I was trained in both traditional and modern way of teaching language. I studied my diploma in distance program and that was modern. I also studied B.A program at university in a modern way of teaching. I have got different training opportunities on how to teach grammar effectively in a modern way. For example, I was trained with my colleagues by The British Council on the English Language Improvement Program for high school teachers.

Tr₃: I was 30 years old when I started teaching English. I have 10 years experience of teaching English. I have got a B. Ed degree in English from Jimma University. I was trained in the modern ways of teaching grammar. I was trained with centre of attention on how to teach language in general and grammar in focus especially during my study of B. Ed degree. I have also got some short term trainings on how to teach grammar effectively from Mettu University.

Tr₄: I was 23 years old when I started teaching; I have 25 years experience of teaching English. I have B. Ed degree in English from Jimma University. I was trained in the traditional ways of teaching grammar in TTI programme. I then took my diploma in distance programme.

Researcher: Did the way of training cause an impact on your current teaching practices

Tr$_4$: The problem was alleviated by the short trainings I got by The British Council on the English Language Improvement for High School Teachers. I also got some short term trainings on how to teach grammar effectively by Mention for Mention, and Mettu University. I also got a short training at Bishoftu. I also took one course when I was studying my B.A degree at Jimma University. So, I am not using that way/the traditional way. I am teaching in the communicative way.

II A Q1:

Tr$_1$: Teaching grammar is very important to the learners because when the learners become aware of the grammatical facts, it adds value to their communicative competence. Teaching grammar to the learners of English as a foreign language helps them to make meaningful communication.

Tr$_2$: Grammar is used to speak English correctly, but our students afraid to speak in case of error. We teach them the correct English to use the correct English, how to use correct English, how to write correct English, how to speak correct English, well! Sometimes they write correct English but they do not speak any word because they afraid. So, English grammar should be taught in the classroom because the students learn English only in the classroom with no more aid or lesson from outside.

Tr$_3$: The advantage of teaching grammar is to help the learners know the rule of the language and to speak the language correctly. So, learning grammar is to learn the rule of the language. With no rule of language, it is meaningless. Knowing the rule of the language is very important.

Tr$_4$: Teaching grammar is very important to the learners because it helps them improve their communicative skills.

IIAQ2:

Tr$_1$: We can learn our mother tongue from the family, society or environment, and this is not true in the case of foreign language. Thus, studying English grammar is very essential. More, studying grammar is important even in learning the mother tongue because the language we use in daily communication in our mother tongue and the standardized grammatical facts of the language may be different. Therefore, it is through the formal leaning of the language to become aware of these grammatical facts.

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Tr₂: The analogy of learning mother tongue does not match with that of learning English because we can learn our mother tongue from our family, and then from our society when we grow up.

IIB Q3:

Tr₁: We should use different techniques to teach grammar. Techniques of teaching can be different from individual to individual because every teacher can follow his own way of teaching. We can use explanations, pair work, and group work. For example, I use pair work, group work, dialogues because these help the learners to practice the items.

Tr₂: Students come to school to make mistakes and learn from their mistakes. Thus, we have to give them some communicative works to observe their mistakes and correct them. But there is no sufficient time to apply the techniques of grammar teaching. Commonly, I have only forty minutes for a period. Within this short period, I take periodic attendance. In case of this, I use only 25-30 minutes for teaching the contents. Besides, the number of students is very large i.e. 60 to 65. So, it takes much time to address all the students with appropriate technique of teaching grammar including errors or mistakes corrections. I also run to cover the portion.

Tr₃: The communicative grammar teaching method is preferable. For example, if my today's topic is about past tense, I simply ask my students 'What did you do yesterday?' The students may use the past form of the verbs and try their own sentences. Through that the others may write in a form of simple present, and others may try to correct the errors through trial and error.

Tr₄: We can use different techniques to teach grammar. We can use drills, games, etc. Grammar is taught through the skills. When we teach grammar, we can use game playing in the class, so the students playing the game, they unknowingly speak the language. We can use dialogues, drills, and explaining pictures. These can be the techniques. But what I am afraid is when we see our real school situation; grade nine students really cannot communicate English as you want in the classroom. When we see their backgrounds, when they come from elementary school, they don't have enough words to

use or communicate with. I don't know why. You don't consider as if they are ninth grade students because they use their mother tongues everywhere-in the classroom/outside the classroom. Even when we group them and assign them to do a work, they use their mother tongue. Thus, though there are different techniques to teach grammar we don't fully apply them in the classroom.

Researcher: Why do the students come with poor background from elementary school?

Tr₄: Who are the teachers teaching these students in the elementary school? How much they know this language? This matters I think how they treat these students in the classroom.

IIBQ4:

Tr₁: I help the learners practice the grammar by making them write sentences. Teaching grammar implicitly is important. I always apply implicit or inductive grammar teaching technique. For example, let's say my today's topic is the present perfect tense. First I give them simple example related with their life, real life such as home works, assignment, and work sheets. Then the students are asked to discover the rule from the given example. It can be on the chalkboard. The students can be asked individually, in pair or in group. This enhances the students to discover the rule, and in the future to use the language in their real life situation.

Tr₂: I do the way my friend said. I also ask them to make sentences orally. But the students do not do.

Tr₃: To help the learners practice the grammatical items, giving grammar lessons, dialogues for group discussion, and to make dialogues in pairs is important. For example, if we order them to write about what they did yesterday, they practice using the past tense. However, grammar teaching in a classroom is not comfortable for the teachers. The number of students in the class is very large, for example 68 in my case. This affects my grammar teaching practices in general as it does not match with the time I have i.e. forty minutes to address all these learners with help of practice through trial and error.

Tr₄: I ask them questions to encourage them speak. I also give them activities to write sentences.

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IIBQ5:

Tr₁: I disagree with the idea that says teachers may not teach the way they think. I always teach the way I think.

Researcher: It means that teachers may not apply the methods they think important because of different factors in the classroom.

Tr₁: This is true because the number of the students is large in the class. As a result, it is difficult to address all the students with all the necessary support for grammar leaning. For example, to check the students' clear understanding of the grammar lessons, he uses oral questions usually. Because of large number of students in the class, it is very difficult to address all the problems that can encounter us in the classroom. For example to help them, to give group work, to correct them, to encourage them, to enable the students in the means of communication, etc large number of students in the class affects English teachers not to apply as they intended.

Tr₂: It is true. For example it is difficult to do drama because of time.

Tr₃: It is true. For example, I do not apply all the appropriate techniques I know to teach grammar effectively. It is difficult to observe all the activities of large class size. In addition, as the students are very poor in English, it needs the teacher much time to help them understand what they have to do even in the classroom. In my case, it needs me more time that I can bring from nowhere to provide all the necessary helps. Besides, I rush through the units to cover the portions within the already set schedule. Thus, I usually go with the top students though I know that it is bad behaviour.

Tr₄: I disagree with the motion. I teach the way I think.

Researcher: It means that teachers may not apply the methods they think important because of different factors in the classroom. Do you change your mind?

Tr₄: This is true not because of the teacher's problem but because there are obstacles while imparting the lesson. For example, the number of the students in the classroom is large. As a result, it is difficult to address all the students with all the necessary support for grammar leaning.

IIBQ6:

Tr1: I ask them orally. I also order them to write sentences and look at their written works.

Tr2: I teach them. I ask them some questions. I give them the activities in the book.

Tr3: It is the same. I also ask them to give examples.

Tr₄: To check the students' clear understanding of the grammar lessons, I use oral questions usually, and this does not address all students.

IICQ7:

Tr₁: I identify my students' grammar mistakes when they speak and make mistakes in their dialogue, and correct orally.

Tr₂: I identify my students' mistakes when they speak, but the students do not speak.

Tr₃: There are different ways of identifying the students' grammar mistakes. But, I identify by observing when they do some oral activities such as making sentences. Then, I correct their mistakes orally. Nonetheless, I still do not help all students because of shortage of time.

Tr₄: I usually identify the students' grammar mistakes by observing when they are engaged in oral activities and make mistakes in their dialogues.

IICQ8:

Tr1: I give them different activities and ask questions. Then, I correct when their answer is wrong.

Tr2: I usually correct orally.

Tr3: It is oral.

Tr4: I correct them orally.

IID Q9:

Tr₁: The ways the grammar contents are presented in the text book of grade 10 English does not encourage communication with few exceptions. In some case, the book presents the grammatical items by supporting with pictures for its meaning. However, "The book is always dry, It is we who is expected to add water," Tr₁ described literarily. This is to mean that even though the grammar lessons in the book are not communicative, the teacher can use his own creativity to use it for that purpose.

Tr₂: I strongly agree with his colleagues that the ways the grammar contents are presented in the text book of grade `10 English does not encourage communication sufficiently. The grammar lessons are form oriented.

Tr₃: I agree with the other teachers that the ways the grammar contents are presented in the text book of grade 10 English does not encourage communication sufficiently. The grammar lessons are form focused. The exercises are limited.

Tr₄: The ways the grammar contents are presented in the text book of grade 10 English does not encourage communication totally. The grammar lessons are totally form focused. There are many grammar elements in number, but the exercises are limited. It does not allow for more practices. It gives title following by few examples with the rules, so the book is not appropriate to teach grammar communicatively.

Appendix E

Students' Focus Group Discussion Guide

Dear Students,

I am going to conduct a research on "An Investigation into the Practice of Communicative Grammar Teaching" for the Fulfilment of Masters of Arts in Teaching English as a Foreign Language. Therefore, I request you to participate in the discussion and give your responses thoughtfully. I want to assure you

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that your delicate information to the discussion will be held in firm confidence and used only for the purpose of the study.

Individual Background

1. Would you tell us your name? _____

2. And how old are you?_____

3. Has anything hindered/prevented your English education? _____

Learner Context Discussion Guide

1. Do you feel that you really learn English grammar in the English Classes?

2. What are the things that you would like to be done to help you learn English during your English classes?

3. How do you feel about learning grammar?

4. Do you feel that it is more important to focus on communication (being understood) than focusing on grammar?

5. Do you do oral activities during English lesson?

6. Do you do different activities with the different language skills (speaking, listening, reading and writing) in English as part of English classes?

7. Are there purposes of grammar practices with the writing activities?

8. How much time do you spend on this?

9. Are you happy with the way your teacher is teaching you grammar lessons?

10. Does your teacher give you grammar explanations?

11. Does your teacher repeat grammar lessons for you?

12. Does your teacher encourage you to use the new grammar item to make meaningful sentences?

13. Do you feel that your teacher should help you (more) with grammar?

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14. Does your teacher teach the grammatical forms focusing on the message according to your ability?

Feedback

1. Does your teacher give you feedback/corrections on grammar mistakes? How?

2. If you like to add anything that we have not discussed about ways of learning grammar please:

Thank you for your participation!

Adapted from Uthus (2014)

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Appendix F

Toor-Qabsiiftuu Marii Garee Barattootaa

Kabajamoo Barattootaa,

Ani mata duree "An assessment of the communicative grammar in English language teaching in and learning " jedhu irratti itti guutii gar-tokkee barnootakoo digirii lammaffaa xumuruufan qo'annoo hojjechaa jira. Kanaafuu, marii mata duree kanaan wal qabsiisnee adeemsiisuuf jennu kanarratti haala ho'aa ta'een hirmaachuudhaan yaada keessan akka naaf laattanu kabajaanan isin gaafadha. Odeeffannoon isin mata duree kanaan wal qabsiiftanii naa lattanu hundi dhoksaan isaa kan eegamu ta'uu isaa fi kaayyoo qo'annoo kanaa qofaaf kan oolu ta'uu isaa dursee isiniif nan dhugoomsa.

Odeeffannoo Dhuunfaa Dudduubee (Individual Background)

1. Maqaakee natti himtaa mee?_____

2. Umuriinkee meeqa?_____

3. Afaan Ingilizii barachuu irratti waanti gufuu natti ta'e jira jettee yaaddaa?

Toor-Qabsiiftuu Marii Garee Galumsa Barataa (Learner Context Discussion Guide)

1. Yeroo Afaan Ingilizii barattu caasluga afaanichaa barachaa akka jirtu sitti dhaga'amaa(of keessatti abdii qabdaa)?

2. Yeroo Afaan Ingilizii barattu keessatti barachuu kee sana akka sideggaruuf maalfaan utuu raawwatee jaallatta?

3. Caasluga barachuu akkamitti ilaalta?

4. Caasluga beekuurra wal hubachuu(ergaa walii dabarsuu) danda'uu irratti xiyyeeffatamuu qaba jettee

yaaddaa?

5. Afaan Ingiliziitiin raawwiin afaaniffaa ati hojiirra oolchitu ni jiraa?

6. Gochaaleen dandeettiiwwan afaaniitiin akka qaama Afaan Ingilizii barachuutti wayitii barnootichaatti ati

hojjettu jiruu?

7. Shaakalli seerlugaa ati hojii barreeffamaa keessatti gootu ni jiraa

8. Yeroo ammam fudhatta barreeffama kana shaakaluu irratti?

9. Adeemsa yookiin haala barsiisaankee caasluga Afaan Ingilizii (English Grammar) ittiin si barsiisutti ni gammaddaa?

10. Barsiisaankee caasluga irratti ibsa ga'aa ta'e siif laataa?

11. Barsiisaan kee caasluga irra deddeebiidhaan si barsiisaa?

12. Caasluga haaraa baratteen himoota adda addaa akka ati ijaartu barsiisaankee si jajjabeessaa?

13. Caasluga (grammar) barachu irratti gargaarsi barsiisaa barbaachisaadha jettee yaaddaa?

14. Barsiisaan caasaa caaslugaa **sadarkaa dandeettii keetiitiin** ergaa isaa irratti xiyyeeffatee ni barsiisaa?

Duubdeebii (Feedback)

1. Barsiisaankee dogoggora caaslugaa irratti duubdeebii sirreeffamaa siif kennaa?

2. Bifa kamiin duudeebii siif kenna?

3. Adeemsa caasluga barachuu irratti yaada hinka'in waan itti dabaltu yoo qabaatte:

Hirmaannaa Keessaniif Guddaa Galatoomaa!

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Appendix G

1.   **Transcriptions of Students' Focus Group Discussion**

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1.1 Transcription of Tr$_1$ss' Responses

Q1:

S$_1$: I sense that I am learning English when I learn English grammar. But I sometimes "disappear" from attending the lesson when the teacher shows strong feeling. By 'strong feeling' I mean that I am discouraged when the teacher becomes angry with some bad behaving   students in the classroom, but I learn at the normal situation.

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S₂: The behaviour of the teacher determines to sense that I am learning from the teacher. The communication of the teacher affects my learning. I learn fearfully because the teacher is always with negative emotion in the class room.

The researcher: Are you learning the way you are able to communicate or rule acquisition?

SS: No. (Said in choir). We are learning rules at very maximum.

The researcher: What time do you practice the rules in speaking?

SS: We don't speak. (Responded in choir)

S₃: We were speaking at primary school with the sessions of spoken English. At 10th grade, the focus is on rules of the language. The teacher does not give us the chance to talk in the language. As a result, I am afraid to show the sense that I want to speak in English when some questions are asked. So, I feel that I am not learning sufficiently.

S₄: I feel I am learning English during English periods. However, I am learning rules rather than communications. This is not only because of the teacher's problem. It is also because of the school time bound. For example, at elementary schools especially the private ones, time is allotted to practice communication. Thus, the reason why some students who come from the private elementary schools become good at English is not simply because they attended the schools. It is because they necessarily practice English in communication what they learn in rules. When they use the rules and make mistakes, others give suggestions on the grammar mistakes they observe upon their friends. If the first student's suggestion is again mistaken another friend raises objection on the suggestion. At the end the teacher reconciles by giving constructive feed backs on the grammar mistakes.

The teacher could do this because the number of students at the elementary schools is by half below than the number of students at grade 10 , and more time is given there to practice English in communication. At that time I did not observe the advantage it would have on my English skills development. I did it in a form of play or jocks even hating it sometimes. But now it is the effect of my elementary school English helping me to understand the high school subjects in English. In my feeling, it may be difficult at this school. But teachers should use at least the speaking contents such as debates already included in the book. I believe that a debate is very important because the student necessarily finds words and expressions to beat his opponents. This helps the debater improve his English grammar. During debates, people come back to their mother tongue in the normal debate to express

their high emotions. But at school the students necessarily use only English during the debate whatever their ideas may be because they compete with the other groups, and they are assessed by their teacher for marks.

But at grade 10, the teachers sometimes give group assignments. For example, the teachers give assignments on verbs, nouns, state verbs. In this kind of activity, the student who gathered the information or the assignments likes to present the work by himself. In this case, only one student will be the beneficiary because he writes himself. He presents himself and improves his English. But the majority would be victimized.

The researcher: Are you given purposes of practicing the grammar or simply presenting the rules in the group assignment?

S₂: The main intention of the teacher is to help us present the rules. However, when the students present it, they also develop their communications. But the problem is that only the top students get the chance, where as the lower students are not part of the work.

S₃: At grade 10, my English is falling down because I have not been engaged in practicing the language. In the past, in grade 1-4, we are given dialogues to rehearse and present with peers. In grade 7 and 8 there is drama practice to develop communication. However at grade 10, the lessons are theory based and rule governed. So I read only for exams. When the group work is given, only the group leader works and presents. The other students do not participate unless the group leader warns them he would not include their names in the submitted paper.

Q2:
S₄: I wish that it is better if the teacher arranges tutorial classes to teach deeply because the text book does not present the grammar items in details.

S₅: It is better if the teacher asks questions and encourages the students to use the target language rather than translating it into Oromo Language because in translation the students simply understand the ideas but they do not use the language to express their own thoughts. The teacher has to make the maximum effort to help the leaner understand the question in English itself. He has to use for example, simple words that the learner can understand and attempt to answer.

S₆: It is better if the teacher teaches the grammar lesson in detail at the beginning by referring to commercial English books such as Mega English Grammar. The text book presents the grammar items repeatedly with few explanations. If the teacher follows that way, the students do not understand well at each presentation, and the teacher consumes his time. However, if the grammar item is well treated or presented in detail at the beginning, and good ground is put, it becomes easily understood as revision in the subsequent presentations.

Q3:

S₂: Learning English is very important for formal communication. In the future, I may work in an office in English or I may move to English speaking countries may be by scholar program. Thus, it is through grammar education that I am able to identify the appropriate use of English that may have its own impacts on my communication. All the rest students agreed to the idea of s₂.

Q4:

S₆: If a speaker uses the present tense to talk about the past, this can bring meaning change. On the other hand, if someone knows the rules, but he is not able to express his opinions and feelings in communication outside, his learning is meaningless. As a result, the focus should be in balance on both rules and communication.

S₃: If the students use the language in a wrong way- with wrong grammar they may be laughed at by others because others expect the students to use correct English. But I believe that communication is very important. The other students agreed too.

Q5:

S₁: The oral activities I used in the class were simply the question and answers between the teacher and the students and very rarely, the teacher asks the students for self introduction.

S₆: It is difficult to say there are no oral activities totally but it does not address all students. It is usually applied by group leaders.

S₅: The teacher sometimes asks students to tell their names or introduce themselves when they come late during the English class. The teacher uses some oral activities for the purposes of punishment.

The researcher: Why do you think that the teacher does not encourage you to do oral activities?

S₅: The reason for ignoring some oral activities such as debate is mainly the shortage of time; teachers rush to cover the portions, not to teach the lesson in depth. Debate consumes time. Thus, they ignore it and focus on simple exercises such as gap- filling. We read these for exams and tests. As we know that debates are not included in exams, we also ignore the debate.

Q6:

S₆: There is no reading, listening, or writing totally. The teacher says the listening text is on his guide but he does not read it to the class. The teacher sometimes gives word dictation.

S₄: We are given chance to write paragraphs about our town rarely, but there is no intention of practicing specific grammar items.

The researcher: What advantage may you miss when you do not learn the macro-skills?

S₆: If there are no four macro skills practices, the students are not able to develop their communicative skills. This may be one of the reasons that the students' English skills is decreasing. I know few rules but I am not able to communicate using the rules. Thus, if we practice all the macro language skills, we learn new words, spellings and sentences. We also get chance to use the language when we answer comprehension questions.

Q7: … and Q8: … (Merged under item 6 above)

Q9:

S₁: I am not as happy as I was at elementary school in learning English. The emphasis being given to English currently is not adequate in my belief. English is very important also to learn other subjects. But we are not learning English itself in this school.

S₄: There is no good support with more time except the four periods which is not enough normally. All the rest students agreed to their friends' ideas.

Q10:

S₂: We get detail explanations when we ask the teacher during the presentations. The focus is in on vocabulary list in intention. The teacher orders the students to prepare vocabulary notebook, but there is no vocabulary we have learnt as intended by the teacher. All the students agree to their friend's idea.

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Q11:

All the students said that the teacher repeats the grammar items when the book repeats, but it is with less focus.

Q12:

S_6: The teachers encourage us to make new sentences by using the new grammar items, but the teacher encourages only top students to form some sentences formation. The rush is to cover the assessment out of 60% according to the rule of the school. The assessment does not include oral activities. The teacher does not focus on observing the students' performance in using the language. The other students agree to this point.

Q13:

All the students agree that they need their teacher's supports on grammar lessons.

Q14:

S_4: The teacher teaches us by focusing on form not on communication. All the students agree with S_4.

Feedback

Q1:

All said that the teacher gives them some corrections when they complete gap- filling activities with wrong items. Very little correction is given on oral activities as they also rarely occur in the lesson by very few students.

Q2:

All the students said in choir that there is no self or peer correction in general. Correction is given by the teacher for the group leaders when they present the assignment.

1.2 Transcription of Tr_2ss' Responses

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Back ground

Q1:

……………………………………………………………………………………………………
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Q2:

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Q3:

S₃: The place where I live affects my English education. For example, the students in Addis Ababa and Jimma can get more opportunity to learn English, but the students in I/A Aba Bora cannot get as much support as those mentioned.

S₄: The background of my family affects my English education. If they do not buy important English reference books that support my English learning, this may affect me. The rest students agreed to the ideas mentioned.

Learner Contexts

Q1:

S₁: I feel that I am learning English when I learn English. But I am not able to speak English.

S₂: Yes, but when I compare with my elementary school English class, I am not learning English. I am not   practicing speaking in grade 10. Others agree that they feel they are learning but not satisfactorily.

Q2:

S₁: It is good if the plasma is used for English because English on the plasma screen is presented by the natives of the language. This enables us to learn and use the language the way it is used by the natives. For example, a study helper from Darirmu woreda brings videos to the study centre and shows us how the natives pronounce the language. He also encourages us to write what we hear on the video. This practice helps us shape what we may learn in misleading way.

S₂: The emphasis given to spoken English is very poor from the very beginning of elementary schools especially in case of governmental schools. The same is true at this high school. The main problem is related with spoken English. The teacher should not use only the text book. He should rather use additional materials to enhance the students' communicative skills.

The researcher: Why are you interested in spoken English?

S₃: For example, I have already started using the language for my high school educations; I will also use only English at Universities to communicate with lecturers, and for presentations because English is an international language. I will not use Oromo Language or Amharic. Thus, being able to use the language is very helpful for my campus education. Similarly, I do not know where I will live in the future; I may go abroad where there is no chance to use any other language except English.

S₄: Tourism attraction is being much expanded in Ethiopia, and it is obligatory to use the appropriate English grammar in order to properly communicate with the foreigners because English is global. But still the way we are learning English does not encourage the achievement of this need.

S₅: Learning English grammar the way it enhances the students' communication skills is very important even to be clever at other subjects. However, the status English has or the role it plays in general education and the place or attention it is given at the high school is far apart.

Q3:

S₅: When we speak English, we have to speak correct English. Where do we get correct English if we do not learn it at school? So learning English grammar is very important. All the students agree that learning English grammar is very important to speak correctly.

Q₄:

S₃: The focus should be on both communication and form because they are important. But the teacher focuses on the rule of the language in the culture of our class.

The researcher: Why do you think that the focus is on the rule?

S₄: The teacher teaches them with more emphasis on the grammar to finish the book- to cover the portion. The book is big so the teacher runs over the portions to cover in time.

S₅: The way we are learning the grammar aims at developing the ability to fill gaps or answer exam questions. The teacher is teaching "paper pen relation" which means that the grammar lesson in the English class is to answer gap filling questions by writing into my exercise books. So the grammar lesson totally does not help me to transfer message. It is better if the teacher works to help the students to be able to communicate by using the grammatical items he teaches in the classroom. For example, it is better if he provides the students to use the grammar in communication and check their performances. The period may not be enough for the teacher to enhance this kind of activity, but he could use additional periods to encourage the students use the grammar in communication. If that is difficult for the teacher, he may use one of the four periods at least once per week or two weeks to practice using the language in a form of dialogue.

The researcher: Are there speaking contents in the book.

S₂: of course, there are some communicative activities but the teacher goes with few students whom he has already put in his mind with the concept of "they can speak" The teachers believe that we cannot speak totally.

S₃: It is not enough to focus only on grammar. In the future I may be a teacher. I may also occupy other works in which English is used as a means of all communications. So, if I store the rules but cannot express my thoughts, it has no advantage for me.

S₅: "caas-luga qofa barachuun ibsaa qabee keessatti ifu ta'a." The analogy of the quote is to mean that focusing on storing the rules in mind is the same with "Learning only grammar is like putting a burning candle in a pot? It does not shine out as intended. Thus, the focus should be on the communication.

 S₆: I argue that the focus should be on the rule because we should first learn how to use the language. Both rules and communication are equally important. The teacher also focuses on rules.

S₁: At high school level the focus should be on communication because we have been learning rules starting from lower grades. We have already acquired relatively sufficient knowledge of the rules. It is better if the focus is on communication and treatment of grammar knowledge within the communication at high school level.

Q5:

All the students agree that they rarely do different oral activities; there is no purpose of practicing specific grammar items with the activities.

Q6:

All the students said that there is no practice of listening, speaking, reading and writing during their English classes.

Q7: … and Q8: …… (Merged under item 6 above.)

Q9:

S_1: I feel that the way the teacher is teaching does not help me to communicate. The lesson the teacher teaches me does not enable me to use the language for presentations or to understand other subjects in English. As a result, the way the teacher teaches me does not give me interest in learning the language. Unless I use other private supports, I do not sense that I am learning English lesson.

S_2: I am not acquiring something new in my English lessons at high school. She is using the skills she developed during her elementary school English educations. However, shoe does not deny that she is learning some grammar knowledge, but this could not help her to communicate.

Q10:

S_5: The teacher gives explanations when he teaches grammar. He also gives exercises to do individually. However, when the students complete the gap filling exercises, he does not give explanations why the answer was wrong or right. The rest students agree to what S_5 said.

Q11:

The students responded in choir that they learn similar grammar in different units, but the later contents presented as repetitions are less focused by the teachers because he thinks that the students have learnt in the former units.

Q12:

All the students said that the teacher does not encourage them to use the new grammar in different contexts such as speaking, writing, except completion of blank spaces. There is no opportunity given

by the teacher to practice the grammar contents in communication except production of sentences done by few students and completion of gaped exercises.

Q13:

All the students said in choir that they need their teacher's support in learning grammar.

Q14:

S₂: The teacher presents the lesson by using things we know, for example, countries, schools, etc.

S₃: I do not think the students understand the lesson because many students believe that English is difficult to learn. As a result, they despair even attending the lesson of the teacher. Many students in the class are in need of special support to arise their interest. But the teacher goes with the top students in the class. He does not go down to the slow learners to speed up their learning in the lesson.

Feedback

Q1:

S1: The teacher gives correction only on the blank spaces as there is no speaking to see oral mistakes.

S2: The teacher does not tell us why the answer is right or wrong. He simply says "This is the answer." All the rest students agree with S1 and S2.

Q2:

S₁: The teacher corrects their mistakes by himself. He does not give them chance for self correction or peer correction of the gap-filling.

S₃: The grammar lesson at this level should be integrated with communication so as to observe the students' mistakes and correct it.

S₄: The teacher should show the way the students understand the lesson rather than telling them so that they learn through the way at the absence of the teacher, so he has to encourage self correction. In addition to that rather than talking by himself, he better gives chance for some students as a model to

talk in front of the class, so that others are motivated to follow the footsteps of their peers. The teacher has to use at least a period for communication by tutorial class.

S$_5$: The time of the teacher is insufficient to teach the way he should. For examples, it needs the teacher to help all the learners communicate with in a period, but that period is not enough to address all the students. However, I have also a suspicion that the teacher himself is not willing to sacrifice additional time to help the learners.

1.3 Transcription of Tr$_3$ss' Responses

Background

Q1:

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Q2:

………

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Q3:

S1: There is nothing to affect my English education. I can hear, speak, read, and write, but not perfect because it is not my mother tongue.

S2: The teachers' teaching experience affects my English education. If the teacher teaches in a good way, I can learn better. If not, I will not learn.

S3: The place I live affects my English education. I cannot be perfect because I learn only at school. All the students agree with S2 and S3.

Learner Context

Q1:

S$_1$: We are not learning grammar properly. The teacher gives the title with few examples and passes. Therefore, I do not sense that I am learning English in the way it enables me to use the grammar for

communication. The book itself also presents the title, so the class calls the titles with examples and proceeds; no more activities are given in an extended way.

S₂: As my friend said, we are not learning grammar properly. I think that the book itself has its own drawbacks. There are no enough notes on the grammar contents. So I do not think I am getting good English education.

S₃: I think the book is enough but it is the teacher's mistake. The reason is that the book has mentioned what should be treated in the units; however, it is the teacher who should expand or extend the contents. The book can not include all notes. For example, in the primary school, we learnt a lot by referring different resources, reading passages, etc through the support of our teacher. Thus, I believe that rather than saying the book is not enough, it is more expressive if we say the teacher is not using different activities and techniques to teach the grammar. The teacher should use reference materials. He should also encourage the students to refer to different materials because they are obliged to do so. At this level, I have never read any passage, but in the elementary school I used to do so. The national exams include reading passage, and I fear that I will not be able to do because of lack of practice in grade 9.

The researcher: Why does the teacher ignore the reading lessons?

S₃: The main reason the teacher attributes to is related with his own belief. The teacher says reading consumes much time. It is difficult to cover the portions.

The researcher: What do you think that the solution should be?

S₅: The teacher has to share the time for all the activities rather than ignoring one activity such as reading and focusing on the other because all are equally important as the student said.

Q2:

S₁: When the book presents the grammar contents in short, it is better if the teacher extends by using different reference materials. For example, the teachers' guide may tell the teacher to explain or teach the grammar this way and that way.

S₃: Spoken English is very important for developing our communication. Thus, it is better if spoken English is added as additional resource to strengthen our communicative skills. We have already learnt

the rules, so it is through the spoken English that we apply and develop our communicative skills. Spoken English and English grammar are the two sides of the same coin. For example, if we practice dramas in English, they develop their speaking in the language. If we are encouraged in doing dramas, we write our words and expressions, and show our teachers ahead to the drama for comments. This would enable us to improve our writing skills in addition to the spoken English. When we present the dramas, we get feed backs and suggestions from the other groups. In order to avoid our weaknesses that may be criticized by our friends within the group and outside the group, we make thorough preparations as an individual or in groups. All of us get well prepared before the stage of drama with a sense of competitions among and between the groups. All the rest students agreed to what S_3 explained.

Q3:

All the students believe that the importance of learning English grammar is unquestionable because it has great value for communication.

Q4:

S_4: Both communication and rules should be equally treated because rules and communication support each other. Students gain the rules that help them to communicate, and in communication the rules become meaningful. If we focus on one, we may lose the other in my opinion. The rules without communication and communication without rules cannot be meaningful in learning English. Others agree to what S_4 said.

Q5:

S_1: There is no practice of any oral activities such as debates, group discussions, individual talks, dialogues, etc. I long back that in the elementary school, I had done even by having specially allotted sessions for oral activities.

S_2: There were spoken English periods in the primary school. We had dialogues with friends, and that should be practiced in grade 9 as it is helpful to develop our language skills.

S_3: I long back to the elementary school because our teacher was assessing our oral activities and necessarily added to our marks or averages. At elementary school we tried to talk in English, made mistakes being laughed at by our, and then kept trying to improve our mistakes. But at high school, if we try to talk in English for relaxation with our peers, others say that it is bumptiousness. So I use

English at home with my father to compensate the shortage at school. The attitude of the community, especially, that of the students should be changed concerning talking in English.

The researcher: what advantage do using oral activities have in order to learn English grammar?

 S₄: The students can learn from each other and develop their knowledge and skills. For example, when one person uses what the other person does not, this person can ask the user to learn the meaning of his friend's expressions.

Q6:

S₅: During tour first semester lessons, we tried few reading activities; it was about two activities we did.

S₃: There are no writing activities such as describing things, explaining in texts, etc in grade10. We did this at elementary school. We were encouraged to write dictations. We were tested dictations, and we were told that we would do when we join high school. But I got the high school English opposite to what my elementary school teacher told me.

The researcher: What advantage do dictations have for grammar lessons?

S₃: In the near future, we are going to join engineering, medicines, etc which are impossible to be successful in without correct English. In addition, we may get scholarships abroad, so that they will meet different English speaking friends. More, recently there is spelling competitions of English words for the scholarships.

S₅: Let alone long talk, for the question and answer itself, the teacher goes with the few students in the action zone-front sitters. There are many students who need very much support but the teacher goes with the relatively clever students. Generally, the macro language skills are not encouraged in their classroom.

Q7: …. And Q8: …. (Merged Under item 6 above.)

Q9:

All the students agreed that in terms of rule acquisition, the teacher's lesson is ok but not enough. The main problem is that she does not encourage them to communicate.

Q10:

S₄: Yes, I think there is no problem of explanations.

SS: The explanation is only from the book.(Said in choir)

Q11:

S₆: The teacher does not repeat grammar lessons for the class. The teacher ignores the pre treated grammar items when they appear in the current units with a sense of "you know" But there are many students who did not understand the item. All agreed the rest students agreed to this idea.

The researcher: What disadvantage does the absence of repetitions in grammar lesson have on you English education.

S₂: When the grammar comes in repetition, it may come with new concepts, expressions and way of learning. Thus, in my opinion, we lose these all and other advantages of grammar repetitions. The activities and exercises presented repeatedly are used to enhance our more understanding of the grammar items. If we roughly pass through the lessons, we may encounter problems in understanding and using the language.

The researcher: Why does the teacher ignore grammar repetitions?

S₅: The teacher says, "You have learnt." In addition, the teacher rushes through the lessons to save time.

Q12:

S₅: The teacher shows us the rules with example sentences.

S₃: The teacher gives the rules with few examples. Then the teacher asks us to give our own examples only during that period. But we do not make more practice such as writing, speaking, etc by using the items.

S₃: Should understand the teacher has no enough time to implement different oral activities such as debates to practice the grammar items in contexts. The teacher's time is tight because of the school shifting program.

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Q13:

S₁: Yes, the teachers' support if very necessary for us to learn the grammar.

SS: We agree to what he said. (The rest students responded in choir)

Q14:

All agree that the teacher teaches them according to their ability in terms of the vocabulary, but majority of the class still does not understand the lesson except the clever ones. The teacher does not consider the slow learners.

The researcher: why does the teacher ignore the slow learners?

S₅: The teacher is bored of the slow learners.

S₃: Both the teacher and the students are bored of each other. For example, the students did not come with good back ground in the case of English proficiency except the very few students from private schools. It needs the teacher to start the lesson from "A"(from the grass root level) including word spelling because the students did not catch up their elementary English education which should have been used as a base for their high school English lessons. The "top ten" students' participation also has an impact on the slow learners' learning. I say this because when the teacher asks a question, the top learners are very fast to answer the questions for competition. The more the top learners compete, the more the slow learners are ignored because the teacher's attention focuses on the tops. As a support, sometimes the teacher calls tutorial class but the slow learners do not attend the session.

The researcher: Why don't the slow learners come to the tutorial classes?

S₅: The slow learners do not attend the tutorial classes because they have already developed the proverb which says "Learning without understanding is burning!" They are in despair of learning English.

Feedback

Q1:
S2: The feedback we get is mostly related with sentence completion because we do not speak or write. I think if we speak the teacher can see our mistakes.

SS: S_2 is right. (Said in choir)

Q2:

S6: The corrections are given by the teacher. The teacher does not give us chance for peer or self corrections.

SS: S6 is right. There is no peer correction as there is no group work. (Responded in choir)

1.4 Transcription of Tr_4ss' and Tr_5ss' Responses

The researcher did not observeTr_4 and Tr_5 lessons because of shortage of time. Nonetheless, he decided to have the discussion with their willingly selected students. Accordingly, 11 students have participated in the focus group discussion and all the students age ranges between 15 -19. The discussion was transcribed as follow as usual.

Q1:

S_1: I feel that I learn English during English classes. Learning English is based on the perception of the person himself. If the person thinks that he can learn and use the language, of course he can. On my part, I think that I learn English to communicate.

The researcher: Do you think that the way you are learning English helps you for communication.

S_1: There is no that much encouragement of using the language. The way the teacher teaches English does not enhance communication. From the very beginning, the teacher goes with some clever students and this is true in grade 9.

S_2: I feel I learn English during the English class but the teacher goes with the students who are in rank. This discourages me and breaks my interest of learning English.

S_3: I feel I am learning to score good mark by answering questions on English. I do not feel that I am learning to develop my communicative skills. Unless I use other resources, the English I learn during English classes does not help me to communicate. All the students confirmed that they are learning to know the form and answer questions on exams.

Q2:

S₃: I like if the teacher gives dialogues in pairs to practice English in the class. He also needs some translations in to his mother tongue.

S₄: The teacher should encourage the students to answer questions by using English rather than allowing using other languages. If the teacher encourages this, we are motivated to develop our speaking skills. Even though the we may not be able to express all our thoughts in English, they gradually develop if the teacher encourages us to keep trying by simple talks.

S₅: I agree with my friends' opinions. There should be spoken English that invites the students to use the language. I like if the teacher encourages us to do such as dramas.

S₆: I Share my friends' opinions in general. The teacher does not encourage speaking may be not to impose learners as many students are in fear of speaking in English. However, the teacher should encourage the students to try using English though they break the language rules; they improve while breaking. In addition, I believe that the teacher better teach vocabularies so that the students can construct sentences with words. The students develop confidence if they keep trying.

S₁: There are different reading passages provided in the text book. However, we do not read the passages at grade 9 the teacher skips. If we read the passage, we learn new words, word spellings, sentence structures, punctuations, etc. It is also better if the teacher encourages the students to make presentations of what they have already learnt. If we make presentations by writing and speaking in the class, we improve our English. I also believe that as one can get knowledge by listening, it is also possible to acquire knowledge by reading or speaking. But the teacher ignores reading passages. As a result, learners lose many advantages of reading. All the students agree that there is no reading lesson in their classes, so they are disadvantaged.

Q3:

S₇: Learning English grammar is important to be a good English speaker in the future. For example, if someone wants to indicate a past action in words, it is impossible if he or she does not know the correct word or form of verbs.

S₁: It is better to learn English grammar because English is used as a medium of instruction at universities. As there are different languages speaking students at universities, there will be no chance of translation into "Oromo Language" or mother tongue. But   English is common for all. Hence, as

student, we should necessarily know the appropriate grammar to properly communicate with our lecturers. In addition, as our country is in the line of development, different investors are flowing to the country from abroad. Thus, to communicate with these investors, English is the only means. Similarly, different visitors come to Ethiopia for tourism. To receive these guests, we need correct English. Consequently, learning English grammar is very important as the student said.

Q4:

S_2: It is better to focus on both rules and communication. I may get chance to go abroad. Thus, it is better for me if I practice using the language now. For example, to ask someone to show me directions it is necessary to be able to use the language when I go abroad.

S_7: if I do not know the grammar I may not make proper communication. On the other hand, if I know the grammar, but I do not know how to use it in practice, it has no advantage for me. Consequently, the focus should be on both the rules and communication. But at high school or grade 9 the focus is only on grammar.

S_8: I like if both grammar and communication are integrated during my English classes, but currently the focus is on grammar rules.

Q5:

S_3: There is no any oral activity that they perform during their English classes. If there are oral activities, the students develop confidence to make presentations in English.

S_4: There is no oral activity He said that the teacher teaches formulas of grammar. All agree to the idea of S_4.

Q6:

S_5: There is no practice of the macro language skills (speaking, Listening, reading and writing) in grade 9. I think that the teacher ignores reading because he believes the students can read at this level as they practiced by loud reading at primary schools.

S_6: If the teacher encourages the students to read, it helps them to learn vocabularies.

Q7: … Q8: …

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Q9:

S₂: It is better if the teacher makes all the students practice the grammar in communication. But the teacher does not like to spend time with the participatory activities such as debates which are already included in the text book. Thus, I am not pleased with the way the teacher is teaching. All the rest participants agree with S_2.

Q10:

S₃: The teacher gives grammar explanations from the book. But I like if the he gives us additional explanations from other materials. All the students agree to the idea of S_3.

Q11:

S₄: The teacher teaches repeatedly because the book itself presents the grammar items repeatedly. However, the teacher does not make much focus during repetitions as if we have already acquired the knowledge. The other students agree to the idea of S_4.

Q12:

S₁: The teacher encourages the students to complete gap- feeling exercises but enhancement of using the grammatical items is not observed or it is very rare.

S₇: The teacher sometimes tries to make the students use the new grammar and make sentences, but the students cannot do immediately, and the teacher does not wait. He rather tries with few clever students and proceeds to the next lesson. The rest students thought the same.

Q13:

All the students agree that they like if the teacher helps them in various ways. They say that the teacher has to use a variety of techniques to teach them the grammar items clearly.

Q14:

S₆: The teacher teaches them by focusing on form not on communication because he tests the form. All the students agree with S_6.

Feedback

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Q1:

S₂: As there is no oral activity in general, the teacher gives gap- filling corrections on simple exercises. But when he asks questions and when the students try to answer the questions orally, he does not bother about the students' mistakes if he understands the ideas. He does not show us our mistakes though we feel that we are incorrect while speaking in the view of the student. All the rest students accept the opinion of S₂.

Q2:

The teacher does not give chance for us to correct each other's mistakes. He himself corrects the mistakes we make on the gap feeling activities.

Appendix H
Tests

Test I

Instruction I: Choose the best answer for the following questions and encircle the letter of your choice.

1. I enjoy _____ film at night.

 A. to watch B. watch C. watching D. to watching

2. Chaltu likes _____ coffee.

A. to drink B. drinking C. drink D. to drinking E. A and B   F. A and C

3. Abebe stopped _____ cigarette because he has got lung sickness.

A. to smoke B. to smoking C. smoking D. B and C   E. A and C

4. If she _____ hard, she will pass the exam. A. studies B. studied C. will study D. has studied

4. If I had enough money, I _____ smart phone.

A. will buy B. would buy C. buy D. bought

5. If the students _____ to the library frequently, they would have improved their reading habits.

A. have come   B. had come   C. would come   D. come

Instruction II. Complete the following sentences by choosing the appropriate time expression from the following table.

for   since after before   while until

1. I studied English _____ two hours.

2. Motumma reads The Bible _____ the day.

3. _____ I eat my breakfast, I always wash my hands.

4. She joined the university _____ she had completed her college education.

Test 2

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Instruction I: Choose the most appropriate expression to best complete the following dialogues and encircle the letter of your answer.

1. Hunde: What do you enjoy at night, Bikla?

   Bikla: _____.

      A. I enjoy to watch TV.   C. I enjoy staying at hospital with my sick Mom.

      B. I enjoy watching TV.   D. I enjoy to watching TV.

2. Abebe: What does your sister like, Mureta?

Mureta: _____.

      A. She likes drinking to coffee. C. she likes drinking coffee.

      B. She likes to drinking coffee. D. She is liking drinking coffee.

3. Kuleni: What is new this week, John?

   John: _____?

   Kuleni: Why?

   John: I am studying for my entrance examination. .

      A. I stopped to attend football games.   C. I stopped to attending to football games.

      B. I stopped to attending football games. D. I am stopped to attending football games.

4. Dirriba: If you won 10, 00000 Birr, what would you do with the money, Mohammed?

Mohammed: _____.

      A. If I win 10, 00000 Birr, I would buy High Roof car.

      B. If I won 10, 00000 Birr, I would buy High Roof car.

      C. If you won 10, 00000 Birr, you would buy High Roof car.

D. If I win 10, 00000 Birr, I would buy High Roof car

5. If you had studied hard, you would have passed the exam. The meaning of this sentence is

A. You studied hard and passed the exam.

B. You did not study hard, so you did not pass the exam.

C. You studied hard, so you may pass the exam.

D. You have to study hard to pass the exam.

6. I would reach on time if I left early. This means:

A. I know I cannot leave early so that I reach on time.

B. I know I can leave early, so I can reach on time.

C. I know I cannot leave early, so I cannot reach on time.

D. I have to leave early to reach on time.

7. Azarien: How long have you lived in Mettu, Deborah?

Deborah: _____

A. I have lived in Mettu since two years. C. I have lived in Mettu since for two years.

B. I have lived in Mettu for two years. D. I have lived in Mettu for last year.

8. Wako: when do you read fictions, Muluken?

Muluken: _____

A. I read fictions during the summer. C. I read fictions for the summer.

B. I read fictions while the summer. D. I read fictions during two hours.

9. Bonsa: What should we do before we drink coffee, Fozia?

Fozia: We should _____.

A. eat our lunch before we drinking coffee.   C. eat our lunch before drink coffee.

B. eating our lunch before we drink coffee.   D. eat our lunch before we drink coffee.

10. Abdi: What did Monet do after he had completed his preparatory education, Roza?

Roza: Monet joined the university_____

A. before he had completed his preparatory education.

B. after he completed his preparatory education.

C. after he had completing his preparatory education.

D. after he had completed his preparatory education.

Appendix I

Criteria of Assessing Grade10 English Textbook in line with the way grammar lessons are thought to be set:

1. What grammar contents are there in the textbook?

2. What are the anticipated methods of presentation for each of grammar contents?

3. Are the activities presented in a communicative way?

4. Are the grammar contents presented deductively or inductively?

5. Are the grammar lessons presented repeatedly in the series of the textbook?

6.   Are the focuses of grammar contents on forms or communication?

7.   Are there effective contexts and creative learning activities?

8.   Are there integration of Skills and classroom organization?

9.   Are the grammar items relevant to the students' daily lives?

10. Are the grammar contents presented from simple to complex?

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11. Are the words used in the sentences similar with the students' first language?

12. Are the structures easy to teach or to learn?

13. Do similar vocabularies frequently appear in the grammar contents?

14. Is there availability/access of lexical items for the students?

       Adapted from Bayisa (2013)

Data Format

R/No	Criteria	Points identified	Comments
1	The grammar activities presented in the text book		
2	The anticipated methods of grammar teaching		
3	The ways the activities are presented		
4	Deductive or inductive in approach?		
5	Frequency of the grammar items		
6	Effective context and creative learning activities		
7	Integration of skills and classroom organizations		
8	Relevance of the grammar items		
9	Simplicity of the grammar items		
10	Similarity		
11	Teachability/Learnability of lexical items		

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1 2	Frequency of lexical items	.	
1 3	Availability/access of lexical items	.	.