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**AN INVESTIGATION ON TEACHERS' PERCEPTION ABOUT GRAMMAR
TEACHING AND THEIR CLASSROOM PRACTICES**

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Declaration

I hereby declare that this thesis entitled “Teachers’ Perception about Grammar Teaching and their Classroom Practices” the case of Grade 9, at Burusa, Abdi Bori and Mettu Secondary schools has been carried out by me under the guidance and supervision of Dr. Abebe Gemechu.

This thesis is my original work and has not been submitted for the award of any degree or diploma to any other university or institution and all the sources of materials used for this thesis have been acknowledged properly.

Researcher’s Name

Sign

Date

Table of Contents

ACKNOWLEDGEMENTS	iv
Declaration	v
Table of Contents	vi
LIST OF TABLES	ix
List of Abbreviations/ Acronyms/	x
ABSTRACT	xi
Chapter One.....	1
1.0 Introduction	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	2
1.3 Objectives of the Study.....	5
1.3.1 General Objectives.....	5
1.3.2 Specific Objectives	5
1.5 Significance of the Study.....	5
1.6 Delimitation of the Study.....	6
1.7 Organization of the Study	6
Chapter Two	7
Review of Related Literature	7
2.0 Introduction	7
2.1. Definition of perception.....	7
2.2 Definition of Grammar	8
2.3 Types of Grammar	9
2.3.1 Prescriptive and Descriptive Grammar	9
2.3.2 Traditional Grammar.....	9

2.3.3 Phrase Structure Grammar	10
2.3.4 Transformational-Generative Grammar	10
2.3.5 Functional –Systemic Grammar	10
2.4 History of Grammar Teaching	11
2.5 Approaches to Foreign Language Teaching	12
2.5.1 The Structural Approach	13
2.5.2 Communicative Approach	13
2.6 Grammar Teaching Techniques	14
2.6.1 Explicit Grammar Teaching	15
2.6.2 Implicit Grammar Teaching	16
2.6.3 Integrated Method of Grammar Teaching	17
2.7 Teaching Grammar Effectively	18
2.8 The Role of Grammar in Language Learning	19
2.9 Overview of Researches in Teachers’ Perception of Grammar Instruction	19
2.9.1 Influences of Teachers’ Perceptions over their classroom practice	21
Chapter Three	22
3. Research Design and Methodologies	22
3.1. Research Design	22
3.2 Methodology	22
3.3 Research Participants	22
3.4 Sampling Techniques	22
3.5 Data Gathering Instruments	23
3.5.1 Questionnaire	23
3.5.2 Classroom Observation	24
3.5.3 Interview	24

3.6 Method of Data Analysis	24
Chapter Four	25
4. Results and Discussions	25
4.1 Data Presentation, Analysis and Interpretation	25
4.2 Data from the questionnaire.....	25
4.3 Data from observation	37
4.4 Data Gathered From the Interview	46
Chapter Five	50
5. Conclusion and Recommendation.....	50
5.1. Conclusion	50
5.2 Recommendations.....	51
References	52
Appendix - A	59
Appendix-B	62
Appendix-C	65
Appendix D	68
Appendix –E.....	74

LIST OF TABLES

Table 1: Teachers' response towards the meaning of grammar	25
Table 2 : Teachers' response about their perception towards the importance of grammar	27
Table 3: Teachers' responses about their perceptions towards grammar teaching	29
Table 4: Teachers' response about their perception regard to implicit grammar teaching	31
Table 5: Teachers' response about their perception regard to implicit grammar teaching	34
Table 6: Teachers' response regarding the frequency of using implicit grammar teaching	36

List of Abbreviations/ Acronyms/

CLT Communicative Language Teaching

EFL English as a Foreign Language

L1 Mother Tongue

L2 Second Language

GTM Grammar Translation Method

EAP English for Academic Purpose

ABSTRACT

The main objective of this study was to investigate the association between teachers perception and instructional practices in grammar teaching at Burusa , Abdi Bori and Metu high schools. The study used mixed research method, and took twenty English language teachers of the above three schools as respondents. Data were gathered by using questionnaire, interview and classroom observation. The quantitative data were analyzed using frequency, percentage and mean, whereas the qualitative data were analyzed using narration, description, and summarization. The findings indicated that almost all English teachers of the three selected schools have a positive attitude towards implicit grammar teaching. However, the class observations have shown that teachers in the three targeted schools practiced rule based or explicit grammar teaching, and grammar is not taught in the way teachers believed. Hence, there was mismatch between teachers' perceptions of grammar teaching and their classroom practice. The influence of students need, the vast content of the textbook , time needed to cover the material and high school supervisors intention which is only to cover the content of the textbook rather than its communicative accomplishment were stated as the main reasons for this mismatch. The researcher recommended that teachers should apply what they perceived in order to conduct effective grammar teaching. Even though students' interest is explicit grammar teaching, teachers should make the learner aware of the importance of implicit grammar teaching. Corresponding teachers and supervisors should get training and refresh their knowledge of grammar teaching by short training of grammar teaching methodology.

Chapter One

1.0 Introduction

Grammar plays a vital role in the teaching learning process in EFL class. Thus, this research investigates teachers' perceptions about grammar teaching and their classroom practices. Accordingly, this chapter includes the following parts. The first section is related to background of the study which elaborates about grammar teaching in a general term. The second and third parts are concerned with statement of the problem and objectives of the study respectively. The next section is about significance of the study. Finally, delimitation of the study and organization of the study are stated consecutively.

1.1 Background of the Study

Grammar has been a significant term in language learning for many years though the concentration it follows in the educational system varies from time to time. However, grammar teaching in language classrooms had been a debatable issue. The ways grammar should be taught best differ from teacher to teacher, and methodologist to methodologist because of the perception they have about grammar teaching. As a result, teachers' perceptions are related to their teaching practice thereby they affect their classroom practices. That means, since teachers' are decision makers in the classroom, and they are mainly responsible for students' learning, they should know relevant and practical views regarding to grammar teaching. Researchers suggested that teachers' beliefs directly affect both their perceptions and judgments of teaching and learning instructions resulting in the range of classroom practice. Thus, this will be helped them to become familiar about their practices.

For example, Joyce and Burns (1999) suggest, "Teachers' perception of grammar influences the way they teach grammar in the classroom." Besides, Burns (1996) stated, "Teachers' decisions are mostly dependent up on their beliefs, attitudes, and theories they have acquired." Furthermore, Ng and Farrell (2003) found evidence that, "what teachers

say and do in the classroom is governed by their beliefs.”This shows that teachers’ perceptions play a vital role to apply interesting, practical and genuine grammar teaching in EFL class.

Traditionally, second language teaching approaches have mainly dealt with the achievement of linguistic knowledge which is one important part of language learning. However, instead of instructing grammar in a form focused way, teachers need to relate teaching grammar to meaning and use. In other words, language structure should be presented in context that involves some basic principles of communicative language teaching (Petrovitz, 1997). In grammar teaching, it is important to make the language as realistic as possible. The teachers should provide students with suitable situations and contexts that encourage them to ultimately use the rules in real life communications.

In the Ethiopian English language teaching and learning context, the change in teaching materials by way of employing new syllabuses and the change in teaching approaches have not paralleled by an attempt in the perception of teachers involved in implementing the new curriculum. For instance, the grammar lessons in the textbook are designed to develop students’ communication skills. However, the students do not seem grammatically competent as it is expected of them. Similarly, in Burusa Secondary School students are poor in their grammar knowledge. This may be happened because of the way the grammar lessons presented in the class and the influence of teachers’ perception towards grammar teaching. Therefore, the major area of this study was on teachers’ perceptions in grammar teaching and their classroom practice in order to looking at the relationship between teachers’ perceptions and their actual classroom practices.

1.2 Statement of the Problem

The best technique about how grammar should be taught in EFL class has been a controversial issue for many years due to the different views of grammar in language teaching. Grammar is an essential part in the teaching and learning process in EFL class, and it plays an indispensable role to understand how different grammatical structures create different types of meanings. It is taught to furnish the basis for a set of language

skills such as listening, speaking, reading and writing. Thus, in language teaching different emphasis on grammar has emerged due to the various languages teaching approaches appeared over the years, and many views of grammar teaching are found in language teaching (Petrovltz, 1997).

Some scholars believed that explicit grammar teaching is the preferable way of teaching grammar. For example, Ellis (2008:102) pointed out, "Explicit grammar instruction has been found to be the more effective than implicit instruction." This approach of grammar teaching is related to direct presentation and explanation of grammatical forms. Thus, the learners do not have a chance to express their own feelings and desires. For example, Thornsbury(1999) states that in explicit grammar teaching approach the teacher's talking time will be too much where as students will have a very limited time as well as exposure to do communicative tasks that foster active learning.

On the other hand, some other scholars believed that implicit grammar teaching is a good way of teaching. Implicit grammar instruction is a way of teaching grammar in which learners are not given the rules up front, but rather learn from trying things, seeing what works and what does not (Walter, 2010). Fotos (2002:135) stated that "Implicit grammar instruction helps learners to practice more communicative opportunities in class and much exposure outside class." Moreover, Batstone (1994) states that inductive grammar teaching gives opportunity to students to be engaged in learning process. For this reason, some scholars call this method rule discovery or learning through experience. Therefore, since implicit grammar teaching method promotes communicative activities, it helps learners to use the new items of language in different contexts.

In both ways, the target of the scholars is to teach grammar in the classroom better, and the students learn likewise. However, the researcher has noticed some problems during his teaching English in the school. Most students face problems in effective use of the language for communication with their teachers and friends. Moreover, most English teachers were not helping students practice the language in the grammar sections. Besides, the researcher has also observed some problems on teachers such as inability to implement effective grammar teaching and lack of using different techniques to make the teaching of

grammar interactive and practical. Thus, observing these problems was the main source of motivation to conduct this study.

Teacher' perception is said to be one of the factors which could affect the process of teaching grammar. Understanding of teachers' perception is important for language teacher trainers and curriculum designers since beliefs are predispositions to action (Rokeach, 1968 as cited in Habtamu, 2011). Therefore, if teaching is mainly the result of teachers' perception and philosophy, investigating the relationship between teachers' perception about grammar teaching and their classroom practices is very crucial.

In this issue there were some related studies done in international and local level. To begin with, some international researches have been done related to this area. For example, Nayyer Hassan (2013) conducted a research on "The Impacts of Teachers' Beliefs on L2 Grammar Teaching" and the findings show that there is a deep woven correlation between teachers' beliefs and their classroom practices of teaching grammar.

Moreover, SitirohaniZain (2007) has also conducted research on "Teaching of Grammar: Teachers' Beliefs, Instructional Contexts and Practices." The findings show that teachers have direct interrelated beliefs about grammar teaching.

There were also some studies undertaken in Ethiopia related to this topic. For instance, Aytenew,T (2015) conducted a research entitled " Exploring the Effects of Teachers' Beliefs about Grammar Teaching in NifasSilklafto Sub-city Government Preparatory Schools." The findings show that teachers' perception of grammar teaching has effect on grammar teaching in the classroom.

Another study conducted by Dereje (2001) also explores students' beliefs about grammar teaching, learning and strategy use. The findings show that there was quite significant correlation among their belief variables, teaching variables, and strategy variables.

Besides, Byene (2008) has also investigated about perception and classroom practice of teachers and students towards CLT. The study showed that learners did not get

opportunity to classroom practices during the lessons given in communicative way because their teacher did not create conditions for the actual implementation of CLT.

Thus, this study also wants to investigate teachers' perception about grammar teaching and their classroom practices, but in different directions from the past studies. In this study, the relationship between perception of teachers about grammar teaching and their classroom practice will be addressed. Furthermore, it is different in grade level and area from the previous local and global research works.

1.3 Objectives of the Study

1.3.1 General Objectives

The major objective of this study was to investigate the interconnection between teachers' perceptions and instructional practices in grammar teaching at Burusa, Mettu and AbdiBori high schools.

1.3.2 Specific Objectives

The specific objectives of this study were the following:

- ✓ To explore perceptions that high school teachers hold about English grammar teaching and learning.
- ✓ To investigate how grammar teaching is practiced in EFL class.
- ✓ To examine the extent to which teachers' perception match with their actual practices.

1.5 Significance of the Study

The researcher hopes that the result of the study would have the following significances.

- ✓ Provide information to responsible bodies in educational sector (directors, supervisors, wereda education office leaders, trainers etc) about high school teachers' perceptions and their practice in the actual classroom.

- ✓ Suggest ideas for textbook writers to develop grammar practice activities which are inductive, contextualized more communicative and interactive.
- ✓ Initiate teachers to use different techniques and methods in grammar teaching lessons in order to assist their students for the effective learning of grammar.
- ✓ Researchers can be used as a reference source.

1.6 Delimitation of the Study

The scope of this study was limited to investigate teachers' perceptions and their classroom practices in grammar teaching of grade 9 students at Burusa, Mettu and Abdi Bori high schools which are located in Oromiya region, Ilubabor Zone (Ethiopia) because these are the only available schools in my work place. Moreover, this study was also mainly concerned the match or mismatch between perception of teachers and their actual class room practice of grammar lesson due to limited finance and professional experience.

1.7 Organization of the Study

The study is organized in to five chapters. The first chapter is concerned with an introduction which gives information about the background of the study, its objectives, the significance and the scope of the study. The next chapter states about review of related literature which are important to English grammar teaching such as approaches to foreign language teaching, types of grammar, techniques of grammar teaching and overview of researches in teachers' perception of grammar instruction. The third chapter explains about research design and methodology, research participants, sampling techniques, data collection and data analysis methods utilized for the completion of the study. Moreover, chapter four is about analysis, interpretation and discussion of the collected data. Finally, precise findings, conclusions and recommendations have been discussed in the fifth chapter.

Chapter Two

Review of Related Literature

2.0 Introduction

In this chapter, first perception and grammar are going to be defined. Then, types of grammar and history of grammar teaching are presented. Next to this, approaches to foreign language teaching will be stated. Then after, grammar teaching techniques, the role of grammar in language teaching, communicate grammar, arguments for and against error correction in grammar class and overview of research in teachers' perception of grammar teaching will be addressed sequentially.

2.1. Definition of perception

Perception comes from the Latin word “perception” which means receiving, collecting and action of taking possession with the mind or sense. Perception is the ability to understand something easily. It is a way you think or understand someone or something. It is also defined as the way that you notice or understand something using one of your senses (Furnham,1997).

Moreover, perception is closely related to attitudes. For example, Lindsay and Norman (1977) define, “perception is the process by which organism interpret and organize sensation to produce a meaningful experience of the world. Besides, woods (1996) related perception with beliefs as, “Beliefs refers to all acceptance of proposition for which there is no conventional influences knowledge one that is not demonstrable and for which there is accept disagreement.” (p.195). Furthermore, according to Johnson (1994) educational on teachers' beliefs share three basic assumptions.(1) Teachers' belief influence perception and judgment. (2) Teachers' beliefs play a role in how information on teaching is translated in to classroom practices. (3) Understanding teachers' beliefs is essential to improve teaching practices and teacher education programs.

2.2 Definition of Grammar

The term grammar is difficult to define it precisely. However, different scholars tried to define grammar by using different terminologies. For instance, Celce-Murcia and Hills (1987) define grammar as, “Grammar is a subject of rules which govern the configurations that morphology and syntax of a language assume. (p.16). According to Brown (1994b) grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence Ur (1988:1) also considers grammar as arrangement of words and it is the means a language manipulates and combines words to form meaning. Similarly, Harmer (1997) says, “Grammar is the study and practice of the rules by which words change their forms and are combined into sentences.” Cook (2001:20) defines grammar as, “Grammar is sometimes called the conceptual system that relates sound and meaning insignificant in itself, but it is impossible to manage without it. Hence, teaching foreign language grammar has a vital importance for good command of foreign language.” From this, we can understand that learning grammar helps learners to communicate in foreign languages effectively.

Besides, Thompson (2003:11) defines as, “Grammar is not only the rule of how words can combine in a sentence, but also, the different choices to be made in about which combinations to use for effective communications.” Bastone (1994:3) also confirms that “the absence of grammar in a language badly handicaps human beings communication.” Allen (2003) on his part defines grammar as a tool for communicating more effectively and it is a fundamental to language learning as a means to an end. Richards and Platt (1992) say grammar is a description of the structure of language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually considers the meanings and functions these sentences have in the overall system of the language.

2.3 Types of Grammar

Woods (1995) outlines five different types of grammar: prescriptive and descriptive grammar, traditional grammar, phrase structure grammar, transformational-generative grammar and functional-systematic grammar.

2.3.1 Prescriptive and Descriptive Grammar

Prescriptive grammar is when the correct use of language is prescribed by a set of rules. These rules are fixed. Unlike prescriptive grammar, descriptive grammar recognizes that language is constantly changing. (Quirk et al.,1985).

That means, certain utterances that were considered incorrect grammatically at one time are now accepted as correct. For example, the use of ‘a few’ and ‘a little’

In prescriptive grammar ‘a few’ determines countable noun (a few books) and “a little” is related to uncountable noun (a little sugar). Thus, we say ‘few’ students, ‘fewer’ students, fewest students and ‘little’ salt, less salt, less salt, ‘least’ salt. But today the use of ‘less’ with countable noun as in ‘less’ students is also accepted. (Woods, 195).

2.3.2 Traditional Grammar

In Traditional grammar, syntax rather than semantics is a central component of a language. In teaching the syntactic organization of the sentences, traditional grammarians have identified and defined eight parts of speeches: nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions, and interjections. Traditional grammar is descriptive in the sense that it attempts to describe linguistic structures (Quirk, et al. – 1985). For example, according to traditional grammar the basic structure of an English structure is subject + verb + object as in ‘he drinks water. Language teaching based on the philosophy of traditional grammar will focus on the parts of speech.

2.3.3 Phrase Structure Grammar

Extending and developing the work of traditional grammar 'phrase structure grammar' highlights the relationship of words and phrases in a sentence. (Cook, 1991). It helps to understand how the structural relationship of words and phrases support the meanings which we attempt to convey through language. This relationship is presented graphically using substitution tables, which have been widely used in grammar lessons. Phrase structure grammar focuses on spoken form. Thus, the practice of drills using substitution tables is an attempt to help learners master the structure of sentences. Although it focused on structure as it appears in language, the structure is presented without consideration of meaning and communicative function. (Woods, 1995).

2.3.4 Transformational-Generative Grammar

Transformational-generative grammar like traditional and phrase structure grammar, transformational-generative grammar also emphasizes on syntax. In fact, it deals with syntax in greater details. When phrase structure grammar shifts the perspective from individual word to a sentence, transformational generative grammarians are interested to explain how our mind generates sentences, that is, from intent to utterances. (Radford, 1981). Transformational-generative grammarians argued that innumerable syntactic combinations can be generated by means of a system of formal rules such as transformational rule (ibid). For example, active sentences to passive sentences. Chomsky (1965) established a system of formal rules known as transformational rules that specify how 'deep structure' is to be transformed into surface structure.

For example, in the sentences, "The post man was bitten by the dog" and "The dog bit the post man." The first sentence is a transformation from the second sentence. Although both sentences have different structure, they have the same meaning.

2.3.5 Functional –Systemic Grammar

Functional-systemic grammar concerns with making clear interaction between syntax, semantics, and pragmatics. Holliday (1985) functional-systemic grammar, which focuses

on the functional aspect attempts to account for how language is used. Utterances are viewed as having meaning whose expressions will vary depending on the situation. The linguistic forms and language functions are related through a network. Foundational –systematic grammar is about language in use where the purpose, situation, setting audience and cultural assumptions create context in the speaker's mind. It does not only deal with how people use language, but also looks at how language is structured for use which is constrained by the social context (Eggs, 1994).

2.4 History of Grammar Teaching

Nearly two thousand years BC, Babylonian scribes learned to write with the aid of word lists which were organized in grammatical structures. More relevantly, Aristotle (4th century BC) persuaded the Greeks to teach their children the grammar of Greek, and eventually grammar was recognized along with rhetoric and dialectic. In the following centuries grammar teaching continued, except the English replaced Latin just as Latin had replaced Greek. (Geoff, B and Dick H. (2002 pp. 6-7).

Classical method of grammar teaching was focused on grammatical rules, memorization of vocabulary, translation of texts and writing exercises and it helped learners read and understand foreign language literature. (Larsen-Freeman, 1986). Bell (2005:260) stated “The role of grammar in language classroom has varied greatly during the past hundred years. During the 19th and early 20th centuries the so called grammar translation method was prevalent.” From 1840-1940, the classical method was known as grammar translation method of teaching. (Brown, 2007b). Then, a reaction against grammar translation movement surfaced which helped up the successful acquisition of language by children as a model for second language learning. (Brown, A. 2006). In the 1940s and 50s the Audio-lingual method was popularized by behavioral psychologists such as Skinner and was ten. Teaching grammar was simply making students learn language habits, through various drills and pattern practice. (Brown, 1994). However, there were problems with this method, as there was no focus on the intentions, thinking, planning and internal process, and other methods were created. Thus, Between the 1960s and 1980s, saw the birth of other methods and approaches such as silent way, the natural approach. Total physical response,

suggestopedia, counseling learning, and communicative language teaching all offered their ideas and perceptions on how best to teach language and what was the role of the teacher (Brown, A.2006).Hall(2011:79) suggests “The changing teaching methods reflect the spirit of the times and contemporary ideas such as social values and interests in linguistics ,hence, they are context dependent. Not only has the grammar teaching gone through the changes , but language teaching in general; ways of teaching refers to everything that teachers do in order to get their students learn.” The national approach, total physical response and communicative language teaching require a more active role of the teacher as a facilitator and investigator of language learning; but in silent way the teacher is passive.

In 1970s, communicative language teaching was proposed in England. This method was regarded as revolutionary since it placed an essential emphasis on communication in language learning classroom. According to Richards and Rodgers (2001),CLT starts with the theory of language as communication and its goal is to develop learners’ communicative competence. Communicative language teaching views language as a system for the expression of meaning, and the main function of language is to permit interaction and communication (little wood, 1981).

2.5 Approaches to Foreign Language Teaching

The ways grammar should best be taught differ from teachers to teachers. Ur (2011:520) point out, “There is no one and only successful foreign language method that works for every teacher because a successful method is a combination of several instructional techniques.” Now a days, there are two approaches in foreign language teaching which are the sources of different methods of foreign language. These are called structural approach and communicative approach. As Long (1991) specified, focus on forms means “Overtly draws students’ attention to language elements as they arise incidentally in lessons whose dominant focus is on meaning communication.” (pp. 45-46). Therefore, these two approaches are discussed as follows.

2.5.1 The Structural Approach

The structural approach gives more stresses to the formal aspect of the language rather than function. Richards and Rodgers, (2001: 17) determine that “language is a system of structurally related elements for coding of meaning. “Cook (2001) stated that learning a language is a breaking the language in to smaller and smaller pieces so as to examine and know its form because scholars believe that the knowledge of linguistic form is the basis for language use.

“The main purpose of structural approach is to provide a coherent structural foundation on the basis of which a genuinely spontaneous use of language can be achieved. “(Brumfit, 1986:5).Moreover, stern (1983) stated,” The main concern of structural approach is to help students know the language. It draws a special attention to form correct sentence. The formation of correct sentences can be developed during the repletion of grammatical systems that have been set in the pattern drills,”(p.140). The structural view of language system, and it is the source of audio-lingualism and activities that focus on correct pronunciation, spelling and grammatical forms, Drills are also used in the audio-lingual method because repetition and memorization all believed to be important (Kagan, 1992). Moreover, Peterson (1986) explains that, teachers should always act as, “questioner, initiator, teachers, and formal instructor (p.2). Teachers model the target language, control the direction, and pace of learning, monitor and correct learners’ performance.

Thus, the learners do not have a chance to express their own feelings and desires as they want since their role is too limited in this approach.

2.5.2 Communicative Approach

Communicative approach is relatively recent, method of foreign language teaching that emphasizes the use and meaning of language items. Wright (2000:7) states “The communicative approach to language teaching is relatively a newly adapted approach in the era of foreign / second language teaching. It is the hybrid approach to language teaching essentially progressive rather than traditional.” This approach could be the

product of educators and linguists who had grown dissatisfaction with the audio-lingual and grammar translation methods of foreign language instruction (Tudor, 1996:7).

Communicative approach of teaching gives attention to the needs and interests of learners (Richards and Rodgers, 2001, Hutchinson and Waters, 1994 and Harmer, 1991).

In communicative approach of teaching second language, we have a stress the use authentic materials as input and stimuli for the completion of interactive tasks which is relevant to students' interests and integrated in skills. The goal of communicative language teaching is to acquaint students with the second language as it is used naturally on real contexts and to provide these opportunities to use the language in these contexts (Jones, 1993). Moreover, Sauvignon (1997:8) defines communication as, "A continuous process of expression, interpretation, and negotiation of meaning. Later, she adds, communicative competence applies to both written and spoken language, as well as, too many symbolic systems." In communicative approach /language/ teaching role of the teacher is limited. (Littlewood, 1981). Games, role plays, pair and small group activities encourage students to enhance their communicative skills and initiate their creativity. As a result, in communicative approach language is assumed as a channel of communication in different situations. For example, Newby (1998:187) suggests, "In communicative approach, language is seen as means of communication in actual contexts. In this view, the role of grammar is the way in which it helps people express certain type of meaning. Meaningfulness and contextual appropriateness are stressed while formal correctness is given less prominence." Thus, communicative approach does not ignore the teaching of structures and vocabulary. In the case of grammar, structure and vocabulary play an important role. They help learners to use new items of language in different contexts.

2.6 Grammar Teaching Techniques

Although there is a general consensus among scholars on the importance of incorporating grammar in second language pedagogy, the issue about how it should be taught remains controversial. The source of such controversy is the absence of one grammar teaching approach used for teaching all grammatical rules (Petrovitz, 1997). Besides, Nassaji and

Fotos (2011:1) stated, “The controversy has always been whether grammar should be taught explicitly through a formal presentation of grammatical rules or implicitly through natural exposure to meaningful language use.” As a result, we have different options used for teaching grammar such as explicit grammar instruction, implicit grammar instruction, and the recently introduced approach, that is, integrated grammar teaching approach. Ellis (2006:84) point out, “Teaching grammar involves any instructional techniques that drew learners’ attention to some specific grammatical form in such a way that it helped them either to understand it meta linguistically and/or process it in comprehension and/or production so that they could internalized it.”

Moreover, Sariobean and Metin (2000) claims that to make the grammar lesson more effective, beneficial and interesting, ELT teachers should use some well developed and fascinating techniques in the classroom. The following sections will discuss the features of these grammar teaching techniques, as well as, different views raised in connection with them.

2.6.1 Explicit Grammar Teaching

Explicit grammar teaching refers to an approach which starts with direct presentation and explanation of grammatical rules followed by examples (Lock, 1996; Fortune, 1992; Thornsbury, 1999). Some call it deductive approach to grammar teaching or rule-derive learning (Thorns bury, 1999). In a similar way, Harmer (1987:4) refers to explicit grammar teaching as overt grammar teaching which means that the teachers actively provides the students with grammatical rules are openly presented. Richards (2006) adds that in deductive grammar teaching, great attention is given to grammatical accuracy, or primary focus is given to the form aspects of a language. Overt grammar presentation encourages a teacher’s fronted teaching and learning process.

Ellis (2004:175) states, “Explicit grammar teaching is the conscious awareness of the structure of the language. He claims that language acquisition can be speeded up by explicit instruction, and somewhat more contentiously that without any focus on form or conscious raising, formal accuracy is an unlikely result.”

Furthermore, some scholars suggested that explicit grammar teaching is relevant to teach complex grammatical structures. For example, Andrews (2007:3) tried to distinguish between simple and complex rules. Based on her study, explicit instruction is significantly better than implicit instruction for complex rules, but both methods are equally effective for simple rules.

Other scholars also believed that in grammar lessons focusing on form first is significant for learners. For instance, Thornsbury (1999:24) states, “ More recently, research works suggest that without some attention to form, learners run into the risk of fossilization.” Thus, the teacher should tell the grammar rules to the students before providing examples. As a result, the teacher talking time will be much where as students will have a very limited time as well as exposure to do communicative tasks that foster active learning. ((Thornsbury, 1999).

In short, in explicit grammar instruction, rules are presented to students and followed by examples and practices.

2.6.2 Implicit Grammar Teaching

Implicit grammar teaching expose students to a member of examples which could be in the form of reading text, dialogue, conversation, which embody the grammatical structure or form. Then, students are asked to explore the new linguistic form presented in the given text by means of searching common features revealed in the text.

Implicit grammar teaching is a way of language teaching in which grammatical facts are hidden for learners even though they are learning the language(Harmer, 1987). As Dekeyser (1995:84) defined implicit grammar as, “Learning of rules underlying the complicated pattern of co-occurrence of forms without consciously thinking about the rules.” Moreover, Brown (2007a:292) assented, “Implicit learning is learning without conscious attention or awareness and that it happens without awareness of what has been learned.” Implicit or inductive grammar teaching is way of teaching grammar in which learners are not given the rules up front, but rather learn from trying things, seeing what works, and what does not. (Walter, 2010).According to Brown (2000) implicit knowledge

is unconscious, internalized knowledge of a language that is easily assessed during spontaneous language written or spoken moreover, Batstone (1994) states that inductive grammar teaching gives opportunity to students to be engaged in learning process. For this reason, Some scholars call this method of grammar teaching, rule discovery or learning through experience (experience learning).

All in all, implicit grammar teaching makes grammar lessons more participatory, authentic and genuine because the grammar forms are presented with some contexts which are important in the real life situations of students.

2.6.3 Integrated Method of Grammar Teaching

One of the major rational approaches supports the claim that grammar teaching should integrate form, meaning and use of the structure from the very nature and role of grammar in communication. For example, Cunningsworth (1984:32) and Harmer (1991:4) suggest, “To introduce a new piece of grammar for a class, a teacher has to use various methods to teach forms, meanings, uses and functions of grammatical items. The teachers should teach different aspects of grammatical items that help learners to communicate in the language. To accomplish this goal, it is very important to use all possible options which can bring better results in language learning.”

Some scholars stated that integrated grammar teaching is an effective method of grammar teaching because it integrates explicit and implicit grammar teaching techniques. For instance, Azar (2007) stated that placing specific grammar structure within their larger conceptual framework is more helpful to students than a random and piecemeal approach to explicit grammar teaching. It takes the advantages of both inductive and deductive approaches. Besides, Norris and Ortega (2000:417) found that explicit grammar instruction is to be slightly better than implicit grammar teaching, but it appears that combining both an explicit and implicit focus may achieve the best results. Regarding the need to integrate form, meaning and use in grammar teaching, Larsen –Freeman (1992:280) pointed out, “... in dealing with the complexity of grammar, there are three dimensions of language

that must be dealt with: the forms or structures themselves, their semantics or meanings and the pragmatic conditions governing their use”

Thus, the form refers to the question how a particular grammatical form or structure is formed. The meaning implies what the presented grammar means (it could be lexical or grammatical meaning). Programmatic refers to the question when and why the given linguistic form is used including social and discourse context. (Larsen- Freeman, 1992). In short, this way of teaching grammar interconnects traditional and communicative approaches and all the above aspects are treated in h integrated grammar teaching.

Some local researchers also stated their ideas about the importance of integrated grammar teaching method. For example, Girma G. (2005:4) emphasized, “It can, therefore, be said that any option to grammar teaching should integrate the form, meaning and use of the target structures. To achieve this goal, both implicit and explicit forms of instructions can be used to present and practice grammar patterns.” In short, when we come to the situation in many Ethiopian high schools about how grammar is being taught , the structural approach to grammar teaching is still dominant (Girma,2005).

Therefore, the implications of the above different approaches and methods may have their own influence in each teacher’s perception about grammar teaching. For this reason, EFL teachers may have different perceptions about grammar teaching.

2.7 Teaching Grammar Effectively

Though there is no one best method or technique to teach grammar effectively, scholars suggest some common procedures for grammar teaching techniques. For instance, Ur (1991:81) provides parameters to guide teachers and to evaluate whether a grammar presentation is successful. According to him, effective grammar teaching should fulfill the following situations.

- ✓ The grammar structure should be presented both in speech and writing.
- ✓ Both the form and meaning should be taught.
- ✓ Enough examples in meaningful contexts should be provided.

- ✓ The teacher should be sure that the learners understand the lesson.
- ✓ The grammar lesson should help the learners to communicate in the target language.
- ✓ Any other terminology should be considered.
- ✓ Useful rules should be given to the students and should be elicited from them at the same time.
- ✓ Appropriate detail of examples should be given considering the level and ability of students.
- ✓ The teacher should deliver the lesson with clear and moderate speed of speech as well as legible handwriting.

Generally, to carry out successful, useful, appropriate and conducive grammar lessons, the above guidelines should be taken in to consideration.

2.8 The Role of Grammar in Language Learning

Place of grammar in foreign Language teaching is controversial. Each method or approach to language teaching gives the teaching of grammar a varying of importance in their classroom activities. Ur(1996); Ellis (2002) pointed out that in teaching methods such as grammar translation, Audio-lingualism, Total physical response, and situational language teaching, “grammar held pride of place.” (p.17). Besides, Ellis (2006) asserted that grammar has held and continues to hold a central position in language teaching. Thus, teaching grammar is the vital part of language teaching, and it plays a crucial role to understand how grammatical structures create different types of meaning.

2.9 Overview of Researches in Teachers’ Perception of Grammar Instruction

The disagreement among language teaching methods and the ill defined guidelines on how to approach grammar has made the subject of controversy.(Ellis, 1994, Rohani, 2007). Therefore, teachers are confused and splitted in to groups. These paradoxes also lead teachers to create their personal theories about how to approach grammar. The personal theories mainly are derived from their perception of grammar and grammar teaching. Their perception which is emerged as a result of contradictories mentioned and

professional experiences often determines how grammar should be taught (Borg 1999:23). For this reason, teachers own views about the role of grammar knowledge in language teaching affect the position they give to grammar instruction in their classroom practices. According to Johnson (1992), “Teachers provide instruction which is consistent with their theoretical perception.”

The case study of four English teachers in Hong Kong revealed that their perception significantly influenced their grammar teaching practices (Wu, 2006). The reasons given for grammar teaching showed that formal instruction was a multifaceted activity in the teachers’ work. Some teachers thought grammar teaching was connected not only with students language proficiency, but also, with psychological functions which were as important.

Furthermore, a case study (Farrell and Lim, 2005) that investigated and compared two experienced Singapore teachers’ perception of grammar teaching and their classroom practices concluded that both teachers agreed that the teaching of grammar was crucial for learners’ successful use of grammar structures in written work. In order to achieve this, they regularly provided grammar drills for their students.

Nayyar Hassan (2013) also investigated on “The Impacts of Teachers’ Beliefs on L2 Grammar teaching”, and the findings show that there is a deep woven correlation between teachers’ beliefs and their classroom practices of teaching grammar.

In addition, Sitirohanizain (2007) conducted a research entitled, “Teaching of Grammar: Teachers’ Beliefs, Instructional Contexts and Practices.” The findings show that teachers have different interrelated beliefs about grammar teaching.

In Ethiopian context, there were also some studies undertaken related to this topic. For example, Aytenew, T.(2015) explored about the effects of teachers’ belief about grammar teaching, and the findings showed that teachers’ perception of grammar teaching has on English grammar teaching in the classroom. Besides, another study conducted by Dereje (2001) investigated on students’ beliefs about EFL grammar teaching, learning and strategy use. The findings implied that there was quite significant correlation among their

grammar belief variables, teaching variables and their strategy variables. This indicates that EFL learners hold wrong beliefs about grammar teaching.

Moreover, Beyene G.(2008) has investigated about perception and classroom practice of teachers and students towards CLT. The study indicated that learners did not get opportunity to classroom practices during the lessons given in communicative way because their teachers did not create conditions for the actual implementation of CLT.

2.9.1 Influences of Teachers' Perceptions over their classroom practice

There is an agreement among some researchers that language teachers' perception have a significant impact on their pedagogical practices. The perceptions held by language teachers are generally consistent with their classroom practices (Andrews 2003, Farrel and Lin 2005, Johnson 1992 and Nunan 1992). Perceptions are powerful, and they can greatly influence human behavior. As Brown and Rodgers (2002) indicated "perceptions are cause couples to wed, and soldiers to fight and they can sicken or heal." Besides, Borg (2003) suggests, "Teachers are creative thinking decision makers who mark instructional choices by drawing a complex, practically knowledge, thoughts and beliefs." (p.96). Furthermore, Borg (2001) found that, "Teachers perceptions of their own knowledge of grammar affect their teaching practices. "(p.29). Generally, from the above researchers' ideas, perceptions have great influences on grammar teaching practices in EFL class.

Chapter Three

3. Research Design and Methodologies

3.1. Research Design

The aim of this study was to explore teachers' perception of grammar teaching and to examine whether their perception match with the actual practice.

In this study, the researcher used descriptive survey methods because the researcher wants to describe the existing perception of teachers about grammar teaching and the actual grammar teaching practices. As Mohammed (2006) points out descriptive study is helpful when a researcher wants to look at a phenomenon by a process in a certain context to get its overall picture.

3.2 Methodology

The purpose of the study was to investigate teachers' perception about grammar teaching and their classroom practices. Therefore, the researcher used mixed method (approach) to accomplish the research and to analyze the information obtained from questionnaire, observation and interview because mixed method is appropriate to analyze both quantitative and qualitative data at the same time.

3.3 Research Participants

The participants of this study were all the English teachers of grade 9 in the three selected high schools. The number of English teachers in the three selected high schools was twenty (20), and they were teaching English in the year of 2016/17.

3.4 Sampling Techniques

The total populations of the study were twenty (20) teachers. Therefore, the researcher took all English teachers of grade nine (9) in the three selected high schools for the questionnaire. However, it was difficult to observe and interview all these teachers. Thus,

for classroom observation and interview, the researcher used simple random sampling from the total population of the three targeted high school grade nine English teachers. Accordingly, five teachers were chosen for classroom observation and six teachers were chosen for interview.

3.5 Data Gathering Instruments

Obviously, data can be obtained through different techniques. As a result, in order to obtain valid and reliable data, the researcher used three data gathering tools. These were questionnaire, interview and classroom observation. The researcher decided to use these tools hoping that the information gained through interview confirms the data from the questionnaire and the classroom observation. This improves the internal validity of the investigation. Besides, the interview can be a complement for the questionnaire results by exploring issues in more depth.

3.5.1 Questionnaire

The researcher prepared and distributed close ended questions for the available teachers to gather information. The number of available English teachers of grade 9 in the three target schools was twenty (20), and they have been teaching English in the year 2016/17. The aim of the questionnaire was to get information about their perceptions of grammar teaching. Moreover, the questionnaire had two main parts and purposes. The first part which comprises of 21 items was designed for the purpose of getting information about teachers' perceptions of grammar teaching, and the second section which consist 10 statements was to identify how often different techniques of teaching grammar were carried out. The main focus of the items was about meaning of grammar, importance of grammar, approaches of teaching grammar and activities during grammar lessons (see appendix-A). The entire questionnaire was adapted from Moini, M.R (2008) as cited Ayana (2015).

3.5.2 Classroom Observation

Observation offers direct information in the study of language teaching because it provides evidence of what happens in the classroom. Therefore, in order to pinpoint the actual teachers' grammar teaching practice in EFL class, the researcher carried out classroom observation by preparing observation checklist. Thus, among 20 teachers, five (5) teachers were observed for two consecutive periods in the class (see the observation checklist in Appendix -C). The observation checklist was adapted from TigluGeza (2008).

3.5.3 Interview

Interview was the third data collecting tool used in order to triangulate and to get additional information concerned to teachers' perceptions about grammar teaching and their classroom practices. Consequently, among the 20 teachers who had been teaching English in the above three secondary schools, six (6) were selected randomly for interview.

3.6 Method of Data Analysis

After the data had been collected through questionnaire, classroom observation and interview, the researcher analyzed and interpreted the data both in qualitative and quantitative methods. That means, the quantitative data which were obtained through questionnaire were classified in to thematic groups, and analyzed using table, frequency, percentage and mean. Afterward, interpretations and discussions were made. Besides, the qualitative data which were obtained through classroom observation and interview were analyzed and interpreted using words (qualitatively).

Chapter Four

4. Results and Discussions

4.1 Data Presentation, Analysis and Interpretation

This section deals with the analysis, interpretation and discussion of the data obtained from observation, teachers' questionnaire and interview. Teachers' questionnaire was presented in tabular form. The information collected through observation and interview is described in paragraphs. The whole data gathered by using the above three tools were presented and analyzed as follows.

4.2 Data from the questionnaire

The teachers' questionnaire had two parts. The first part is about teachers' perception on grammar teaching and the second section is concerning the frequency of grammar teaching practice in their actual classroom.

4.2. 1 Data from item 1 to 4

Table 1: Teachers' response towards the meaning of grammar

Keys: 5=strongly agree, 4=agree, 3=uncertain, 2=Disagree, 1=strongly Disagree

No	Statements	Strongly Agree		Agree		uncertain		Disagree		Strongly Disagree		Mean
		f	%	f	%	f	%	f	%	f	%	
1	Grammar is the system of rules	2	10	4	20	2	10	8	40	4	20	2.6
2	Grammar is the correct use of tense	10	50	-	-	2	10	6	30	2	10	3.45
3	Grammar provides the means for using the language	8	40	8	40	2	10	2	10	-	-	4.1
4	Grammar is both form and function	9	45	10	50	-	-	1	5	-	-	4.35
G-mean												3.6

As we can notice from the above table, 8(40%) of the respondents disagree on the idea grammar is the system of rules. Moreover, 4(20%) of the participants reply that strongly disagree on this statement. 2(10%) of the respondents were uncertain about this item. On the other hand, 2(10%) of the sample teachers strongly agreed and 4(20%) of them also agreed on this idea. In general, the mean value of this item is 2.6 and this indicates that the majority of the respondents disagreed on the idea which says grammar is a system of rules.

Furthermore, 10 (50%) of the respondents strongly agreed on the idea stated in item two. However, 6(30%), 2(10%) and 2(10%) of the participants replied disagree, strongly disagree and uncertain respectively. To sum up, since the mean value of the respondents is 3.45, the majority of the respondents on the idea which says grammar is the correct use of tense. Similarly, in item 3, 8(40%) of the sample teachers respond strongly agree, and in the same way 8(40%) of them reply agree for item 3. Nevertheless, 2(10%) and 2(10%) of the respondents respond uncertain and disagree respectively. In short, the mean value of this item is 4.1 and this implies that large number of the participants have a good perception on the idea grammar provides the means for using the language. Furthermore, 9(45%) of the participant teachers in the target schools agreed that grammar is both form and function which provides the means for using the language or facilitate communication in language instruction. Besides, 8(40%) of them also replied agree on this item. Allen (2003) found that grammar is a tool for communicating more effectively and it is fundamental to language learning as a means to an end. Even if each teacher gave definition of grammar according to his/her perception, the majority of the participants accepted that grammar is both form and function. Generally, the above table implies that a great majority of the respondents with a total mean value of 3.6 have a favorable perception about the meaning of grammar.

4.2.2 Data from Item 5 to 7

Table 2 : Teachers' response about their perception towards the importance of grammar

Keys: 5=strongly agree, 4=Agree, 3=Uncertain 2=Disagree, 1= Strongly Disagree

No	Statements	Strongly Agree		Agree		uncertain		Disagree		Strongly Disagree		Mean
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	
5	Grammar knowledge is the most important to the success of learning English because it is the foundation of language	8	40	8	40	2	10	2	10	-	-	4.1
6	Grammar should be the main component of any language teaching course	11	55	6	30	1	5	2	10	-	-	4.3
7	The main target of grammar teaching is to help the students get good result in the exam	-	-	6	30	-	-	12	60	2	10	2.5
G-Mean												3.6

Table two demonstrates that, 8(40%) of the participant teachers strongly agree on the idea grammar knowledge is the most important to the success of learning English because it is the foundation of language. In the same way, 8(40%) of the respondents agree on this idea. On the contrary, 2(10%) of the sample teachers were uncertain. Similarly, 2(10%) of the participants also disagreed on this idea. To sum up, the mean value of item 5 is 4.1, and this shows that a large number of the respondents agreed on this statement. Thus, this indicates the majority of the respondents have a good perception about the importance of grammar knowledge in learning English.

Besides, the above results about item 6 reveal that 11(55%) of the respondents strongly agreed on grammar as the main component of any language teaching course and it plays

an important role in L2 learning. Besides, 6(30%) of the participants agreed with this idea. However, 1(5%) and 2(10%) of the total respondents replied uncertain and disagree respectively. In short, the mean value of the respondents in this item is 4.3 and this indicates that most of the teachers have a positive view about grammar as the component of any language.

For item 7, 12(60%) of the participants replied that they disagree in that of the main target of grammar teaching is to help the students to get good results in exams. In addition to this, 2(10%) of the respondents also strongly disagree on this statement. On the other hand, 6(30%) out of the total respondents agree on this item. In short, the grand mean value of the respondents in item 7 is 2.5, and this indicates teachers have negative attitude about the target of grammar teaching is to help students to get a good result.

In general, the responses obtained from the above statements reveal the mean value of 3.6 and this computed mean value implies that the majority of the respondents have positive view on the importance of grammar. Therefore, from the above data, we can say that grammar should be the main component of language teaching process and it helps learners for successful learning of English. There are some scholars who have similar suggestion with this idea. For example, RotheFord (1987:9) suggested that grammar should be a necessary component of any language teaching program and thus, it plays an important role in language teaching.

4.2.3 Data from item 8 to 14

Table 3: Teachers' responses about their perceptions towards grammar teaching

Keys: 5=strongly agree, 4=Agree, 3=Uncertain 2=Disagree, 1=Strongly Disagree

No	Statements	Strongly Agree		Agree		uncertain		Disagree		Strongly Disagree		Mean
		f _r	%	f _r	%	f _r	%	f _r	%	f _r	%	
8	Teaching grammar in integrated is better than teaching in isolation	14	70	3	15	3	15	-	-	-	-	4.55
9	The major part of grammar lesson should involve practicing the rule in contexts.	8	40	7	35	2	10	3	15	-	-	4
10	Mostly it should be the teacher who formulates the rule.	-		3	15	2	10	8	40	7	35	2.05
11	Drills are very useful exercises to learn and to teach grammar.	8	40	7	35	1	5	4	20	-	-	3.95
12	Grammar is best taught explicitly (telling the rules to the students first)	2	10	2	10	2	10	8	40	6	30	2.3
13	Grammar is concerned with using correct sentences.	10	50	8	40	-	-	2	10	-		4.3
14	Communicative grammar teaching is wastage of time.	-	-	-	-	3	15	8	40	9	45	1.7
G- Mean												3.26

From the above data, 14(70%) of the participant teachers strongly agreed that grammar should be taught integrated with other skills like listening, speaking, reading, and writing. Similarly, 3(15%) of the respondents agreed, and 3(15%) of them also uncertain about this idea. To sum up, the mean value of item 8 is 4.55 and this shows that most of the participant teachers strongly agreed on the idea that says teaching grammar in an integrated way is better than in isolation.

Besides, 8(40%) and 7(35%) of the participants strongly agreed and agreed on the idea that the major part of grammar lesson should involve practicing the target structure using contexts. Only 3(15%) and 2 (10%) of the sample teachers disagreed and uncertain about this idea respectively. Moreover, 8(40%) and 7(35%) of the subjects disagreed and strongly disagreed respectively on the statement that the teachers should formulate the rules in grammar class. On the other hand, only 3(15%) of the sample teachers agreed on this idea and 2 (10%)of the respondents are uncertain about this statement.

Furthermore, 8(40%) of the respondents strongly agreed with the idea that drills are very useful exercises to learn and to teach grammar. Besides, 7(35%) of the participants agreed on this idea. On the other hand, 1(5%) and 4(20%) reply uncertain and disagree on this idea. In addition, Most 8(40%) and 6(30%) of participant teachers disagreed and strongly disagreed respectively on the idea that explicit grammar teaching was the best method to teach grammar. All in all, since the mean value of the respondents in item 12 is 2.3, most of the participant teachers have weak view about explicit grammar teaching.

Moreover, as we can see from the above table, 9(45 %) of the participants strongly disagreed that communicative grammar teaching is not wastage of time. Furthermore, 8(40%) of the respondents also agreed on this idea. However, only 3(15%) of the participants were uncertain about this item.

In general, concerning to the grammar teaching practices, the average mean value of teachers' response is 3.26 and this demonstrates that most of the teachers have good views. Therefore, the results of the above table indicate that grammar should be taught integrated with other language skills. Thus, this idea agrees with other scholars' findings.

For instance, Fortune (1992) claimed that effective grammar teaching in communicative approach to EFL teaching need to have features such as integration of language skills authenticity and variety of content and creative use of language. Besides, Jones(1993) state that the goal of communicative language teaching is to acquaint students with the second language as it is naturally in real contexts and to provide these opportunities to use the language in these contexts. In general, from this data, we can conclude that communicative grammar teaching is the method of grammar teaching.

4.2.4 Data from item 15 to 21

Table 4: Teachers' response about their perception regard to implicit grammar teaching

Keys: 5= Strongly agree, 4=Agree, 3=Uncertain 2=Disagree, 1=Strongly Disagree

No	Statements	Strongly Agree		Agree		uncertain		Disagree		Strongly Disagree		Mean
		f	%	F	%	F	%	f	%	f	%	
15	Grammar is best taught implicitly or unconsciously.	7	35	8	40	-	-	2	10	3	15	3.7
16	Grammar must be a part of communicative language teaching. Because giving students more opportunity for communicative practice leads them to naturally understanding English grammar.	12	60	6	30	-	-	2	10	-	-	4.4
17	The teacher should give the students the chance to discover rules by themselves.	12	60	4	20	2	10	2	10	-	-	4.3

18	Functional or discourse based grammar provides a way introducing students to grammar above the sentence level	10	50	7	35	1	5	2	10	-	-	4.25
19	Knowledge of the rules of the language only doesn't guarantee the ability to use the language.	6	30	10	50	2	10	2	10	-	-	4
20	Student centered approach of grammar teaching is better than teacher centered,	14	70	4	20	2	10	-	-	-	-	4.6
21	Grammar exercise in the textbook should be presented in a meaningful context.	12	60	6	30	2	10	-	-	-	-	4.5
G-mean												4.25

As the above results indicate the participant teachers have high positive perception of teaching grammar implicitly. For example, 7(35%) and 8(40%) of the respondents strongly agreed and agreed on the idea that grammar is best taught implicitly or unconsciously. Only 2(10%) and 3(15%) of the sample teachers disagreed and strongly disagreed respectively on this idea.

Moreover, 12(60%) and 6(30%) of the participants agreed and strongly agreed that grammar had to be a part of communicative language teaching, but only 2(10 %) of the sample teachers disagreed with this idea. In addition to this, 10(50%) and 7(35%) of the respondents strongly agreed and agreed respectively on the statement that discourse based grammar provides a way of introducing grammar lessons to students above sentence level. However, 1(5%) of the participants reply uncertain and 2(10%) say disagree for this idea.

Furthermore, 6(30%) of the subjects strongly agreed and 10(50%) agreed with the concept that the ability to use the language cannot be granted by the knowledge of the

rules of the language only. However, only 2(10%) of the sample teachers disagreed, and 2(10 %) of the participants are uncertain about this notion. And also 12(60%) and 4(20%) of participant teachers strongly agreed and agreed that teachers should give the chance for students in order to discover rule by themselves. This result agrees with other findings. For example, Batstone (1994) suggests that inductive grammar teaching gives the students opportunity to be engaged in more learning process and this makes learners more active participants of the chance to take more in the classroom while they are trying to discover the rules from the given examples. Moreover, Krashen(1982, cited in Lin , C.H. 2010) strongly suggested that implicit grammar teaching is preferable to explicit grammar teaching.

Besides, 14(70%) of the subjects strongly agreed, and 4(20%) agreed on the idea which says student centered approach of grammar teaching is better than teacher centered. Nevertheless, only 2(10%) of the respondents were uncertain about this idea. Furthermore, the above data indicates 12(60%) and 6(30%) the respondents strongly agreed and agreed respectively that the way of the teacher in grammar teaching and the grammar exercises in the text book should be presented in meaningful context to make the instruction student centered. However, only 2(10%) of the respondents were uncertain about this idea.

Generally, the total mean value of the respondents of the above items is 4.25, and this implies that most of the teachers have positive perception about implicit grammar teaching and the majority of the participant teachers perceived that student centered approach of grammar teaching is the preferred approach.

The second part of teachers' questionnaire was about response of how often different techniques grammar teaching were practiced in the classroom. The items in this questionnaire were broken down in to two groups. They were related to explicit and implicit grammar teaching. It contains five alternatives and the frequencies of responses were represented from always to never.

4.2.5 Teachers' response on the practice of different techniques in grammar teaching.

4.2.5.1. Data from item 1 to 5

Table 5: Teachers' response about their perception regard to implicit grammar teaching

Keys: 5=Always, 4=Usually 3=Sometimes,2=Rarely 1=Never

No	Item	Always		Usually		Some times		Rarely		Never		Mean
		F	%	F	%	F	%	f	%	f	%	
1	Present grammar explicitly	1	5	2	10	2	10	14	70	1	5	2.25
2	You involve students in practicing the structure.	10	50	5	25	4	20	1	5	-	-	4.2
3	Explain grammatical rules by your self	1	5	2	10	1	5	2	10	3	15	2.5
4	Offer students grammar rules first without examples	2	10	2	10	3	15	3	15	10	50	2.1
5	Teach grammar by mechanical drills	1	5	5	25	6	30	2	10	6	30	2.65
G-mean												2.74

Table 5 indicates that 14(70%) of the participants replied that they rarely present grammar lessons explicitly. On the other hand, one teacher (5%) of the sample teachers respond that he always present the grammar lesson in an explicit way, and 2(20%) of the subjects said that they usually use explicit technique in grammar instruction. Besides, 2(10%) of the respondents also reflect that they sometimes employ explicit grammar instruction. To sum up, the mean value of item 1 in the above table is 2.25, and this implies that the majority of the participant teachers rarely present the grammar lessons explicitly.

For the second item, half (50%) of the respondents reported that they always involve their students in practicing the structure. Besides, 5(25%) and 4(20%) of the sample teachers indicate that they involve their students in exercising the language structure usually and occasionally respectively. However, one (5%) of the respondents shows that he rarely

engage learners to practice the rule. In short, the mean value of this item 4.2 and this value range between always and usually. Thus, this implies that most of the respondent teachers involve students in practicing the language structure.

Furthermore, concerning to the issue raised under item 3, 12(60%) of the participants reflect that they sometimes explain grammatical rules by themselves. Besides, one (5%) of the respondents say always and 2(10%) say usually for this statement. On the other hand, 2(10%) and 3(15%) of the participants respectively say rarely and never. In general, the mean value of this item is 2.5 and this implies that most of the teachers explain grammatical rules by themselves.

Item 4 also shows that 10(50%) of the participants reported they never offer grammar rules first without examples. Besides, 3(15%) and 3(15%) of the respondents show that they sometimes (rarely) present grammar forms without examples. On the other hand, 2 (10%) of the sample teachers express that they always offer grammar structures without examples, and 2(10%) of the respondents reply they usually present grammar rules without examples.

The last item in table 5 also shows that 6(30%) of the sample teachers said that they never teach grammar by using mechanical drills. Moreover, 2(10%) of the respondents respond that they rarely use mechanical drills, and 6(30%) reply they sometimes use mechanical drills to teach grammar.

In general, the total mean value of the respondents in the above table is 2.74, and this value is found between sometimes and rarely. Therefore, the researcher can generalize that the majority of the participant teachers carry out explicit grammar teaching sporadically.

4.2.5.2 Data from item 6 to 10

Table 6: Teachers' response regarding the frequency of using implicit grammar teaching

Keys: 5=Always, 4=Usually 3=Sometimes, 2=Rarely 1=Never

No	Item	Always		usually		Some times		Rarely		Never		Mean
		f	%	F	%	f	%	f	%	f	%	
6	Make learners to discover grammar rule by themselves.	10	50	8	40	1	5	1	5	-	-	4.35
7	Present grammar lesson inductively	11	55	6	30	3	15	-	-	-	-	4.4
8	Focus on meaning and function while teaching grammar.	9	45	8	40	2	10	1	5	-	-	4.25
9	Present grammar in real life context	6	30	10	50	2	10	2	10	-	-	4
10	Offer students pair and group work.	8	40	9	45	3	15	-	-	-	-	4.25
G-mean												4.25

Based on the results presented in the above table regard to item 6, 10(50%) of the respondents reply that they always make learners discover the grammar rules by themselves. Similarly, 8(40%) of the participants also indicate that they usually let learners find out the grammar structures by themselves. On the contrary, 1(5%) of the subjects stated that he rarely allow to learners to discover the grammar rules, and another 1(5%) participant indicate that he sometimes make learners find out grammar patterns. To some up, the mean value of this item is 4.35 and this value ranges between usually and always. Thus, this implies that the majority of the respondent teachers usually make learners discover grammar rules by themselves.

Moreover, in the above table, item 7 shows that 11(55%) of the respondents reply that they always present grammar lessons inductively. In the same way, 6(30%) of the participant teachers usually teach grammar sections in an inductive way. Moreover,

3(15%) of the respondents indicate that they sometimes present the grammar parts inductively. In short, the mean value of the respondents of this item is 4.4 and this value implies that teachers usually teach grammar lessons implicitly.

As we can see from the above table, under item eight, 9(45%) of the respondents reply they always focus on meaning and function when they teach grammar. Moreover, 8(40%) of the subjects respond they usually emphasize on meaning and function during grammar instruction. However, 2(10%) of the participant teachers show that they sometimes and 1(5%) say rarely concentrate on meaning and function in grammar lessons respectively. Generally, the mean value of this item is 4.25 and this indicates that the majority of the participant teachers focus on meaning and function of the structure in their grammar teaching.

Concerning to item 9, 6(30%) of the participant teachers respond that they always present grammar lessons in real life contexts. Similarly, 10(50%) of the respondents reply that they usually offer the grammar sections in real life situations. However, 2(10%) of the subjects say sometimes and 2(10%) say also rarely for this item.

In the last item in table 6 shows that 8(40%) of the respondents reply that they always offer pair and group works to students. In the same way, 9(45%) of the subjects responded that they usually give pair and group works to students in grammar lessons. However, only 3(15%) of the sample teachers answer they sometimes provide pair and group works in grammar lessons.

In general, the mean value of the respondents in the above table is 4.25 and this value is found between always and usually. Therefore, this implies that the majority of the participant teachers employ implicit grammar teaching technique frequently.

4.3 Data from observation

In this study, five volunteer teachers of the three selected schools were observed by the researcher while they were conducting grammar classrooms as follows in order to get information about what was happening in the classroom directly. Every teacher was observed for two consecutive periods during grammar lessons. From the classroom observation, the researcher of this study obtained data which show the techniques English

teachers employ to teach grammar and how teachers practice students about the grammar structure.. Besides, it indicates that how teachers treat and motivate students' participation.

Observation One

The first observation was conducted at Burusa Secondary School, and it was carried out in grade 9, section A grammar lesson. As a result, in this section, two grammar lessons were observed and the observation was performed March on 30, 2017 and April 3, 2017 respectively. Thus, the observation of the two lessons had been described as follows.

Lesson 1

The observation was carried out in March 30, 2017, and the situation of the observation was as follows. The teacher greeted the students and asked them about the previous lesson. Accordingly, the students told him that they had learnt about 'sequencing words.' Then after, the teacher said that they were going to learn about adverbs of manner. After that, he wrote notes about adverbs of manner on the chalkboard and he explained it properly. Later on, the teacher gave opportunity for students to ask questions about their actual lessons. However, there were no questions raised by the students. Lastly, he told the students to be in their group and let them do some activities about adverbs of manner on page 159 of the textbook. Finally, the teacher summarized the day's lesson by giving feedback about the activities.

Lesson 2

The teacher greeted the students and asked them about the last topic. They told him that their previous lesson was about adverbs of manner. After this, to revise the last lesson, the teacher provided some explanations about the topic by telling some examples of adverbs of manner. He said, "Adverbs of manner tell us how an action is done or should be performed. For example, Tola writes his notes quickly. From this sentence, 'quickly' is an adverb of manner because it tells us how Tola writes his notes." Then, the teacher introduced the topic that they were going to learn on that day, and he said, "Our today's lesson is about time expressions." Next, he wrote the topic and note on the chalkboard. After the students had finished writing notes, the teacher explained it well and the students

followed him properly. Then, he ordered students to be in pairs and told them to do exercises about time expressions. When the students were doing the activities, most of them answered incorrectly. During this time, the teacher was correcting the wrong answers immediately, and summarized the topic. Finally, he initiated students to ask questions about the target topic, but the students kept silent. At the end, the teacher told the students to do the activities on page 159 as a homework.(see appendix D).

Based on the above observations of the two lessons, it is possible to conclude that the teacher presented the grammar lessons explicitly and the major emphasis was accuracy. Moreover, the grammatical structures were not present and practiced in a meaningful context. Besides, though the teacher tried to provide some explanations and examples during the presentation of grammar, he did not give enough illustrations and exercises for the students. In addition, the teacher was unable to encourage students to discover the rule by themselves and he could not motivate he learners to practice the grammar lesson. In other words, even though the teacher asked some questions, only few students were participating. The majority of students were not taking part to answer the questions. On the contrary, in item sixteen of the questionnaire, 90% of the participants showed their agreement that grammar must be a part of communicative practice in order to lead the students to understanding of English. This perception goes with what Haregewoin(2008) says grammar items should be presented communicatively so that students could be engaged in meaningful and genuine activities. Nevertheless, in the actual classroom, the teacher was not found practicing communicative activities either among students or between the teacher and the students.

Moreover, according to the teachers' responses in item twenty, nearly all the participants perceived that student centered approach of grammar teaching is better than teacher centered approach. However, during the observation session, it was the teacher who covered all the activities. Therefore, from this it is possible to conclude that the teachers' perceptions were different from their practical teaching in the classroom.

Observation Two

The second observation was carried out in April, 4 and 5, 2017 at AbdiBori Secondary School and two grammar lessons were observed consecutively.

Lesson 1

The observed class was 9C of Abdi Bori Secondary School and the report of the observation seems as follows. The teacher entered to the class and greeted students. Then, he said," In our last lesson, we learnt about 'adverbs', so adverbs are words that tell us more about verbs. There are four major types of adverbs; adverbs of time, adverbs of place, adverbs of frequency and adverbs of manner." And he revised the last lesson by giving examples of each adverb. Next the teacher introduced the daily lesson and he said, "Today, we will learn about using 'ago'. During this time, the teacher ordered the students to pay attention and told his students not to do anything except listening. Then, he presented the grammar lesson (about how to use ago) in lecture form. In his lecture method, he attempted to explain the use of ago and example sentences that indicate how to use ago. Later on, the teacher asked a question, but only two students raised their hand and tried to answer. After this, he summarized the lesson and he ordered students to do the activities on page 170 in group, and he accomplished the class (see appendix-B).

Lesson 2

The teacher greeted the students and collected the group assignment done by the students. Then, he asked to students about what their previous lesson was, and one student raised his hand and said," Yesterday, we learn about using ago." Then after, the teacher said," Very good!" , but not 'learn' say 'learnt' because yesterday is past. Meanwhile, the teacher added some points about how to use ago, and immediately, he said," Today, we are going to learn about using quantifiers, so what are quantifiers?" When the teacher asked this question, no student was participated. Meantime, the teacher wrote the topic on the blackboard and he ordered the students to write the examples of quantifiers from their textbook. After the students finished writing notes, the teacher explained the notes. Next, he let students to discuss in group about the activities related to quantifiers. However, the students were not discussing the actively. Finally, the teacher summarized the lesson by

restating the main points. He has given chance for students to ask questions about unclear points. Then, one student asked a question, and the teacher tried to clarify about the question. Lastly, he finished the lesson in this way.

From the observations of the two lessons, we can conclude that the teacher presented the grammar lesson deductively. The teacher attempted to ask questions, but learners were not active to answer the questions. Secondly, the teacher did not give practical examples for students about how to use the daily grammar section. Besides, the teacher did not use any context to present the grammar lesson. Furthermore, the teacher could not use any technique to draw the attention of students and the major emphasis of the lesson was on forms. Moreover, the teacher did not initiate students to find out the grammar rules by themselves. Similarly, learners were not encouraged to produce or elicit their own idea based on the structures. For this reason, students were passive to participate in the lesson.

However, in the questionnaire section, the sample teachers including him responded that as if they preferred student centered grammar (implicit grammar) teaching approach ,but in reality the teacher did not implement this approach.

Moreover, for the question posed under item fifteen, respondent teachers stated that grammar was best taught implicitly which coincides with other studies. For example, Bastone (1994) states that inductive grammar teaching gives the students opportunity to be engaged in more learning process and this makes learners more active participants while they are trying to discover the rules from the given examples. Nevertheless, in reality the teacher applied explicit grammar teaching approach in the grammar class. Thus, from the above observations, we can infer that there was inconsistency between reported perceptions and their actual classroom practices.

Observation Three

The third observation was done i April 6 and 7, 2017, and the observation was held at Mettu High School. Similar to observation one and two, the researcher observed two consecutive grammar lessons.

Lesson 1

This is the third observation which was performed in Mettu High School, grade 9 section D grammar class. Therefore, the result of the observation looks like as follows.

The teacher began the lesson by greeting the students and asked students what the previous lesson was. Thus, one of the students said that it was about 'expressing opinions.' The teacher said, "yes!" and he revised some expressions that help students express their opinions. Thus, the teacher told students to write notes while he was writing the note on the chalkboard about passive voice. After writing the notes, the teacher provided detail explanation about the grammar points. Firstly, he defined what passive voice means. Secondly, he described the grammatical form of passive sentence. Thirdly, he stated examples of passive sentences. Then, he recapped the notes briefly. Finally, the teacher give chance to students to ask questions that were not clear, but no question was raised and the period was immediately end.

Lesson 2

The teacher greeted students and asked them about the last lesson. The students told the teacher that their previous lesson was about passive sentences. Then after, he revised about the lesson by modeling some examples. After that, the teacher introduced the day's lesson and wrote the topic on the chalkboard. The topic was about 'comparisons.' Next, the teacher ordered the students to open their text book and inform them to write notes from the text book. During this time, the teacher was moving around the students to check whether all students were writing or not. Then after, the teacher gave a short explanation about types of comparisons and some examples of the three major types of degrees of comparisons. Subsequently, the teacher ordered to discuss in their group about the exercises in their textbook. At that time, the teacher tried to motivate learners to discuss enthusiastically but they did not talk actively. Afterward, he stabilized the lesson by giving feedback about the activities. Later on, the teacher motivated the students to ask questions based on the day's topic, but no student asked questions. At the end, the teacher told the students to read more activities in their home, and completed the daily lesson in this way.

According to the above two lessons, it was observed that the teacher first explained what passive sentence means, and described the grammatical structure of passive sentence. This means that the teacher presented the grammar task overtly.

In general, as the previously observed teachers did, the grammar lesson of this teacher was dominated by him. Consequently, the classroom did not create opportunity for the students to participate actively. Thus, this grammar instruction was supposed to be teacher centered (explicit grammar instruction). Though the teacher tried to make students work in group, the students were not discussing actively because they did not get enough examples about the structure. Moreover, the grammatical patterns were integrated with other language skills. In short, these two above lessons were not practical for learners to use the language structure for communication purposes. However, in the questionnaire data item one of table 6, the majority of participants said that they rarely used explicit way of grammar teaching. Therefore, this result reveals that there is still a mismatch between teachers' reported perceptions and their classroom practices. Besides, during the questionnaire session, the sample teachers including this teacher disagreed on the idea that grammar is taught best explicitly (telling the rules to the students first), but in his actual practice he implemented this approach. Moreover, for the questionnaire posed under item seventeen, respondent teachers stated that teachers should give to the students a chance to discover rules by themselves. Nonetheless, in the actual grammar lesson, the teacher applied explicit grammar teaching method. Thus, from the above observations, we can judge that there was mismatch between teachers' reported perceptions and their classroom practice.

Observation Four

The fourth observation was completed in April 10 and 11, 2017, and it was conducted at Burusa Secondary School in two grammar lessons. Thus, the outcome of the observation about lesson one and two is explained as follows.

Lesson 1

The fourth observation of lesson one was accomplished at Burusa Secondary School of grade 9, section E grammar lessons. The topic of the grammar lesson was about

conditional sentence type one (1). The teacher introduced the topic and wrote notes on the chalkboard. Then, he explained about the use of conditional sentence type one, its structure and some examples about it. Afterward, he ordered the students to be in pairs and discuss activities concerned to conditional sentence type 1. Later on, the teacher asked questions to the students, and one student answered the question incorrectly. After this, the teacher corrected the student immediately. Lastly, the teacher gave them a homework and finished it the lesson.

Lesson 2

The teacher greeted students, cleaned the blackboard and wrote the topic on the blackboard. The topic of the lesson was conditional sentence type two(2). Subsequently, the teacher wrote a brief note and explained it precisely. Firstly, he described about the meaning of conditional sentence type two, its grammatical structure and some examples about it. Then, the teacher ordered the students to discuss in group about the questions in the textbook. After the students had finished discussion, the teacher let them forward the result of their discussion. While the students were sharing the answers in the whole class, some students were making mistakes. Meanwhile, the teacher was correcting the errors frequently without giving hints. Finally, he summarized the lesson by restating the central point without giving to students a chance to ask questions about unclear points. At the end, the teacher instructed students to read more and more about the topic in their home and he concluded the lesson.

According to the above lessons, it was observed that the teacher first gave explanation of the uses and grammatical structures of conditional sentence type one and type two . This indicates that the teacher presented the grammar part using decontextualized sentences deductively. Moreover, the teacher corrected errors immediately rather than giving chance to students to correct themselves.

Consequently, this observation clarified that there was a mismatch between teachers reported perceptions and their classroom practices. Based on the data obtained from the questionnaire, the participant teachers disagreed on idea that communicative grammar teaching is wastage of time, but practically the teacher did not use this approach.

Moreover, for the question posed under item fifteen, the participant teachers stated that grammar must be a part of communicative language teaching because exposing more activities to students for practice leads them to understand English grammar genuinely. However, in the actual practice, the teacher applied explicit grammar teaching approach. As a result, from the above observations, we can conclude that there was no association between teachers' reported perceptions and their actual classroom practices.

Observation Five

The last observation was accomplished in April 12 and 13, 2017 and it was carried out at AbdiBori Secondary School. The report of the observation of the two lessons had described as follows.

Lesson 1

The fifth observation of lesson one was held at AbdiBori Secondary School of grade 9, section D. Firstly, as usual the teacher greeted students and asked them what their previous lesson was. Accordingly, the students told the teacher about their last lesson, and the teacher revised it in a plain way. Afterward, the teacher introduced the day's topic, and he wrote a note on the blackboard about past continuous. After the students wrote the note, the teacher provided a short explanation about the use, form and some examples of past continuous tense. Next, the teacher let students to make a group and do the activities from their textbook in group for two minutes only. Then, he summarized the lesson by accepting students' answers and giving corrections about the activities. Later on, he gave them chance to ask questions about unclear points, but there were no questions raised by students. At the end, the teacher told the learners to do some exercises from their textbook as a home work.

Lesson 2

The teacher greeted the learners and asked them about their last lesson. They told him that their last lesson was about continuous tense. Then, the teacher added some points and revised it properly. Subsequently, the teacher introduced the current topic, and order students to write notes while he was writing notes on the chalkboard. After the students

finished writing the notes, the teacher explained the note about present perfect tense thoroughly. Then after, he ordered students to do some tasks in pairs for four minutes. Finally, he recapped the lesson by revisiting the main points of the lesson, and ordered students to do activities in their home.

From the above two lessons, it was noticed that the teacher first provided presentation of the uses of past continuous and present perfect tenses respectively. As a result, the teacher introduced the grammar point explicitly. Besides, the teacher did use different techniques that help learners understand the grammar lesson and the grammar points were presented without contexts. Thus, the students were unable to use the language structure in meaningful situations. To sum up, these two lessons lacked contexts and their main focus was on language forms.

However, the data obtained from questionnaire item twenty, the majority of participant teachers said that student centered approach of grammar teaching is better than teacher dominated way of teaching. Besides, for the question posed under item seventeen, 80 % of the respondents stated that grammar lessons should be presented inductively, but in reality the teacher did not use inductive way of teaching grammar. For this reason, from the above observations, we can infer that there was inconsistency between teachers' perceptions and their actual classroom practices.

4.4 Data Gathered From the Interview

The researcher conducted a semi-structured interview of post classroom observation with six teachers. These interview questions were related to the issues that were raised in the questionnaire. This interview prepared for the purpose of triangulation and to find out why mismatch occurred between perceptions and classroom practice. Those teachers were randomly chosen as participants among the teachers who taught in Grade 9 of the three targeted schools. Accordingly, the interviews were analyzed as follows. The data were analyzed by comparing the statements of six interviewees.

In order to identify teachers' perceptions towards grammar teaching, the first question posed by the interviewer was, "what was grammar for them". Four (T1, T2, T3 ,T4) of the interviewee reported that in their opinion, grammar is a mental system which involve

complicated interconnection of meaning and function which allows human to construct and interpret these meanings and functions in different settings, contexts and situations. The other two (T5,T6) said, “Grammar is a particular theory that is intended to explain the rules of a language.” In the questionnaire, the majority of the participant teachers had the opinion that grammar is both form and function which provides the means for using the language or facilitate communication in language instruction. In general, from the interview and questionnaire, we infer that the majority of teachers stated that grammar is not only form but also function.

The second question raised to the interviewees was, what role grammar plays a in language learning. ‘In this regard, half (T2, T4, T5) of the interviewees, said that grammar is a basic thing for a language. It helps to understand how grammatical structures create different types of meaning in language teaching. In the view of these respondents without knowing grammar structure the whole language learning process would be vague. The other three (T1, T3, T6) participant teachers pointed out grammar plays a dominant role to use the language correctly in all aspect of using language skills. In the questionnaire 80 % of the participants strongly agree and agree on the idea that grammar knowledge is the most important to the success of learning English because it is the foundation of language. In general, from the above interview and questionnaire, we can say that teachers perceived that grammar should be the main component of any language teaching course.

Thirdly when the subject teachers were asked their preferred approach to grammar teaching, two teachers (T2, T4) said both implicit and explicit grammar teaching because the learners' ability, interest and class size should considered. However, the rest four teachers (T1, T3, T5, T6) reported that they used implicit way of grammar teaching in their current classroom practice. When they reason out for their preference of this method, they indicated that implicit grammar teaching gives the students a chance to participate in drive rules by themselves from the given example sentences or situations so as to use the language meaningfully. In the questionnaire item fifteen,75 % of participant teachers agreed on that grammar is best taught implicitly. On the contrary, the researcher observed that the observed class was dominated by explicit way of teaching.

The next question which was asked to the interviewees was, What do you think about the approach you mentioned above? For this question, the two teachers (T2, T4) who said we use both implicit and explicit stated that both approaches are effective to teach grammar. Besides, they expressed that using both approaches make the lessons more practical. Moreover, the other four teachers (T1, T3, T5, T6) thought that implicit grammar teaching is a preferable approach because it makes the lesson more learner centered, authentic and meaningful.

The fifth question raised for the teachers was whether they thought grammar rules should be discovered by teachers or by students. Most of the teachers (T1, T3, T4, T5) said that students should be made to work out rules because they will get the opportunity to analyze the rules and become active learners. On the other hand, one participant (T2) suggested that grammar rules should be discovered either by the teacher or by the students depending on the situation. Another teacher (T6) said, teachers should be made to work out rules because time is not enough to give such chance and cover all the content of the text. In the questionnaire, 80 % participant teachers agreed that teachers should give the chance for students to discover rule by themselves.

When these interviewee teachers were asked whether they prefer communicative grammar teaching or structured based grammar teaching, each of them showed their preference as follows. Four teachers (T2, T3, T5, T6)) said that they preferred communicative grammar teaching. When they reason out it gives students the chance to practice the language and manipulate the language in different situation. One teacher (T4) said that his choice was structure based grammar teaching because his students were very interested to learn the language by studying the rules first. In the questionnaire, 85 % of participant teachers stated that communicative language teaching is not wastage of time. Generally, from the participant teachers' views, it can be judged that the majority preferred teaching grammar communicatively than teaching it structurally.

The next question posed to the interviewees was “Do you use contexts when you teach grammar? If your answer is yes, what kind of contexts do you use?” For this question, four teachers (T1, T2, T4, T5) replied that they used contexts when they taught grammar. They added that they employed contexts like dialogue, short paragraphs and stories to

make the grammar lesson more meaningful, memorable and helpful for students. On the other hand, two interviewees (T3, T6) said that they did not use contexts in grammar lessons because of some factors. According to these teachers, the factors that hindered to use contexts were the existence of grammar lessons without contexts and the difficulty of creating contexts to every grammar lessons.

Another question posed to the participants was to indicate the situations that influence their grammar teaching. Three interviewees (T3, T5, T6) stated that the need of the learners affect grammar lessons. One teacher (T1) said both personal experience and lack of enough time and another two teachers (T2, T4) replied ‘language teaching theories’ are the most influential factor for their grammar instruction. Therefore, as we can infer from the answer to the interview questions, the teachers’ perceptions are shaped by many factors. However, the main influential factor as shown in their response seems to be ‘the need of the learners.’

The next related question raised for the interviewees was “Do you think your own language learning experience has an influence on the way you teach?” Therefore, for this question all of the respondents (T1, T2, T3, T4, T5, T6) answered that the way they were taught has a great influence on their grammar teaching practices. They also stated that since they had learned grammar structures in traditional approach, they were influenced by this approach. Moreover, they indicated that they did not get in service training that refresh their way of teaching grammar which help them adapt communicative grammar teaching. For this reason, they always teach grammar in structural way.

At the end of the interview, to know their views about the text book, the question asked by the researcher was, “What do you think about the text book you are using currently?” In this regard, all of the respondents (T1, T2, T3, T4, T5, T6) pointed out that the size of the textbook. Secondly, regarding its content they said that it was too vast and difficult to covered within the given time table. Besides, the grammar part in text is mostly repeated and presented out of context. In the questionnaire, 90% of the participant teachers agreed that grammar exercise in the textbook should be presented in a meaningful context. On the contrary, the interviewed teachers stated that grammar part in the text is mostly repeated out of context. Thus, they were forced to use structure based grammar teaching.

Chapter Five

5. Conclusion and Recommendation

5.1. Conclusion

The study focused on exploring the correlation between teachers' perceptions and their instructional practice in grammar teaching at the three targeted high schools in Oromiya region Ilubabor Zone. To achieve the objectives that were set in this study about teachers' perceptions of grammar teaching, data were gathered using questionnaires for teachers. Class observation and interview were used to gather information on the application of the techniques, strategies and activities in grammar teaching. On the basis of results obtained from the questionnaires, classroom observations and the interview, the following conclusions were drawn.

- ✓ There is a mismatch between teachers' reported perceptions (implicit grammar teaching) and their classroom practice. This means that the relation between these two aspects is inconsistent. According to the result found from the interview, teachers could not implement their stated perception in the actual grammar classroom because students favored explicit grammar teaching. As a result, teachers are compelled to apply this approach rather than their own reported perception (implicit grammar instruction) in the classroom and the vast content of the text book forced them to use this method to save time.
- ✓ Teachers in the three targeted schools practiced rule based or explicit grammar teaching, and grammar is not taught in the way teachers believed. As the participants said a mismatch between teachers stated perceptions and classroom practice is occurred due to the influence of students' need and the vast content of the text book forced them to use this method to save time.
- ✓ Based on the data obtained from the questionnaire, all most all English teachers of the three selected schools have a positive perception about grammar teaching. In other words, 80 % of the participant teachers believed that grammar should be a part of communicative language teaching. Besides, they perceive that grammar is better to be taught integrated with other skills like listening, reading, speaking and writing.

5.2 Recommendations

The following recommendations were made on the basis of the above finding of the study.

- ✓ There were mismatch between teachers' perceptions and classroom practice. During lesson observation, they were implementing explicit grammar teaching rather than their stated belief which is implicit grammar teaching. In addition to this, explanation and lecture were the dominant way of teaching in classroom in the three targeted schools, but in the questionnaire and interview section teachers reported as if they used student-centered method of teaching. Thus, the difference between teachers' perceptions and practice is a problem which should be improved. For this reason, teachers had better to apply what they perceive (implicit grammar teaching) in order to make effective grammar teaching. Even if the students' interest is explicit grammar teaching, teachers should aware of the learner about the importance of implicit grammar teaching.
- ✓ Teachers have to be concerned about how much the learners use the language rather than rushing only to cover the textbook. It is relevant that grammar lessons should be integrated with other language skills like reading, speaking, listening and writing.
- ✓ The participant teachers assumed that content of the text is too vast and difficult to cover within the given timetable and the grammar part in text is mostly repeated and presented out of context, So the text should be modified by material developers in such a way that provoke students for creative and active learning that contains a variety of tasks, activities and situations.
- ✓ Teachers should implement their perception in the classroom in order to carry out an appropriate, genuine and authentic grammar teaching situations.
- ✓ Education officials including directors should fix meeting times out of the schedule stated for lessons.
- ✓ Teachers are supervised by department heads, directors and supervisors, and these individuals let teachers only to cover the content of the textbook. As a result, supervisors should get training regarding language teaching, specially, grammar teaching techniques in order to guide language teachers effectively.

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Appendix - A
ADAMA SCIENCE AND TECHNOLOGY UNIVERSITY
SCHOOL OF HUMANITY AND LAW
DEPARTMENT OF ENGLISH
POST GRADUATE PROGRAM

Teachers' questionnaire

PART ONE- Personal information

Direction One; Please give information about yourself. Tick () in the box your selected answer.

1-Academic qualification (tick and complete)

☐ A diploma _____

☐ A bachelor's degree _____

☐ A master's degree _____

Others (please specify) _____

2- How long have you been teaching English?

A, 1__5 years ☐ B, 5__10 years ☐ C, 10__15 years ☐ D, more than 15 years ☐

Direction Two

Please read each statement in this section and decide whether you agree or disagree with the statements by putting 'X' mark in the appropriate column] of your choice.

Key- Strongly agree-5 Agree – 4 un decided—3 Disagree—2 strongly disagree –1

NO	Statement	5	4	3	2	1
	A. Meaning of grammar					
1	Grammar is the system of rules.					
2	Grammar is the correct use of tense.					
3	Grammar provides the means for using the language.					
4	Grammar is both form and function.					
	B. Importance of learning grammar.					
5	Grammar knowledge is the most important to the success of learning English because it is the foundation of language.					
6	Grammar is the main component of any language teaching course.					
7	The main target of grammar teaching is helping the student's to achieve good results in exams.					
	C. Methods of grammar teaching.					
8	Teaching grammar in integrated is better than teaching in isolation					
9	The major part of grammar lesson should involve practicing the rules.					
10	Mostly it should be the teacher who formulates the rules.					
11	Drills are very useful exercises to learn and to teach grammar.					
12	Grammar is best taught explicitly(telling the rules to the students first)					
13	Grammar is concerned with using correct sentences.					
14	Communicative grammar teaching is wastage of time.					
15	Grammar is best taught implicitly or un consciously (there is no need to pre-plan grammar lesson.					
16	Grammar must be a part of communicative language teaching, because giving students more opportunity for communicative practice leads them to naturally understand English grammar.					

17	The teacher should give the students the chance to discover rules by themselves.					
18	Functional or discourse based grammar provides a way of introducing students to grammar above the sentence level.					
19	Knowledge of the rules of the language doesn't guarantee the ability to use the language.					
20	Student-centered approach of grammar teaching is better than teacher-centered.					
21	Grammar exercise in the textbook should be presented in a meaningful context.					

Direction Three;

The following questionnaire is about the frequency of using different techniques, strategies and approaches to teach grammar in the classroom. Please provide appropriate response using 'X' mark in front of the corresponding items.

Key - 5 –Always 4-Usually 3-Sometimes 2- Rarely 1-Never

How often do you use the following techniques, strategies' and approaches to teach grammar in the classroom?

No	Items	Always	usually	sometimes	Rarely	Never
1	Presenting grammar lesson explicitly (consciously)					
2	You involve students in practicing the structure.					
3	Grammatical rules are explained by yourself rather than by the students.					
4	Offer students grammar rules					

	first without examples.					
5	Teach grammar by using mechanical drills.					
6	Make learners discover grammar rules by themselves.					
7	Present grammar lessons inductively.					
8	Focus on meaning and function while teaching grammar.					
9	Present grammar in real life context.					
10	Offer students pair and group works.					

Appendix-B
INTERVIEW FOR TEACHERS

1. What is grammar to you?

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2. What is the role of grammar in language learning?

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3. What teaching approach or technique do you use in your grammar classroom currently?
explicit or implicit?

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4. What do you think about the approach you mentioned above?

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5. Do you think grammar rules should be discovered by teachers or by students?

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6. What is your preference? Communicative grammar teaching or structure based grammar teaching? Why?

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7. Do you use contexts when you teach grammar? If your answer is yes, what kind of context do you use?

.....

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.....

8. Which of the following influence your grammar teaching?

- A. language teaching theories
- B. Personal experience
- C. need of the learners
- D. lack of enough time

9. Do you think that your own language learning experience has an influence on the way you teach?

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10. What do you think about the text book you are using currently?

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Appendix-C

Observation Check list

Name of the school-----

Number of the students-----

Grade----- section-----

Date of observation-----

Topic of the lesson-----

1. How does the teacher present the grammar lesson?
2. What is the emphasis of the lesson?
3. How does the teacher draw students' attention?
4. Are the grammatical items presented and practiced in a meaningful context to develop creative and independent use of the language?
5. What is the context?
6. Does the teacher present grammar items with detailed explanation and give some examples?
7. Are students encouraged to discover the grammar rule by themselves?
8. Are students asked to practice the structure of the language at discourse level or at sentence level?
9. How is the treatment of form and meaning balanced? Is there emphasis on language form or meaning and use?
10. How does the teacher motivate the learners to practice the grammar lesson?
11. How do students react to the activities?
12. What kind of techniques does the teacher use to make students use the language?
13. Are students encouraged to produce/ elicit their own idea based on the topic introduced?
14. How effectively does the text book encourage learners to produce their own sentences in the given structure?

1. How does the teacher treat/deal with errors?

16. Say yes if you agree and No if you aren't agree for question No. 16, A-H.

No	16. When the grammar lesson is presented,	yes	No
A	Detailed explanation is given		
B	Used written and oral context to produce relevant information		
C	Presented the lesson using pictures and visual aids		
D	Used different kinds of techniques		
E	Integrated the grammatical patterns with language skills		
F	Students work individually, in pairs' in groups		
G	Students are motivated to manipulate the grammatical exercises		
H	Students are encouraged to use the new grammar item to make meaningful sentences		

Appendix D

Sample Raw Data of Classroom Observation

Observation one

School-Burusa Secondary School

Grade-9

Section-A

Date -March 30, 2017

Period- second period

Topic: Adverbs of Manner

The first observation was carried out atBurusa Secondary School grade 9 section A. The class was conducted by AtoAbdurazakOusman, and the situation of the observation seems as follows. Firstly, the teacher greeted the students and asked them about the previous lesson.

T: What was our last lesson? Then, five students raised their hands and the teacher gave chance to Ahmed .

S1(Ahmed): In the previous, we learnt about sequencing words.

T: “Very good. In our last lesson, we learnt about sequencing words, and sequencing words are linking words which are used to sequence ideas and events in their chronological order.” He continued ,” Today we are going to learn about adverbs of manner, and write this note before we discuss about it.”

Adverbs of Manner

Adverbs of manner tell us how or in what way something has been done, is being done will be done.

For example,

2. Tola writes his notes quickly.
3. Hana speaks politely.
4. Semira had done her homework correctly.

From the above three sentences, the words quickly, politely and correctly are adverbs of manner. After the students had finished writing notes, the teacher started to explain the note. Later on, the teacher gave opportunity for students to ask unclear points about their actual lesson, but all the students were keep silent.

Then, the teacher told the students to be in their group and let them to do some activities about adverbs of manner on page 159 of their textbook. Finally, the teacher summarized the lesson by giving feedback about the activities.

observation Two

School: AbdiboriSecondary School

Grade: 9 (nine)

Section : C

Date : April 4, 2017

Period : first

Topic : Using Ago

The second observation was carried out at Abdibori Secondary School and the lesson was conducted by AtoTesfayeGuta. Thus, the result of the observation looks as follows.

The teacher entered to the class and he said,” In our last lesson, we learnt about adverbs, so adverbs are words that tell us more about verbs. There are four major adverbs; adverbs of place, adverbs of time ,adverbs of frequency and adverbs of manner.” Then, the teacher introduced the daily lesson the daily lesson and he said, “Today, we will talk about ‘using ago’ and you are expected to listen carefully.” Meanwhile, he began to lecture the lesson as follows.

Ago means before some time and it shows about past events. For example, three years ago, a week ago, four months ago etc....shows about past time.

For instance,

1. My brother graduated three years **ago**.
2. My father bought a motor cycle three months **ago**.

Then after, the teacher the teacher asked the following questions orally.

1. What is the meaning of ago?
2. Write two sentences using the word ago.

During this time, only two students raised their hand to answer the questions. Finally, the teacher concluded the lesson and order students to do the activities on page 170 of their textbook in group.

Observation Three

School: Mettu High School

Grade:9

Section :D

Date: April 6, 2017

Period: Fourth

Topic: Passive Voice

The teacher began the lesson by asking students about what their previous lesson was and one of the students said that it was about ‘ Expressing opinions.’

The teacher said, “Yes in our last lesson, we have talked about expressing opinions. Thus, to express our opinion, we use social expressions like: I believe,I think, in my opinion, in my point of view.....etc. Today, we will learn about ‘passive sentences’ and write the following note.”

Passive Voice

Passive voice refers to when the subject of the sentence is the receiver of the action. It tell us what happened rather than who does the action. The grammatical form of passive sentence is **S+verb to be+ V3**.

For example, 1. The school was constructed by the government.

2.The rat was killed by the cat.

3. A new hospital will be established by the people.

Then, based on the above note , the teacher gave xplanation briefly. Later on, he gave chance to students to ask him unclear points ,but no question was raised. Finally, the period was immediately end.

Observation Four

School :Burusa Secondary School

Grade: 9

Section: E

Date: April 10, 2017

Period: Sixth

Topic: Conditional Sentence Type-1

The outcome of the observation session seems as follows. The teacher introduced the topic and wrote notes on the chalkboard as follows.

Conditional Sentence Type-1

Conditional sentence type-1 is also known as probable or possible condition. It expresses about the probabilities or possibilities of some conditions.

Conditional sentence type-1 has two clauses called if clause and main clause. Its grammatical structure is If +S+V1 in the if clause and S+Will/shall+v1 in the main clause.

For example, 1.If you study hard, you will pass the exam.

2.If you do your assignment properly, you will get a good score.

Thenafter, the teacher explained the note accordingly. Next, he ordered the students to be in pairs and let them discuss about the following activities.

Instruction: Complete the following sentences with your own words

1. If you disturb in the class,
2. If you absent from school,
3. If you help your mother in your free time,.....

Then, when the students finished discussing, the teacher gave them feedback. At the end, the teacher gave them a home work.

Observation Five

School: AbdiBori Secondary School

Grade: nine(9)

Section : D

Date : April12, 2017

Period : second

Topic : Present Perfect Tense

The fifth observation was undertaken at AbdiBori Secondary School. Therefore, the condition of the observation resembled as follows.

The teacher greeted the learners and asked them about their last lesson. Then, the students told him that their previous lesson was about past continuous tense. During this time, the

teacher added and revised some points. Subsequently, the teacher introduced the day's topic and ordered the students to write notes from what he was writing on the blackboard.

Present Perfect Tense

Present perfect tense is formed by **has/have+past participle**.

It is used to express an action which began in the past and still continued in the present.

For example, 1. I have lived in Mettu for five years.

2.He has taught English since 2013.

After the students had finished writing notes, the teacher explained the note. Finally, he recapped the lesson by revisiting the main points and ordered to the students to do activities in their home from their textbook.

Appendix –E

Sample Raw Data of the Interview

1.What is grammar to you?

Grammar is a mental system which involves complicated interconnection of meaning and function which allows human beings to construct and interpret these meanings and function in different settings, contexts and situations.

2.What is the role of grammar in language learning?

Grammar plays a significant role in language learning because it helps learners to develop and communicate in the target language effectively.

3.What teaching approach or technique do you use in your grammar classroom currently? Explicit or implicit?

Currently, I use implicit teaching approach in grammar lessons.

4.What do you think about the approach you mentioned above?

I think that implicit grammar teaching approach is a good approach of grammar teaching because it helps learners to be active participants, problem solvers and critical thinkers. Moreover, it makes grammar teaching practical and authentic.

5.Do you think grammar rules should be discovered by teachers or student?

I believe that grammar rules should be discovered by students because when the teacher tells the rules to students, the students have no chance to analyse the forms. However, if the students discovered the rules by themselves, they can use the structures in their real life situations easily.

6.What is your preference? Communicative grammar teaching or structure based grammar teaching? Why?

I prefer communicative grammar teaching because of the following reasons. Firstly, it emphasizes on fluency and gives free communication practices to learners. Secondly, it

encourages learners to manipulate the language in different situations. Thirdly, it aims at integrating language skills and sub skills.

7. Do you use contexts when you teach grammar? If your answer is yes, what kind of contexts do you use?

Yes, I use contexts when I teach grammar. Some of the contexts that I use in grammar lessons are dialogues and short paragraphs to make the grammar lesson more meaningful and practical.

8. Which of the following factors influence your grammar teaching?

- | | |
|--|------------------------|
| A. Language teaching and learning theories | C. Need of learners |
| B. Personal experience | D. lack of enough time |

C. Need of learners

9. Do you think that your own language learning experience has influence on the way you teach? How?

Yes, I think that the way I was taught has a great influence on my grammar teaching practices. Since I learned grammar lessons in a traditional way, it has an influence on my teaching grammar currently. On the other hand, there is no any training that help me to adapt communicative grammar teaching.

10. What do you think about the textbook you are using currently in relation to grammar?

I think that the current textbook is not such much comfortable to teach grammar because most grammar sections are presented without contexts. Moreover, the grammar parts have no enough examples that help understand the structure.