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THESIS ON:

*ASSESSING THE IMPLEMENTATION OF
COMMUNICATIVE GRAMMAR TEACHING: AT
ADDIS ABABA CITY GOVERNMENT PREPARATORY
SCHOOLS*

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DECLARATION

This thesis is decelerated to my original work. I hereby declare that all information in this document has been obtained and presented in accordance with academic result and ethical conduct. I also declare that, I have fully cited and referenced all materials I used in this thesis work. All the sources that I have used (quoted) have been indicated and acknowledged by means 'of complete references.

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ABSTRACT

The study explores the implementation of communicative grammar teaching at grade 11&12. It examines whether or not the techniques of grammar teaching used motivates learners to use English for communication. It also examines teachers' awareness in the teaching of grammar in meaningful contexts and situations and ascertains whether grammar activities in the textbook are appropriately designed to provoke learners to express their own ideas in the target language. The study employed two government secondary schools in Addis Ababa city as a sample. The questionnaires were distributed to 360 randomly selected students and 40 English language teachers of grade 11&12 in the schools. In addition, four classrooms were observed from grade 11&12. On top of that, grade 11&12 English textbooks were evaluated to find out whether or not the grammar activities in the textbook meet the principles of communicative language teaching. The results of the study revealed that though the participants recognized the basic principles of communicative language teaching, the communicative grammar teaching was not effectively applied. In other words, there was a miss match between what the teacher and the students believed about and the actual classroom application of grammar teaching. The data shows that the majority of the grammar lessons are not presented in meaningful contexts and situations. The students were not also encouraged to express their own feelings, attitudes and interests using the target structures. They are still given the grammar rules explicitly with examples. They also do several mechanical drills after detailed explanations rather than meaningful and communicative activities. Besides, the classroom observations showed that teachers did not give enough time to the learners to do the exercises efficiently. The textbook analysis also indicated that the majority of the grammar lessons were presented deductively. And mechanical drills are more dominant than meaningful and communicative activities consequently. The researcher has recommended some important solutions to make grammar teaching more communicative. It is hoped that issues raised in this work will provoke thought, investigation and future research.

CHAPTER ONE

1. INTRODUCTION

1.1 Background of the Study

Nowadays, English language is taught in many countries of the world. It is due to English language having developed and become an international language. It becomes language of education, technology, trade, diplomacy and language of science. Therefore, many people demanded to learn English language for different purposes such as to communicate with foreigners, to be employed in foreigner's company, to get education abroad and many others.

In the teaching and learning of English language, grammar plays a vital role. Grammar enables learners how some lexical items are combined for good communication, meaningful and coherent expressions. By learning grammar, students can express meaning in the form of sentences Corder, (2002) cited in Tiglu, (2008). Therefore, grammar is very important component of any language which uses to combine words to form meaningful sentences and to combine sentences to form meaningful.

Grammar is one of the corner stone which enable learners to communicate meaningfully and accurately, advancing students communicative skills in second language Ellis, (1997:1). So, to help learners make meaningful sentences, grammar be taught appropriately. Therefore teachers need to take care and give attention while teaching grammar. Teaching grammar helps to fulfill learner's interest of learning language for communication. Grammar presentation should be as realistic as possible. So teachers should provide suitable situation and condition based on the learners need (Widdowson, H 1990). This encourages learners to use the language in real life situation. Hence it is important to teach grammar by integrating with all language skills that learners develop in their communicative skills.

However, traditionally language teaching consists of some grammatical rule and vocabulary which were taught in isolation. The grammar learning focused on studying grammatical rules and morphology of the target language, memorizing the vocabularies of the target language, doing written exercise, and translating L1 into L2 were taken into consideration. But practice of spoken language was not considered. The learners were forced to memorize the language rules but failed to communicate through the target language. In this way, teachers served as the source of knowledge while learners acted as passive participant in classroom.

In contrast to traditional methods of language teaching, the modern methods of language teaching focuses on developing the students speaking skill. Here way creating safe atmosphere, preparing achievable tasks for learners, participating the learners in listening, speaking, reading and writing with the new language and enabling learners to understand that communication is essential. As result students learn language to express meaning in the real life context (Selamawit, 2011).

Since the objective of language teaching in recent time is to enable the learners to communicate in the target language, grammar teaching should be in context which involving the principle of communicative language teaching (Perhabu, 1987). Otherwise the learners will fail frequently to acquire the advanced level of communicative skill (Ellis, 1999).

To enhance learner's ability of using grammar for communication, teachers should teach grammar by using different techniques, like bringing grammar items into the learner's context in collaboration to different language skills. To teach grammar lessons, teachers have to use many methods and techniques to teach form, meaning and function of grammatical items (Richard, 1987). Language structure must not be taught in isolation but integrated to the four language skills. Teaching grammatical structure of language develops the communicative competence of the learners (Rajas, 1985). Therefore, teachers should use different methods such as problem solving activities, information gap activities, role play, games, songs, poems; pair works activities, group work activities for teaching grammar, to enhance the students' communication skills (Haregawoine, 1992).

Different researchers have been conducted in connection to how grammar should be taught in Ethiopian context. For example: Girma (2005) conducted a research to explore the extent to which secondary school English teachers taught the grammar aspect of the current English text book by using descriptive and qualitative methods. The finding of the study suggested that the efforts had been made to improve teaching of English but few changes brought in class room for different reasons. According to him the failure occurred due to the lack of language ability of teachers to use teaching methods.

Another study was conducted by Tiglu Giza (2008). The study was to explore whether or not teachers teaching of grammar motivate the learners to use English grammar for communication. The study attempted to find out whether or not activities in the text book were well designed to teach communicative grammar. The finding of the study showed that, although the participants recognized the importance communicative grammar, there were still problems in teaching grammar in the classroom. Selamawit (2011) was also conducted research to assess the awareness of teachers in teaching the practice of the course grammar in use I. Her finding indicated that

even though teachers were aware of communicative grammar teaching in the actual classroom tasks, techniques, procedure and integration skill in teaching grammar was not as expected.

1.2 Statement of the problem

In teaching and learning language, grammar is central because it is an indispensable part of any language. It is considered as the system of rule of language that plays the most important role for mutual understanding and form social relationship. The main purpose of teaching grammar is to enable learners to achieve linguistic competence and help them create oral and written discourse effectively and efficiently. This is why grammar is taken as the very important language component in which skills such as listening, speaking, reading, writing, and vocabulary pronunciation and other language skills such as meaning and function revolve around (Ur, 1980). The question is how is grammar taught in EFL classroom today? It is this question that the researcher wants to assess the implementation of communicative grammar teaching in EFL classroom. The language teaching may still deals mainly with complex structure of the language, too technical vocabulary and unfamiliar activities that are very far from real life purpose of the current curriculum (Diane, 2002). This shows that there may be problems in teaching grammar in the actual classroom teaching and learning process. Teachers may not properly applying communicative grammar teaching in real life context. This affect the learner's grammatical competence and also affects the development of all language skills (Cunningworth, 1984) cited in (Selamawit, 2011).

Although many research findings recommended communicative grammar teaching in Ethiopian school context, the students may manipulate the grammar stricture rather than using the grammar for communicative purpose. Teachers may teach grammar explicitly and deductively rather than teaching implicitly and inductively and implicitly in real life context. The teaching of grammar might not satisfactory in the line of communicative language teaching. The learners' proficiency in language in many schools is lower than their level. The researcher has noticed this during his teaching at different high schools and different region in Ethiopia. The researcher observed that most students failed to use the grammar for communication in the class room. This problem affects the students' academic performance in many directions. This problem may be due to the techniques used by teachers in teaching grammar, or the learners may not be encouraged to use the grammar for communication in the class room. This is why the researcher wanted to assess the implementation of communicative grammar teaching in EFL class room.

1.3 Objectives of the study

1.3.1. General objective

The main objective of this study was to assess the extent at which the communicative grammar is applied in the actual class room.

1.3.2. Specific objective

To this end the study would be:

- ✓ To assess the techniques used by teachers in teaching grammar to promote student's communicative skills.
- ✓ To examine how students interact while learning grammar in EFL classroom
- ✓ To explore the integration of all language skills in teaching grammar.
- ✓ To ascertain whether or not the grammar activities in the students' textbook are designed well according to communicative grammar approach.

1.4 Research Question

- ✓ What methods do teachers use to teach grammar?
- ✓ How effectively do the learners participate in EFL classroom in grammar section?
- ✓ To what extent is language skills are integrated?
- ✓ To what extent activities in the text book are designed to teach communicative grammar?

1.5 Significance of the study

English is the medium of instruction beginning from high school up to University. Therefore the learner's failure or success in all subjects is likely to be dependent on the mastery of language in which knowledge of the grammar is very necessary.

The result of this study may be useful:

- ✓ To aware teacher's to use different techniques and strategy to teach grammar to enhance the learners to express themselves in communication. The result of this study recommends teachers to use varieties of techniques to teach grammar rather than following single mechanism.
- ✓ To suggest material developer to prepare adequate grammar activities with contexts and situations and appropriate to communicative language teaching
- ✓ To help the learners to participate actively in the learning of grammar items in classroom.

1.6 Delimitation of the Study

The study focuses on assessing the implementation of communicative grammar teaching in EFL classroom only. The data collection would be limited to two Addis Ababa sub cities preparatory schools. This was because of the wideness of the setting for the researcher to control throughout the given time for this work.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Approaches to Foreign Language Teaching

It is known that the objective of language teaching is to develop learner's communicative competence. To achieve this goal, different approaches have been used by different scholars. Each approach has its own impact on syllabus design, methods of teaching and procedures in classroom implementation. In this section an attempt is made to discuss the matter on the basis of two approaches, structural and communicative approach, in relation to theories about the nature of language and language learning that serves as the source of practice in language teaching.

2.1.1 The Structural Approach

The structural approach is the most traditional way of language teaching. It gives more emphases on formal aspect of the language rather than function. Richard and Rodgers (2001:17) ascertained that language is as system of structurally related elements for coding of meaning. This mean the focus of language teaching revolve around language structure rather than its function. And also Larson-Freeman (2001) further commented that communicative ends are best served through grammatical structures and lexical patterns until they are internalized. According to this approach, communication in foreign language is possible if learners have very well acquired the basic sentence structures. Similarly Stern (1983:140) indicated that the main concern of structure centered approach is to help students know the language form. It draws a special attention to correct sentence formation. This habit formation can be developed during the repetition of grammatical systems that have been set in to pattern drills.

In addition to this Cook (2001) further stated that learning a language is breaking the language in to smaller and smaller pieces so as to examine and know its form because they believe that the knowledge of linguistic form is the basis for language use. To achieve these teachers must break down the language in to smaller and smaller part and expect the learners memorize the patterns. Along with this idea Wilkins (1992) also commented:

Parts of the language are taught separately and step by step that acquisition is a process of gradual accumulation of part until the whole structure of the language has been built up. At any one time, the learner is being exposed to deliberately limited sample of language.

Therefore the aim of structural approach is to provide coherent structural forms on the basis of which language can be achieved spontaneously (Brumfit 1986:5). As a result, the learners need to

be encouraged to practice the drills so they can master the language structure. Along with this Widdowson (1991) said, the assumption behind the emphasis on the mastery of language structure is that once learners have achieved this semantic knowledge then, they will be able to use it practically to do things, to communicate, to read, to write, to engage in communicative activity. It was assumed that acquisition of these features will result in subsequent communicative abilities. This was why most materials following the structural approach consisted of mechanical drills, such as substitution and transformation drills. Such activities are intended to enable the learners to only internalize and memorize form without requiring them to use their knowledge of the form meaningfully. Tarone (1989) pointed that the traditional language teaching methods and materials that are based on this approach are characterized by concentrating on the development of grammatical competence. In this approach students were expected to develop their grammatical competence in the foreign language.

However the students understood the structure of the language very well but they did not use their knowledge for actual communication in real life situations. As it is clearly described in (ELTD, Vol. 11 Winter 2008), Students were very good at English at school, but when went to outside of such they couldn't understand what people said, and often didn't know what to say. This is why learners act as listeners, respondents or passive in the classroom. They didn't have chance to express their own feelings and desires as they wanted since their role is too limited in this approach. This was because teachers only focused on the mastery of language rule and engaged learners to this direction. In addition to this idea as Peterson (1986:2) explained, teachers always act as: Questioner, initiator, instructor, model the target language, control the direction and correct the learners' performance. And most of the time focused on accuracy

2.1.2 Communicative Approach

The communicative approach refers to the recent methods of foreign language teaching to emphasize the use and meaning of language items. This could be the product of scholars and linguistics that had the dissatisfied with the grammar translation methods of foreign language instruction (Tudor 1996:7). They argued that students did not use realistic language in the previous language teaching methods and that the methods did not help learners to communicate using appropriate social language, or expressions. These criticisms and counter arguments lead to a new approach of language teaching which focuses on language function and use rather than the formal aspect of language (Larsen-Freeman, 1986:26). Hence the traditional approach of language teaching changed to a more communicative approach using grammar meaningfully in context (winter, 2008). Along with this, since the introduction of Communicative Language

Teaching (CLT), many textbooks have been written to incorporate communicative activities, authentic materials and personalized contexts. In this approach, students are engaged in real communication.

This approach has provided to developments in syllabus design, implementation and evaluation. Communicative language teaching provides desire to course designers to develop courses structure which is flexible and more initiative to students' to express real world communication (Tudor, 1996:8). Students' motivation to learn comes from their desire to communicate in meaningful ways out of meaningful topics (Thompson 1996:13).The communicative language teaching encourages learners to participate and reflect in communication in many different contexts (Petrovitz ,1997). This is because learners need to be given some degree of control over their learning since language is a system of choice. Learners must be given opportunities to learn how to make choices. Along with this idea Halliday (1994) forwarded as follow:

The communicative approach should not be narrow at all, but essentially adaptable to all the requirements of the classroom situation within its wider institutional and social setting. 'Communicative' does not mean having students practice communication in pairs and groups. It means making decisions, appropriate to the educational environment, about whether or not, or how often to have pair or groups work and about the lesson's focus on speaking, reading, writing, grammar, pronunciation, etc none of them precluded in communicative approach.

Communicative approach to teaching second languages stresses the use of authentic materials as input and stimuli for the completion of interactive tasks relevant to students' interests, related with them and integrated skills. The goal of communicative language teaching is to notify students with the second language as it is used naturally in real contexts and to provide those opportunities to use the language in these contexts (Jones 1993).Communicative language involves learners from skill getting to skill using (Vatpatten, 1998:926).which mean communicative activities should invite students to interact among each other with in the target language. Since the ultimate aim of language teaching is to develop communicative competence of the learners, the communicative language has to motivate students to express their own ideas and interests. To promote the learners use language for communication, materials should design very well because it can promote the process of communication. The materials and the tasks can be designed to initiate learners for interaction. Savignon,(1991) noted that the use of games, role plays, simulations, pair and small group activities have gained acceptance and widely recommended for inclusion in language teaching programs. In the structural approach of language

teaching, the whole teaching learning process was under the teacher's control. There was no chance for students to practice the new language items by themselves.

However, in communicative language teaching the role of teacher is limited. It prevented redundant teachers' intervention and encouraged students to enhance their communicative skills and initiate their creativity (Little wood, 1981). However, it does not mean that once a teaching learning is in progress, teachers should become passive observers. It is the teacher's responsibility to manage the activities, facilitate communication process, guide students to use the language appropriately and act as independent participant in the teaching learning process without dominating the class (Littlewood, 1981). Similarly, communicative language teaching places greater stress on the teachers than other widely-used approaches (Brumfit.1986). This is because the lessons tend to be less important than teachers. This means teachers have to be ready to know what learners say and how they say it.

It is clear that the communicative approach to language teaching relatively doesn't ignore the teaching of structures and vocabulary. In the case of grammar, communicative approach plays the important role. It encourages learners to use new items of language in different context. Students are initiated to expose the functional and structural parts of the language in use. Along with this Brown (1994), mentioned the communicative approach is likely to produce the four kinds of competence namely grammatical competence, sociological competence, strategic competence and discourse competence.

2.2 Concepts of Grammar and Its Teaching

Grammar is the way in which words and sentences are grouped together to form meaningful ideas. All languages have their own grammar. People who speak the same language are able to communicate fluently since they naturally share the grammar of the same language. For example students who are the native speakers of English already recognize the grammar of English. They also know the sound of these words in different ways and can put words together to make meaningful sentences (Brown, 2006). Harmer (1987:1) defined grammar as: "*Grammar is the way in which words group together to make sentences*". Hence, the grammar of a language informs what happens to words, when they become plural or negative, what word orders are used when we make questions or join two clauses to make one sentence. As indicated, grammar is a system of rules of syntax that decides the order and patterns in which words are arranged together to make sentence (Celce_Murcia1988:16).

However, some scholars argue that rules always may not be accurate because grammar tells us more than rules. Grammar makes the meaning clear and people use it to do certain functions like stating facts, introductions, accepting or declining invitation, asking for or giving directions,

advising and so on (Bloor 2004:247). It tells us the relationship between the participants and shows where the topic of the message is. It is also a means of expressing time when the action took place through tenses and time words. It informs us the mood such as certainty, obligation or probability through helping verbs and whether the messages are statements or questions (Atkins 1995).

Grammar refers to the language patterns that indicate relationship among words in sentences. Ur (1988:1) also explained as “Grammar is the way a language manipulates and combines words (or bits of words) so as to form longer units of meaning.” Therefore, grammar is not only the rule of how words can be combined in a sentence but also the different choices to be made in about which combinations to use for effective communications (Thompson 2003:11). Grammar is the means by which people organize messages in any communicative activity as effectively as possible (Hailom 1995). It is the part of the study of language which deals with the forms and structures of words and sentences and meanings. It is also the system of word structure and word arrangement in a given language at a given time (Webster 1972:21).

It is clear that the main purpose of language teaching is to help learners be enabled to use the language communicatively. Grammar plays a significant role in supporting learners to acquire language and use it accurately. It recognized that grammar instruction helps learners acquire the language more efficiently, but it incorporates grammar teaching learning into the larger context of teaching students to use the language. In the teaching of grammar, students may need many opportunities to listen, read and practice a new structure before they internalize and produce language. To do so, there are two distinct ways of presenting grammar lesson. These are induction and deduction ways of presentation.

2.2.1 Teaching Grammar Inductively

Inductive grammar teaching is one of the most known methods in which learners involved in the process of discovering the language and developing their language learning strategies. In inductive grammar teaching, learners are presented with several examples which represent the rule and asked to identify similarities between examples. In such grammar teaching, a teacher supports the students to acquire and practice the language but they do not draw conscious attention to any of the grammatical fact of the language. The teacher may ask the class to work in pairs and groups and write down any rules. They can induce from the examples that they have been working with to elicit their own examples based on the model (Kelly 1990:34). In first language acquisition, rules are not taught explicitly but learners acquire the structure of the

language and produce grammatical sentences (Wright1989). Researchers like Ellis (1993), Brown (1972) and Batstone (1994) felt that this way of grammar teaching is stronger as it engages learners in a more learning process and makes them active. The advocates of this method argue that students should be allowed to learn grammar implicitly without direct instruction from the teachers since this is based on how people learn to use their first language. In line with this, Harmer (1987) supports the teaching of grammar at the beginner level to be inductive since the main aim is to get students to practice and use the language as much as possible.

As the students learn more, however, the balance would change and at intermediate levels the students would be in more communicative activities and would have less grammar teaching (Ibid). The teaching of grammar could be more overt when they get more advanced since they can study the grammar rules activity in a more deductive way. Besides, Cunnings worth (1995) and Rott (2000) argued that using inductive approach in course books is very helpful to develop students' communicative competence since many learners will get additional materials that give explanations and rules.

In addition, Rott (2000) said that one may begin with language itself with a text in which certain specific problems occur. Taking the sentences which involve these linguistic problems from the text and a number of well formulated questions help students examine and scrutinize the existence and recurrence of these specific forms and constructions. In the inductive method, teachers should help learners observe, compare and analyze language till they have found a definite form.

2.2.2 Teaching Grammar Deductively

In the teaching of grammar, one may state the rule, and give one or several examples and point out that language forms to the given rule. In other words, we begin with concepts; verify its correctness through several examples and proceed to construct language synthetically. In this case our presentation is deductive, for we infer or deduce language from a rule Cunnings worth (1995). In deductive way of grammar teaching, teacher explains the rule and the meaning to the learner. Then the learners are expected to apply the rules and provide his/her instances of language guided by examples. This is basically the reverse of inductive method. It encourages teachers to present grammar rules before anything else and encourages teachers to teach grammar explicitly (Bygate and Tornkyn1994 and Harmer1987). The adherents of the deductive method propose this type of grammar teaching has many advantages. In the first place, it is helpful for the

learner to offer explanation of the structure and its use (Cunnings worth 1984, Harmer 1987, Ellis1991, and Fortune, 1998). Brown (1972:269) further stated that:

Since adults are capable of deductive reasoning and abstract formal operational thought, grammatical explanations can also serve vital purpose if the grammar itself is real, and the teacher is communicating meaningfully.

It is obvious that adult learners appreciate and benefit from deductive instruction that allows them to apply critical thinking skills to the language learning. Teachers can take the advantage of this by providing students with descriptive understanding of each point of grammar (Larson-Freeman1986).

Many scholars and teachers investigated the advantages of inductive and deductive instructions. For example, Tudor (1996:211) supposed that there is no one strategy which is equally suited to all learners in all situations. In connection to this, Harmer (1987) indicated that some grammatical structures are agreeable to deductive; while others are better suited to inductive approaches. Cunnings worth (1987:82) further stated that “It is useful to distinguish between those two learning strategies although it would be wrong to suggest that an individual learner uses only one or the other.

To sum up, to teach grammar, teacher should never hinder students learning by strictness and strategy. Many teachers agreed that it is very important to use the combination of strategies. Teaching is a realistic process and we should use whatever methods bring the best results. It is not out of the ordinary to use the combination of methods in solving problems. It is necessary to choose the best element from deductive and inductive methods as conditions demand for teaching grammar.

2.3 Communicative Grammar Teaching

Communicative grammar teaching is based on the principles of the communicative approach to second /foreign language teaching. It focuses on language structures which should be taught in an integrated way with the four skills such as listening, speaking, reading and writing. Teaching of grammar should not be at the sentence level only but it should also be presented at the discourse level (Dinkins and Woods 1988 and Ellis 2002).

The objective of communicative grammatical competence is to use a structure of a language in a variety of situations and context. The communicative approach goes beyond the presentation and development of linguistic structures as the only means of developing communicative ability. In line with this idea, Bygate and Tornkyn (1994:19) explain:

Communicative grammar is an approach to grammar teaching in which its goal is to explore and formulate the relation between the formal events of grammar (words, phrases, sentences and their categories and structure) and conditions of their meaning and use.

The teaching of grammar involves helping learners perceive the relationship between grammatical structure and other dimensions of language such as social functions, semantics and pragmatics (Celce-Murcia and Hilles 1988). They also emphasize the importance of teaching all aspects of grammar in context. Appropriate contextualization can only be achieved if a teacher finds or creates realistic social situations, language texts, and visual stimuli that are interesting and meaningful to students. A teacher must provide communicative practice for students to achieve non-linguistic goals such as asking for permission to do something, getting someone to do something, giving excuses, asking for help and others (Wilkins, 1992). Thus, for students to use the language rules in real communication, the rules would have to be practiced in context in order to develop communicative competence.

Communicative grammar teaching blends grammar with communicative practice opportunities. It provides opportunities for creative use of structures for students. Communication practice is usually centered on the students' own lives, opinions, experiences of real life situations including facts that they are trying to learn English.

In grammar-based teaching, communicative practice means that people are communicating in real time about real things in a real place for a real purpose. Communicative grammar teaching creates awareness and understanding of the form, meaning and appropriate use of structures (Celica-Murcia 1997). When saying about communicative grammar teaching, it is valuing the language use than of form or meanings. Larsen-Freeman (2001) has claimed that every time language users use language and change the meaning of the language, the integration of form and meaning is gaining in the communicative language teaching.

Fotos and Ellis (1991) and Chen (2003) commented that in the teaching of grammar for communicative competence, one should focus on communicative framework based on tasks of communicative activities. Grammar activities should be well-suited with contextualized practice in which rules are presented in discourse contexts. Nunan (1991:10) explained that grammar is fundamentally important in the communicative classroom however, the approach to teaching grammar in classroom required the principles of communicative language teaching

2.3.1 Communicative Grammar Tasks

Communicative grammar tasks help learners to create and use new language. They help learners integrate contexts or language meaningful to their own needs. In fact, activities and strategies employed in a communicative classroom will differ from teachers to teachers (Wright, 1989:96).

But students must have the opportunity to hear the target language being used in meaningful contexts or situations at a level appropriate to their stage of acquisition and be given the opportunity to communicate in the target language while carrying out tasks likely to be encountered in the target culture. The teachers must provide interesting, realistic inputs that include appropriate vocabulary and relevant grammatical structures (Nitta and Garden, 2005).

Different scholars and teachers propose several kinds of grammar teaching activities. Some suggest that task-based grammar teaching is suitable for teaching grammar communicatively. For example Fotos (1994) and Ellis (1991) recommend that a task-based approach to grammar instruction involves EFL learners engaged in meaning-focused use of the target language as they solve the grammar problem. They develop grammatical knowledge while they are communicating. Some others also suggest the use of tasks aimed at promoting accurate production of the target structure (Ur 1988). Van Patten and Cadierno (1993) as cited in Fotos (1994) also suggested that the use of tasks which require interpretive comprehension of input containing the correct usage of the target form.

Communicative activities can be picture description, structured question answer, structured role play, pair interview and so on. Here students interview each other in order to get information required to do something else; they interview each other because it is oral language practice of a particular grammatical points.

Littlewood (1981:17) explained communication activities provide whole task practice, improve motivation, and allow natural learning and concrete a content which supports learning. Learning activities must demand achievements of a particular task other than mere manipulation of language rules. Communicative grammar tasks, thus, should be based on the development of the ability to use language in real life situations more than on manipulation of linguistic structures, which do not enable speakers to interact naturally in real communication. Nunan (1991:10) supposes good grammar exercises should be both meaningful and communicative.

According to Harmer (1987), Ur (1988) and Ellis (1997), there are different activities involved in grammar teaching; from these the majors are drills. These are activities that give students rapid practice in using structural items. The main advantages of drills are that teachers can correct any mistakes that students make and can encourage them to concentrate on difficulties at the same time. Alkharat (2000) stated that textbooks usually provide one or more of three types of drills which are mechanical, meaningful and communicative.

A. Mechanical drill

Mechanical drills are controlled drills which help learners produce examples of structure which are predetermined by the teacher, and have to conform to very clear and closed end. They are activities which learners need not pay attention to the meaning in order to successfully complete the practice. In addition, there is always one and only one correct response. These types of drills are the least useful because they bear little likeness with real communication. They do not require students to learn anything; they only require parroting of a pattern or rules. As a result, students do not develop the ability to use grammar correctly in order for written interactions by doing mechanical drills because these kinds of drills separate form, meaning and use. The students only have to apply the correct grammatical form and do that without understanding or communicating anything. Here students may consider grammar is boring if the teacher concentrate on meaningless mechanical drills (Wright 1989, Richards and Nunan1990).

B. Meaningful drill

Another important type of drills is meaningful drills. They can help students develop understanding of the workings of rules of grammar because they require students to make form meaning corrections (Harmer 1987). Their resemblance to real communication is limited by the fact that they have only one correct answer. Meaningful practices are those in which the learner must pay attention to meanings in order to successfully complete the practice.

C. Communicative drill

Communicative drills require students to be aware of the relationships among form, meaning and use. In communicative drills, students test and develop their ability to use language ideas and information. Communicative practices are those in which the learners must pay attention to meaning to successfully complete the practice but the meaning contained in their response are unknown to the teacher (Lee and VanPatten1995 cited in Kalivoda1990).

Communicative drills encourage students to connect forms, meaning and use because multiple correct responses are possible. In communicative drills, students respond to a prompt using the grammar point under consideration, but providing their own content. For example to practice questions and answers in the past tense in English, teachers and students can ask and answer questions about the activities of the previous evening(Wright1989:19).

2.3.3 Techniques of Communicative Grammar Teaching

Grammar teaching has often been regarded as a structure based formal activity. After integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained new insight. In order to make a grammar lesson more effective,

beneficial and interesting ELT teachers should use some well-developed and attractive techniques in the classroom (Saricoban and Metin 2000). In this section, some of the techniques and resource such as games, role plays, problem solving would be reviewed as follows.

A. Games

Games play extremely important role to make the learner use the language communicatively. Games help and encourage learners to sustain their interest and work. Games also help the teacher creates contexts in which the language is helpful and meaningful. Well chosen games are invaluable as they give enjoyment to the language. They allow students to practice language skills and grammar items. They are highly motivating since they are amazing and at the same time challenging. It lowers anxiety and makes the acquisition of input (Rex, 2003). (Noonan,2004) elaborated the pedagogic aims of language games which help the presentation of new language; controlled practice and train communication of language. Language games make students use the language in various ways. They also give shy students the opportunity to express their opinions and experience. They are essential part of grammar lesson since they reinforce a form discourse match. Through well-planned games, learners can practice and internalize the target language structure.

B. Role play

Role play is one of the most known language teaching techniques. It is very useful to contextualize any grammar items. Effective uses of role play help learners to improve their communication skills in language learning. It motivates them to use the target structure to describe a certain concept or ideas. It creates situations for second language learners to express ideas using their own words. It can be funny and dramatic so students are able to pretend and learn a lot from each other (Wright 1989:126). Role play contextualizes the grammar lesson effectively. There are several ways of using role plays at classroom level. The interest and the age of the learners should be given a due attention. It can be used to practice specific grammatical structure (Petrovitz1997:201). Hence provides a non-threatening atmosphere for students who are usually anxious when they are speaking English in a formal classroom setting. It gives students a chance to reflect actual aspects of the structure of the language.

Role play is advantageous from the point of view of maximizing students talking and providing natural situations for speaking. Wright (1989) indicates that role play activities are usually based on real life situation. This gives the learners the opportunity to practice the kind of language they need outside the classroom. It provokes communication among the students since they may share background knowledge on the issue and relate with the grammar item.

When practicing a role play students should know what they are supposed to do and be clear about the purpose. For example if one wants somebody to report a direct speech they should have enough knowledge about how to change direct speech to indirect speech. They have to have adequate rehearsal time to perform. In order to do it effectively one of the students may say a sentence and the other asks what the first students said and then the other reports what the students said. They can perform different kind of activities in group or pairs (Saricoban and Metin, 2000). In general, role play can create a natural and meaningful situation to learn and practice grammar.

C. Problem solving activities

The problem solving activities are task-based activities and have purposes beyond the production of correct speech. They are also the examples of one of the most preferable communicative activities (Chen 1995). Such activities highlight not only competence but also performance. Problem solving activities require individual response or group works and creative solutions. Like games and role play, problem solving activities have communicative purpose. In problem solving activities, the problems are either real or imaginary situations. They can be used to generate any specific grammar point (Rinvolvcri 1984). They can also be used at all levels. It is also possible to integrate with all skills in such activities. To sum up problem-solving activities provide good conditions and usages for extended communicative practice of grammar (Saricoban and Metin, 2000). They are also motivating and challenging as well. They encourage students to interact and communicate. They create meaningful contexts for language use.

So far the techniques are classified; the teaching of grammar can be supported effectively by using such techniques. Saricoban and Metin (2000) stated that teaching is a developing art, which requires innovative and creative ideas to enrich its effectiveness; we must not hesitate to use such resources in our classroom. These techniques can assist our teaching of grammar by providing a relaxed atmosphere and motivating students. Such activities are student centered; hence, by using them we give a chance to our students to express themselves and enjoy themselves during learning (Larson-Freeman 1986). In short, using different types of techniques bring the structural, semantic and communicative aspects of language together in our language classrooms. ELT teachers should not only know the grammar well enough to explain it to their students, but they should also know a variety of techniques for making it interesting and communicative. Thus, teachers should be able to choose techniques and resources available for them to teach grammar in the classrooms and make teaching meaningful and communicative as well.

2.3.4 Stages of Communicative Grammar Teaching

In the preceding discussion, it has been proposed different types of grammar teaching tasks and ways of grammar teaching. Ur (1988:7) suggested that grammar should be presented gradually in step-by-step progression. He commented that when a teacher plans his work, he/she needs to take into consideration the stage of presentation, practice, production, which is very important in the communicative language teaching.

A. The Presentation Stage

This is the first stage of learning and teaching a new language item. Here the teacher provides the new information, the new piece of language; the learner concentrates on understanding it and remembering it. Celce-Murcia (1988) explained that at this stage, grammar can be introduced either inductively or deductively. The variety of techniques can also be used. Selections should be made according to strengths, preferences, and the nature of the structure. Along with this Ur (1988) also commented that this stage is the stage of the introduction of grammatical structures or forms and meaning in speech and writing. It is possible to offer grammatical explanation; but it should be short, clear and to the point. Harmer (1987:17) defines the presentation stage as the stage at which students are introduced to the form, meaning and use of a new piece of language. When students are learning how the new language is constructed, they learn what it means and how it is used. He stated the teacher should show students every aspect of rule to understand and internalize the new rule which is being presented.

As Widdowson (1990) suggested, the context for introducing new language should have a number of characteristics. It should show what the new language means and how it is used. It should be interesting for students. It must provoke the students' needs. A good context will provide the background for a language use so that students can use the information not only for repetition of model sentences but also for making their own sentences. Harmer (1991:60) explains that the main purposes of this stage are to provide students with the opportunity to:

- ✓ Realize the usefulness and relevance of the new language.
- ✓ Concentrate on the meaning of the new language.
- ✓ Pay attention to pronunciation, stress, intonation and spelling of the new language. Teachers can use different techniques to present the structure of a language. According to Ur (1988, 7), "to get the learner to perceive the structure the teacher can use real objects, pictures, actions and context." The presentation of grammar should be clear, natural, efficient, memorable, appropriate and communicative.
- ✓

B. The Practice Stage

The practice stage is the second stage of the organization of teaching grammar for communication purposes. At this stage, skills are learned by doing or through constant practice. This is the stage at which learners are given intensive practice in new structure, but their production of the language is very carefully guided and controlled by the teacher, so that correct form and meaning are consolidated and the possibility of error is reduced to a minimum. As (Ur1988) stated to help the learners have the opportunity to practice the language; teacher should use models of the language items. The practice of the language items is more controlled by the teachers. This makes the teacher's role influential.

The most common techniques to practice the language are drilling. This also helps students to learn the useful purposes by heart. Therefore, teachers use repetition drills, transformation drills, substitution drills, question and answer drills, explanation drills and situational drills. For example, if we see situational drills, the teacher brings facts of real world and invites students to express their view. These types of drills are more natural and meaningful. They can be suitable to teach English in a communicative way and students can learn both form and meaning at the same time. We should bear in mind when using practice material, it is necessary to select appropriate and helpful exercises. Teachers should help learners avoid excessive error and gradually reduce the control. Finally we have to move relatively free production of the language (Ur: 1988).

C. The Production Stage

At the production stage, the learners use the language meaningfully to communicate and complete messages. Teachers focus on fluency, the ability to use the language rather than accuracy. The dominance of the teacher at this level is limited. Students try to express their feelings and ideas freely. They are transformed from controlled practice stage to free practice stage. The teacher first introduces students to a new structure of the target language. And then they try to internalize it through the given structural practices. Finally they are offered different activities to do by themselves at this stage. Ideally at this stage, students are free to say whatever they want. They choose the direction of their conversation (Celce-Murcia 1988).

At the production stage, students have freedom to personalize the structure of the target language. The teacher may facilitate situations for communication in pair and group works. The teacher can give individual work to improvise in the classroom that helps them enhance their communicative competence. The teacher can use different types of activities like jumbled sequence, problem solving activities, using pictures, and so on that initiate students to practice grammar item (Ur 1988). Suppose the teacher teaches simple past tense where he/she facilitates his/her students to

talk or write about their past experience. The teacher can ask the question like: What did you do last week? How did you spend your weekend? The students at the beginning discuss a lot of what they did at the weekend in pairs or small groups. Then the students write one or two paragraphs. They can present it orally. In this process they can develop their communicative competence.

2.3.5. Integrating Grammar with Language Skills

Students have to be given a chance to practice and produce language that is structurally accurate but teachers should not forget the value of allowing students to discover the structure on their own in listening, speaking, reading and writing. Learning to use a language takes a long time and it takes repeated exposure to structures and vocabulary as well as opportunities to practice it (Larson Freeman1997).

Teachers ought to be able to make effective use of all the four language skills such as listening, speaking, reading and writing when they work on grammar with their students. Analysis of recorded dialogues is as good example. After learners listen to conversation on a tape ask them to find specific examples of grammar points (Rojas1995 and Ellis2002). The teachers ask them why the speaker chooses this particular form at this time and not another.

If we want to teach grammar, we can present in a reading text, not just the sentence level only. It facilitates learners to understand the context of grammar at discourse level. Reading text is rich in different grammatical expressions. Learners will have ample opportunity to identify the way in which the structure of the language is used. These kinds of activities include text replication, text completion, text manipulation, text elicitation, grammatical judgment and text editing (Noonan2004). Short essay can be used to practice grammar.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The main goal of this study is to assess the implementation of communicative grammar teaching in EFL classroom. In order to achieve this objective, the researcher employed mixed method of data gathering tool because he believed that it was suitable and relevant for the study which looks into what actually happen in the class room during teaching learning process.

3.2 Research Setting and Sample Population

3.2.1 Research Setting

The data collection was carried out in Addis Ababa City Government preparatory schools. There are ten sub cities in Addis Ababa. From these, the researchers selected two sub cities. These sub cities were Addis Ketema Kifile Ketema and Kolfe Karaniyo Kifile Ketema. The selection of the sub cities was purposive. They were selected because of their accessibility to the researcher. There were two preparatory schools in the selected sub cities. All of the schools were selected through comprehensive sample techniques. These are Addis ketema Preparatory School Addis Ketema Sub city and Kolfe Millennium Preparatory School Kolfe Keraniyo Sub city. The researcher selected all preparatory schools in the selected sub cities because they were limited in number.

3.2.2 Sample Population

The target populations of the study were both English language teachers and students of the selected 'preparatory schools. To select the target students from each school, the researcher used systematic random sampling techniques. The sample size of the students who participated in the study was every 10th number of the total students in the classrooms. The researcher used the alphabetical list orders of the students' from their classroom attendances. Accordingly, 4 students were selected from each class because the number of students in each classes were between 40- 45. The following tables shows the selected students though systematic sampling (10th) of students in the classes.

Schools	Grades	No of classes	10 th	Targeted students
Addis Ketema Preparatory	11	23	98	98
	12	21	84	84
Kolfe new Millennium Preparatory School	11	21	88	88
	12	23	92	92
Total		88	360	360

Regarding to the selection of the English language teachers, all the available English language teachers of the selected schools participated. This was because they were limited in number. There were 22 English language teachers in Addis Ketema Preparatory school and 18 English teachers in Kolfe Preparatory School. The total numbers of English language teachers of the schools were 40. So, all of them were selected to participate in the study.

3.2.3 Data Gathering Tools

To obtain information on the communicative grammar teaching, different methods were used. Firstly questionnaires were prepared for both English language teachers and selected learners of the schools. Classroom observation was also conducted to assess teachers' teaching methodology and students' activities in the process of teaching and learning grammar. Lastly the researcher analyzed students' English text book of both grade 11 and 12 to identify whether or not activities in the students textbook were well designed to promote communicative grammar teaching.

3.2.3.1 Research Questionnaire

The questions were designed for both selected English language teachers and students of the schools to get the required information about the teaching of grammar for communicative purpose. The questionnaires were adopted from different research conducted on grammar teaching. The questionnaire consisted of a number of items that are intended to get the information about the traditional grammar teaching, communicative grammar teaching and class room grammar teaching. Most of the questionnaire items were presented in the form of multiple choices to enable the respondent to put tick (✓) in the space provided.

The questionnaires were distributed to all English language teachers and selected students of each school. The distribution of the questionnaire was made by the researcher in collaboration with the some teachers and the school unit leader. Therefore, the learners answered the questionnaire during their free time. On the other hand questionnaire for the teachers were distributed at their free time in their staffroom. The questionnaire were used to assess what both teacher and learners perform in EFL classroom in grammar section

3.2.3.2 Classroom Observation

The other data gathering tool of the study was observation. The researcher observed how grammar lesson was taught while the teaching learning process was on going. The purpose of class room observation was to cross-check the answers that were given by both teachers and learners in the questionnaire. The combination of the questionnaire and observation were believed to improve the data gathered. The observation was adopted from research conducted by Tiglu

Giza (2008). To get the required information, fifteenth (15th) of the classrooms were observed from each grade of the school. Accordingly, 4 classrooms were observed. These were one section from each grade of the selected school. The selection of the classroom for observation was by using simple random sampling techniques. The researcher observed each classroom once during teaching and learning of grammar lesson. During the classroom observation, the researcher sat at the back of the class having observation checklist and registered events related to grammar teaching. The check list was used to collect data about grammar teaching related such as teachers' teaching techniques and students' performance.

3.2.3 Textbook Analysis

The researcher analyzed the students' textbook to assess whether or not the activities in the text book initiate the learners to use English language for communication. English textbook of grade eleven and twelve were analyzed. The researcher student's text book based on literature review and some adopted from research done by Tiglu Giza (2008).

3.2.4 Data Analysis and Organization

The data that were gathered through questionnaire and classroom observation were treated separately and carefully in order not to lose any information gathered through the tools. The data gathered through the questionnaire was tabulated and interpreted using percentage. However, the data that was gathered contained observation and text book analysis was analyzed qualitatively.

CHAPTER FOUR

4. ANALYSIS, INTERPRETATION AND DISCUSSION OF DATA

This section deals with the analysis, interpretation and discussion of the data obtained from teachers' and students' responses to the questionnaires, classroom observation and textbook analysis. As stated earlier, the purpose of the study is to look into the implementation of communicative grammar teaching at grade 11 and 12. The data have been tabulated and discussed as follows.

4.1. Analysis of Teachers' Responses

Table 1: Teachers' Responses Concerning the Goals of Grammar Teaching

(Responses are given in rating scale strongly agree: SA, Agree: A, uncertain: UN Disagree: DA and strongly Disagree: SD, frequency: F percentage: %)

No	ITEMS	RATING					Total	
		SA	A	UN	DA	SDA		
1	The main goal of grammar teaching is to get learners:							
1.1	Understand and explain the rule of the language	F	4		19	17	40	
		%	12.5		47.5	42.5	100	
1.2	Learn to produce grammatically accurate sentences	F	20	13	7		40	
		%	52.5	32.5	17.5		100.	

It is noticed from the above table, 1.1 and 1.2 the majority of the participants stated that the central purpose of grammar teaching is to get learners to learn to produce grammatically acceptable sentences in their interactions. But (12.5%) of the participants stated that it was to get learners to explain and understand grammar rules. The responses, therefore, show that almost all of the teachers seemed to believe that learners had to acquire the ability to obtain grammatically acceptable sentences in the target language. Similarly in the literature it explained grammar helps learner's perceive the relationship between grammatical structure and other dimensions of language such as social functions, semantics and pragmatics (Celce-Murcia and Hilles 1988). Hence the teachers knew the purpose of communicative grammar teaching. However, the classroom observation showed that teachers failed to apply grammar for communication purposes.

Table 2: Teachers' Responses As To What Ways They Think Students Learn The Language Better.

No	Items		Rating scale					Total
2	In which way do you think students learn the language better?		SA	A	UN	DA	SDA	
2.1	Consciously understanding grammar rules	F	3	4	6	14	13	40
		%	7.5	10.0	15.0	35.0	32.5	100 %
2.2	Engaging in the activities which are meaningful to them	F	24	13	3			40
		%	60.0	32.5	7.5			100 %

Here in the above table (60%) of the respondents thought that engaging learners in the tasks which are meaningful was better. But 7.5% of the subjects thought that students learned the language better when they understand grammar consciously. In literature review, it was stated that providing learners with ample opportunity to meaningful practices and to learn the language better (Nunan 1989). Moreover, table 4 Item 5 shows that (67.5%) either strongly agreed or agreed that the knowledge of grammar helped learners to communicate effectively and efficiently. But only 32.5 % of them stated that grammar knowledge helped learners communicate in the language. This shows that teachers believe that grammar is very essential for second language learners to communicate in the target language effectively. In addition, literature review is clearly stated that communicative grammar tasks should be based on the development of the ability to use language in real life situations more than on manipulation of linguistic structures, which do not enable speakers to interact naturally in real communication. Good grammar exercises should be both meaningful and communicative Nunan (1991:10). However, the researcher observed that teachers used traditional methods of teaching grammar activities in the classroom. In the same way activities in the students' text books were not presented communicatively

Table 3: Teachers' Response to the Grammar Presentation

No	Item	Rating						Total
3	When you teach grammar, it is chiefly presented at the		SA	A	UN	DA	SDA	
3.1	Sentence level	F	18	5	5	8	4	40
		%	45.0	12.5	12.5	20.0	10.0	100 %
3.2	Discourse level	F	6	2		11	21	40
		%	15	5		27.5	52.5	100
3.3	Inductively(explicitly)	F	5	9	3	19	4	40
		%	12.5	22.5	7.5	47.5	10.0	100 %
3.4	Deductively (implicitly)	F	22	5	4	7	2	40
		%	55.0	12.5	10.0	17.5	5	100

As the above table indicates 45% of teachers' stated that they present grammar chiefly at the sentence level. But 15 % of the respondents said they teach at discourse level. Teaching of grammar should not be more at the sentence level but it should be presented at the discourse level (Dinkins and Woods 1988). As Item 4.2 shows 55% of the subjects were present grammar deductively. While 36% of them stated they present grammar inductively. Beside Cunnings worth (1995) and Rott (2000) argued that using inductive method in course books is very helpful to develop students' communicative competence since many learners will get additional materials that give explanations and rules. However, in the above table shows those teachers still used traditional grammar teaching methods. This implies that the majority of the participants believed grammar is taught at the sentence level and deductively. Nevertheless, many scholars comment that the grammar lesson in the classroom should dominantly be presented at the discourse level and inductive since it involves learners to practice the language in meaningful contexts (Ellis 2002).

Table 4: Teachers' opinion concerning grammar teaching

No	Items		Rating scales					Total
			SA	A	UN	D A	SDA	
4	Using a variety of techniques in grammar teaching enables learners to use the language communicatively	F	21	12	3	4		40
		%	52.5	30.0	7.5	10.0		100.0
5	The knowledge of grammar helps learners to communicate effectively and efficiently	F	18	15		7		40
		%	45.0	37.5		17.5	15.0	100.0
6	We learned to speak our first language without studying grammar. Thus, there is no reason for us to study the grammar when we learn a second language (L2).	F		10		13	16	40
		%		25		35	40.0	100.0
7	Teachers should discuss grammar explicitly	F	15	21	4			40
8	Grammar exercise in the textbook should be presented in meaningful contexts and situations	%	37.5	52.5	10.0			100.0
		F	16	23	1			40
		%	40	57.5	2.5			100

In the above item 4, 82.5 % of the respondents agreed that grammar was very useful in second language learning. And item 5, 35% of the teachers disagreed that grammar should be presented explicitly and 40 % strongly disagreed that grammar should be presented explicitly. But 25% of the teachers agreed to the concept of teaching grammar explicitly. This shows that teachers have the awareness of communicative grammar teaching. Scholars have commented that communicative grammar teaching creates awareness and understanding of the form, meaning and appropriate use of structures (Celica- Murcia 1997). Moreover, all the respondents in Item 7 agreed that grammar exercises in the textbook should be meaningful and contextual. Similarly, most of the respondents in Table 4 item 3, 52.5 % and 30 % replied that they strongly agreed or agreed that using a variety of techniques and strategies in the teaching of grammar enable learners to use the language communicatively. Responses to the statements imply teachers believe that grammar is one of the important aspects in language learning. They believe that grammar in the textbooks should be presented in meaningful contexts and situations. They also agree that using different techniques and strategies enable learners use the language appropriately in different

conditions. According to Harmer (1987), Ur (1988) and Ellis (1997), teachers must use different activities in grammar teaching. But in classroom observation, the researcher observed that teachers failed to apply the techniques of communicative grammar teaching. In addition activities in the text book were presented deductively. The teachers didn't used different techniques in teaching grammar.

Table 5: The reactions of teachers' to the grammar Items in the textbook

No	Items	rating scale						Total
9	The grammar section in the textbook you teach at the present time is mainly	SA	A	UN	SA	SDA		1
9.1	traditional with explicit teaching	F	6	8		20	6	40
		%	15	20		50	15	100
9.2	communicative with context and meets students' interests	F	21	9		10		40
		%	53.8	20.5		25.6		100

In the above table item 9.2, 53.8% the teachers responded that the grammar section in the textbook they teach at the present time is mainly communicative with contexts. However, 25.6% of them said that the grammar presented in the current textbook is mainly with explicit mechanical and rule governed grammar teaching. The researcher has observed during textbook analysis that very few exercises were presented by meaning and context focused. But the vast majority of activities were mechanical. These types of drills are the least useful because they bear little likeness with real communication. As a result, students did not develop the ability to use grammar correctly in order for written interactions by doing mechanical drills because these kinds of activities separate form meaning and use (Wright 1989, Richards and Nunan 1990).

Table 6: Teachers' Response How Often They Present Grammar Using Different Technique And Strategies.

(Responses are given using rating scale A: always S: sometimes UN: underside R: rarely and N: never)

No	Items		Rating					Total
11	How often do you use the following techniques and strategies to present grammar?		A	S	Un	R	N	
10.1	Detailed explanation	F	25	11		4		40
		%	62.5	27.5		10.0		100
10.2	Offering students grammar rule first with example	F	14	19	7			40
		%	47.5	34.1	17.5			100.0
10.3	Make students discover grammar rules by themselves	F	15	19	6			40
		%	37.5	47.5	15.0			100.0
10.4	Using contexts and situations such as pictures, objects, actions to convey meaning of structure	F		11	3	25		40
		%		27.5	7.5	62.5	2.5	100.0
10.5	Present it through reading text	F	13	20	7			40
		%	32.5	50.0	17.5			100.0
10.6	Present it through listening text					33	7	40
						78.5	17.5	100.0
10.7	Present it through short guided dialogue	F	25	15				40
		%	58.5	36.5				100.0

As shown in Table 6, (90%) of the respondents demonstrated that grammar had more frequently been presented in a detailed explanation. 62.5% of the subjects stated that they always explained grammar rules and 27.5 % of them said they sometimes explained the rules. The remaining 10 % of the respondents stated he/she rarely used explanation to teach grammar. Similarly 34.5 % of the participants sometimes offered their students grammar rules first with one or two examples. And 47.5% of them always offered rule first with examples. These indicated that grammar

explanation was given more emphasis. But it was very important to devote much time for oral and written practice and production activities to help learners internalize using the rule in actual communication. In order to make a grammar lesson more effective, beneficial and interesting ELT teachers should use some well-developed and attractive techniques in the classroom (Saricoban and Metin 2000).

Regarding making students discover grammar rules by themselves, 47.5 % of the respondents stated sometimes they motivated and 37.5% stated always motivated their students to discover rules using the sample sentences while 15 % of them stated they rarely made students discover rules. The teacher supports the students to acquire and practice the language, but they do not draw conscious attention to any of the grammatical facts of the language (Kelly 1990:34). According to the above table majority of the respondent forced students to draw grammatical structure of the language. Besides, according to Noonan, learners will have ample opportunity to identify the way in which the structure of the language is used. These kinds of activities include text replication, text completion, text manipulation, text elicitation, grammatical judgment and text editing (Noonan2004).

In addition, students have to be given a chance to practice and produce language that is structurally accurate, but teachers should not forget the value of allowing students to discover the structure on their own in listening, speaking, reading and writing. Learning to use a language takes a long time and it takes repeated exposure to structures and vocabulary as well as opportunities to practice it (Larson Freeman1997). In the same way, the researcher analyzed the textbook and observed the classroom; accordingly, there were many grammar sections which presented to discover grammar rules. In addition, teachers strictly followed the traditional methods of teaching so that there was no opportunity for learners to discover grammar rules in most cases.

As indicated in table 6, item 11.4, only 27.5 % of the subjects stated that sometimes they used contexts and situations such as pictures, objects, actions to convey meaning of a structure. However, (62.5%) of the subjects and 2.5% of them stated they rarely and never present grammar items with such contexts and situations. On the other hand Ur (1988: 7), teachers can use different techniques to present the structure of a language to get the learner to perceive the structure of the language. The teacher can use real objects, pictures, actions and context.” So the presentation of grammar should be clear, natural, efficient, memorable, appropriate and communicative. This helps the learner to realize the usefulness and relevance of the new language, concentrating on the meaning of the new language and pay attention to pronunciation, stress, intonation and spelling of

the new language. In addition, the classroom observation showed that teachers spent most of their time by delivering detailed explanations rather than creating conditions to present grammar items in meaningful contexts. As a result, they failed to use such contexts and situations to teach learners the meaning and use of structures. However, Larson Freeman (1997) mentioned that students have to be given a chance to practice and produce language that is structurally accurate and that teachers should not forget the value of allowing students to discover the structure on their own in listening, speaking, reading and writing.

Concerning the presentation of grammar through reading texts, 35.7% of the participants always used the texts and 42.9% of them also stated they sometimes used reading to present grammar items. However, classroom observations and textbook analysis showed that it was true that some example sentences were taken from the reading passages. But the examples are presented in isolation to indicate the structure.

Moreover, 78.5% and 17.5% of the respondents said they either never or rarely used the listening texts to teach grammar. On the other hand, 58.5% of the teachers replied that they sometimes used guided dialogues to present a certain structure in the classroom. Language structures should be taught in an integrated way with the four skills such as listening, speaking, reading and writing (Dinkins and Woods 1988 and Ellis 2002). Therefore from the above table 6, item 11.1 one can assume that grammar is still presented with detailed explanations. Presenting grammar in meaningful context was given less attention. Though sometimes it was presented with the reading passages from section one, it was presented in isolation.

Table 7: Teachers Response to How Often They Use Various Activities and Techniques to Teach Grammar

11	ITEMS	TATING						Total
	How often do you use the following activities and techniques to practice grammar?	A		S	UN	R	N	
11.1	Mechanical drills	F	19	6		3		
		%	67.5	22.5		10		
11.2	Substitution table	F	24	11		5		40
		%	60	27.5		12. 5		100
11.3	Transformation drills	F	4	36				40
		%	10	90				100
11.4	Conversation drills	F	4	25	4		7	40
		%	10	62.5	10		17.5	100
11.5	Meaningful activities	F	4	3	26	3	4	40

		%	10.	7.5	65	7.5	10	100
11.6	Information gap activities	F		8	6		26	40
		%	-	20.0	15		65	100
11.7	Problem solving activities	F		13	4		23	40
		%		22.5	10		57.5	100.0
11.8	Role-plays	F	2	3	19		13	40
		%	5	7.5	47.5		32.5	100
11.9	Games	F	-	-	7		33	40
		%	-	-	17.5		82.5	100
11.10	Offer students individual work	-	-	16			24	40
		-	-	40			60	100
11.11	Offer students pair work	F	10	23	7			40
		%	25	57.5	17.5			100
11.12	Offer student small group work	F	20	14	6			40
		%	50	35.5	14.5			100

According to Harmer (1987), Ur (1988) and Ellis (1997), there are different activities involved in grammar teaching; from these the majors are drills, interaction activities, picture description, structured question answer, structured role play, pair/group work, games interview and so on.

In the above table, teachers were required to rate how frequently they use the above activities and techniques in grammar teaching in order to identify how grammar tasks are communicative in the classroom. The first four items are mechanical and the next five activities are meaningful and communicative. The last three were needed to rate how often they make their students work individually, in pairs and groups in grammar teaching.

Alkharat (2000) stated that textbooks usually provide one or more of three types of drills which are mechanical, meaningful and communicative.

The responses revealed that the majority of the teachers tended to use mechanical drills more frequently than meaningful and communicative tasks. From the above Table, 67.5% of the subjects said they always used mechanical drills. Similarly, 60% and 27.5% of the respondents said that they always and sometimes engaged the learners in the substitution drills respectively. When we observed together, this accounts for 87.5%. This shows that teachers used traditional methods of teaching in teaching grammar. They rarely used communicative drills which helped the learners in communication. However, in literature it revealed that these types of drills are the least useful, because they bear little likeness with real communication. They do not require students to learn anything; they only require parroting of a pattern or rules. As a result, students

do not develop the ability to use grammar correctly in order for written interactions by doing mechanical drills, because these kinds of drills separate form, meaning and use (Richards and Nunan1990).

Moreover, 62.5% of the participants mentioned they used conversations sometimes while 10% said they always used it. On the other hand, 17.5 % of the respondent said that they rarely used conversation while 10% of them were undecided.

In the case of transformation drills, 10% of the subjects said they always used it and 90% of them sometimes used transformation drills. On the other hand (65% and 7.5%), of the subjects said they rarely and never presented meaningful grammar activities. However, meaningful drills help students develop understanding of the rules of grammar because they require students to make form meaning corrections (Harmer 1987).

Similarly, classroom observations and textbook analysis indicated that majority of activities in the textbook were mechanical and meaningful. So it shows that there were attempts to included mechanical activities in the grammar lessons. However in the textbook there were no communicative activities such as using pictures, objects, visual aids and listening and reading texts that can help learners create meanings for a certain structure of the language dialogues and conversations which create the contexts for learners trying to learn the structure in its use.

In addition the researcher observed that teachers presented grammar using isolated sentences. They also emphasized the form rather than meaning and use of the language in the classroom teaching learning process. They tried to ignore meaningful activities and tended mostly to mechanical drill.

In the above table, 65% of the teachers explained they never used information gap activities to teach grammar. And 15% of respondents said they rarely used them. Only the remaining 20% of the respondents revealed they sometimes used information gap activities to teach grammar. In the same way the vast majority of the teachers also rarely or never use problem solving activities to teach grammar in the classroom.

Games and role plays were not applied in the classroom situation to teach grammar. 82.5% teachers stated they never used games in grammar lesson and similarly 79.2% of them said they never used role play to practice grammar and 17.5% of them also said they rarely used role play to practice grammar in the language classroom. Therefore, from the responses one can deduce that mechanical drills such as substitution table, conversion and transformation activities were leading in the classroom to teach grammar whereas communicative activities were given less emphasis in grammar teaching and learning. This specifically shows that communicative

grammar teaching is not effectively achieved in language classrooms. In communicative drills, students test and develop their ability to use language ideas and information. Communicative drills encourage students to connect forms, meanings and uses, because multiple correct responses are possible (Lee and VanPatten1995 cited in Kalivoda1990).

Table 8: Teachers' Responses to How Often They Make Their Students Express Their Own Ideas Using A New Structure

No	Items	Rating scales					Total
12	How often do you:		A	S	Un	R	N
12.1	Make students write and speak on the grammar items which they have introduced?	F	3	4	4	17	12
		%	7.5	10	10	42.5	30
12.2	Motivate students to use grammar items to say something about themselves?	F	5	7		14	14
		%	12.5	17.5		35	35
12.3	Encourage students to produce their own feeling on the target structure?	F	4	5		18	13
			10	12.5		45	32.5

From the above Table 17.5% of the participants suggested they always and sometimes respectively made their students speak and write on the grammar items which they have introduced. On the other hand 30% and 42.5% of the teachers responded that they rarely or never made their students speak and write using the language items. Similarly, the vast majority of the respondents (70%) replied that they either rarely or never motivate students to say something about them using the grammar items. 72.5% of the teachers also mentioned they did not encourage their students to produce their own feelings on the target language structure. This shows that the majority the grammar activities are not beyond the practice level, but it is very important to make the activities personalize to encourage learners to express their own feelings orally or in written form. This could make the grammar section more attractive and interesting rather than dealing with only mechanical drills.

Table 9: Teachers' Responses as To What Strategies They Used To Correct Their Errors

No	Items		Rating scales					Total
13	What do you do when your students make grammar mistakes?		A	S	Un	R	N	
13.1	Give your students a chance to correct themselves	F	22	13		5		40
		%	55	32.5		12.5		100
13.2	Invite other students to correct it.	F	24	16				40
		%	60	40				100
13.3	Correct it immediately	F	19	21				40
		%	47.5	52.5				100
13.4	Tolerate it	F	4	17	5		14	40
		%	10	42.5	7.5		35	100

The above table shows that majority of teachers 87.5% are not very serious to correct students' errors in the teaching learning process. They said that they gave a chance to the students to correct their mistake by themselves or invited other students to correct it. 100% of the respondents corrected their students' mistakes immediately. And 52.5% of the respondents either always or sometimes tolerated their students' error in the teaching learning process. Teachers use different means to correct their students' errors such as guided corrections and controlled corrections. The teachers can direct students to arrive at the right way of using the language by repeating the students' sentences correctly. Teachers also should tell their students exceptions and complications on grammar rule. This may help them to avoid over generalization of the rule (Tudor 1996:215).

Though, it was observed that teachers did not tolerate students' mistakes. They mainly focused on accuracy rather than fluency. They also corrected students' errors immediately. These responses perhaps show their frailness of error correction.

From the above teachers' responses, one can conclude that teachers have awareness on communicative language teaching. Nevertheless, teachers can not apply it to teach grammar or grammar is not taught communicatively in the actual classroom. As indicated, the ways grammar teaching does not motivate learners to use the language in real life situations. Grammar activities are not presented in meaningful contexts. The students are not encouraged to express their ideas freely in relation to the structure they introduced.

4.2 Analysis of Students' Responses

Table 10: Learners' Responses to the Reason Why They Learn Grammar

No	Items		Alternatives							
1	Why do you learn grammar?		SA	A		UN		DA		SDA
1.1	To explain and understand grammar and grammatical rule	F	22		30		15		223	70
		%	6.1		8.3		4.2		61.9	19.4
1.2	To use the grammar for communication	F	112		215		15		9	9
		%	31.1		59.7		4.2		2.5	2.5
1.3	To pass the examination	F	41		15		17		121	193
		%	3.9		4.2		4.7		33.6	53.6

According to the information in this Table, 90.5% of the subjects said they learn grammar to use the language for communication. But 8% of the learners said to pass examinations and 14.4% of them to learn grammar to understand and explain rule of the language. This implies that learners learn the grammar of the target language to interact with others using the language in real communication. Widdowson (1991) explained, it is recognized that grammar instruction helps learners acquire the language more efficiently, but it incorporates grammar teaching learning into the larger context of teaching students to use the language. In the teaching of grammar, students may need many opportunities to listen, read and practice a new structure before they internalize and produce language. Accordingly the learners learned grammar to develop their communicative skills. However, in classroom observation and text book analysis the researcher observed grammar section couldn't help the learners to enhance their language ability. The activities in the text book lack communicative activities rather than forcing the learners to manipulate language rules.

Table 11: Learners' Responses as To When They Learn Grammar Better

Rating scales of Strongly Agree =SA Agree=A Uncertain=U Disagree=D Strongly Disagree= SD) F
Frequency= F Percentage =%

NO	Items		Rating scale					Total
2	When do you learn the grammar of English language better?		SA	A	UN	DA	SDA	
2.1	When you are given explanation explicitly	F	16	29	12	121	182	360
		%	4.4	8.1	3.3	33.6	50.6	100
2.2	When you are discovering the rule using several examples	F	123	204	8	15	10	360
		%	34.2	56.7	2.2	4.2	2.8	100

Table 11 demonstrates that 90.7% of the subjects thought that they learned the grammar of English when they were discovering the rules using examples. And 12.5% of them replied they learn grammar when they are given explanation explicitly. As shown in the review of related literature, students learn a new structure better when they are discovering the rule by themselves since it involves learners in the language and it is very similar with first language acquisition (Harmer:1987). Accordingly, the vast majority of the respondents preferred to learn grammar implicitly with many examples.

Table 12: Learners Respond toward Grammar Learning

NO	Items		Rating scales					Total
			SA	A	UN	DA	SDA	
3	You need to know the grammar rules to apply them in writing and speaking	F	204	156				360
		%	56.7	43.3				100
4	Most exercises of grammar activities in your English textbooks are understandable and can be done by students with less difficulty.	F	18	109		15	218	360
		%	5	30.3		4.2	60.6	100
5	We learned our first language without over studying grammar. Thus, there is no reason for us to study the grammar when we learn English	F			16	161	183	360
		%			4.4	44.7	51.9	100
6	The knowledge of grammar helps learners to communicate efficiently and effectively?	F	225	120	15			360
		%	62.5	33.3	4.2			100
7	Learning grammar is interesting	F	192	126	10	16	16	360
		%	53.3	35	2.8	4.4	4.4	100
8	It is very important to know form,	F	150	174	6	30		360

	meaning and use of grammar structure in language learning.	%	41.7	48.3	1.7	8.3		100
9	Learning grammar at discourse level is boring.	F	63	45	6	135	111	360
		%	17.5	12.5	1.7	37.5	30.8	100
10	After you are introduced and practiced a new grammar structure you talk and write in an involved way.	F	38	100	12	96	114	360
		%	10.6	27.8	3.3	26.7	31.7	100

Item 3 of the above Table shows that 56.7% of the participants strongly agreed that they need to know the grammar rules to apply them in speaking and writing. And 43.3% of them agreed that they need to know the structure of the language to use it in speaking and writing. This means a majority of the respondents either strongly agreed or agreed that the knowledge of grammar helped them in order to use the language effectively and efficiently. According to Bloor (2004:247) in the teaching of grammar, students may need many opportunities to listen, read and practice a new structure before they internalize and produce language. Grammar enhances learners to identify the meaning clearly and use it to do certain functions like stating facts, introductions, accepting or declining invitation, asking for or giving directions, advising and so on .However, in the actual classroom the researcher observed that the learner didn't get such an opportunity, rather listened passively to the teachers presentation.

The above table item 5 shows that, 96.6% of the subjects believed that grammar learning was very important for second language learners. 88.3% of the students responded that grammar learning is interesting. Similarly 41.7% and 48.3% of the respondents strongly agreed and agreed respectively that it is very important to know form, meaning and use of grammar structure in language learning.

On the other hand, 67% of the respondents strongly disagreed and disagreed that learning grammar at discourse level was boring. However literature explained that teaching of grammar should not be at the sentence level only but it should also be presented at the discourse level (Dinkins and Woods 1988 and Ellis 2002). It is very important for learners to provide personal meaningful activities that help them to express their ideas.

Classroom observation revealed that the majority of the teachers spent their time by offering detailed explanation and doing some mechanical exercises. The teachers did not give due attention to production during grammar lessons. Item 4 in the above table indicates that, 64.8% of the respondents either disagreed or strongly disagreed that most grammar exercises in the new textbook motivate learners to express their own ideas. And 35.2% of the respondents agreed that

most grammar exercises are communicative and they motivate them to express their own beliefs using them. However, during the textbook analysis, the researcher observed that the majority of the exercises in the textbook are highly mechanical. Students work the exercises rather than expressing their own feelings orally or in written form. In addition, Savignon (1991) stated that to promote the learners use of language for communication, materials should design very well because it can promote the process of communication. The materials and the tasks can be designed to initiate learners for interaction.

Table 13: Learners' Responses as To How Grammar Is Frequently Presented

NO	Items		Rating scales					Total
11	How grammar is frequently presented?		A	S	UN	R	N	
11.1	Using sentences in isolation	F	287	48		25		360
		%	79.7	13.3		6.9		100
11.2	Deductively (explicitly)	F	189	144	10	16		360
		%	52.5	40.0	2.8	4.4		100
11.3	Inductively (implicitly)	F	21	45		210	84	360
		%	5.8	12.5		58.3	23.3	100
11.4	Using reading passages	F	150	95	10	14	7	360
		%	54.3	34.4	3.6	5.1	2.5	100
11.5	Using listening texts	F			7	70	283	360
		%			1.9	19.4	78.6	100
11.6	Using meaningful situation and context	F	31	17		39	273	360
		%	8.6	4.7		10.8	75.8	100
11.7	Using short guided dialogues	F		240	21	33	66	360
		%			5.8	9.2	18.3	100
11.8	Using actions, pictures and objects to convey meaning of a structure	F	9		11	199	101	360
		%	2.5	11.1	3.1	55.3	28.1	100

The information given in the above table indicates that 79.7% the subjects said that grammar items were always presented using sentences in isolation and 13.3% of them said it was sometimes presented using isolated sentences. Teaching of grammar should not be at the sentence level only, but it should also be presented at the discourse level (Dinkins and Woods 1988 and Ellis 2002). This shows that grammar was presented dominantly at the sentence level.

The majority of the students (52.5%) also mentioned that grammar was always presented deductively and 40% of them said it is sometimes presented explicitly. In contrast, in deductive way of grammar teaching, the learner expected to apply the rules and provides his/her instances of language guided by examples. The teacher explains the rule and the meaning to the learner (Cunnings worth (1995). Similarly, the textbook analysis showed grammar rules were frequently given with some examples and followed by delivering explanation rather than creating conditions

and motivating students to discover the rules by themselves. On the other hand, 5.8% of the students responded that they rarely learned grammar inductively and 23.4% of them said they never learned grammar implicitly in the classroom. This altogether accounts for 29.2%. Cunningsworth (1995) and Rott (2000) argued that using inductive approach in course books is very helpful to develop students' communicative competence, since many learners will get additional materials that give explanations and rules. In contrast the observed and textbook analysis, the researcher observed activities in the textbook were mainly deductive and the teacher presentation was similar.

On the other hand 54.3% of the subjects responded that they used reading passages to learn grammar. In fact, there were some illustrations that are taken from the reading passage but are not presented in contexts. And 78.6% of the learners responded that they never used listening texts to learn grammar specifically. Similarly, 75.8% of the students replied that they never used meaningful situations and contexts to learn grammar in the classroom. In the above Table, 66.7% of the learners said that they sometimes used short guided dialogues to learn grammar and 9.2 %and 18.3% of them said they rarely or never used short guided dialogues. In the textbook analysis it is observed that there are some short guided dialogues to present some grammar items.

Finally, in the case of using pictures, actions and objects to convey meaning of a structure, 28.1% of the subjects said 'rarely' and 55.3% of them replied 'never'. It accounts for 83.4% of the total participants. This Table indicates that the presentation of grammar is mainly traditional. It is dominantly presented at the sentence level with explicit explanations. However, communicative grammar tasks should be based on the development of the ability to use language in real life situations more than on manipulation of linguistic structures, which enable speakers to interact naturally in real communication (Nunan1991:10). In contrast to this idea using a variety of meaningful contexts and situations were not practical in the classroom situations according to the above table.

Table14: Learners' Responses as To How Often They Use Different Kinds of Activities, Techniques and Strategies in the Teaching Learning Of Grammar.

NO	Items		Rating scale					Total
12	How often do you practice the following activities and strategies in the learning of grammar?		A	S	UN	R	N	
12.1	Substitution	F	45	150	20	55	90	360
		%	12.5	41.7	5.6	15.3	25.0	100
12.2	Conversation drills	F	30	149	31	80	70	360
		%	8.3	41.4	8.6	22.2	19.4	100
12.3	Transformation drills	F	60	215	11	69	5	360

		%	16.7	59.7	3.1	19.2	1.4	100
12.4	Role play	F				72	288	360
		%				20.0	80.0	100
12.5	Games	F				105	255	360
		%				29.2	70.8	100
12.6	Problem solving activities	F	8	36	16	180	120	360
		%	2.2	10.0	4.4	50.0	33.3	100
12.7	Information gap activities	F	30	45	10	201	74	360
		%	8.3	12.5	2.8	55.8	20.6	100
12.8	Group work activities	F		75	174	10	101	360
		%		20.8	48.3	2.8	28.1	100
12.9	Pair work activities	F		14	13	180	153	360
		%		3.9	3.6	50.0	42.5	100
12.10	Individual work	%		114	8	69	88	360
		F		31.7	2.2	19.2	24.4	100

In the above Table, students are required to rate how frequently they use different kinds of activities, techniques and strategies in grammar learning. They were categorized a mechanical and communicative activities. The first three items indicate mechanical activities, the next four are communicative.

The majority of the students tend to used mechanical drills always or sometimes. Though the percentage differs, the majority of the respondents showed that they used such kinds of activities very frequently. For example; the first item, substitution drills, 41.5% of the respondents said they sometimes use them and 12.5% of them said they always used it; this accounts together for 53.2%. Similarly 41.4% of the respondents indicated that they sometimes use conversion drills in the classroom and 8.3% of the learners replied that they always use them. The third item, transformation drills, there were 60% of them who said that sometimes they used these types of activities. And 15.8% of them responded that they always used them in the learning of grammar.

On the other hand, smaller proportions (3.9, 20.8, and 31.7) of the learners frequently used communicative activities like role play, games, information gap and problem solving activities. One can see from the above table that none of the respondents said they used either role plays or games always. But all of the respondents said that they had used these activities either rarely or never. Similarly, 50% of students said they rarely used problem solving activities. 33.3% of them also said that they never use these activities. Concerning information gap activities, 55.8% of them said they rarely used them and 20.6% of them replied they never used them, which together accounts for 76.4% of them.

Regarding group work activities, 20.8% of the learners said they always used it in grammar lessons and 48.3% of them said they sometimes applied group work in classroom context. On the other hand, 2.8% the students replied that they rarely use group work activities to practice grammar exercises. Moreover, 50 % of them said they never worked in pairs in grammar activities and 42.3% mentioned they never used group work activities. However, 50% of the participants stated they used it sometimes and the remaining 3.9% of them responded that they always applied pair work in grammar activities. Finally 2.2% of the students responded that they always used individual grammar activities and 31.7% of them said they sometimes worked individually. But the remaining 19.2% and 24.4% of them said rarely and never worked grammar exercises individually.

In contrast, according to Harmer (1987), Ur (1988) and Ellis (1997), there are different activities involved in grammar teaching; such as drills, picture description, structured question answer, structured role play, pair and group activities, interview games, information gap activities and so on. Nevertheless, the classroom observation and textbook analysis showed that the exercises were mainly focused on individual work. Teachers read the sentence and asked students to answer. The students were not encouraged to work together in groups and pairs in grammar activities. As a result, there were some discrepancy between what the students replied and what actually happened in the classroom in grammar teaching and learning.

In general, students' responses showed that teaching grammar for communicative purpose is not effective and sufficient. Though the participants believed that the knowledge of grammar helps them to improve their language skills, the way grammar was taught did not encourage them to use the language appropriately. They indicated that the grammar lessons are mainly presented in form-focused and mechanical drills. They also said that their teachers did not use different techniques and strategies in grammar lessons. Thus, they did not get opportunities to express their feelings using the structures they introduced.

4.3 Analysis of Classroom Observation

In classroom observation, the researcher obtained data which shows whether or not communicative grammar teaching is applied effectively in the classroom. And it observed whether the techniques the teachers used motivated the learner to practice the language appropriately. It was also observed how effectively theories were implemented in action in language classroom. It is believed that this critical observation of the classroom is one of the best ways to get first hand information to evaluate the process of teaching grammar.

The observation was made in four sections. Each selected section in the two schools was observed once in grammar lessons. Here only useful points which are relevant to the study were discussed. The observations are presented as follows:

Observation 1

From Grade 12C of Addis Ketema Preparatory School

The class observed was grade 12 C from Addis Ketema Preparatory School. It was observed on 11 February 2015. The numbers of students in the classroom were 41. The topic of the lesson was “**Relative clause**”. The teacher wrote the topic of the lesson on the blackboard. Read the definition of the relative clause that was found in this handbook. Begin to describe as follows:

A relative clause, also known as an adjective clause begins with a relative pronoun. These relative pronouns are who, that, which, whom and whose. There are two types of relative clauses: ‘defining’ and ‘none defining’ relative clauses.

Having explained the definition of relative clause, the teacher ordered students to do the exercise in their text book individually. While the students wrote the exercise in their note book the teacher moved through and saw how they worked. However their time was ended, the teacher rushed out of the classroom without giving them any feedback.

The teacher dominated the classroom discussion. In communicative language teaching, students played the major role in the teaching learning process. But here the teacher offered detailed explanation and did the exercises. Although students were asked to do the exercises individually, they were not able to use their potential sufficiently to do the exercises. In these grammar lessons, students were asked to practice the exercises at the sentence level. However, the teaching of grammar involves helping learners perceive the relationship between grammatical structure and other dimensions of language such as social functions, semantics and pragmatics (Celce-Murcia and Hilles 1988).

The technique the teacher used to practice exercises in the classroom was explanation. There was no role play, games or improvisation to encourage students to practice the language. Ur (1988) and Ellis (1997), revealed that there are different activities involved in grammar teaching; such as drills, picture description, structured question answer, structured role play, pair and group activities, interview games, information gap activities and so on. However students were not encouraged to produce/elicit their own ideas based on the topic introduced. The lesson was not presented using real objects, pictures or visual aids. Though the textbook was thought to have prepared in a communicative way, grammar presented was not in meaningful contexts and situations. The exercises did not motivate learners to express their own ideas using the new

structure. The teacher chose individual work than pair and group work. For students to use the language rules in real communication, the rules would have to be practiced in context in order to develop communicative competence. Communicative grammar teaching blends grammar with communicative practice opportunities. It provides opportunities for creative use of structures for students. Communication practice is usually centered on the students' own lives, opinions, experiences of real life situations including facts that they are trying to learn English (Celica-Murcia 1997). Thus the application of communicative grammar teaching was failed in the above classroom observation.

Observation 2

From Grade 11D of Addis Ketema Preparatory School

The second classroom observation was carried out at grade 11 D of Addis Ketema Preparatory School. The date of observation was on 12 February 2015. There were 43 students in the section. The topic of the lesson was "Order of Adjectives." The teacher greeted students, cleaned the board and wrote the topic of the lesson on the board. He instructed the student to pay attention. It was on the students' text book on page 132. The topic of the grammar section on the students' text book was (ed/ing) adjectives). However the teacher chose his own interest and wrote definition of adjective with some examples.

An adjective is a word that describes a noun. For example: A red car, some new shoes, the old man, a big cat

Sometimes we may want to use more than one adjective. When we do so, we must be careful to put the adjectives in the corrected order. For example we must say:

A big red car, not a red big car

Some expensive new shoes: not some new expensive shoes.

Some expensive new leather shoes, not some leather expensive shoes.

Having done that the teacher told students to use the table and construct adjective phrases. He told them that the order of adjectives should be quality, size/length, and color. Students listened to the teacher explanation quietly because he ordered them to be silent to after drawing the table on blackboard the teacher told students to construct sentences by using appropriate orders of adjectives from the table. The teacher then drew table and told the class to put the adjective words from brackets in correct order. The teachers then ask that they went on to complete sentences using a few, few, a little or little. Though some students attempted to ask questions for clarification, the teacher gave them detailed explanation of structure with examples. The lesson was totally form-focused.

From this classroom observation, the lessons were presented in a deductive way. There was no meaningful context to practice these adjectives. The teacher offered detailed explanations using the textbook. He did not attempt to encourage students to express their prior knowledge of the grammar points. It was focused on form rather than meaning and use of the language. It used mainly mechanical drills; particularly substitution drills were applied in the lessons. They were asked to construct adjectives before nouns in the given table. They were also commanded to put the adjective before the nouns in correct order before the given noun phrases.

The class was dominated by the teacher while learners did not get the chance to express their ideas using the given structures. Most of the students were bored of the detailed analysis and explanation of grammar. It was not integrated with language skills or other visual aids. The lessons were presented in a deductive way. There was no meaningful context to practice these adjectives.

The teachers did not tolerate students' error; he was correcting students' errors immediately. In this classroom observation, the presentation of grammar was highly controlled by the teacher and implementation of communicative grammar was almost diverted into traditional way of teaching.

Observation 3

From Grade 11 C at Kolfe Keraniyo Millennium Preparatory School

The third classroom observation was carried out at grade 11 C. There were 38 students in the section. The date of observation was 23 February 2015. The topic of the lesson was "**Phrasal Verbs**". The teacher first cleaned the blackboard and then wrote the topic on black board. After that turned his face to the students and greeted them. Then began to describe what phrasal verb means; phrasal verbs are words which go together. These are commonly applied to two or three distinct related construction in English. Saying this, he continued writing lists of phrasal verbs on the black board. After that the teacher instructed the learners to match lists of phrasal verbs from their text book on the page 190 and to do it individually in the classroom. Examples were given from the text book, so the students worked according to the given examples.

While the learner did the exercise the teacher walked through the class marking the exercise for those who complete the exercise and told them the correct answers. Lastly, gave home work on page 190 a-i for the next day.

The teacher used deductive teaching techniques. Firstly, the phrasal verb was described and then work was given from the students' book. The students followed the example from their own text and worked accordingly. However, the teacher's explanation was out of what existed in the book. The teacher didn't give any chance for students to practice language for communication. The

activity was highly mechanical and rule oriented, there were no game, role play, group work pair work to help the learners practice language for communication.

In this classroom observation there was no meaningful context to practice these phrasal verbs. The teacher offered detailed explanations using the textbook and his handout. He did not attempt to encourage students to express their prior knowledge of the grammar points. It was focused on form rather than meaning and use of the language. It mainly used mechanical drills; particularly substitution drills were applied in the lesson.

The class was dominated by the teacher. Learners did not get a chance to express their ideas using the give structures. Most of the students were bored of the detailed analysis and explanation of grammar. It was not integrated with language skills or other visual aids.

Observation 4

From Grade 12 B from Kolfe Preparatory School

The fourth observation of grammar lessons was at Kolfe Preparatory School grade 12 B. There were 44 students in the as a result, it was so crowded due to the size of the classroom. The observation was made on the 14 February 2015. The topic of the lesson was “**Conditional Sentences**”. The teacher presented the grammar lesson through detailed explanations. He introduced the lesson using the examples that were taken from the reading passage. The teachers wrote the sentences on the board.

Then the teacher asked students to identify ‘if clause’ and ‘main clause’. Next, the teacher explained the ‘if clause’ can come after the ‘main clause’ and showed some examples. He illustrated that the ‘if clause’ came at the beginning of the conditional sentence and comma is used to separate it from the main clause. Having done that the teacher wrote some impossible conditional sentences. Similarly, the teacher explained the difference between the probable condition and impossible condition using examples. The teacher showed how the tense of ‘if clause’ and ‘main clause’ are changed when they change them from type one conditional to type three. He attempted to explain their difference of meaning. The teacher then, asked students to do an exercise to identify which ones are probable and impossible conditions in the first exercise.

In conclusion, the teacher presented the lessons by giving detailed explanations with few examples. The emphasis of the reason was mainly form-focused. Even though the explanations followed the practice exercises; they didn’t help the students develop creative and independent use of the language. The lessons were presented explicitly. The teacher offered explanation with three examples. The exercises were highly mechanical and students could do the activities without understanding the meaning of the sentences. The teacher spent much of his time by doing

the activities at the sentence level. The teacher motivated the learners to participate in the exercises. He read and invited students to do it. Students raised their hands and answered questions.

Students were not encouraged to elicit their own ideas based on the new structure. The lessons were not presented using real objects, facial expressions, and pictures. The teacher did not use different techniques to show the meaning and use of the language structure. The grammar items were integrated in the reading passage. The teacher made students read examples that were taken from the passage. However, the integration of grammar items with other skills was not motivating. Though it was not successfully applied, the researcher observed that when students got into groups and pairs to do an exercise in the textbook some of the group members did not give any attention to the given activities.

4. The Textbook Analysis

In the process of exploring the effectiveness of communicative grammar teaching, it was felt extremely important to evaluate textbook to determine whether it was likely to lead students to active communication in English language classes. It is obvious that a country like Ethiopia where English is just taught and learned as a second/foreign language; textbook influences all the teaching learning process. All classroom practices are highly influenced by the textbook. Almost all teachers present what the textbook contains, whether it is inductive or deductive, communicative or mechanical, at discourse level or in isolated sentence.

The Grade 11 and 12 English textbook, English for Ethiopia, was analyzed and evaluated based on some criteria taken from the review of related literature such as ways of presentation and types of grammar activities. At first, the researcher evaluated the presentation of the grammar in textbook on the basis of inductive and deductive approaches. Secondly, the exercises in each section were classified as mechanical, meaningful and communicative. The textbook was evaluated based on the types of drills used. All the exercises in the textbook were investigated using the criteria of the classification of the drills.

4.3.1 Ways of Presentation

The current Grade 11&12 English students' textbook contains twelve units. Each unit consists of two parts; Part A & Part B. In each part there are grammar points. Majority of the grammar sections are presented deductively in the text book. For example, in grade 11 text book page 20, one can see how the 'present perfect tense' is presented. This language topic begins with **Language focus: the present perfect**. This text began by giving exercise, then it gave detailed explanation of language structure.

Choose the correct form of the verb in each of the sentences

- A. the African union as it is today has been /was in existence 2002
- B. the Au presents a united African front to the world .as such it achieved /has achieved international recognition.
- C.The Sirte declaration of 1999 which the structure of the AU has been proposed/was been proposed was a sign that Africa nations were ready to work more closely together.
- D. the AU has also been /was also successful in it's behind the scene diplomacy, of the glare of publicity.
- E. examples include the part it has played/played in bringing reconciliation rather than confrontation in Zimbabwe.

Read this information about the present perfect tense form

Subject+ has/have +the past participle of the main verb. After some examples were given, it continued by explanation of the structure as follows.

We use the present perfect to show that an action is related to both the past and the present.

The action started in the past and continues into the present.

I have been at this school for two years.

The action was in the past, but in time which is related to the present

From the above lesson, grammar is presented deductively. It gave the learner pre-questions .The learners do not have any idea about present perfect at the very beginning so, they can't identify simple past from present perfect tense. It doesn't give chance for the learner to practice language for communication.

As stated earlier, teaching grammar in the textbook is mostly dominated by deductive approach. Nevertheless, some parts of the activities focused on grammatical structure and rules.

This implies that few parts of the textbook are focused on the explanation of grammar rules rather than providing learners' opportunity to discover the rule by themselves

Similarly, in grade 11 text book page 10, one can see active and passive sentences. The text books present the lesson by giving grammatical structure after short description. It begins as follows:

Usually we use active sentences in which the subject of the sentence is the agent or doer of the verb.

The assembly is the highest body of the AU and makes up / is made upon all the heads of state of the member nations. They meet /are met at regular summit in cities in different parts of Africa. The voice of the people of Africa hears /is heard at the pan- Africa parliament, which situate /is

situated in South Africa. The members of this parliament elect are elected by the parliament of member states. The AU commission, which is situated in Addis Ababa carries out is carried out the day today running of the AU.

Complete these sentences by putting the verbs in the brackets in the correct form .active or passive.

Be careful to use the correct form of the active or passive: present or past.

A in the 1960s the newly nation of Africa _____ (face) many difficulties

B the OAU _____ (inspire) by Kwame Nkrumah the prime minister of Ghana.

C it _____ (set up) in 1963.

D the launch of the OAU _____ (host) by Emperor Haile Selassie

E by the 1960s many Africans _____ (feel) that the OAU should do more work on issue of common interest throughout the continent.

The questions were given to the learners to discover the form and the meaning of the tense using the provided situations. It involves learners to identify form and uses of the past perfect tense. It also gave some more detailed present perfect tense. Finally the text presents some questions to be done by the learner.

As stated earlier, teaching grammar in the textbook is highly dominated by deductive approach. Only few sections out of twelve are presented inductively in the textbook. The remaining majority grammar sections are presented with abstraction and rules. This implies that the textbook is focused on the explanation of grammar rules rather than providing learners' opportunity to discover the rule by themselves.

4.3.2 Analysis of Grammar Exercises

As stated in the review of related literature, any grammar textbook may consist of mechanical, meaningful or communicative activities. As a result, the grammar exercises in grade 11 and 12 English textbook, English for Ethiopia, are categorized by units. In order to be placed in one of the categories the exercises have been analyzed as follows.

Table 15: Frequency and percentages of grade 11 and 12 English textbook grammar exercises by category

F: stands for frequency of the activities while %: stands for percentages of the activities

No	Types of activities	Frequency	Grade 11		Grade 12	
		Percentage				
1	Mechanical		F	%	F	%
			92	54.8	72	34.3
3	Meaningful		26	29.8	97	46.2
4	Communicative		50	15.5	41	19.5
Total			168	100%	210	100%

The textbook analysis revealed that mechanical drills were dominant in the vast majority cases 85.4%. Meaningful drills cover 46.2% and 19.5% of exercises in textbook of grade 11 and 12 respectively. And 29.8% and 34.3% of the activities are communicative for both grades. The remaining 15.4% and 19% of the exercises are communicative drill. Since the focus is enhancing communicative language teaching/learning within meaningful contexts.

However, the major emphases are mechanical drills. And the communicative grammar activities have the lowest in proportion. In many exercises, students are required to manipulate grammar rules. Moreover the few of the exercises are done individually though there are some activities for pairs and groups.

In conclusion, the textbook analysis showed that the textbook dominantly presents grammar points through explanations. It does not use different kinds of techniques and contexts. Many grammar explanations are presented in de contextualized sentences. It does not motivate teachers to use pictures, actions or visual aids to help learners understand the meaning and use in appropriate conditions.

Though it believed that the book has communicative orientation, the analysis shows that mechanical or form-oriented approach has a dominant place. However, this does not imply that the textbook is not better than its predecessors. It is surely better than the previous textbooks.

A textbook should contain mechanical, meaningful and communicative activities as basic parts in the textbook. Even though everyone is not in total agreement, many second language educators

suggest that a textbook should present grammar items in mechanical form first, moving quickly to meaningful drills and finishing in communicative activities (Ellis1997).

Nevertheless, it seems logical textbooks contain proportional ratio of activities. Moreover, the target of communicative grammar teaching is to enable learners to use the target language structure naturally in real contexts and to provide them opportunities to use the language in these contexts. As a result, grammar exercises in the textbook should contain various activities such as problem solving, information gap, role play, completing cloze paragraphs, describing or rewriting stories about pictures, and completing sentences with appropriate grammatical forms.

CHAPTER FIVE

5. SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary

This study focused on exploring the implementation of communicative grammar teaching in two selected preparatory schools in Addis Ababa city government. To gather information on the communicative grammar teaching, different data gathering tools methods were used. The questionnaires obtained data on what teachers and students applied to put communicative grammar teaching in language classroom. Classroom observation was also used to gather information on the application of the techniques, strategies and activities in grammar teaching. Besides, the textbooks analysis was made to get further information about the way in which grammar is presented and how proportionally mechanical, meaningful and communicative activities in it are involved.

The questionnaires were distributed randomly to selected students in each classroom and all of English language teachers of both schools. Similarly four classrooms were observed from of each school to cross check the gathered data through tools. On top of that, student's textbook was evaluated to find out whether or not the teaching of grammar meets the methods of communicative language teaching.

The results of the gathered data revealed that even though the teachers recognized the basic idea of communicative language teaching, the communicative grammar teaching was not properly applied in the same way; there was divergence between what the subject said and the actual classroom application of grammar teaching. Hence majority of the grammar lessons were not presented meaningfully and communicatively. This means they contained several mechanical drills, rather than meaningful and communicative activities. Also majority of the grammar lessons were presented deductively

5.2 Conclusion

On the basis of the results obtained from the questionnaires, the classroom observations and the textbook analysis, the following conclusions were drawn.

➤ The majority of the participants knew that communicative grammar teaching was to enable learners to produce grammatically acceptable sentences. And they believe that students learn grammar better when it is presented inductively when they are involved in discovering the rule using several sample examples. However, the majority of the grammar lessons are presented

deductively. Teachers offered detailed explanations on the given grammar rule. Students are not encouraged to discover the rule.

➤ The vast majority of the participants and the textbook analysis showed that there is little integration of grammar with other language skills; except for some sentences taken from the reading passages. There are no listening activities to complete specific grammar points. The listening activities are from the teachers guide; however, teachers are not interested to read to the students in classroom.

There are also no writing activities like parallel writing, describing picture and introducing grammar points. The teaching of grammar is still rule governed and mechanical; nevertheless, the text book is presented in mechanical and rule focused. The lessons are chiefly presented in isolation.

➤ The majority of the participants never used written or oral contexts to produce relevant information. They also did not use meaningful contexts and situations in grammar lessons. They do not use pictures, actions, visual aids and objects to convey meaning of a structure.

➤ The recent practices of grammar teaching lack many important features in the light of communicative grammar teaching principles. The most frequently used grammar teaching techniques are not contextual and communicative. Teachers do not use various techniques and strategies to teach grammar. They are not able to use role plays games, group and pair works properly in order to teach grammar.

➤ Classroom observations showed that teachers failed to apply communicative grammar teaching strategies to language teaching. This is because teachers do not motivate the learners to write and speak freely after they have introduced certain grammar points. They follow the textbook strictly which is highly focused on manipulation of grammar rules.

➤ In addition the textbook sometimes provides exercises to be completed by students themselves; teacher motivates learners in carrying out the activities. This implies that teachers did not use communicative method to grammar teaching. However the textbook analysis showed that the activities in the text books were mainly mechanical and some parts were meaningful and very few communicative.

➤ In the other way students are not frequently given problem solving and information gap activities. But they are given a vast proportion of completion, conversation, transformation and substitution drills in classroom activities.

- Classroom observations showed that the teacher did not give ample time for students to practice the structure of the language effectively and efficiently. It made learners passive observers in the majority of the exercises.

5.2 Recommendations

Depending on the findings of the study, the following recommendations are made.

- English language teachers should not only know grammar well enough to explain to their students, but they should also use different techniques when they present grammar in their classes.
- Teachers should integrate grammar items with language skills to develop accuracy and fluency.
- Explanation should be short, clear and productive; otherwise, it can take too much time that can be dedicated to communicative activities.
- Teachers should use oral and written authentic materials to introduce the structures. They should allow students to discover the structure on their own through reading and listening texts.
- Teacher should follow the communicative grammar teaching and should encourage students to use the language effectively and efficiently.
- Teacher should identify the importance of teaching language implicitly and inductively.
- Communicative grammar teaching can effectively be achieved by incorporating tasks which are communicative in the textbooks like, role plays, games, and problem solving and information gap activities. Group work and pair work should also be included to teach grammar communicatively. It can offer a better chance for learners to interact with each other on new structure in various contexts.
- Grammar exercises in the textbook should be presented to help learners express their ideas freely. Students should be given the chance to practice and produce language. They should be given activities that encourage them to speak and write with the structure.
- They should be involved in meaningful and purposeful activities. The activities should enable learners to express their ideas, feelings and attitudes using their grammar knowledge in order to enhance their language ability.
- The grammar exercises in the textbook should contain a variety of exercises such as mechanical, meaningful and communicative. There should be balance among activities. The grammar activities in the textbook should include picture description, structured role plays and games.
- The grammar exercises should also be presented in real contexts and situations to provide learners with opportunities to use the language in these contexts.
- Textbook designers should take into consideration the needs and interests of learners when they prepare grammar activities.
- They should provide activities which are integrated, interactive, contained; individual, group or pair work that help learners to be exposed to various opportunities applying their grammatical knowledge.
- They should also provide teachers with sufficient advice and guideline on how to teach grammar communicatively.

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Appendix I

Teachers' Questionnaire

**Adama Science and Technology University Faculty of Humanity and Law
Department of English Post Graduate Program**

Dear Teachers,

This questionnaire is designed to gather information to assess the implementation of communicative grammar teaching in English as a Foreign Language in grades 11 and 12 of Addis Ketema and New Era Preparatory Schools. Your genuine and honest response to the questionnaire is valuable. Thus, you are kindly requested to read the questions carefully and give your responses to each question. The information will be kept strictly confidential, and will not be used other than the purpose of the study.

I am extremely grateful for your cooperation. Thank you in advance!

Personal information:

Depending on the type of questions, give short answer in the space provided or put a “✓” mark against the right answer.

1. Sex: 1.1 Male_____ 1.2 Female_____

2. Age: 2.1 20-25 yrs_____ 2.2 26-30 yrs_____
2.3 31-35 yrs_____ 2.4 36 yrs and above _____

3. Qualification: MA_____

BA/Bed._____ Please mention your major and minor Major_____

Minor_____

4. Years of experience as an English teacher _____

5. Grade level you currently teach _____

6. Your current load per week _____

7. The current average number of students in a class _____

II. Please put “✓” mark in the column by using the following five point rating scale that indicate your response.

5. Strongly agree 4. Agree 3. Uncertain 2. Disagree 1. Strongly disagree

No	Items	Rating scale				
1	The main goal of grammar teaching is to get learners:					
1.1	To understand and explain the rule of the language					
1.2	Learn to produce grammatically accurate sentences					
2	In which way do you think students learn the language better?					
2.1	Consciously understanding grammar rules					
2.2	Engaging in the activities which are personally meaningful to them					
3	When you teach grammar, it is chiefly presented at the					
3.1	Sentence level					
3.2	Discourse level					
3.3	Deductively (explicitly)					
3.4	Inductively (implicitly)					
4	Grammar exercise in the textbook should be presented in meaningful contexts and situations					
5	The knowledge of grammar helps learners to communicate effectively and efficiently					
6	We learned to speak our first language without studying grammar. Thus, there is no reason for us to study the grammar when we learn a second language (L2).					
7	Teachers should discuss grammar explicitly					
8	Using a variety of techniques in grammar teaching enables learners to use the language communicatively.					
9	The grammar section in the textbook you teach at the present time is mainly:					
9.1	Traditional with explicit teaching					
9.2	Communicative with context and meets students' interests					

III. Put a tick (✓) mark for the techniques you use when you teach grammar and indicate the most appropriate rating scale for each of the given items. Responses are given using the 5 point rating scale.

5, Always 4, Sometimes 3, Uncertain 2, Rarely 1, Never

No	Items	Rating Scale				
10	How often do you use the following techniques and strategies to present grammar?					
10.1	Detailed explanation					
10.2	Offering students grammar rule first with example					
10.3	Make students discover grammar rules by themselves					
10.4	Using contexts and situations such as pictures, objects, actions to convey meaning of structure					
10.5	Present it through reading text					
10.6	Present it through listening text					
10.7	Present it through short guided dialogue					
11	How often do you use the following activities and techniques to practice grammar?					
11.1	Mechanical drills					
11.2	Substitution table					
11.3	Transformation drills					
11.4	Conversation drills					
11.5	Meaningful activities					
11.6	Information gap activities					
11.7	Problem solving activities					
11.8	Role plays					
11.9	Games					
11.10	Offer students individual work					
11.11	Offer students pair work					
11.12	Offer students small group work					
12	How often do you:					
12.1	Make students write and speak on the grammar items which they have been introduced to?					
12.2	Motivate students to use grammar items to say something about themselves?					
12.3	Encourage students to produce their own feeling on the target structure?					
13	What do you do when you students make grammar mistakes?					
13.1	Give your students a chance to correct themselves					
13.2	Invite other students to correct it.					
13.3	Correct it immediately					

Appendix II

Students` questionnaire

Adama Science and Technology University Faculty of Humanity and Law Department of English Post Graduate Program

Dear Students,

This questionnaire is designed to gather information to assess the implementation of communicative grammar teaching in English as a Foreign Language in grades 11 and 12 of Addis Ketema and New Era Preparatory Schools. Your genuine and honest response to the questionnaire is valuable. Thus, you are kindly requested to read the questions carefully and give your responses to each question. The information will be kept strictly confidential, and will not be used other than the purpose of the study.

I am extremely grateful for your cooperation. Thank you in advance!

I. Personal information

1. Name of the School _____

2. Grade _____

3. Sex _____

4. Age _____

II. Please put “✓” mark in the column by using the following five point rating scale that indicates your response. 5. Strongly agree 4. Agree 3. Uncertain

2. Disagree 1. Strongly disagree

No	Items	Rating scale				
1	Why do you learn grammar?					
1.1	To explain and understand grammar grammatical rule					
1.2	To use the grammar for communication					
1.3	To pass the examination					
2	When do you learn the grammar of English					

	language better?					
2.1	When you are given explanation explicitly					
2.2	When you are discovering the rule using several examples					
3	You need to know the grammar rules to apply them in writing and speaking					
4	Most exercises of grammar activities in your English textbooks are understandable and can be done by students with less difficulty.					
5	We learned our first language without studying grammar. Thus, there is no reason for us to study the grammar when we learn English					
6	The knowledge of grammar helps learners to communicate efficiently and effectively?					
7	Learning grammar is interesting					
8	It is very important to know form, meaning and use of grammar structure in language learning.					
9	Learning grammar at discourse level is boring.					
10	After you are introduced to and practiced a new grammar structure you talk and write in an involved way.					

II. Put a tick (✓) mark to the techniques you teacher used when teaching you grammar and indicate the most appropriate rating scale for each of the given item. Responses are given using the 5 point rating scale.

5, Always 4, Sometimes 3, Uncertain 2, Rarely 1, Never

No	Items	Rating Scale				
11	How Grammar Is Frequently Presented?					
11.1	Using sentences in isolation					
11.2	Deductively (explicitly)					
11.3	Inductively (implicitly)					
11.4	Using reading passages					

11.5	Using listening texts					
11.6	Using meaningful situation and context					
11.7	Using short guided dialogues					
11.8	Using actions, pictures and objects to convey meaning of structure					
12	How often do you practice the following activities and strategies in the learning of grammar?					
12.1	Substitution					
12.2	Conversation drills					
12.3	Transformation drills					
12.4	Role play					
12.5	Games					
12.6	Problem solving activities					
12.7	Information gap activities					
12.8	Group work activities					
12.9	Pair work activities					
12.10	Individual work					

APPENDIX III

OBSERVATION CHECKLIST

Name of the school _____

Number of students' _____

Grade and section _____

Date of observation _____

Topic of the lesson _____

1. How does the teacher present the grammar lessons?
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 balanced is the treatment of form and meaning? 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?

15. When the grammar lesson is presented:

No	Item	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	Used communicative activities		
H	Students are motivated to manipulate the grammatical exercises		
I	Students are encouraged to use the new grammar item to make meaningful sentences		