



WOLKITE UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**AN INVESTIGATION INTO EFL TEACHERS ' PRACTICE IN TEACHING
GRAMMAR TASKS :THE CASE OF TWO SELECTED PUBLIC
SECONDARY SCHOOLS AT MEDA WEREMO WOREDA IN FOCUS**

MA THESIS

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May,2024
Wolkite, Ethiopia

School of Graduate Studies

Wolkite University

An investigation into EFL teachers' practice in teaching

Grammar tasks: The case of Two selected public secondary schools At
Meda Weremo Woreda in Focus

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*A thesis is submitted to the school of graduate studies in partial fulfillment for Degree Master
of Art in Teaching English as a Foreign language (TEFL)*

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May, 2024

Wolkite, Ethiopia

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Table of Contents

Acknowledgement	VII
List of Tables	VIII
Abbreviations	VIII
Abstract	X
1. INTRODUCTION	1
1.1. Background of the Study	1
1.2. Statement of the Problem	2
1.3. Objectives of the Study	4
1.3.1. General Objective of the study	4
1.3.2. Specific Objective of the study	4
1.4. Research Question of the Study	4
1.5. Significance of the Study	5
1.6. Scope of the Study	6
1.7 Limitation of the study	6
1.8 Key operational definitions	7
2. REVIEW OF RELATED LITERATURE	8
Introduction	8
2.1. Definition of Grammar	8
2.1. 1.Theories of the Grammar Teaching	9
2.1.2Teaching Grammar	9
2.1.3The aim of Grammar Teaching and Learning	9
2.1.4 Style of Teaching Grammar	10
2.1.5. Challenges in teaching and learning grammar in the EFL context	11
2.2.1.Teachers' facing problems in teaching and learning grammar in EFL context	11
2.2.2.Feed back and correction	11
2.2.3.Definition of Tasks	12
2.2.4. Classification of Tasks	12
2.2.5. Tasks in Grammar and Teachers	13
2.3.1. Components of Grammar Task	14
2.3.1.1. Task Input	14
2.3.1.2.Goals	15
2.3.1.3.Place and Manner (Setting)	15
2.3.1.4. Roles of Learners	15

2.3.1.5. Roles of Teachers.....	15
2.4. Learner's Activity.....	15
2.4.1. Grammar Teaching Principle.....	16
2.4.2. Grammar Teaching Techniques.....	17
2.4.3. Explicit Grammar Teaching.....	17
2.4.4. Implicit Grammar Teaching.....	19
2.4.5 Roles of teachers and students in integrated skills teaching.....	20
3. RESEARCH DESIGN AND METHODOLOGY.....	21
3.1. Participants of the Study.....	21
3.2. Sampling Population.....	21
3.3. Sampling Techniques.....	22
3.4. Data Gathering Instruments.....	22
3.4.1. Class room observation.....	22
3.4.2. Questionnaires.....	23
3.4.3. Interview.....	24
3.5. Data Collection Procedures.....	24
3.5.1. Pilot study.....	24
3.6. Methods Of Data Analysis.....	24
3.6.1. Validity.....	25
3.6.2. Reliability.....	25
3.6.3. Ethical considerations.....	25
4. Result and Discussion.....	26
4.1 Introduction.....	26
4.2 Data analysis ,Interpretation and Discussion of the results.....	26
4.2.1 Analysis of classroom observations.....	26
4.2.2 Analysis of Data from Students ' questionnaire.....	29
4.2.3 Practices in grammar class.....	30
4.3 Analysis of teachers 'response.....	38
4.3.1 Part one: Teacher's profile.....	38
4.4. Teachers' interview response.....	44
4.4 Discussion of the study.....	48
5. Summary, conclusions and Recommendations.....	49
5.1 Summary.....	49
5.2 conclusions.....	50
5.3 Recommendations.....	51

REFERENCES	52
Appendix -A	54
Results of Class room observation	55
Sample of class observation	57
Appendix -B	60
Appendix -C	62
Appendix -D	66
Appendix -E	69
Teachers' interview transcription	69

Acknowledgement

First,I would like to extend my gratitude to my major advisor Dr.Habtamu Adem for his valuable professional guidance constructive comments and devotion of his precious time in reading and correcting this paper from the conception to the completion of the study .His unreserved efforts and tolerance to read and evaluate the paper were all great worth while .

I would also like to extend my special thanks to my co advisor Seifu Bogale (Ass.prof.)for his professional comment. He rendered me during the whole process of my efforts to realize this research work.I am very much indebted to the kindness ,patience and warm wel come .

I am extremely thankful to all the participants who provided me rich and detail data for which with out their contribution the completion of study would have been very difficult .

Finally,I am indebted to my staff members and colleagues for their genuine and technical supports .

List of Tables

Table 1.1.language use during group work	31
Table 1.2.students response related to use of communicative ways in teaching grammar task	31
Table 1. 3.Students response during the grammar lesson	31
Table 1.4.students response about grammar items during and after lessons	33
Table 1.5.students response related to authenticity and the integration of the grammar tasks	35
Table 1.6.students ' response related to techniques of learning grammar task	36
Table 1.7.Teacher's profile	38
Table 1.8.Teachers' response related to techniques of teaching grammar task to motivate students to improve their communication skills	40
Table 1.9.Teachers' response related to practice of teaching grammar task in the integration of English language skills.	43

Abbreviations

CLT=Communicative language teaching

CLL =Community language learning

CR=Consciousness raising

EFL =English as a foreign language

ELT =English language teaching

GCRTS =Grammar consciousness raising tasks

PPP =Present practice produce

TPR =Total physical response

Abstract

The aim of this study was to investigate whether EFL teachers' practice in teaching grammar tasks are relevant or not in the case of two selected public secondary schools at Meda Woremo Woreda grade eleven in focused in line with various grammar teaching techniques and methods.

The teachers 'practice in methods and techniques of teaching grammar task in secondary school at grade eleven is relatively unexplored .This research paper throws light on the actual practice and techniques used in teaching grammar task with reference to grade eleven students of two selected public secondary schools.In order to address the study problems, a descriptive research design was used.Both qualitative and quantitative approaches were employed in the study.Data for the study were collected through class room observation,students'questionnaire, teachers' questionnaire and teachers' interview. Regarding to sampling technique,simple random sampling technique was employed to select 90 grade eleven students and comprehensive sampling technique was employed to select 18 English teachers of Ediget behibiret and Model service general secondary Schools.Class room observations were used to observe the teachers' actual class room practice and the components of tasks to be considered in teaching grammar to compared between what has been stated in students questionnaire and techniques which are used by the teachers in the actual class room practice .The finding of the study revealed that the teachers practice and techniques which are followed to teach grammar task are out dated methods .Moreover ,teachers did not use various techniques like pair work ,group work ,dialogue ,narration and both deductive as Well as inductive. Based on the finding of observation most of the teachers did not state the learning objectives during grammar teaching.

Finally,recommendations were forwarded based on the major findings of the study in order to improve teachers 'practice in teaching English grammar language skill.

1. INTRODUCTION

1.1. Background of the Study

English is one of the known international spoken and studied language (Richards, 2001). Recently, English is also used as technological business education scientific language of the world society.

Likewise, grammar is an important to be taught English as Foreign language 's (EFL)student's. It gives not only the formula but also the basis for language skills like reading, speaking, listening and writing. As Nunan(2005)said that grammar is the way in which the words change them selves and group together to make sentences. For example, when a student understands the grammar he or she can read an English text, speak to foreigners, listen to conversations, and write paragraphs well. Whylddeck (2003) stated writing and speaking could be helped by the understanding of grammar.

Students will not master the grammar with out any help. There fore,a teacher has a crucial role to help their students .The teaching of grammar can be done based on the students' need.

The ways of teaching may be different for elementary, secondary, tertiary and undergraduate students. This study focuses on the teaching grammar in secondary schools. In addition, there are two reasons of doing this research. The first one is that the curriculum says that the teaching of grammar in secondary school is not clearly stated. The second one is my experience showed that it was difficult to get a better understanding about grammar when I was in secondary school.

Apparently, some secondary schools in Ethiopia have students whose skills and needs are different in learning English. Thus, the English teachers do not always use the same techniques in each school. The most important is to make the students have a better understanding toward grammar.

Thus, the significance of grammar teaching inspires learners to relevant learning situations (Scrivevener, 2011; Thorns bury, 2015). Although grammar teaching is important, it has a long traditional debate among researchers for many years.

However, grammar teaching has taken place several debatable discussions and has also been seen as a hindrance rather than importance (walker, et al, 2011.As Harmer (2007) states that grammar teaching is not as simple as we have talked-about.

As a result of this, teachers are still in the way of difficulty from playing the optimal roles to teaching grammar in ELT (Benjamin & Berger, 2014).

For example, in a more recent times focus on form approach become an important part. This approach is believed to be a more effective teaching by presenting inputs, explicit instructions, Production and feed backs to the learning of grammar (Fotos&Nasajs, 2011).The teaching of grammar has still remained unsolved problems for teachers and researchers globally.

In Ethiopian context, grammar teaching has been conducted deductively and the teaching grammar has become difficult in Ethiopian schools (Jha, 2013).Another evidence show that grammar teaching is still practiced traditionally by focusing on formal structure of the language (Mebratu , 2015;Sharma,2014).

Moreover, As Mengiste (2019) stated that in the context of Ethiopian teachers tend to adopt the practice, presentation and production approach which favors the formal traditional grammar practice in EFL classroom. Other researchers (Abreham, 2008; Haregwoin, 2008; Tiglu, 2008) have also stated grammar is not integrated with other skills in the classroom. Girma (2015) also investigated that teachers motivate learners to focus on mechanics drills rather than meaningful and communicative activities. This shows that teachers focused more on formal instructions than contextual inductive approaches. It is possible to understand that EFL teachers need to aware of grammar teaching practices and the way to implement approaches to EFL learners.

Hence, it is important to investigate the EFL teachers practice in teaching grammar tasks in Ediget behibret and Model service General Secondary Schools at grade eleven.

1.2. Statement of the Problem

As the importance has been mentioned about grammar, teaching grammar is an important part of ELT. As (Nassaji&Fotos, 2011; Thornsbury, 2015; Richards, 2015), state that many global researchers have awarded about the necessity of grammar teaching in ELT.

Another local researchers (Girma, 2015; Zelda, 2017) support to the teaching of grammar in Ethiopian context. Therefore, researchers on ELT support that teachers should be ready to deliver grammar teaching in global communication trends (Nassaji, 2017).As (Scrivevener, 2014; Thornsbury, 2015) also stated that teachers should encourage grammar learning to involve learners in a classroom setting. But, grammar learning has not been maximized effectively to learners natural grammar practice (McDougal, 2018) and grammar teaching has not been integrated to other skills, especially to speaking and writing skills (Myhill, 2014).

In Ethiopian secondary school context, similar problematic grammar teaching practice is presented.

Hence, English is taught as a subject and grammar is as a skill of the language. This meant that teachers teach grammar deductively and then learners have in trouble to understand rule of the language. Investigating teachers' practice in grammar teaching is a significant role for researchers and for ELT educators Christison et al (2020) also reported that:

Teachers need to be informed and shaped to plan, instruct and assess regarding to the learning grammar. For improved conditions, the quality of instruction needs further studies to inform and introduce teacher's practice in teaching by mixing global and local practices.

Local studies have similar evidence to EFL teachers in classroom. For example, Haregewoin (2008) who studied to the effectiveness of grammar teaching for students writing accuracy reported that grammar has addressed communicatively to improve learning writing skill. Other researchers (Mebratu, 2015; Sharma, 2014) have documented that grammar teaching in the context of Ethiopia is still practiced traditionally. More evidence has still been conducted at secondary school. For instance, (Abebe, 2013; Mebratu, 2015; Yemisrach, 2015) and the results show that students are not given opportunities to practice grammar meaningfully. As Nunan (1989) explains in communicative language task, we should consider the extent in which it is not necessary to give emphasis on isolated linguistic component as a preliminary to engage in communicative task. However, there are a lot of challenges in Edigetbehbret and Model service general secondary school EFL teachers' technique in teaching grammar.

The researcher has also observed that the problem during his teaching English at secondary school level for eight years. As experience shows that English grammar teaching approach in Ethiopian secondary school is given traditionally. There might be also it is difficult to make flexible use of grammar taught in the classroom.

The researcher's study is also different from Abreham Degu (2008) about the effectiveness of the teaching of English grammar as a foreign language through the integration of form, meaning and use in secondary school. Eventually, this study is different from others because the researcher knows that there is not systematic evidence which shows how much the grammar task teaching is being implemented in the classroom. In addition to this, the grammar task teaching is not presented in various ways. This meant that, form based grammar language teaching is dominantly given in English classes more than other skills. .

The whole evidence show that grammar teaching practices have not changed in Ethiopian context. There might be challenges that hinder teachers' practice in classroom. Thus, based on the global and local gap identifications of the hindrance, the literature represented researcher's experience. Generally speaking ,the researcher observed that there are challenges in teachers' practice during grammar lesson .These are use of similar teaching techniques ,methods ,un awareness to integrate grammar to other language skills and lack of consider the components of tasks such as objectives ,teacher's role ,students role ,teaching methods as well in teaching grammar task at secondary schools .

Consequently, this study motivates the researcher to investigate how EFL teachers practice and students perceive in teaching grammar task at a secondary school particularly in EdigetBehibretandModelservice general secondary school at grade eleven.

1.3. Objectives of the Study

The study has both general and specific objectives.

1.3.1. General Objective of the study

The general objective of this study was to investigate teachers' practice of English teaching grammar task in two secondary schools at grade eleven.

1.3.2. Specific Objective of the study

In order to identify and formulate appropriate research question, as well as to review the literature relevant to the selective topic the following specific objectives are designed. Thus the specific objective of this study were to:

- Investigate whether the techniques of teaching grammar task let students to improve communicative skill or not.
 - . Examine the techniques used to integrate language skills in teaching grammar tasks.
- Identify the grammar task teaching techniques used in the classroom during teaching and learning process.
- Asses the relavant practice of the grammar task components for facilitating English language teaching and learning process .

1.4. Research Question of the Study

In order to achieve the stated objectives effectively, the researcher attempted to focus on the following specific research questions.

1. How the grammar tasks are practiced in communication at grade eleven?
2. How teachers teach grammar task in the techniques of integration to the other language skills in EFL classroom?
3. What are the grammar task teaching techniques used in the class room?
4. How the components of the grammar tasks are used to develop students ' language proficiency?

1.5. Significance of the Study

The finding of this study will have a great importance in giving valuable information regarding to teachers practice in teaching grammar tasks. Therefore, the result of this study will benefit practically for teaching grammar communicatively, integratively and considerably with the task components to achieve the goal of English language teaching and learning process. More over, the result of this study will practically beneficial for the students, the

teachers, the researchers and other researchers. For the students, the study is expected that their difficulties in learning grammar tasks can be overcome. A new atmosphere with communicative and integrative activities is also expected. The teachers also expect the study as a resource for the same problems. Besides, the study is expected to improve the teacher's awareness of student's need for learning. Similarly, a researcher expects that this study will improve knowledge and experience in English language teaching and learning environment. Eventually, other researchers expect that this study is used to do the same research due to the problem in English education particularly in teaching grammar tasks.

1.6. Scope of the Study

This study, as stated earlier, addresses secondary school English language teachers' practice in teaching grammar task i.e. it tries to explore teachers' practice in terms of communicative aspects, integrative of the language skills, use of various language teaching and involvement of grammar teaching lesson components. In addition to this, the study is limited to find out teachers face in EFL grammar teaching problem. To keep the study in manageable size, techniques delimited to Edigetbehiret and Model service general secondary schools, which are found in Meda Worema Woreda, North shoa zone of Amhara region.

As the other secondary schools are outside Woreda, the researcher of this study is not interested and does not know about the background of the schools. Moreover, the researcher does not know the background of the students, teachers and school stakeholders. Thus, the study is conducted to investigate teacher's practice in English teaching grammar task in two government secondary school at grade eleven.

1.7 Limitation of the study

It should be stated that the study had gone through some limitations due to time, facilities and inconvenient conditions. Conducting class room observation and arranging interview session were very hard tasks. For instance, some of the teachers were not volunteer to be observed. It was also impossible to conduct frequent observations of the actual instructions for many factors such as lack of time, absence of teachers' willingness, length of time among grammar lessons, interruption of the class due to semester mid-exam and peace instability around the area broke the class.

It is believed that the study might have been more reliable if it was possible to increase the size

of population since the larger the sample size is the better the reliability.

1.8 Key operational definitions

Investigation :examine the evidence in method of teaching and learning lessons in English grammar lesson. Practices :practical implementation of teaching grammar. Tasks

:Manipulating, directing and motivating the students to do any activities in the class room.

Technique :The actual class room implementation of the lesson.

2. REVIEW OF RELATED LITERATURE

Introduction

As the objective of this study to investigate teacher's practice in English grammar task in two secondary schools at grade eleven. An attempt is made to review the theoretical background that under goes the focus areas of the study based on different linguist perspectives.

2.1. Definition of Grammar

Grammar means a rule and principle of language which helps student to conduct meaningful communication. It mainly concerns with form and structure of words and their relationships in sentence. For this reason, grammar plays a great contribution to learners' language acquisition. As a result of this, different scholars define grammar in different ways. For example, Harmer (1987) states that grammar means the studies of rules and practices by means of changing word form and combining of sentences. Finch (2000) on his part defines grammar as language rules which native speakers intuitively follow in the production of well-formed constructions. In addition to this, grammar is a backbone of language system without which communication exists difficult (Thornsbury, 1999). In other words; Catford (1967) cited in Abreham (2008) defines grammar as an essential part a language in which the entire language system is built. That means grammatical knowledge is the base for English as a second language learning and teaching for meaningful communication.

Although language is still remains one of the most problematic areas in language teaching and learning. Larsen-Freeman (1991) postulates that the term grammar is ambiguous and those definitions of grammar abound. She also makes a distinction between prescriptive and descriptive grammar, so prescriptive grammar provides rules for correct language usage whereas descriptive grammar describes how speakers actually use the language. Larsen-Freeman (2001) further points out that linguist make a distinction between two types of descriptive grammar of formal and functional. In formal grammar, the stress is on the form or structure of a language and almost no attention is given to meaning, context or language use. Functional grammar on the other hand tries to explain "why one linguistic form is more appropriate than another in satisfying a particular communicative purpose in a particular context" (LarsenFreeman, 2001, p. 34).

2.1. 1.Theories of the Grammar Teaching

In the 1950s, structuralism was the prevailing theory in linguistics. It was believed that categories of grammar should not be established in terms of meaning rather than in terms of the distribution of the sentence structure (Fries, 1952; Larsen-Freeman, 2001). Next to this, behaviorism was the dominant theory, which was dominant in describing how languages are perceived in which the language is seen as verbal behavior in the context of PPP1. Moreover, new grammar approaches were involved with a different view. For example, the naturalistic grammar instruction theory which helps learners to develop communication skills by means of promoting functional grammar instruction.

2.1.2Teaching Grammar

Teacher's methodology means the practice or ways of teaching in class room .As Singh (2008) states teaching practices as a systematic organized activity under the guidance of experienced supervisors .practice means what actually happens in a class room .Azar (2007) alsostated: one important aspect of grammar teaching helps learners to discover the nature of language patterns that make what we say ,read ,listen and write. without grammar we would have only body expressions to communicate meaning .

Practically ,in teaching grammar ,learners are taught rules of language which is commonly known as sentence patterns .As Doff (2000)states that through learning grammar students can express meanings in the form of phrases ,clauses and sentences .As Long and Richards cited in Eisenstein (1987)also reported that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative task .

2.1.3The aim of Grammar Teaching and Learning

The issue of grammar teaching and learning was a major issue for the language development. Although the role of grammar has many controversial issues in the field of language pedagogy, there have been many divisions in the pre-grammarians, ant-grammarians and moderate grammarian groups (Nassaji&Fotos, 2011).For instance, in pre-grammarians grammar learning is the most important element and the essential instrument to get adequate structures. Whereas, anti-grammarians proposed that a language can be achieved effectively through communicative practice. On the other hand, as Baleghizadeh and Ghobadi (2012) state that:

Moderate group led to the establishment of Communicative language teaching, which shows that grammar should not be overemphasized neither be rejected.

As result of this, learners should learn both the form and meaning simultaneously.

As Ellis (2006) also reported that grammar teaching should not be relied on only in the form of grammatical structures but also explains the meaning and uses of the structure.

2.1.4 Style of Teaching Grammar

Rule-driven presentation is a deductive teaching to grammar instruction (Thorns bury, 2001).As a result of this, this approach has some draw backs. For example, it has not been applied for a long time, it does not help to achieve the oral communication in language teaching and learning process. Learners become too over whelmed with grammatical rules and explanations, which may bore learners

A question of grammar learning and practicing has been validating with convincing empirical verifications (Ellis, 2006).

Consequently, deductive approach to grammar teaching does not receive more attention than inductive approach. Although deductive approach has a weaknesses, time saving and numerous grammatical structure could be the advantage of deductive approach(Thorns bury, (2001).

As Brown (2001) states that inductive grammar instruction is more suitable in a certain reason.

First, it has a debate with the concept of inter-language development and natural language acquisition. Second, it allows learners to develop more intrinsic motivation through discovery. Then, learners can have a communicative feeling during classroom activities.

Explaining grammar inductively also helps learners to reach in a generalization about structures of grammar through various practices and examples.

2.1.5. Challenges in teaching and learning grammar in the EFL context

As Chowdhury (2014) states that teaching English grammar is a challenge task for non-native countries. For example, lack of encouragement and the attention of the learner to acquire English grammar inputs in classrooms are the major problems.

According to Yusob (2018) documented evidence show that teaching English grammar for native speakers is a difficult task due to the student's lack of motivation and commitment in acquiring the English language grammar based inputs in the classroom.

Previously, teaching and learning have historically been dominated by the grammar translation method.

2.2.1. Teachers' facing problems in teaching and learning grammar in EFL context

As Yosube (2018) states that language teachers found grammar as a problematic aspect of instruction English as a subject. Moreover, according to Almekhlafi and Nagaratnam (2011) the most common challenges are teacher's beliefs in teaching grammar, problems of handling large classes, problems of time limitation and lack of knowledge on understanding student's needs.

It is also challenging for EFL learners to learn grammar structures accurately, meaningfully and appropriately in a certain communicative perspectives (Schmitt, 2020).

Eventually, Borg (2015) states :

classroom activities are influenced by personal pedagogical believe systems.

The debate about the best way to teach grammar is the creation of personal pedagogical believe system for teachers to result in the improvement of different practice in grammar and language teaching .

2.2.2. Feed back and correction

Feedback and correction must take throughout the lesson .The teachers correction may vary according to the language of the phase of the lesson .According to celce Murcia (1988)in the practice phase correction should be predominantly straight forward .It is very important to motivate learners for their correct responses .After a teacher introduces grammatical item ,he /she asks them to practice the language .

At this time supportive feedback to develop confidence to use a language .The focus error correction should be on meaning rather than on grammatical form (Markee,1997).

There are different kinds of error correction like peer correction ,self-correction ,teacher correction and so on .

As Tudor (1996)states that with regarding to error correction in grammar ,the first step is the establishment of certain parameters .

Teachers use different means to correct their student's errors like controlled correction ,and guided correction and guided correction. Teachers should tell their students exception and complications on grammar rules .This may help them to avoid over generalization of the rules .

2.2.3.Definition of Tasks

In order to make useful tasks for classroom learning, it is important to define task with reference to understanding its major feature. Task has different ways of definition by different researchers and experts. For example, Nunan (1989) states the definition of tasks in the following way. Task is classroom work that involves learners in understanding, directing, producing and interacting in the target language while their attention is on meaning rather than on form.

Similarly, according to Ellis (2003) postulated:

A task is a work plan that requires students to process pragmatically to achieve an outcome. Thus, a task is intended to result in language use in the real world. A task can also involve productive or receptive skills in various cognitive processes.

As a result of this, Ellis designed six criteria for a feature of a task. These are:

1. A task involves a primary focus on meaning
2. A task is a work plan.
3. A task can involve any of the four language skills.
4. A task has clearly defined as communicative outcome.
5. A task engages cognitive processes.

2.2.4. Classification of Tasks

According to Willis (2003) tasks are classified into six based on the six major cognitive process from simple to complex. These are:

1. Listing
2. Ordering and sorting
3. Comparing and contrasting

4. Problem solving

5 sharing personal experiences

6. Creative tasks.

On the other hand, Richards and Rodgers (2001) put tasks into five categories based on the types of interaction that occurs in task includes jigsaw, information-gap, problem-solving, decision-making and opinion exchange.

2.2.5. Tasks in Grammar and Teachers

In teaching grammar, task-based activities require from learners to use some particular language items to complete a task. Grammatical tasks different from classroom exercises because engaging in tasks provide learners free to say whatever comes in their mind (regarding to the topic); so the learners focus on conveying meaning, and give the best of their performance to their pair, which leads them to successful use of grammar structures, Rashtchi and Keyvanfar (2007). Learners try not only to convey meaning but also to use definite grammatical items to complete the task. There are many tasks that teachers can incorporate into their classes. Some of them will be shortly described:

Consciousness-Raising (C-R) Tasks: (GCRTs) integrate the students in the development of grammatical knowledge through interaction. Shokouhi (2009) claims that “CR tasks aimed at assisting learners to notice grammar forms through meaning-focused interaction”. Through GCRTs, learners find out the grammar rules and principles while being engaged with such tasks, hereby teacher does not give any explicit rule, but learners are free to find grammatical rules.

According to Skehan and Swain (2001), learners’ involvement in tasks can affect their language processing and learning capacity”. AstoRichards(2001:223)state:

tasks create an environment in which negotiation of meaning and development of language takes place. They say “Engaging learners in task work provide a better context for the activation of learning process and hence, ultimately provides better opportunities for language learning to take place.”

As to learners , task is believed to foster process of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning. Tasks demand learners to follow some processes and use some strategies and appropriate language on their way to accomplish them. Tasks are very important for integration of the four language skills. Tasks also have potential of inducing learners to process receptively or productively skill (Lompoudi, 2005). Learners may need to speak, listen, read and write while their aim is to solve a problem,

play a role play, solve a puzzle, etc.

Tasks are best instruments to let the learners do so and develop all language skills simultaneously, as it develops in real life. Tasks can also create motivation among the learners as they themselves actively involved in the process of task accomplishment. Motivation can also result from “having real out comes to achieve in the target language and the feeling of success in achieving them and sharing the results with others.” While doing the task students help each other, share experiences etc. Even a task may create a kind of fun through its process. In summary, tasks are considered to be useful in teaching foreign language, especially for the learners who have no opportunity to use the target language in real life. Tasks give golden opportunity to use it. They are used as a context for language learning. Tasks motivate students to learn creating fun and lessening anxiety among them. They have potential to make learners confident in using the target language. It should, therefore, be remembered that care should be taken while selecting or designing and implementing learning tasks to make them interesting to the learners.

2.3.1. Components of Grammar Task

Tasks are classified into many categories by scholars. As Richards (2003) states all tasks have feature in common which are useful to consider when designing and evaluating grammar tasks. Nunan ((1989) cited in Richards, 2003:116) suggests that all language tasks have five core components. These are input, goal, setting, roles and activity.

2.3.1.1. Task Input

Task input generally contains verbal or non-verbal issues in which the task participants have to deal with when performing a task (Richards, 2003). For example, verbal issues may be spoken or written language. Whereas, nonverbal issues include pictures, photos diagrams, charts and maps.

According to Nunan (2004) input can be provided by a teacher, a textbook or some other source. Similarly, authenticity in input refers to the use of spoken and written text that has been produced for the purpose of communication rather than language teaching (Nunan, 2004).

As Nunan point out, there is a value in learner’s exposure to authentic input.

2.3.1.2.Goals

As Nunan (1989)defines goals as general intentions behind any given learning tasks .Goals establish a bridge between the task and the curriculum .Sometimes goals can be inferred from

an examination of tasks if they are not explicitly expressed .This indicates that there is a goal in a task .There may be one to one relationship between goals and tasks .

2.3.1.3.Place and Manner (Setting)

According to Richards (2003) setting refers to the actual site where the learning occurs whether in the classroom, the library, multimedia laboratory, at home or in the community. This concerns how learners are asked to do the tasks individually, in pairs, in small groups or as a whole class.

Similarly, setting refers to the classroom management implied in the task. It also requires consideration of the task to be carried out wholly or individually outside the classroom (Noonan, 1989).

2.3.1.4. Roles of Learners

As Richards (2003) states that many tasks require students' performance over the spoken and written language they produce. This meant that students have to participate in classroom activities to do in group. They have to take a responsibility for their own learning.

2.3.1.5. Roles of Teachers

Teacher's role means an ability to be flexible in moving between roles to the success of a class (Richards, 2003). This meant that teachers have less control class and more facilitator roles.

Similarly, as Hedge (2000) states that teacher's role may be as counselor, mediator and supporters' learners' as well as creator for a classroom atmosphere.

As result of this, teacher's role may be used to check whether the teacher is providing instruction on a language point, organizing group discussions of a reading and monitoring pair work. Thus, teacher's role in the classroom plays a significant role in improving oral communication and other language skills.

2.4. Learner's Activity

As Nunan (2004) states that activities specify learner's actual doing with the input, which forms departure from the learning task.

Therefore, classroom activities should be closely related to real world. As a language is a tool of communication, methods should concentrate on the message. According to the types of knowledge or skills, there are three main categories in grammar class activities. These are:

mechanics, language and composing.

Mechanics refers to develop graph logical skills which focus on handwriting, punctuation and skills of paragraphing.

In language, through familiarizing and developing the linguistic skills, students need to understand and engage in developing communication skills.

As Richards (2003) stated that activities, which are developed and practiced in the actual communication skills are resulted from composing activities.

2.4.1. Grammar Teaching Principle

Ellis (2009) identify three principles in the selection of specific instructional procedures. These three principles are informed by one general principle which states: "Effective grammar instruction must complement the processes of L2 acquisition" (p. 195). The first is "the given-to-new principle" where "existing world knowledge is exploited as a resource for connecting known or 'given' meaning with new form-meaning mappings" (p. 194). This principle draws on the idea that the process of discovering new form/function connections involves the use of learners' schematic knowledge (what they already know about the world). This can be done in two ways. First, learners are taught how a known meaning is expressed using an unfamiliar form. For example, how the present progressive tense is used to express an action in progress. Second, learners are taught how a form with which they are already familiar for conveying a known meaning can also be used to signal another known meaning. For instance, how the present progressive tense which learners already use to signal an action in progress can be used to express planned future events.

Based on the second principle, "the awareness principle", the process of discovering new form/meaning mappings involves awareness. This principle is strongly supported by Schmidt's (1990) noticing hypothesis which requires language instruction to direct learners' conscious attention to grammatical items that would not normally be noticed when learners are exposed to meaning-focused input. To increase students' awareness, techniques such as input enhancement (Sharwood Smith, 1993), consciousness raising tasks (Fotos, 1994; Fotos& Ellis, 1991), and explanation of grammatical rules can be used. The third is "the real-operating conditions principle" according to which "the processes of acquiring form/meaning mappings is not complete until learners are able to practice them in a communicative context and through a primary focus on meaning rather than on form" (Batstone& Ellis, 2009, p. 194). This principle treats grammar as a tool for engaging learners in effective communication, while the

first two principles treat it as an object to be studied and analyzed. To apply "the real-operating conditions principle", focused tasks can be used (Batstone & Ellis, 2009). Such tasks are designed to elicit the use of a particular linguistic feature while the primary focus is on meaning (Ellis, 2003). What teachers think about these principles forms parts of their cognition which, in turn, will influence their instructional decisions (Borg, 2003). Therefore, a short account of teacher cognition seems required.

Grammar in second language pedagogy, advocates of CLT believed that communicative means more than knowledge of grammar .

2.4.2. Grammar Teaching Techniques

Although there is a general consensus among scholars on the importance of incorporating grammar in second language pedagogy, the issue about how it should be taught remains controversial. The source of such controversy is the absence of one best grammar teaching approach used for teaching all grammatical rules as (Petrovltz, 1997) pointed out. As a result, we have different options used for teaching grammar, such as explicit grammar instruction, implicit grammar instruction and the recently introduced approach- integrated grammar teaching approach. The following sections will discuss the features of these grammar teaching approaches as well as different views raised in connection with them.

2.4.3. Explicit Grammar Teaching

To begin from its definition, explicit grammar teaching refers to an approach which starts with direct presentation and explanation of grammatical rules, followed by examples according to (Lock, 1990; Girma, 2005; Fortune, 1992; Thornsbury, 1999) point of view. Some call it deductive approach to grammar teaching or rule-driven learning (Thornsbury, 1999). In a similar way, Harmer (1987:4) described explicit grammar teaching as: Overt grammar teaching means that the teacher actively provides the students with grammatical rules and explanations the information is openly presented. So, with overt teaching we are explicit and open about the grammar of the language. In the case of explicit grammar teaching, the primary focus is on the form aspect of the language and as a result the meaning aspect of the form is somewhat ignored. Most of the exercises given following explicit grammar teaching are more of accuracy-focused. However, as Ellis, et al (2001) and other suggest that an exclusive emphasis on the form aspect of the language alone is not a sufficient condition for the development of communicative competence. There must be also an emphasis that should be given for the meaning- focused or

fluency-focused activities that enables learners to interact freely without fear of committing grammatical errors. But, this does mean that explicit grammar teaching is irrelevant and it does nothing to help communication. It contributes a lot. How? The following scholars have the answer to it. In the first place, as Ellis (1993), Azar (2007), Thornsbury (1999) and Haiman (1987) discussed, explicit grammar teaching has Paramount significance in making L2 learners have the necessary and basic grammar knowledge which can form the basement in language acquisition process. This is mainly because, unless one has the basic linguistic knowledge as to how words are combined to form larger meaningful units of language, fluency-focused or meaning-focused language instruction cannot exist. And this linguistic knowledge basement can be achieved through overt explanation of rules for learners. In this regard, Fotos (1998) stated, "Explicit instruction increases learner awareness of the target structure and improves accuracy in its use as well as providing opportunity for meaning focused comprehension and production of the target structure"(p.98)." The other importance of explicit grammar instruction is its positive role in monitoring. Krashen (1982) argued that explicit knowledge of grammar helps learners in the form of monitoring certain language performance. Ellis (1993) underlined that monitoring output constitutes one source of input. Despite this, Krashen (1982) argued that explicit knowledge of grammar cannot be converted into implicit knowledge and this condition will adversely affect students' production skill. But, Ellis (1993) believed that explicit knowledge can be changed in to implicit knowledge through practice. In addition to this, Ellis (1993), Thornsbury (1999) and Girma (2005) suggested that explicit knowledge of grammar helps learners to notice certain linguistic items in the later language acquisition process. It can function as a kind of 'advance- organizer' which helps them to establish meaning-form relationship which in turn is very important to comprehend meaning. Despite all these, explicit grammar teaching has some shortcomings. Overt grammar presentation encourages a teacher fronted teaching and learning process. As a result, the teacher talking time will be too much, whereas students will have a very limited time as well as exposure to do certain communicative tasks that foster active learning as (Thornsbury 1999) stated. And it is self-evident that second language learning class-rooms are the only environment or place for learners to practice the target language in a communicative manner. This will highly affect learners' fluency development, probably the end goal of second language learning.

2.4.4. Implicit Grammar Teaching

Unlike explicit grammar teaching, grammatical rules and forms are not presented and explained for L2 learners overtly. Rather students are exposed to a number of examples which could be in the form of reading text, dialogue or conversation which embody the new grammatical form or rule. Then, students are asked to explore the new linguistic form presented in the given text by means of searching common features revealed in the text. Therefore, at the beginning of the lesson, students' attentions are drawn to the meaning or the message conveyed through that particular text, not to the grammatical aspect. That is why, some scholars call it, rule-discovery, or learning through experience (experiential learning). (Cunningworth, 1984, Fortune, 1992, - Thornsbury, 1992, Ellis, 1993] Harmer (1987:4) describes implicit grammar teaching as: Covert grammar teaching is where grammatical facts are hidden from the students even though they are learning the language. In other words students may be asked to do an information gap activity or read the text where new grammar is practiced or introduced, but their attention will not be drawn to the text and not to the grammar. In cases, the child as well as the L2 learners will be exposed to a 'massive amount' of compressible input which facilitates language acquisition. Here, as opposed to explicit grammar teaching, it is the students who take much of the class time talking, and thus, there is a shift as to the grammar teaching methods from the teacher covering (teacher-fronted) grammar to the learner discovering grammar as (Thompson, 1996) stated. Discovery learning, (the key technique in implicit learning, encourages learners to involve more actively in the learning process and thereby, the rules they discovered will be more memorable, meaningful and serviceable. Beside this, if students engaged in a problem-solving activity that can be done in group or in pair (Collaboratively) students will have more time to practice the target language which fosters the development of the communicative ability. On top of these, it may have also a positive impact to encourage learner autonomy. (Girma et al, 2005). However, despite the above merits of implicit grammar teaching, it has also a few shortcomings. Thornsbury (1999:54) stated, "The time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than means." In connection with the time spent in the discovery activity, it may also take too much of the time allocated for production of the rules.

In addition, it demands the classroom teacher to work hard in planning the lesson that can guide the learner to accurate formulation of the rules and so on (Thornsbury 1999). In general,

from the discussion we had so far, we cannot take side that inductive grammar teaching is relatively effective and beneficial than deductive and vice versa. We have no conclusive research findings that can clearly show either approach is effective (Thornsbury, 1999). Due to this, scholars such as Lock et al (1999) and others suggest that either approach is acceptable as long as we can apply them according to the given situation as well as according to the kind of linguistic item presented. In this regard, as cited in Girma (2005), Dought and Williams (1998) suggest the following: "More often the nature of the form simply has an impact up on the decision as to whether to take an explicit or implicit possibility to drawing attention to form." Due to different features that each linguistic form has, it sounds logical to combine explicit and implicit techniques (Azar, 2007).

2.4.5 Roles of teachers and students in integrated skills teaching

Approaches and methods in language teaching indicates that any language practice reflects roles of learners and teachers (Richards ,2001).

As Nunan (1989) stated that teachers and learners role refers the part that teachers and learners are expected to play in language teaching /learning process .Similarly ,teacher's and student's roles are one of the major determinant factor for effective integrated skills teaching in schools (oxford ,2001).

3. RESEARCH DESIGN AND METHODOLOGY

The main purpose of this study was to investigate whether the teachers' practice through the techniques of teaching grammar task improve students' communication ability at grade eleven in two selective secondary schools or not . In orders to achieve this objective, a descriptive research was employed. The researcher has employed this method mainly because he believe that it is suitable and relevant for the study which looks into what actually happens in the class room in teaching and learning process. To obtain descriptive information, he used survey questionnaire. The researcher used a descriptive research design. Descriptive research is a kind of research design that is used to gather information about existing situations for the purpose of description and interpretation of the problem. Creswell (2003) stated that descriptive research design was suitable to describe a situation and a phenomenon based on samples that represent a population. Under this design, both qualitative and quantitative approaches of data interpretation and analyze is used for richness and depth (Hancock, 2006). Qualitative approach was used to interpret and analyze data gathering through observation, questionnaire and interview. Whereas, quantitative approach was applied to analyze data obtains from checklist in the form of table and percentage.

3.1. Participants of the Study

Data was collected from Ediget Behibret and Model service general secondary school teachers and students. In addition to this, there were 456 eleventh grade students in Ediget Behibret and Model service general secondary schools. Among these, 90 students were taken as sample for the study. Moreover, two English teachers were taken as source of information for observation, so that the teachers were observed five times each. Eventually, four teachers were taken for interview.

3.2. Sampling Population

The target population of the study was eleventh grade students in Amhara region in north shoa zone Midaweremo woreda in Ediget behibret and Model service public general secondary school. The students have been learning grammar for many years. The sample size of the participants were 90 randomly selected students from the two schools with 45 students from each school.

All the available English teachers in the two selected schools were also participated. Therefore,

the study was conducted with four teachers for interview and eighteen teachers for questionnaires' who actually taught English in the school.

3.3. Sampling Techniques

The data for this study was collected from EdigetBehibret and Model service general secondary school grade eleven teachers and students. Simple random sampling technique was used because it gives equal chance for the total population. Fraenkel and Allen (2009) stated that the key to obtain simple random sampling is to ensure that each member of the population has an equal as well as independent chance of being selected. Thus, the researcher has an intention to give equal chance for all grade eleven students. Comprehensive sampling technique was also used to select teachers. The school has assigned four English teachers for eight sections of grade eleven students and these teachers were selected for both observation and interview. In addition to them, the researcher selected four English teachers who are teaching in grade eleven for interview. The two grade eleven English teachers were observed five times each. Finally, four of them were interviewed.

3.4. Data Gathering Instruments

Taking the advantages of using a mixed approach in consideration observation, questionnaire and interview was used. The choice of data gathering method is determined by the requirements of a given research task and research design in specific by the research questions met.

Hence, in order to understand factors that affect teacher's practice in teaching grammar tasks, various instruments were used in this study involve class room observation questionnaire and teacher's interview.

3.4.1. Class room observation

In this regard, the researcher gathered the data related to teachers' practice of English teaching grammar tasks in the actual class room.

As Kothan (2004) states that observation is an important tool that can be employed in descriptive research types for gathering data on teachers and students' behavior in the actual classroom.

According to Best and Cahan (1989), observation gives the firsthand account of a situation under study and when combined with other data collecting tools, it allows for holistic interpretation of the situations which are being studied. As Robson (2002) further states that

data from direct observation contrast with and can often implement information obtained by virtually in other techniques. Thus, the researcher conducted classroom observations so that it would help him to gather primary data by giving the opportunity to look at the actual practice of teaching grammar tasks. Accordingly, the goal of the observation was to check whether or not the teachers practice in teaching grammar uses various techniques and considers components of tasks in their teaching. It was also intended to observe how feedback was provided. A total of sixteen close-ended and open-ended class room observation questionnaires were conducted by the researcher on components of teaching grammar task.

Eventually ,two teachers were observed five times each in different time intervals for the actual class room observation.

Therefore, the class room observations were made based on checklist of different grammar teaching style with the scale of "Yes or No "responses.(see Appendix -A).

3.4.2. Questionnaires

The questionnaires were used to obtain information about components of grammar task and techniques of teaching for students.

As Sharma (2000) stated that a questionnaire enables a researcher to collect data from large number of individuals within a short period of time. It is also easy to administer to a number of subjects in one place at a time. Similarly, It was also designed to collect the relevant data from 18 teachers and 90 students of the two high schools. To gather the necessary data , 14 and 17 item questionnaires were administered to the sample teachers and students respectively .Teachers' questionnaires have three parts consisting of 14 items(see Appendix -D).The first part contained teachers ' profile and the next three items contain open -ended questionnaires' which were narrated in word .The rest of 12 items which were framed in Likert scale type with(strongly agree ,agree ,uncertain ,disagree ,and strongly disagree).

Thus, 31 sets of questionnaires for students and teachers were designed and administered, so it contained both structure and un structure item questionnaire.

3.4.3. Interview

The aim of the interview was to gain insight to the teachers' practice, techniques ,integration of the the grammar to the other lessons and experiences regarding to teaching English as Foreign language.

An interview is one of the research tool employed in the third phase of this study. There were three types of interviews. These are structured, unstructured and Semi-structured interview (Bryman, 2008). Among these, Semi-structured interview is chosen because it has the character of structured and unstructured interview that help the researcher to collect deep information from the participants interview (Hinds, 2000). Clarification questions are also used in this study when it is necessary to get the response to the basic questions. Thus, the aim of the interview was to examine teaching grammar techniques used in the class room. Eventually, the interview was used to get information about relevance of task in grammar teaching from English language teachers. (See Appindix -E)

3.5. Data Collection Procedures

In order to collect the necessary information about the study, first the researcher contacted the school director and explained the purpose of the study before conducting it. This helps the researcher in order to collect the data effectively. Then, before implementing the designed instruments, pilot study was given for ten grade eleven students and English department head who were non-participant in the study. Next to this, interview was held on taking a note . English language teachers were interviewed based on related background review for the study. The pre-planned observation and referring to the teachers' teaching schedule were used to approve the questionnaires and interviews.

3.5.1. Pilot study

The main objective of the pilot study is to check the tangible of observation, clarity of questionnaires and to check any problems facing on the questionnaires before administering the distributing of the instrument (Gray, 2004).

3.6. Methods Of Data Analysis

To analysis the collected data descriptive and numerical analysis was employed because the study has both qualitative and quantitative features. A mixed type of data analysis also increases the validity of the findings. These methods of studies were used to collect techniques that can improve the validity of the study and help to make generalization which cannot easily be done by quantitative method a lone (Jhon Son, 2003).

3.6.1. Validity

In accordance with the three data collection instruments in this study, the researcher got the necessary data. For example, the actual classroom teaching and learning process makes the

class room observation valid. Moreover, the researcher used triangulation to ensure validity in questionnaire and interview.

3.6.2. Reliability

Reliability is also the most important term to measure the quality of a given piece of research, so reliability refers to whether a research instrument is consistent across multiples occasions for checking the consistency and stability of the findings. The research instrument was produced the same result on different occasions. Hence, to ensure the reliability, the obtained datas were cross checked with class room observation questionnaires.

3.6.3. Ethical considerations

The participant teachers were given general information about the study and an opportunity to ask questions regarding to the ethics of the study. The teacher was also informed that their participation are voluntary. Although the focus of the study was on the teachers, the involved students were informed about the study and they all gave their oral consent. The oral consent is valid because the learners were old enough to make decisions. The participants were guaranteed to collect the data confidentially in order not to compromise their integrity (Derscombe, 2010). In addition to this, all information from individual respondents was kept secret.

4. Result and Discussion

4.1 Introduction

The primary objective of this study was to investigate teachers practice in teaching grammar task in secondary schools at grade eleven .To achieve this ,structured and unstructured item

questionnaires were distributed to all English language teachers sample grade eleventh students at Ediget behibret and Model service general secondary schools which are found in Amahara region north shoa zone .Moreover ,these were supplemented by both interview and class room observation results

Accordingly,90students and 18 teachers responded to the questionnaire and this was assumed to be adequate for the analysis. The data collected through the questionnaires were first categorized on various tables and then expressed in word form. The data obtained from observation and interview were also narrated. The analysis was made in terms of the basic research questions raised in the first chapter.

4.2 Data analysis ,Interpretation and Discussion of the results

4.2.1 Analysis of classroom observations

In classroom observation, the researcher obtained data which shows whether or not teachers practice in teaching grammar task is applied effectively in the classroom and it was observed whether the techniques that the teacher motivate the students to practice the language appropriately. It was also observed that how effectively theories in action in which the way grammar is presented in language classroom . It is believed that this critical observation of the class room is one of the best way to get first-hand information to investigate the process of teaching grammar.

The class room observation was made in two sections. The sections in two schools were observed for two consecutive weekends in grammar lesson. Here only useful points which are relevant to the study were discussed. The class room observations were presented as follows. The two school teachers' class room observation datas were analyzed simultaneously.

In the first day, the classes observed were grade eleventh section A and C in Edigetbehibret and Model service general secondary school and the topic of the lesson was" simple present tense " in unit one on page18-20.The teachers clean the black board and introduce the lesson of the day. They gave awareness about the objective of the lesson and what the students were going to accomplish in the lesson. Students were expected to make sentences by using simple present tense to share their ideas with each other as well. They constructed sentences like "I get up early every day, a dog has four legs ,we clean the room every day and The room is cleaned every day."

While the students were doing their tasks according to the instruction, the teachers were

moving around to help students when they asked. Both school teachers were doing almost similar things in the classroom on the mentioned topic. As the classroom observation result of day one indicated, majority of the techniques expected to be implemented and practiced by the teachers were not observed. As it was observed from the lesson, this grammar task was planned based on explicit techniques of teaching. The teachers were concerning only on form in sentence structure of a language without any attention of a meaning. For instance, teacher two instruct the students to make sentence by using simple present tense in the correct form without attention of a meaning. Here, the teacher did not try to implement different techniques to teach the grammar lesson. The teacher called Desta, one of the students to tell the use of simple present tense without how sentences are structured meaningfully. From the first day observation, the researcher perceived that the lessons lacked variety of grammar teaching techniques because of the teacher's grammar lesson presentation practice.

The second round observation was conducted in grade eleven sections B and D. The topic of the lesson was "types of nouns" in unit one on page 26-27. After the teachers entered to the classroom, they cleaned the black board and introduced the days of the lesson . One of the teachers merely started his lesson without telling his students what to achieve at the end of the lesson. The students were expected to mention the types of nouns like abstract noun ,collective noun and compound noun .Moreover, the students were expected to mention examples of each types of nouns .Then, the teacher wrote the types of nouns and meanings of each nouns on the chalk board and order the students to discuss on their differences. As the nouns somehow difficult for the students to list the examples of nouns in the classroom, both teachers ordered the students to look for the different examples of nouns .Here, both teachers missed to engage the students into integrative activities with other skills such as speaking and writing by using the target language of the lesson. For instance, the textbook instructs students to practice in pairs about the difference among nouns. For example, I have a dream to visit Debresina .The weather is beautiful there. I love cold weather .When the temperature is low ,I have energy !I also want to visit Debresina because I love nature. These sentences were given in the textbook to show how nouns different in sentence structure. However, the teacher did not implement it in the classroom. As the second classroom observation result indicated, the teachers even missed to set and introduce the objective of the grammar lesson to the classroom.

They also did not attempt to integrate grammar lesson with other language skills in order to enable the students to use the types of nouns in different context in their daily life activities.

The students were not actively participating in the lesson due to the novelty of the terms. Therefore, the grammar task and the teaching methods used by the teachers were not convenient to the majority of the students.

In the third day observation the researcher observed grade eleven section A and C . The topic of the lesson was "The past and past perfect Tense" in unit two on page 50-51. In this lesson both teachers introduced the topic of the lesson, but they did not tell the objective of the lesson to the students. They gave the form of simple past and past perfect tense " on the chalkboard and instructed the students to identify sentences with simple past form and past perfect tense.

Unknowingly, the researchers were teaching the form of simple past and past perfect, but they did not show the students that it has different meaning in these two different tenses. For instance, teacher one wrote I lost my wallet yesterday and He had already left the museums when I arrived on the blackboard and ordered the students to state the meaning of each sentences. As the third classroom observation result depicted, the teachers were not presenting the grammar lesson in light with various grammar teaching techniques. As a result majority of the strategies expected to be implemented and practiced by the teachers were not fully involved into grammar tasks. In this lesson, the teachers were mainly focusing only on the grammatical forms of "the simple past tense and past perfect" rather than its meaning. Therefore, the lesson was not presented as form and meaning based teaching grammar task.

In the fourth round observation, the teachers observed grade eleven, section A and D. The topic of the lesson was" Direct and Reported speeches "in unit two on page 51-55. The teachers entered to the classroom and started the lesson by writing the topic of the day's on the chalk board. They tried to list some rules to change direct speech to reported speech .Rules such as tense change, pronoun change and adverb changes from the textbook. This made the lesson difficult for the students to participate in the tasks. Both the instruction and the teachers used to teach the lesson limited the students from actively participating into the lesson. The fourth round observation indicated that the students did not clearly understand the lesson due to its instruction and the teacher's presentation.

The instruction 2.10 allows writing sentences of direct speech and reported speech in the textbook and expected to be studied by the students in isolation. Since there was no source of the given items, the students found it difficult to work with having direct and reported speech. In general, this lesson lacks authenticity of the terms, the identification of rules to change direct speech to reported speech and the types of sentences in terms of function. This resulted into low

participation of the students in the grammar classroom.

In the fifth day observation, the researcher observed grade eleven, section "B and C". The lesson was entitled as "The use of Let and Make "in unit two on page 58-60. After the teachers entered to the classroom, they cleaned the blackboard and introduced the lesson. Teacher one simply started his lesson without telling his students the objective of the lesson. However, teacher two told the students the objective of the lesson after introducing the lesson. In both section the teachers wrote the difference between " let and make" and they gave example sentences with each patterns. They presented the structure of sentences about how to use let and make patterns in different sentences. They motivated the students to produce similar sentences with the target terms. The teachers also gave sentences with matching item .The students were actively participating in the class activities in this lesson. This observation depicted that the lesson was interesting and the students were fully involved into the lesson. The teaching tasks were planned in light of grammar contextual meaning in which the students need to practice using the target language in their daily life activities especially for writing. Therefore, the lesson is implemented in good way when we compared to the above four lessons. The result gathered from the analysis of the classroom observation allowed to draw a conclusion that teachers did not use various grammar teaching techniques. It has been found that teacher tend to use a limited range of method to teach grammar in classroom.

4.2.2 Analysis of Data from Students ' questionnaire

Based on the given information in the literature - review of this paper, one of the determinant problems that affect students'English grammar skill over communicative skill was related to teachers practice in grammar task teaching.

Regarding to this, 90 students were selected to fill the questionnaire items .Thus; the following tables present the students response about different practices that took place in teaching and learning grammar task during grammar lesson.

4.2.3 Practices in grammar class

In this study the grammar lesson learning task were studied using different data from various sources .one of this various source was students questionnaire, which attempted to reveal students motivation to use English grammar during CLTand techniques to be used in learning grammar while their teachers present the grammar lesson task.

Table 1.1.language use during group work

Response	Amharic	English	Total
Fr.	62	38	90
%	57.7	42.2	100

This shows that about half of the students did not use the target language during group discussion. Whatever students work in group, they will not have an advantage unless they use English to communicate among their groups .According to Nunan (2006) task emphasizes learning to communicate through interaction in the target language because it provides opportunities for learners not only on language but also on learning process.

Therefore, students who do not pass through the process of learning and in turn might not reach the intended level of proficiency in English.

Table 1.2.students response related to use of communicative ways in teaching grammar task

Response	Frequency	%
Yes	56	62.2
No	34	37.7

The item number two was included in the questionnaire to find out whether the students were awarded of the communicative way of learning in the class room or not.while students were analyzing their responses ,majority of the students i .e 56(62.2 %) used this communicative ways of learning grammar in the class room 34(37.7%) did not use this ways of learning grammar task .It has been found that majority of the students were well known about communicative ways of learning grammar task .

Table 1. 3.Students response during the grammar lesson

Item	statement	Response category					Total
		Strongly	Agree	undecided	disagree	strongly disagree	
		

1.	My teacher gives a clear instruction and objectives of grammar lessons.	Fr.	6	26	9	46	8	90
		%	6.6	28.8	10	51.1	8.8	100
2.	Most of the grammar lessons are interesting and motivating; therefore, I pay attention and actively participate into grammar lessons.	Fr.	-	22	8	45	15	90
		%	-	24.4	8.8	50	16.6	100
3.	The grammar lessons make me to work in pair and group .	Fr.	8	31	-	42	9	90
		%	8.8	34.4	-	46.6	10	100

As item -1 Table -3 indicated about giving instructions and objectives in grammar class. About 6(6.6%), 26(28.8%), 9(10%), 46(51.1%) and 8(8.8%) of the respondents answered strongly agree ,agree ,undecided ,disagree and strongly disagree respectively.About 34.4%(minority)of the respondents showed their agreement about the trends of the teachers on going objectives and clear instructions in grammar lessons .This indicates that most of the time teachers did not provide the objectives and appropriate instructions for grammar tasks .

As presented in the above table 22 (24.4) of the respondents responded that the grammar tasks

were interested and motivated in the class room. However ,the majority of the respondents 45(50%)and 15(16.6%) respectively replied that they disagree and strongly disagree on the attractiveness of the tasks .Whereas ,only 8(8.8%)replied undecided about the task attractiveness .Due to this ,the tasks do not capture the attention of the students and they become less attractive in class room .

In the above Table item -3 is about the nature of tasks in terms of enabling the students to work in pairs and groups .From all respondents ,about 31(34.4%)replied that the tasks enable them to work in pairs and groups .On the other hand ,the majority 42(46.6%)said the tasks do not enable them to work together .

Therefore, the activities practiced in the grammar classes were not convenient for the students because of the nature of tasks and the way the teachers presented them in class room .This shows that class activities are influenced by personal pedagogical believe system, so that the debate about the best way to teach grammar is the creation of personal pedagogical believe system (Borg, 2015).

Table 1.4.students response about grammar items during and after lessons

Item	statement	. Response category						
		Strongly Agree	agree	undecided	disagree	disagree		
		total						
4.	The grammar task that I practice in class room helps me to use outside the class room.	Fr.	6	23	-	54	7	90
		%	6.6	25.5	-	60	7.7	100
5.	Most of the grammar lessons help me think more about my grammar	Fr.	9	19	-	49	13	90

	and communicative Developmental.	%	10	21.1	-	54.4	14.4	100
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As it is shown in the above Table-4 item -4, that asked the respondents about the nature of tasks in terms of enabling the students to use the grammar items outside the class room. Majority of the respondents 54(60%) responded that strongly disagree about the grammar task that students practice in class room help them outside the class room. This may be because of practicing grammar outside the class room is not common practice in Ethiopia. Therefore, the grammar task should be modified and reshaped in convenient way to allow the learners to practice grammar items in their everyday communication in order to internalize the terms into the students' knowledge.

Item-5 in the above Table asked the respondents whether the grammar lessons presented in the class room help them to develop their communicative ability or not. From the total respondents 9(10%) replied strongly agree, 19(21.1%) replied agree, 49(54.4%) said disagree and 13(14.4%) replied strongly disagree on the idea mentioned in item -5.

Therefore, since the recent language teaching method gives due attention to communicate approach, grammar task should be presented in the manner that help the students to use the item in communication. Hence, CLT shows that grammar should not be over emphasized neither be rejected (Ghobadi, 2012).

Generally the above table depicts that the grammar items were not fully practiced during and after the lesson in the class and outside the class because of their teachers inconvenient presentation approach.

Table 1.5. students response related to authenticity and the integration of the grammar tasks

Item	statement	Response category
------	-----------	-------------------

		Strongly Agree		strongly agree		undecided		disagree		total
		Fr.								
6.	The topical nature and authenticity of the grammar lessons are meaningful.	Fr.	26	52	2	10	-		90	
		%	28.	57.7	2.2	11.1	-		100	
7.	The grammar lesson helps me to use different language skills.	Fr.	7	18	-	54	11		90	
		%	7.7	20	-	60	12.2		100	
8.	My teacher presents grammar lesson in suitable way to use variety of grammar learning strategies.	Fr.	-	18	-	55	17		90	
		%	-	20	-	61.1	18.8		100	

As it can be seen from Table -6item -7regarding to the importance of topical nature and authenticity of grammar tasks 26(28.8%) and 52(57.7%) of the respondents said strongly agree and agree respectively.

On the other hand, only 10(11.1%) of the respondents said disagree on the importance of authenticity and topical nature of grammar tasks .while 2(2.2%) remains undecided about the item.

From this, almost all of the respondents 52(57.7%) replied that the authenticity and topical nature of the tasks have an influence on their lesson understanding.

From this, we can conclude that authentic and familiar source of grammar tasks are very important for the students to understand them easily.

Item -7 in Table -5asked the respondent about grammar lessons convenience to integrate them with other skills.

7(7.7%)and 8(20%)replied that strongly agree and agree respectively.On the other hand, ,54(60%)and 11(12.2%)replied disagree and strongly disagree respectively on the convenience

of grammar tasks to integrate them with other skills .This shows that majority of the respondents said that the grammar lessons do not help them to integrate the items with other skills .

Therefore, the lessons were not presented in the manner that is convenient to integrate the language skills together .The tasks were not authentic and familiar to the students background. In general the above table indicates that grammar tasks presented in the class room do not give a vital input for English language.

In Table -6 item -8asked the respondents about using variety of grammar learning strategies in the class room.The respondents give their response as 18(20%)agree ,55(61.1%)disagree and 17(18.8%)strongly disagree.Therefore,the teacher did not present the grammar lessons in suitable way to use different grammar learning strategies .

This may be because of the nature of the grammar task and the teachers' lesson presentation.

As the data in the above table indicates, majority of the respondents replied that the teachers were not helping the students to understand the grammar tasks in context.

Table 1.6.students ' response related to techniques of learning grammar task

No	techniques of grammar learning tasks	Always		Usually		Some times		Rarely		Never		Total	
		Fr	%	Fr	%	Fr	%	Fr.	%	Fr	%	Fr.	%
1.	Learning grammar deductively	25	27.7	20	22.2	17	18.8	13	14.4	15	16.6	90	100
2.	Learning grammar inductively.	15	16.6	16	17.7	25	27.7	17	18.8	16	17.7	90	100
3.	Share our experience with in pairs and groups.	25	27.7	12	13.3	22	24.4	20	22.2	11	12.2	90	100

4.	Dialogue	20	22.2	16	17.7	25	27.7	17	18.8	12	13.3	90	100
5.	Combining different piece of information.	22	24.4	12	13.3	25	27.7	21	23.3	10	11.1	90	100
6.	Most of the time the teacher gives us a feedback.	26	28.8	14	15.5	23	25.5	17	18.8	16	17.7	90	100

Table -6 shows that the frequency of techniques during grammar learning task used in the English classes .Among all participants 25(27.7%) of the respondents said that learning grammar from rule is always used, 20(22.2%) said usually , 17(18.8%) replied some times ,13 (14.4%)answered rarely and 15(16.6%) reported never respectively.

Regarding to learning grammar from examples inspite of their difference in the frequency of their difference, 15(16.6%) of the respondents agreed that their teachers always teach them grammar from the examples, 16(17.7%) of the total respondents reported that their English teachers usually teach them from examples while25(27.7%) of the respondents said that their teachers teach them grammar from examples is some times given.

The remaining 17(18.8%) of the respondents said that the teachers rarely teach them grammar from examples to rules and 16(17.7%)answered that teachers never teach them grammar from examples to rules . The remaining 25(27.7%)of the respondents reported that their English teachers always let them share their experience with in pairs and groups while 12(13.3%)the respondents replied that their teachers usually let them do in sharing experience with in pairs and groups .Among the total respondents 22(24.4%) responded that thier English teachers some times teach them to share their eperience in group and in pairs .The remaining 20(22.2%)an

11 (12.2%) responded that their teachers allow them share their experience rarely and never respectively. 20(22.2%) of the participants responded that their English teachers always get them make dialogue during grammar class so as to improve communicative competence .Among the respondents of 16(17.7%)responded that their English teachers always teach them

grammar through dialogue .The remaining 25(27.7%),17(18.8%)and 12(13.3%) of answered that some times ,rarely and never repectively.From this data ,it can be concluded that majority of the students were some times asked to make dialogue in grammar lesson .

In response to the questions how often their teachers ask them to combine different piece of information .To make a whole 22(24.4%)of the respondents said that their teachers always ask them ,12(13.3%) said usually ,25(27.7%) said some times,21(23.3%) rarely and the remaining 10(11.1%)replied never .

Regarding to giving feedback for grammar learning task ,23(25.5%)the total respondents responded some times 17(18.8%)said rarely ,14(15.5%) always and 16(17.7%)never respectively. From the data shown above ,almost more than half percent of the teachers give a feedback for the students either always or sometimes. This shows that teachers give different kinds of feedback correction such as peer correction, self-correction,guided correction, controlled correction and teachers'correction for students in grammar lesson.

4.3 Analysis of teachers 'response

4.3.1 Part one: Teacher's profile

As indicated in chapter three, the teachers involved in this study were 18 in number 5 from Edigetbehibiret and thirteen from model service general secondary school .The teachers background information is presented below.

Table 1.7.Teacher's profile

No		Years	Fr.	%
1.	Age	18-25	2	11.1
		26-30	6	33.3
		31 -40	7	38.8
		Above 41years	3	16.6
		Total	18	100
2.	Qualification	BA	10	55.5
		BED	3	16.6
		MA	5	27.7

		Total	18	100
3.	Teaching experience in English language.	0 - 3 4 - 6 7 - 10 Above 10years	0 2 4 12	0 11.1 22.2 66.6

Age wise ,above table -7shows that 2(11.1)of the teachers range in the age 18to 25.whereas ,6(33.3%)and 7(38.8%)of them are in the 26-30 years range and 31-40 years range respectively.Likewise ,3(16.6%)of the respondents are 41years and above .Regarding to teacher's qualification 10(55.5%)of them are BA holders .While ,3(16.6%)and 5(27.7%)of them are MA holders respectively to teach English at grade 11th .From qualification point of view almost all the teachers graduated majoring in English. perhaps; this may enable them to teach English language skills in integration in class room. As to the teachers' experience in teaching English language ,table 4.1above shows that 0(0%)of the teachers do not work at school .Whereas ,2(11.1%)and 4(22%)of them taught from 4 - 6years and from 7 - 10years respectively . Besides, 12(66.6%) of the teacher's taught English above 10years. From the data, it can be concluded that the majority of English subject teachers met 4Years to the minimum experience. Item -1 Teachers' response related to methods and techniques in teaching grammar task The teacher was provided with asset of eighteen questions. The item number one to three is analyzed under this heading .Analysis and interpretation of the data obtained from the teachers is presented below.

Item -1was prepared to find out the teachers view between methods and techniques .It said that nearly seventy percent of teachers'response was about methods and techniques destination but thirty percent of the teachers were confused with this .Most of the teacher's defined method as the overall plan and techniques are the actual class room practice.

The second item in the questionnaire was prepared to ask them about the different techniques

used in the class room in grammar teaching .It was found that most of the teachers' i.e eighty percent used different types of techniques but twenty percent of the teachers were not known about techniques.

The third item in the questionnaire inquired whether the teachers used methods or not while teaching grammar in the class room .Analyzing their responses, most of the teachers used deductive methods because this method is more suitable than other methods .some teachers used communicative, grammar translation method and direct method .On the other hand, some others used both inductive and deductive .It has been found that majority of the teachers used deductive method while teaching grammar.

Table 1.8.Teachers' response related to techniques of teaching grammar task to motivate students to improve their communication skills

No	statement	Alternatives									
		4		3		2		1		Total	
		Fr.	%	Fr.	%	Fr.	%	Fr.	%	Fr	%
1.	The knowledge of grammar helps learners to communicate effectively and efficiently.	5	27.7	8	44.4	4	22.2	1	5.5	18	100
2.	I prepare grammar activities to make it more communicative.	8	44.4	5	27.7	2	11.1	3	16.6	18	100

3.	When I teach grammar in a communicative way I encounter problems. .	3	16.6	4	22.2	8	44.4	3	16.6	18	100
4.	CLT in grammar helps learners responsible for their learning process.	8	44.4	3	16.6	6	33.3	1	5.5	18	100
5.	Co-prative learning is used to promote communicative learning in grammar EFL class room.	3	16.6	6	33.3	7	38.8	2	11.1	18	100
6.	Grammar is the most progressive instructional										

approach in the field of EFL in a communicative language teaching.	3	16.6	6	33.3	2	11.1	7	38.8	18	100
--	---	------	---	------	---	------	---	------	----	-----

(4=agree 3=strongly agree 2=disagree 1=undecided)

In item -15(27.7%) of the teachers agree that grammar helps learners to communicate effectively and efficiently .Similarly, 8(44.4%) of the teachers strongly agree that grammar should be presented. But, 4(22.2%) of the teachers were disagreed to the notion of teaching grammar. Moreover ,majority of the respondents in item-2agree that the given grammar activities make the lesson more communicative .This shows that teachers prepare grammar activities with considering students interest ,level ,nature of content ,learning objectives and integration of language skills to make the lesson more communicative .Similarly ,majority of the respondents in table-8 above responded that agree or strongly agree that may be the techniques of teaching grammar tasks that motivate the students to improve their communicative skill .However ,in item -3 3(16.6%),4(22.2%), 8(44.4%) and 3(16.6%)replied that agree ,strongly disagree ,disagree and unable to deciderespectively.From the data ,it can be concluded that majority of the respondents 8(44.4%)reported that co-prative learning is not used to promote communicative learning in grammar class .This may be unfamiliar co-prative teaching method and poor level of students back ground .Similarly ,in item -67(38.8%)the respondents replied that they were not sure to decide whether grammar is the most progressive instructional approach in the field of EFL in a communicative language teaching or not .From this data ,it can be concluded that grammar is not the only most progressive instructional approach in grammar teaching .

Table 1.9.Teachers' response related to practice of teaching grammar task in the integration of English language skills.

No	practices	Rate of response											
		5		4		3		2		1		Total	
		Fr	%	Fr	%	Fr	%	Fr	%	Fr	%	Fr	%
1	I teach grammar and vocabulary.	7	38.8		22.2	3	16.6	2	11.1	2	11.1	18	
2	I teach grammar and writing.	8	44.4	3		4	22.2	2	11.1	1	5.5	18	100
3	I teach grammar and reading.	4	22.2	3	16.6	5	27.7	4	22.2	2	11.1	18	100
4	I teach grammar and speaking.	2	11.1	4	22.2	6	33.3	5	27.7	1	5.5	18	100
5	I teach grammar and listening.	2	11.1	3	16.6	4	22.2	6	33.3	3	16.6	18	100
	total rate	23	4.6	17	3.4	22	4.4	19	3.8	9	1.8		

5=Always 4=usually 3=some times 2=rarely 1=never

Do the teachers in the sample schools teach two or more language skills in integration of grammar lesson ?As it can be Seen from table nine above majority of the respodents8(44.4%)responded that teachers teach grammar and writing integratively.This indicates that most teachers prefer to teach grammar and writing through directing students to

combine different sentences .Whereas ,6(16.6%)the respondents responded that grammar and listening are rarely integrated .This shows that teachers do not have an awareness about integration of languages skill in general grammar skill in particular. This indicates the majority of teachers have a little theoretical background in teaching grammar and English language teaching methods.

4.4. Teachers' interview response

Conversation between researcher and interviewees during interview

All the interviews were one to one interview which involved a meeting between a researcher and one informant(Dense combe,2012).Moreover,a clear list of questions were developed with open ended question to triangulate the data in questionnaire and class room observation of The actual class room practice.

There fore,interview between the researcher and the interviewee was presented in thefollowing.

1. Interviewer :How long have you been teaching teaching English as a foriegn language?

Teacher-1 :I have taught for seven years in primary school and five years in secondary school.

2. Interviewer:How do you feel about teaching grammar when you compare it with other language skills?

Teacher -1:I like teaching grammar than other skills.

3.Interviewer : What techniques do you commonly use during grammar lesson?

Teacher-1:I teach the grammar lesson deductively but,most of the lesson in the textbook begins with inductive.

4.Interviewer:Do you clearly state grammar learning objectives in the class room?

Teacher-1:Yes, but I state the grammar lesson objectives during supervision.

5.Interviewer:Do you think that grammar lessons are convenient for teaching?

Teacher-1 :Yes,but some grammar lessons are boring.

6.Interviewer:Do you teach grammar by integrating with other skills?

Teacher-1:No,because one period is not enough time to teach the lesson in-tegratively.

7.Interviewer:Do you involve your students to actively participate in grammar lesson?

Teacher -1:yes,but it is difficult to participate the whole students at a time.

8.Interviewer :How do you motivate your students during grammar lesson?

Teacher-1:I inspire my students through getting a promise to give a reward.

9. Interviewer: Do you instruct your students to use the newly acceptable communicative activities?

Teacher-1: I allow the students to speak fluently rather than accurately.

Part-2

1. Interviewer: How long have you been teaching English as a foreign language?

Teacher-2: I have been teaching English as a foreign language for six years.

2. Interviewer: How do you feel about teaching grammar when you compared it with other skill?

Teacher-2: I prefer to teach grammar than the other language skills through deductively.

3. Interviewer: What techniques do you commonly use to present grammar lesson?

Teacher-2: I use deductive grammar teaching technique although the recent textbook begins with inductive technique.

4. Interviewer: Do you clearly state grammar learning objectives in the class room?

Teacher-2: Yes, I state general objective and specific objective in lesson plan telling for the students in the class room.

5. Interviewer: Do you think that grammar lessons are convenient for teaching?

Teacher-2: yes, but the grammar lesson does not inspire the students to speak.

6. Interviewer: Do you teach grammar by integrating with other skills?

Teacher-2: Yes, I teach grammar through the integration of the language skills.

7. Interviewer: Do you involve your students to actively participate in grammar lesson?

Teacher-2: yes, some times it may be difficult to involve the whole students.

8. Interviewer: How do you motivate your students during grammar lesson?

Teacher-2: I allow the students to guess the possible answer for any given activity.

9. Interviewer: Do you instruct your students to use the newly acceptable communicative activity?

Teacher-2: Yes, I instruct the students to communicate each other through the target language as target of language.

Part -3

1. Interviewer: How long have you been teaching English as a foreign language?

Teacher -3:I have been teaching English as a foreign language for eight years.

2.Interviewer:How do you feel about teaching grammar when you compare it with the other skills?

Teacher-3:I always want to teach grammar lesson because grammar is a base mastering the rest of the language skills.

3.Interviewer:What techniques do you commonly use to present grammar lesson?

Teacher-3:I teach grammar lesson through form based techniques although the textbook instructs to teach inductively or meaning based.

4.Interviewer:Do you clearly state grammar learning objectives in the class room?

Teacher-3:No,because most of the time the general objective and specific objective are designed only for lesson plans.

5.Interviewer:Do you think that grammar lessons are convenient for teaching?

Teacher-3:No,because most grammar part does not let students to be an autonomous learner.

6.Interviewer:Do you teach grammar by integrating with other skills?

Teacher-3:Yes

7.Interviewer:Do you involve your students to actively participate in grammar lesson?

Teacher-3:Yes,I can involve the students either in pair or in group.

8.Interviewer:How do you motivate your students during grammar lesson?

Teacher-3:It depends up on the nature of the grammar lesson.

9.Interviewer:Do you instruct your students to use the newly acceptable communicative skills?

Teacher-3:Yes,I order the students to make the dialogue based on the grammar lesson by giving examples.

4.4 Discussion of the study

This study has identified whether or not EFL teachers practice grammar teaching in several of

techniques in Ediget behibret and Model service secondary school.

Although EFL teachers reported that they use various techniques, the class room observations showed that teacher's grammar teaching practice was based on deductive.

The data gained from teacher's questionnaire revealed that teacher's grammar teaching was using various techniques.

The syllabus claim that to develop students English language ability teachers grammar teaching method and technique should be in context of inductive way.

The focus of the syllabus is to teach all skills including grammar to develop communicative competence of students (Minister of education, 2021). But in the finding of the class room

observation, the students were not given a chance to discover grammar in different context.

They were passive listeners to their teachers explanation about different grammar topics.

Teaching grammar item is focused on traditional techniques and methods which is not appropriate way to improve students language competence in English language.

In order to make learners active participant in grammar class, teachers should create techniques such as dialogue, storytelling, pairwork, groupwork, role play and pictures (Celce Murcia, 1988).

But EFL teachers of the sample schools did not give chance for students to use different techniques either in group or in a whole class to learn grammar lesson.

The EFL teachers of the schools reported that grammar teaching techniques such as dialogue, storytelling Pair work, group work and role plays were not used in their grammar class.

Moreover, teachers did not consider the integration of grammar to other skills and components of tasks to determine the interest and level of the students.

Generally as identified using the instrument of the study teacher's grammar teaching practice was not practiced as intended in current grade eleven English syllabuses and the recent communicative grammar teaching.

This might be due to lack of introducing teachers to the present revised syllabus and text book.

Furthermore, the problems of teachers in grammar class were, students poor communicative back ground in English language and lack of materials. In observation it was also observed that student's text book was not adequately available.

5. Summary, conclusions and Recommendations

5.1 Summary

The study was intended to investigate teacher's practice in teaching grammar task in north shoa zone two government secondary schools at grade eleven .The specific objectives of the study were:

- To investigate the techniques teaching grammar tasks that motivates students
- To examine the technique of practice to integrate language skills in teaching grammar skills.
- To identify the grammar task teaching techniques used in the class room.
- To assess the relevance components of teaching grammar task.

To get answers to the research questions all the necessary data and information were collected from ninety grade eleven students, eighteen English teachers' observation, questionnaire and teacher's interview. Then the collected data were organized, analyzed and discussed quantitatively in chapter four. All the data were analyzed and discussed under key successive topics of the study and integrate in order to create a holistic picture of quantitative and qualitative data.

The finding of the study revealed that language teachers face various challenges such as poor communicative back ground of the students in English languages ,lack of using various techniques in teaching grammar task .Similarly ,integration of teaching grammar to the other language skills and lack of considering teaching components such as ,objectives ,teacher's role ,student's role and methods in teaching grammar were the challenging issues .

The participants indicated that the EFL teachers do not use different grammar teaching techniques such as group work ,pair work deductive and inductive which help students to motivate ,interact and discuss to enhance their learning techniques in grammar task .The results of the study also displayed that the EFL teachers of the sample schools were not consider the methods ,techniques and intention highlighted in the current grade eleven English text syllabuses .This means there is a gap between teacher's grammar teaching methods and the syllabus.

5.2 conclusions

The following were the conclusions made based on the results obtained from the class room

observations, questionnaires and interviews.

- EFL teachers of the sample schools were not in a situation to practice the grammar teaching techniques .They did not teach grammar in both deductive and inductive way which depends up on the given content to be taught.
- Most of the teachers could not effectively teach grammar skills in the integration of listening skills in the class room and this made the practice of grammar task teaching in the integrative of listening skill in the class room is not to be effective.
- The EFL teachers do not use different grammar teaching techniques such as group work, pair work, narration and dialogue to motivate students towards communication in grammar lesson .students were made to learn grammar elements through listening their teacher's explanation in order to give answer to a question asked in simple sentences.
- There was difference between teacher's grammar teaching technique and what the current grade eleven syllabuses suggests. The syllabus suggests that English language subject is intended to develop students English language competence for communication to use it as a medium of instruction in secondary school .Grammar was intended to be taught communicatively using communicative language teaching method to develop students real life solving skills(ministry of education ,2021). However, the teacher's teaching technique is direct explanation of grammar rules by making the students' passive listener.
- Students had also shortage of materials and in adequate back ground in English language.
- Teachers teach English grammar focusing on accuracy which needs correcting students error immediately .Teachers do not create techniques to let students correcting their by their own friends .Regarding to this, when students are corrected immediately, they may not be motivated to develop their fluency (Krashen, 1985).

5.3 Recommendations

Based on the finding of the study and the conclusions drawn above the following recommendations were forwarded.

- Grammar should be taught and learned in integration with the other English language skills.
- The students need to be awarded about the integration of grammar with other language skills. Thus, it is good if the teachers inform the students about the advantage of grammar to the integration of other language skills.
- Traditional ways of teaching should not be taught by the teachers .
- English language teachers in general should consider all the factors such as level of the students ,objective of the lesson ,teacher's role ,student's role ,language skills to be integrated ,nature of the content and teaching contexts while selecting teaching methods ,techniques as well that all the students can learn easily and clearly .
- A wide selection and implementation of method and technique should be considered which help to develop language competency on the part of learners. Therefore, a teacher should be both producer and consumer.
- Since setting objectives to accomplish the desire outcome is essential element of task, grammar learning objectives should be clearly stated in the class room before the lesson begins.
- Interested researchers can conduct a research to find out why secondary school students have poor back ground when they come to college and university.
- As the new English language syllabus for secondary school demands the teacher to identify most suitable techniques and appropriate methods of English language teaching in a way to achieve the objectives, teachers should design the methods and techniques careful to achieve the learning objectives in grammar teaching.

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Appendix -A

WOLKTE UNIVERSITY
 SHOOOL OF GRADUATE STUDIES
 DEPARTMENT OF FORIEGN LANGUAGE
 AND LITRATURE

Class room observation checklist

.Name of school :-----Date of observation :-----Teachers name :-----

----- Topic of the lesson :-----

.Grade and section :-----.

Instruction 1: please put a mark (X) in the column of your agreement for the following statements.

No	Grammar instruction	Yes	No	Undecided
1.	The teacher clearly introduces the objectives of the lesson to the students .			
2.	The teacher motivates the students to learn grammar and make the lesson interesting in the class room .			
3.	The teacher uses different tasks in teaching grammar like role play, game, pictures, and story telling to determine different learning style.			
4.	The teacher gives students different grammar lesson activities.			
5.	The teacher gives a chance to his /her students to communicate with him /her in English to develop their target language of fluency to accuracy /oral communication and written text.			
6.	Students are asked to do in pair and group to share what they already know about the given grammar lesson.			
7.	The lesson has an authentic input			
8.	The teachers use pictures and other real objects to integrate vocabulary and grammar.			
9.	The activities are relevant to the student's level of understanding.			

10.	The teacher tends to incline to other language skills (vocabulary, speaking, writing, and reading while teaching grammar.			
11.	The teacher gives the meaning of grammatical sentences from the context in which the sentences are used.			
12.	The teacher uses rules to explain the grammar lesson during grammar teaching.			
13.	The teacher uses reading text for grammar teaching.			
14.	The teacher instructs the students to write sentences.			
15.	After teaching the grammar lesson, the teacher asks the students whether they have learned themselves correctly or not.			

16. How do you deal with errors in teaching and learning grammar?

Results of Class room observation

No	Grammar instructions	Teacher -1										Teacher -2										
		Day										Day										
		1	2	3	4	5		1	2	3	4		5									
		Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	Y	N	
1.	The teacher clearly introduce the objectives of the lesson to the students.	x			X		x		x	x		x			x		x	X			x	
2.	The teacher motivates the students to learn grammar and make the lesson interesting in the class room.	x			x		x	x		x		x			x						x	

3.	The teacher uses different tasks in teaching grammar like role play, game pictures storytelling to determine different learning styles.		x		x	X		x		x		x		x		x		x
4.	The teacher gives different grammar lesson activities for the students.		x		x	x	x		x		x		x	x			x	x
5.	The teacher gives a chance to his /her students to communicate with him /her in English to develop their target language of fluency to accuracy/oral communication and written text.		x		x		x	x		x		x		x	x			x
6.	Students are asked to do in pair and group to share what they already know about the given grammar lesson.		x	x			x		x	x			x		x		x	x
7.	The lesson has an authentic input.		x		x		x		x	x			x		x	x		x
8.	The teachers use pictures and other real objects to integrate grammar and vocabulary.	x			x		x	x		x				X		x	x	
9.	The activities are relevant to the student's level of understanding.	x			x		x	x		x			x		x	x		x
10.	The teachers tend to incline to other language skills (vocabulary, speaking, writing and reading while teaching grammar.)		X		x	x			x	x			x		x		x	x

11.	The teacher gives the meaning of grammatical sentences from the context in which the sentences are used .	x		x		x			x	x		x		x		x		x	
12.	The teacher uses rules to explain the grammar lesson during grammar teaching.	x		x		x			x	x		x		x	x			x	x
13.	The teacher uses reading text for grammar teaching.		x	x		x		x		x		x		x		x			x
14.	The teacher instructs the students to write sentences.		x	x			x		x	x			x	x		x			x
15.	After teaching the grammar lesson, the teacher asks the students whether they have learned themselves correctly or not.		x		x		x		x	x			x		x		x		x

16. How do you deals with errors in teaching and learning grammar?

Sample of class observation

Vertical line of text or a scanning artifact.

Appendix -B

WOLKITE UNIVERSITY
SCHOOL OF GRADUATE
DEPARTMENT OF FORIEGN LANGUAGE

AND LITRATURE

STUDENT'S QUESTIONAIRES

Dear students,

The purpose of this questionnaire is to gather data for a study on an investigation into EFL teachers' practice in teaching grammar task at grade 11th. Thus, your genuine response to the question will have significant contribution for the success of this study. Your response will be kept confidential and will be used only for this study.

Notice: you do not need to write your name on the questionnaire

Thank you very much for your cooperation!

Instruction-1: The following question, please circle the letter of your choice or write your answer the blank space provided below.

1. Which language you mostly use when you work in pairs or group in English class?

A.Amharic English

2. Do you learn grammar communicatively?

A.Yes B.No

3. If your answer is" yes "for question number -2what are the common ways of doing?

Instruction2: please read the following statements and then indicate your response by using the scale given below under the appropriate column on the right side.

Key: 5=strongly agree, 4=agree, 3=uncertain, 2=disagree, 1=strongly disagree

No	Activities practice during the grammar lesson in the class room	5	4	3	2	1
1	My teacher gives clear instruction and objective of grammar lesson.					
2	Most of grammar lessons are interesting and motivating, therefore, I pay attention in to grammar lessons.					
3	The grammar lessons make me to work in pair and group.					
4	The grammar task that I practice in class room helps me to use outside the class room.					
5	Most the grammar lessons help me think more about my grammar and communicative development.					
6	The topical nature and authenticity of grammar lessons are meaningful.					
7	The grammar lesson helps me to use different language skills.					
8	My teacher presents grammar lesson in a suitable way to use variety of grammar learning strategies.					

Instruction3: please read the following statements and then indicate your response by using the scales of (Always, sometimes, rarely and never) givenbelow.

No	Task types	Always	Usually	Some times	Rarely	Never
1	Learn grammar from general to specific					
2	Learn grammar from specific to general.					
3	Share our experience with in pairs or groups.					
4	Dialogue					
5	Combining different pieces of information.					
6	Most of the time the teacher gives us a feedback.					

Appendix -C

ወልቁጤዩኒቨርሲቲ

የድህረ -ምረቃ ፕሮግራም

ማህበራዊ ሳይንስናሰነ-ሰብ ኮሌጅ

የውጭቋንቋና ሥነ-ፅሁፍ ት/ት ክፍል

በተማሪዎች የሚሞላ መጠይቅ

ወድተማሪዎች:-

የዚህ መጠይቅ አላማ በ11ኛ የክፍል ደረጃ ያለውን መረጃ በእንግሊዘኛ ት/ት ክፍሊንዘበሰዋሰው የማስተማር አተገባበር ላይ የመምህሩን የማስተማር ተግባር መፈተሽ (an investigation into EFL teachers practice in teaching grammar task at grade 11th)

በሚልሮሰለሚካሄደው ጥናት መረጃ መሰብሰብ ነው።

በመሆኑም ለጥናቱ መሳካት እናንተ ለጥያቄዎቹ የምትሰጡት ክፍለ ገንዘብ መልስ ከፍተኛ ጠቀሜታ ይኖረዋል።

በዚህ መጠይቅ የሚገኘው መረጃ በሚስጥር የሚያዝና ለጥናቱ ብቻ የሚወልድ ነው።

ማሳሰቢያ:- መጠይቁ ላይ ስም መፃፍ አያስፈልግም ።

ስለ ትብብራችሁ በጣም አመሰግናለሁ።

ትዕዛዝ 1:-

ለሚከተሉት ጥያቄዎች ምርጫ ሽን/ህንጻ ዘወንፊ ደል በመክበብ ወይም በተሰጠው ባዶ ቦታ ላይ መልስ ህን/ሽን በመፃፍ መልስ/ሽ።

1. ሰዋሰዋዊ ተግባርን በጥንድ/ በቡድን/ ስትተገብሩ በአብዛኛው የምትጠቀሙት ቋንቋ የትኛ ነው?

ሀ. አማርኛ

ለ. እንግሊዘኛ

2. ሰዋሰወ ስትማር/ ሪበተግባቦት/ በንግግር/ መልኩት ማሪያ ለሽ/ ለህ?

ሀ.አዎ ለ.አይደለም

3. ለሁለተኛው ጥያቄ መልስ ሽ/ህ አዎ ከሆነ ሰዎችንና ተግባራትን/ንግግርን/ በጥምረት እንዴት መተግበር እችላለሁ/ሽ?

ትዕዛዝ-2:- ቀጥሎ የተዘረዘሩትን ሀሳቦች በእንግሊዘኛ ክፍለ ጊዜ የሰዎች/ Grammar/

የመማር ማስተማር ሂደት እንዴት እንደሚተገበር ይገልጻል።

ስለሆነም በቀኝ በኩል ገላት ቦታዎች ውስጥ መልስ ህን/ሽን/ በምልክት () በመጠቀም መልስ/ሽ/።

መግለጫ:-

5=በጣም እስማማለሁ፣ 4=እስማማለሁ፣ 3=እርግጠኛ አይደለሁም፣ 2=አልስማማም፣ 1=በጣም አልስማማም

ተ/ቁ	መጠይቅ	5	4	3	2	1
1	ሰዎችን ስንግራ ግልፅ የሆነ ትዕዛዝና አላማ በመምህራንን ይገለፅልናል።					
2	አብዛኛው የሰዎች/ Grammar/ ርዕሰ-ጉዳይ ደስ የሚል ፍ የሚያነሳሳ በመሆኑ ትኩረት በመስጠት ንቁ ተሳትፎ እና ደርጋለን።					
3	በመምህራንን የሚሰጠን የሰዎች ርዕሰ በጥንድ ፍ በቡድን ተግባራትን እንድናከናውን ያነሳሳል።					
4	በክፍል ውስጥ የምንተገብረው የሰዎች ት/ት ተግባር ከክፍል ወጭም እንድንተገብር ያግዘናል።					
5	አብዛኛው የሰዎች ርዕሰ ስለሰዎች ጠንቅቀን እንድናወቅ እና የተግባራት ክህሎታችንን እንድናዳብር ጠቅሞናል።					
6	የሰዎች ርዕሰ -ጉዳይ ፍ የሰዎች ተጠያቂያዊነት ያላቸው ግንኙነት ሰዎች መልዕክቱ ትርጉም እንዲኖረው ያደረገዋል።					

ተ/ቁ	መጠይቅ	5	4	3	2	1
7	የሰዎች ርዕሰ-ጉዳይ ሌሎችን የቋንቋ ክሂሎች ለማዳበር መሰረት ነው።					
8	መምህራችን ሰዎችን ሲያስተምር የተለያዩ የመማር ስልቶችን በመቀየስ ያስተምረናል።					

ትዕዛዝ3:-የሚከተሉትን የሰዎች ተግባራት እንግሊዘኛ ክፍሉ ለመምህራን/ሽ/ ለምን ያህል ጊዜ ይሰጥሃል /ይሰጥሻል/?

ተ/ቁ	የተግባር አይነቶች	ሁል ጊዜ	አብዛኛው ጊዜ	አልፎ	እንብዛም	በፍጹም
1	ሰዎችን የምንማረው ከጥቅል ህግ ወደ ዝርዝር ምሳሌ በመስጠት ይተገበራል።					
2	ሰዎችን የምንማረው ከዝርዝር ምሳሌ ወደ ጥቅል ህግ ተግባር በመስጠት ይተገበራል።					
3	የጥንድ ና የቡድን ተግባር ይሰጠናል።					
4	የቃለ-ምልልስ ተግባር ይሰጠናል።					
5	የተለያዩ ዓ/ነገሮችን ሊያይዝ የሚችል ተግባር ይሰጠናል።					
6	አብዛኛው ጊዜ መምህራችንን ግብረ-መልስ ይሰጠናል።					

Appendix -D

WOLKITE UNIVERSITY
SCHOOL OF GRADUATE STUDIES
DEPARTMENT OF FOREIGN LANGUAGE
AND LITERATURE

TEACHER'S QUESTIONNAIRES

Dear teachers ,

This questionnaire is designed to gather information for MA thesis which is aimed to investigate EFL teachers' practice in teaching grammar task in secondary school. The information you give is really very helpful for the success of the thesis. Therefore, I kindly request you to respond frankly and honestly.

Put mark(X) to indicate your answer.

Background information

Age 8-25:-----

26-30:-----

31-40:-----

above41:-----

- Qualification :BA-----

BEd:-----

MA:-----

Teaching experience/in years/0-3-----

4-6:-----

7-10:-----

above10years:-----

Subject you teach: -----

1. How do you differentiate between methods and techniques?

 2. What methods and techniques do you use while you teach grammar lessons?

3. Which methods do you use while you teach grammar lessons?

Instruction-2: please read the following statements and then indicate your response in the rating scales given below.

No	Statement	Agree	Strongly agree	Dis agree	Strongly disagree	Undecided
1.	The knowledge of grammar helps learners to communicate effectively and efficiently.					
2.	I prepare grammar activities to make it more communicative.					
3.	when I teach grammar in a communicative way I encounter problems.					
4.	CLT in grammar helps learners responsible for their learning process.					
5.	Co-prative learning is used to promote communicative learning in grammar EFL class room teaching.					
6.	Grammar is the most progressive instructional approach in the field of EFL in a communicative language teaching.					

Instruction-3: please read the following statements and then indicate their response.

(1= never , 2=rarely , 3=sometimes 4=usually, 5=always)

No	Practices	Rate of response												
		5	4	3	2	1	Total							
1.	I teach grammar and vocabulary.													
2.	I teach grammar and writing.													
3.	I teach grammar and reading.													
4.	I teach grammar and speaking.													
5.	I teach grammar and listening.													

Appendix -E

WOLKITE UNIVERSITY
 SCHOOL OF GRADUATE STUDIES
 DEPARTMENT OF FORIEGN LANGUAGE

AND LITRATURE

Teacher's interview

This thesis aims at investigating teachers' practice in teaching grammar task at grade eleven. The thesis wants to know your opinion on these tasks .

1. How long have you been teaching English as a foreign language ?
2. How do you feel about teaching grammar when you compare it with other skills ?
3. What techniques do you commonly use to present grammar task ? Why ?
4. Do you clearly state grammar learning objectives in the class room ?
5. Do you think that grammar tasks are convenient for teaching ? Why ?
6. Do you teach grammar by integrating with other skills ? If no why ?
7. Do you involve your students to actively participate in grammar lesson ? 8. How do you motivate your students to actively participate in grammar lesson ?
9. Do you instruct your students to use the newly acceptable communicative skills ?

Teachers' interview transcription

Item-1. The teachers' teaching experience

Teachers were asked for their personal experience in teaching English as a foreign language. All of the teachers in the study have more than five years experience in teaching. For instance, teacher one said, "I have taught English for seven years in primary school and I have been teaching in secondary school for five years." Teacher two said, "I have been teaching English as a foreign language for six years. Teacher three and four have eight and ten years experience consecutively." Two of them were masters holder and two of them have first degree in English language and literature.

Item -2. Teachers' attitude towards teaching grammar task than other English language skills

All of the interviewed teachers' responded that they were more interested to teach grammar than other language skills, such as reading, listening, speaking, vocabulary and writing. As a result, they did not pay attention to the rest of the language skills in the class room.

They stated that the reason was students' interest and teachers' background in teaching grammar.

However, they stated importance of grammar by saying it service as a tool for communication and it boosts students' confidence in using English language. For example, teacher three said, "It helps the students to develop their communication ability." "If they do not have adequate grammar knowledge students would not be able to communicate."

Item-3. Techniques used in grammar lesson

As the teachers responded, most of the the grammar task activities did not enjoy the students to use and to enhance communicative. They did not let students to have interactive learning because the students have a habit of learning inductively.

Item -4. The grammar learning objectives

As it was stated by the interviewees, they hardly stated objectives of the grammar lesson. They said that most of the design objectives were not specific in the text book. For example, teacher four said that the specific objective of the grammar lessons were not mentioned in the text book.

Item -5. Convenient of grammar tasks for teaching.

The interviewees stated that most of the tasks were boring to motivate the students. As most of the grammar teaching tasks began with activities, it was difficult to present easily in the classroom.

Item -6. Integrating grammar with other skills

The teachers said that most of the teachers did not integrate grammar with other language skills. According to the result of the interview, the teachers were teaching grammar without integrating other language skills although all languages are naturally integrated. Eventually, this would not encourage grammar use communicatively.

Item -7. Practice of engaging students into pair and group works

Most of the respondents said, engaging in pair and group was time consuming as well as creating disturbance rather than doing the activities.

For example, teacher four said yes it is important to engage students into the group works. However, due to the limited time, it is hard to implement.

Item -8. Motivation of students to to actively participate in grammar lesson

Most of the respondents replied that the students were encouraged through giving rewards. However, because of the nature of the lesson, the students did not actively participate in the lessons.

Item -9. Instructing the students to apply the newly communicative teaching methods in the integration of grammar activities.

The interviews stated that the teachers did not instruct their students to the context of newly communicative activities.

