



WOLKITE UNIVERSITY

SCHOOL OF GRADUATE STUDIES

**THE PRACTICES AND CHALLENGES OF TEACHING GRAMMAR
INTEGRATED WITH READING SKILLS: DOYOGENA SECONDARY
SCHOOL GRADE 9 STUDENTS IN FOCUS**

MA THESIS

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MAY,2024

WOLKITE,ETHIOPIA

WOLKITE UNIVERSITY
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Practices and Challenges of Teaching Grammar Integrated With Reading Skills ;Doyogena Secondary School in Grade 9 Students in Focus.

A Thesis Submitted to School of Graduate Studies ,in Partial Fulfillment of the Requirements for the Degree of Master of Teaching English as a Foreign Language(TEFL)

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DECLARATION

I hereby that this thesis MA is my original work and has not been presented for a graduate program in any other university, and all sources of materials used for this thesis have been duly acknowledged.

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Date of submission-MAY,2024

ACKNOWLEDGEMENTS

First, I would like to thank my almighty God. Next, I would like to thank my advisor Dr. TeshaleAyalew who took his precious time and rendered me valuable advice and constructive comments in writing this paper. He helped me in shaping my thesis as a whole. My thanks are also expressed to SeifuBogle (assistant professor) the head of the English Language and Literature Department, who helped me to get the necessary documents when I faced challenges. Finally, I would like to thank my wife (AlemneshErmias), my friend MiftaAwel, and others who supported me.

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Acronyms

EFL- English as a foreign language

ESL- English as second language

ALm- Audio lingual method

ELT- English language Teaching

L1- First language

L2- Second language

ABSTRACT

The main objective of this study is to investigate the practices and challenges of teaching grammar integrated with reading with reference to Doyegena Secondary School. In the school, there were 500 students and three English teachers. Among them, 100 students were selected using simple random sampling techniques, and three teachers were taken using the purposive sampling method. Three kinds of data collection tools, namely questionnaire, interview, and observation were used in this study. The questionnaires and classroom observations were analyzed through quantitatively and interview were analyzed qualitatively including description, frequency counting and percentages. The findings show that improper teaching of grammar integrated with reading techniques and methods was practiced in the school. A large number of the respondents have only the knowledge of teaching and learning grammar in a deductive method. Most English teachers did not have adequate knowledge about inductive grammar teaching approaches and can not implement inductive teaching and learning approaches in EFL classes. Teachers were dominated by writing extended grammar rule notes. The most frequently used grammar teaching techniques are not contextual. Whereas the inductive grammar teaching method is more advanced for real-life communication and the students can have multi-skills, but no time was given for students to practice grammar in context. As a result, it is concluded that teachers failed to use an inductive grammar teaching approach to deliver grammar lessons. This is because of challenges that affect the practices of teaching grammar integrated with reading. To that end, this study provides recommendations that could bring change in the practice of teaching grammar integrated with reading in secondary schools. Teachers should need professional development training courses to make them aware of language integration and forget their former traditional grammar teaching experience and learners should take into consideration, the necessary for learners when they prepare grammar activities. English teachers should provide different kinds of grammar integrated with reading activities to practice the item that help learners to be exposed to various opportunities to apply their grammar integration.

CHAPTER ONE

INTRODUCTION

This chapter primarily presents the background of the study, which shows the context of the study. Next, a statement of the problem that shows the gap to be filled by this study is presented. Then, the research objectives are provided next to the statement of the problem. , After that the research questions are formulated., The significance of the study and, the scope of the study, are presented subsequently. Also, the limitations of the study and the operational definitions of terms are stated respectively. Finally, organization of the thesis has been presented .

1.1 Background of the Study.

The concept of language teaching methodology has a long history as reflected in the "rise and fall of a variety of methods throughout the recent history of language teaching" Richards and Rogers (2010). Looking back on the long history of language teaching methodology will serve as a reflection of the rise and fall of a variety of approaches and methods throughout history. As mentioned by Richards and Rogers (2010), the period between the 1950s to the 1980s was a significant period in the history of language teaching methods and approaches.

From the 1970s onwards, the traditional grammar teaching methods replaced the so-called language integration approach Richard (2010). Unlike the previous method, this emphasizes an implicit approach to grammar teaching whose goal is raising learners' consciousness in language integration.

According to Moham,(1986) states that, Language integration is one of the important teaching methods that have multi directional advantages in different aspects of learners in their daily lives. Among its several significances, learners develop their academic performance . As studies on language integration instructions further indicate the major reason for being concerned with language integration is that improving the learners' academic performance, multiple skills, high thinking capacity, and efficiency to analyze and synthesize facts which are demanding and challenging in dealing with the academic world.

Moham (1986) stresses the need for skills integration in language learning since each language is not used separately in real-life communication. A successful classroom must present the realworld holism (exercising one or two language faculties is needed). Grammar is a part of language teaching that helps learners develop the skills essential for their success in diverse environments where English is used (Ellis,1997).

The integrated skills approach allows teachers to track students' progress in multiple skills at the same time Rebecca L,(2001) .According to Jing, (2006)integration of language skills is the backbone that will bring real-life communication. Thus, teaching grammar integrated with reading is advisable to communicate meaningfully and accurately. Its aim has been to enable students to succeed in their academic careers. There are many complicated problems in the practice of teaching grammar integrated with the reading process that hinder the proper and effective practice of language integration between teachers and learners in the system. Among these problems, teachers have difficulty in the practice of teaching grammar integrated with reading skill strategies. This made the situation more difficult and challenging for the English language.

According to Pressly, (2006) a balanced teaching reading approach is not a “tool kit” since it (teaching reading approach) needs to be adapted to the context. Reading skill is a tool that helps to grasp information from the text and it plays a great role in communication. In order to understand the text properly, the reader should have the knowledge and skill of reading. In teaching reading, grammar is a central point of the meaning. And also, reading without grammar does not give sense and meaning(.Cunning 1986)

In order to enhance students' grammar integration with reading, teachers, and students should give attention in the EFL classes, and practice grammar integration with reading. If the teachers do this, the students develop their real-life communication. If the teachers do not help the students seriously with grammar integration with reading in the language classroom, their practice for academic and non-academic purposes will directly or indirectly be affected. This happens because the language classroom is a place where the students learning grammar integrated with reading mainly start to grow and they get the opportunity to gain lots of experience.

However, it seems that teaching grammar integrated with reading skills is challenging for English teachers in the study area. As the researcher's observation, the teacher and students lacked the basic knowledge and skills. And also, the teachers did not give more attention to the practice of grammar integration with reading. This is the reason that motivates the researcher to conduct this research.

1.2 Statement of the Problem

Teaching grammar is a very important part of language teaching, since it enhances communicative competence. Just like the other skills, it has its own goals. To achieve these goals, teachers need to use appropriate techniques in class rooms. Kamil (2014) stated that grammar is considered to be the component of the language that requires a lot of effort put by the teacher to trigger the learner's process of analyzing and understanding the set of structural rules. Therefore, teachers are responsible for balancing the skills during their instruction in the classroom.

The techniques of grammar teaching method and teachers' practice of grammar teaching can affect not only grammar skills but also the development of other language skills (speaking, listening, reading, and writing) and the overall language performance of learners(Cunnings, 1984).A balanced teaching approach (language integration) offers reading tasks inspired by students' interests and current topics. They engage students in a variety of literary and content area readings (Guthrie and Mc Can, 1998)

Jing (2006) has mentioned many situations in which more than one language skills are used to communicate in our daily life. Moreover, she posited that integration leads the focus on realistic language and can be helpful towards students' all-round development of communicative competence in the English language.

While the practice of teaching grammar integrated with reading is a preferable teaching approach and learning process, there are different challenges that affect the practice of grammar integration. According to Jing ,(2006) found that, teaching grammar integrated with reading is a preferable practice for teaching and learning the language and correlates significantly with language achievement. Due to the absence of language integration, realistic communication may not exist properly. This may bring difficulty in communication and low performance in the content of the subject. Although the practice of teaching grammar integrated with reading has

been taught at all levels of Ethiopian schools, it is doubtful how much of it has been applied using the proper techniques and strategies. This is because teachers had not employed appropriate strategies (Mengistu, 2013). However, according to the researcher's observation, there was a concern that students in Doyogena Secondary School were experiencing problems with the practice of learning grammar integrated with reading tasks. This might be because of a lack of awareness and a wrong perception of teaching strategies. For example, the researcher observed EFL language teachers in Doyogena Secondary School were not consciously teaching grammar integrated with reading strategies. Teachers and students have assumed that the practice of language integration means only having the knowledge to make sentences correctly.

However, the practice of grammar integration goes beyond this and it is useful or necessary to make a real-life communication. Teachers play a vital role in providing students with different strategies so that the students will develop the practice of language integration and be critical learners unfortunately, teachers in the target school did not focus on the practice of it and ignored the necessity to guide learners in their learning process. Also, the researcher observed that teachers in the target school were not emphasizing the practice of teaching grammar integrated with reading strategies appropriately in the class.

There are different local studies conducted in this area. For example Mengstu (2013) conducted this MA research on the practice and challenges of teaching grammar integrated with reading to grade-9 students. Similarly W endimagegneu(2012) conducted his MA research on the practice and challenges of teaching grammar integrated with reading at grade-9 students. Their findings show that the major cause of the problems were; teachers' inability to use various techniques and strategies to teach the target language skills effectively; the text books by it self has the problems and the EFL teachers experiences. Their studies have gaps, which were they gave less attention to the issue of teaching grammar integrated with reading. Hence, this study intends to fill this gap, and the researcher also developed an interest in finding out the problems of teaching grammar integrated with reading in Doyogena Secondary School. Therefore, this is the main reason that initiated the researcher to conduct his study on the practice of teaching grammar integrated with reading skills in English as a foreign language (EFL) classes in the stated school.

1.3 Objective of the Study

1.3.1 General Objective

The general objective of the study is to examine the practice and challenges of teaching grammar by integrating it with reading skills. To achieve this goal, the following specific objectives are set.

1.3.2 Specific Objectives

1. To examine the practices of teaching grammar integrated with reading skills.
2. To examine students' practices in integrating grammar with reading skills.
3. To identify the challenges encountered by teachers in integrating grammar with reading skills.

1.4 Research Questions

This study will answer the following questions:

1. What are the teachers' practices of integrating grammar with reading when they teach the English language?
2. What are the students' practices of integrating grammar with reading?
3. What are the challenges faced by grade 9 English teachers in teaching grammar integrated with reading skills?

1.5 Significance of the Study

The researcher believes that the result of this study will provide information to English language teachers, students, material writers, curriculum designers, and other researchers on the practice of teaching grammar integrated with reading skills. Therefore, the result of this study will be useful to enable teachers to use different techniques and strategies in the teaching of grammar integrated with reading and suggesting to teachers to prepare teaching materials based on the needs and interests of the students. And also, makes learners active participants in the learning of grammar items in the classroom. In addition, it will be used widely by the Ministry of Education and by another researcher, who is interested in conducting a study on related research titles.

1.6 The Scope of the Study

The study was delimited to investigate the practices and challenges of teaching grammar integrating with reading skills in EFL classes in the selected Secondary Schools of Doyogena Woreda. The study focuses on grade 9 students of Doyogena city administration, which is located in Kambata Zone, Central Ethiopia. Furthermore, the school was selected because the researcher has been working at the school for the last consecutive 11 years and the researcher has observed the problem for 11 years. The total number of the population was 500 grade 9 students and three grade 9 English teachers. Among them, the researcher took 100 students and three English teachers for study.

1.7. Limitation of the Study

One of the challenges that the researcher faced in conducting this study was the resistance of English teachers not to be observed and students' resistance not to take part in this study. The second challenge was the teachers under the study were very busy with different committee and club activities. The third one was difficulties in getting back all the questionnaires administered.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1. Basic Concepts of Grammar

Linguists have been studying grammar for centuries and it remains an object of learning for many school children all over the world (Batstone, 1994). If this is the case, what is grammar? What does it involve? Why do we concern ourselves with it? This topic attempts to answer these questions.

Different scholars define grammar in different ways. But, the general content of the definitions is similar. For example, Ur (1988,p 4) relates grammar with the arrangement of words in a language and defines it as "The way a language manipulates and combines words or bits of words in order to form longer meaning" Harmer(1987,p1) on his part defines it as "The study and practice of the rules by which words change their forms and are combined in to sentences". Stevic (1982:p 187) also defines it as "A way of telling as accurately and clearly as possible just how a particular language arranges its smaller forms, its word stress, prefixes, suffixes, intonations and the like within its larger constructions such as words, clauses and sentences". The scholars' definition about grammar can be made clear using the following cluster of words taken from Batstone (1994,p 3-4).

can we say that these clusters of words convey meaning? In their present situation, neither a reader nor a listener can understand the meaning they convey as such combination of words is not acceptable by the native speakers of the language. However, if we combine these clusters of words using the rule of subject + verb + object/complement as Bill stood up and announced that he and Jane would be marrying in the spring, our perception of things becomes clear. This sentence indicates that the announcement of Bill about the marriage is in the past and at the same time his marriage to Jane is an intention than a fact. He did not, for example, announce that he had surely married Jane. The point is that the clusters of words are rearranged in some order and at the same time a number of modifications have been made to make the meaning clear and to be easily understood by audience. For example, stand has been changed into stood and marry has been expanded into would be marrying. Furthermore, it is possible to have other kinds of modifications

based on the type of message one has intended to pass and based on the occurrence of the event (present, past, future). For example, stand can be changed to stands or standing and if we add the auxiliary verbs we can have might be standing, has stood and a number of other options.

Any language is governed by a certain rule developed by the agreement of native speakers. This rule helps us to use the language for different purposes by modifying and arranging words in different positions. Grammar, as a rule of a language, is a system of creating meaning and function to any kind of communication and a means of creating smooth relationship of the form, meaning and function of a language. (Batstone, 1994). Grammar, therefore, helps us to be creative in our spoken and written communication and for our message to be understood by the interlocutor (Batstone, 1994). Saying it differently, grammar is a systematizing force that allows human being to be endlessly creative with finite set of resources. It is for this reason that we concern ourselves with grammar. Describing it further, Bat stone has to say the following about grammar:

The question how words can or cannot be combined in sentences is one important part of grammar where it is the concern of syntax. Through grammar we can specify the ways in which words can be systematically modified through alterations and additions. These modifications are part of morphology and they help us to convey functional concepts like time, number and gender. (Batstone, 1994). At its heart, then, grammar consists of two fundamental ingredients-syntax and morphology, which together serve to enhance and sharpen the expression of meaning (Batstone, 1994: p 3-4)

From the definitions of above, it can be concluded that grammar is the total number of words that are needed to communicate ideas and express the speaker's meaning.

2.2 Integration of Language Skills

The integration of skills can be defined as the combination of two or more skills with in communicative tasks. By integrating the language skills, we make classroom learning to real life, where more often than not we integrate more than one skill. Language skills integration is the

teaching of reading writing, listening and speaking in conjunction with each other when a lesson involves activities that relate listening and speaking to reading and writing (Read, 1985).

In communicative language teaching (CLT), the term integrated skills teaching refers to the linking of two or more macro language skills (listening, reading, speaking and writing) and micro skills (grammar and vocabulary) in language teaching/ learning process (Bill and Gower, 1998, as cited in Tomlinson, 1998). The term integrated skills teaching is also usually considered as synonymous with reinforcement. This is because the learning of one skill leads to the learning of another skill.

The integration skills approach as contrasted with the purely segregated approach exposes English language learners to authentic language and challenges them to interact naturally in the language (Read, 1998). Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. As Jen (2003) indicates that various combinations and permutations that integrate the teaching of reading, writing, speaking and listening English are essential to the pedagogy, within a natural and participatory framework, two or more interrelated skills are taught in an integrated manner and within a holistic approach involving active learning in a collaborative process of teaching and learning.

In order to integrate the language skills in ESL/EFL instruction, teacher, should take these steps in to account (Oxford, 2001). Firstly, teachers should learn more about the various ways to integrate language skills in the classroom (content based, task based, or a combination). Secondly, teachers should reflect on their current approach and evaluate the extent to which the skills are integrated. Thirdly, teachers should choose instructional materials, textbooks, and technologies that promote the integration of listening, reading speaking and writing as well as the associated skills of grammar syntax, vocabulary and soon. Even if a given course is labeled according to just one skill, one should remember that it is possible to integrate the other language skills through appropriate tasks. Finally, teachers should teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills.

In a real-life communication situation, one who listens to the information usually gives feedback through speaking or writing. For example, a student who listens to a lecture takes notes and also asks questions if there is something which is not clear. Then, the student reads his/her notes. In all these processes, the student is expected to note the linguistic

forms, meaning and functions of the language (Freeman, 1986:p 131). Similar to Freeman's idea, Ur (1988:p 6) has summarized integration of grammar with other skills in the following table:

Skills	Form	Meaning
Listening	Perception and recognition of the spoken form of the structure	Comprehension of what the spoken structure mean in context
Speaking	Production of well formed examples in speech	Use of the structure to convey meanings in speech
Reading	Perception and recognition of the written form	Comprehension of what the written structure means in context
Writing	Production of well formed examples in writing	Use of the structure to convey meanings in writing.

According to Ur, since a real-life communication is the integration of language skills, grammar activities designed for students should lead towards developing various language skills. Integration of grammar with other skills, however, does not mean that one should not have area of grammar focus on a particular task to the exclusion of other skills (Nunan, 1989).

To sum up, when we come to the situation in many Ethiopian high schools as to how grammar is being taught, the structural approach to grammar teaching is still dominant (Girma, 2005). The study which was conducted by DerejeTadesse (2001) clearly showed that students have a mechanical view or static view of grammar learning. Students have more of product oriented perception towards grammar learning. This, I think, is a reflection of what sort of grammar teaching approach is being implemented in L2 classroom.

In my opinion, integrating language skill means the combination of language skills. i.e listening, speaking, reading and writing together while in teaching grammar. So, teaching grammar without integrating language skills become difficult and to make the lesson easy integrating language is essential(Jing,2006)

2.3 Deductive and Inductive Grammar Teaching Approaches.

2.3.1 Deductive Approach (rule-driven learning).

According to Widodow, (2006) a deductive approach is derived from the notion that deductive reasoning works from the general to the specific. In this case, rules, principles, concepts or theories are presented first, and then their applications are treated. The grammar rule is explicitly presented to students and followed by practice applying the rule followed by examples. This approach is better around the world and also still enjoys a monopoly in many course book and self study grammar books. Once learners understand rules, they told to apply the rules given to various examples of sentences.

2.3.2 Advantages of Deductive Approach

Widodow (2006) added that deductive approach has its own merits. For example, it goes straight forwardly to the point so that it saves time. Likewise, number of rules can be more simply clearly explained than elicited from examples, due to a lot of direct practices are immediately given. In addition, it respects the intelligence and maturity of many adult learners in particular and acknowledges the role of cognitive processes in language acquisition and also confirms many learners' expectations about class room learning particularly for analytical style.

2.3.3 Disadvantages of Deductive approach

According to Widodow, (2006) deductive approach has also its own demerits. For example, rule learners discover for themselves that provide them structures than rules. So, beginning the lesson with grammar may be off-putting for some learners especially for younger ones. Furthermore, it hinders learners involvement and interaction immediately. Similarly, it is seldom as memorable as other forms of presentation (for example, demonstrations). Besides, encourages as language learning is simply a case of knowing the rule.

2.4 Inductive Approach (rule discovery learning)

A teacher starts with some sentences .learners understand grammatical rules from the examples. The presentation of grammar may spoken or written. They are more active.

2.4.1 Advantages of Inductive Approach

There is a list of merits of inductive approach of grammar teaching. For example, rule learners discover for themselves that provide them structure than rules. Likewise, it is memorable, more meaningful and serviceable due to students are more actively involved in the learning so that the activities give them more chance for extra practice in language. (Widodo, 2006:p 122-141).

2.4.3 Disadvantages of Inductively Teaching Grammar

Inductive approaches have its own demerits. For example, The time and energy spent in working out rules may mislead students as the objective of learning is for rule than meaning in addition, students may hypothesis wrong rules. (ibid.)

Deductive grammar teaching refers to the presentation of grammar rules explicitly. In other words, the teacher explains how a particular sentence or phrase is formed by stating the rules. For example, to teach present perfect tense a teacher may explain the rule subject + has/have + V3 + object/complement by writing exemplary sentences. Based on the rules, students are expected to construct sentences of their own (Thornbury, 1997).

Inductive grammar teaching, on the other hand, refers to the teaching of grammar instruction without stating the grammar rules explicitly. In other words, if we make the students to arrive at the rule of the language by themselves from the presented tasks or texts, it is an inductive teaching. The inductive approach is also called the discovery approach to grammar teaching. Proponents of inductive grammar teaching believe that making students to work out grammar items by themselves gives greater benefit in terms of accuracy and fluency than explaining the rules explicitly (Thornbury, 1997).

In spite of the agreement on the distinction of deductive and inductive approaches, there seems no agreement among scholars about how to teach grammar.

Some scholars such as Widdowson (1978) and Shahidullah (1995) indicate that deductive way of grammar teaching is not appropriate as it enhances the development of usage rather than the use. They say that the deductive presentation is very much similar to the grammar translation method in which the teacher explains the rules. According to these scholars, this kind of teaching does not foster the development of learners' communicative competence. For example, Widdowson (1978:p 19) says:

The evidence seems to be that learners who have acquired a good deal of knowledge of the usage of a particular language find themselves at a loss when they are confronted with actual instances of use. The teaching of usage does not appear to guarantee knowledge of use. The teaching of use, however, does seem to guarantee

the learning of usage. This being so, it would seem to be sensible to design language teaching courses with reference to use.

As there are supporters of the inductive approach to grammar teaching, there are also supporters of the deductive approach. For example, Ellis (1994) claims that explicit attention to grammar forms helps learners notice those forms when they occur in natural contexts. She says if students are taught the grammar rules explicitly, it helps them to monitor or edit their mistakes during communication. Harmer (1987) on his part says that many modern courses often teach structure explicitly and then make learners to use that structure as part of functional conversation. He further says that explicit grammar instruction does not distort the natural order of acquisition, but speeds up the progress along it.

Again, in his topic about “shortcomings of CLT”, Tsai-Yu Chen (1995) indicates that the assumption that grammatical accuracy can be developed in the classroom after communication using the language is proved ineffective by immersion research findings. For example, Harmerly (1987) cited in Tsai- Yu Chen (1995) reviewed six studies to evaluate the effect of the immersion approach based on acquisition/ natural approaches. Then, he concluded that the grammatical competence of immersed students is characterized by fossilization or classroom pidgin while communicating freely. He criticized for any method failing to emphasize structure before communication as putting the cart before the horse. The result, according to him, is that successful but grammatically inaccurate communicators. Likewise, Nunan (1989) indicates the close interrelation of form and meaning. The author points out that knowledge of grammar plays a decisive role for effective communication. So, which one should we teach first? Should we teach the usage (knowledge of the grammar rules) deductively at first and then the use (communication) or the reverse?

It is undeniable fact that the main function of a language is communication and the main purpose of teaching grammar is to help students develop their communicative competence. However, becoming totally dependent on inductive or deductive approaches is not an appropriate way of grammar teaching. The reason for this is that neither we have homogeneous classroom setting nor the same learning styles and strategies among our students. More specifically, some students can learn better if they are taught grammar rules deductively followed by contextualized communicative exercises to enhance the actual use of the structure they have learned. Others

may learn grammar better subconsciously if they are motivated to discuss using the language to arrive at the rule (through the inductive approach), which is similar to what Widdowson and Shahidullah are saying. In relation to this, Celce-Murcia (1991) says that teachers should not ignore one at the expense of the other as both of them are mutually interdependent. She has put the idea as follows:

Communicative competence should be seen to subsume linguistic competence, not to replace it. We claim that linguistic accuracy is as much a part of communicative competence as being able to get one's meaning across or to communicate in a socio-linguistically appropriate manner. Thus, teaching grammar means enabling language students to use linguistic forms accurately, meaningfully and appropriately (pp. 288).

Good grammar instruction, therefore, should employ both approaches wherever possible; sometimes explicit attention of form and other times letting students work out the meanings and forms by themselves from communicative tasks. Corder (1973) in Celce Murcia (1991;p 292) summarized the idea in the following way: What little we know about the psychological process of second language learning, either from theory or from practical experience suggests that the combination of induction and deduction produces the best result

To sum up, when we teach grammar, we should never hinder our students learning by dogmatic and exclusively to one strategy or the other. Many teachers agree that it is very important to use the combination of approaches. Teaching is a pragmatic process and we should use whatever methods bring the best results. It is not strange to use the combination of methods in solving problems. It is necessary to choose the best element from deductive and inductive methods as conditions demand for teaching grammar.

In my opinion, in the inductive method teachers should help learners observe, compare and analyze language till they have found a definite form. In the deductive grammar method, teachers teach the grammar by showing only the rules or formula by himself or herself.

2.5. Stages of Grammar Teaching in CLT

The modern grammar teaching approach says that students learn better when they are provided with tasks that resemble real-life. Hence, Communicative lessons for teaching grammar according to Sysoyev (1999) and Harmer (1991) should integrate the form and the

meaning consisting of four equally important stages namely introduction, presentation, practice and production.

Communicative grammar is an approach to grammar teaching in which its goal is to explore and formulate the relation between the formal events of grammar (words, phrases, sentences and their categories and structure) and conditions of their meaning and use. In linguistic terminology, this means relating syntax and morphology to semantics and pragmatics.

2.5.1. Introduction

It usually begins with warm-up activities and with active motivation. A teacher can ask what students know about the topic and encourage them to write sentences of their own. Here, the teacher can organize the students into pair or group or he/she can make it independent work.

2.4.2. Presentation

Following the introduction, students can be given discussion tasks illustrating a certain grammar rule and the teacher could tell them to discover the hidden rules of the language. Here again, the teacher can organize the class into pair or group. After the students tried their best, the teacher tells his/her students the grammar rules explicitly. This means, depending on the level of difficulty of the particular grammatical construction, a good teacher is expected to explain or summarize what was previously discovered, focusing on form. Explanation is important because students feel safer when they know the rules and when they have some sources to go back to in case of confusion Sysoyev ,(1994) and Harmer,(1991). Besides, it serves as a bridge between what students consider “theory” or what is usually given in textbooks and the “practical use”, what students have discovered (Sysoyeve, 1999).

In my opinion, the presentation of grammar should be clear, natural, efficient, memorable, appropriate and productive.

2.5.3. Practice

The third one is practice stage. During this time, the teacher can provide some practice exercises from the material introduced or input provided in the presentation stage.

Sometimes, activities similar to the presentation stage can be given to make students practice the structure. This is the stage where accuracy is given emphasis (Shahidullah, 1995).

Teachers should help learners avoid excessive error and gradually reduce the control. Finally we have to move relatively free production of the language.

2.5.4. Production

This is the final stage in grammar teaching. If we stop at the practice stage and do not encourage production, students may not be able to use language. It is important to understand that learning or mastering a language does not only mean internalizing or in taking the grammar rules but also developing the skills or abilities to use the rules. In other words, grammar is taught mainly not to store in students' mind as knowledge but to be applied in real-life. Shahidulah (1995) stresses that the main purpose of teaching grammar is not to accumulate knowledge of rules, but to enable students apply the learned rules in actual communication. In this stage, the teacher can prepare pair or group discussion to share ideas and experiences. After this, he/she can give them paragraph writing task about what they discussed, just to see whether they could use the structure in writing (Ibid). But, it does not mean that the language teacher must follow these steps all the time. It depends on the nature of the lesson and tasks and on the objective of the instruction. All the stages may not be conducted in one class period (Celce Murcia, 1991).

The students at beginning discuss a lot what they did at weekend in pairs or small groups. Then, students write one or two paragraphs. They can present it orally. In this processes, they can develop their communicative competence.

2.6 Grammar Teaching Techniques

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

2.6.1 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 Girma,(2005). Some call it deductive approach to grammar teaching or rule-driven learning (Thornsbury, 1999). In a similar way, Harmer (1987) 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 first place, as Azar (2007) 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."

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), Thornbury (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. (Thornbury, 1999). 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.

2.6.2 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). Ellis (1993) describes implicit grammar teaching as:

Some scholars, such as (Cunningsworth, 1984) state that there is some sort of similarity or commonality between the way a child acquires the first language and the way an L2 learner learns his/her second language through inductive or implicit teaching approach. In both 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(Thompson, 1996).

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. (Thornbury, 1999; Harmar, 1987; Girma, 2005).

However, despite the above merits of implicit grammar teaching, it has also a few shortcomings. Thornsbury (1999) 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.

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 Cunningsworth (1984), Thornsbury (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 regards, as cited in Girma (2005) suggests 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). The next section discusses on the grammar teaching that cover the form, meaning as well as the use/production.

2.6.3 Integrated-Grammar Teaching

One of the major rationales which support the claim that grammar teaching should integrate form, meaning, and use emanated from the very nature and role of grammar in communication. When we talk about grammatical form and structures, our major concern is not only to discuss the rules, but also the meaning impact it has on what we speak, read, listen and write. In this regards, Dickins and Woods (1988) noted that, to say that some one knows a language, he/she needs to have the ability to produce grammatically acceptable sentences, together with the ability to communicate using the form accurately as the occasion demands. These key points are good indictors of what the teaching of grammar should look like. Thornsbury (1999) underlined that grammar communicates meaning as precisely as the writer or speaker wants to convey. Thus, the teaching of grammar should take the meaning making potential of grammar into consideration in addition to the rules that underlie grammaticality and ungrammaticality of form and structures of the language.

Learners need to learn not only what forms are possible, but what particular forms will express particular meaning. Seen from these perspectives, grammar is a tool for marking meaning. The implication for language teacher is that the learner's attention needs to be focused not only on the forms of the language, but on the meaning these form convey (*Thornsbury, 1999*).

In addition, Sysoyev (1999) suggested that integrative grammar teaching can serve as a possible solution by combining form based with meaning-based instruction. This is because; L2 learners need grammar for two purposes. They need grammar for communication and so they need learn to it through meaning-focused instruction. On the other hand, students need grammar because they are tested on at school and thus form-based grammar teaching is sought. In the same case, Thornsbury (1999) notes that L2 learners come to language classes expecting that some of the periods will be allocated to studying grammar. At the same time, there are also many other L2 learners who come to language classes to practice or to put in to effect the grammar they have learnt for years. This is therefore, a way of answering student' needs, which is recently, considered as one basic element to keep in mind when one designs teaching materials as well as when he/she is doing the teaching job (Sysoyev, 1999). Thus, according to Azar (2007) grammar based teaching should create awareness of form, meaning and appropriate use of structure. In a similar way as regard to the need to integrate form, meaning and use in grammar teaching, Larsen-Freeman (1992) pointed out, ". . . in dealing with the complexity of grammar, there are three dimensions of language that must be dealt with: the forms or structures themselves, their semantics or meanings, and the pragmatic conditions governing their use." The form refers to the question how a particular grammatical form or structure is formed. The meaning implies- what does the newly presented grammar item means (It could be lexical or grammatical meaning). And the use or pragmatic refers to the question when and why the given linguistic form is used including social, and discourse context (Larsen Freeman, 1992). All these questions are treated in the integrated grammar teaching approach. As a result, L2 learners can have a full understanding of the forms, meanings and also the experience of applying them in their communication. Girma (2005) emphasized, "It can, therefore, be said that any option to grammar teaching should integrate the form, meaning and use of the target structures. To this end, both implicit and explicit forms of instruction can be used to present and practice structure."

To sum up, when we come to the situation in many Ethiopian high schools as to how grammar is being taught, the structural approach to grammar teaching is still dominant (Girma, 2005). The

study which was conducted by DerejeTadesse (2001) clearly showed that students have a mechanical view or static view of grammar learning. Students have more of product oriented perception towards grammar learning. This, I think, is a reflection of what sort of grammar teaching approach is being implemented in L2 classroom.

2.7 Teachers' Perception of Grammar Teaching

The disagreement among language teaching methods and the ill-defined guidelines on how to approach grammar has made the subject of controversy (Ellis 1994, Rohani 2007). Teachers therefore are confused and split into groups. These paradoxes also lead teachers to create their own personal theories about how to approach grammar. The personal theories mainly are derived from their perceptions of grammar and grammar teaching. Their perception which is emerged as a result of paradoxes mentioned and professional experiences often determines how grammar should be taught (Borg 1999). Assessing teachers' perceptions that they bring to the classroom has been attracting considerable research interest (Borg 1999, Farrel, 2005&Rohani 2007). It is because having understanding of teachers' perceptions is important for language teachers, teachers' trainers and curriculum designers since "beliefs are predispositions to actions" (Habtmu 2011). However, researchers came up with contradictory research findings. Borg, for example, reported that teachers have developed personal theories through educational and professional experiences which influence their instructional decisions. He also reported that teachers' theory and classroom teaching practices are strongly linked. Farrel, on the other hand, found that teachers have „a set of complex belief systems“ which are not sometimes reflected in their classroom practices. It is further reported sample teachers were not consciously aware of their belief until they were interviewed. Rohani; on his part, reported that teachers have different interrelated sets of beliefs whose practicality would be influenced by contextual factors in their work setting

CHAPTER THREE

3. Research Design and Methodology

This chapter presents the methodology of the study which are implemented for collecting, analyzing, and interpreting the data. It also discusses selection of samples from the target population. This chapter provides the research design, participants of the study, study setting, sampling techniques and sample size, data gathering instruments, data collection methods, and data analysis techniques respectively.

3.1 Research Design

In this study, the descriptive research design was used. The researcher used mixed methods to collect the relevant data. This is because the mixed method involves the use of both approaches namely quantitative and qualitative approaches to answer the research questions. Moreover, the nature of the problem and research objective requires the usage of the stated research method. As Denizen and Lincoln (1994) mentioned, qualitative research involves an interpretive approach that allows the researcher to study the problems in a natural setting and interpret meanings in terms of the meaning people bring to it. It gives an opportunity to be flexible and contextual with an expected idea during data gathering period. This is as a result of its suitability to describe the degree and the nature of the extent to which English language teachers practice integrating grammar with reading so as to enhance the students' grammar skills.

Classroom observation tools are used Quantitative method aims to count the number of times a certain phenomenon appears in order to find out the nature and frequency of it. In order to determine the teachers' view toward the problem with the practices in integrating grammar with reading, a quantitative research method was used .The method used for quantitative data was questionnaires. It was utilized as a mode of triangulation where data collection information was based on the questionnaires, classroom observations, and interviews. The main reason for using or choosing mixed research was enabling the researcher to collect data in-depth, adequate amount of data, to examine the present situation, and to identify the present situation deeply. To

get valid and reliable conclusions, it was identify the major problems in the area of the study under investigation (Best and Kahn,2003)

3.2 ResearchSetting

Doyegena Secondary School was selected as a study site for the following reasons. First, the researcher has identified the problem because the researcher has been teaching in the study area and closely observed the teaching-learning process in this school. Second, the researcher was familiar with the teachers and learners of the study. Finally, no similar research has been conducted in this school. Therefore, the researcher selected this secondary school.

3.3 subjectoftheStudy

The sample population is 100 students taken from 8 sections of grade 9 which has a total number of 500 students. From each section, I took 12 students. And also, there are 3 English teachers who are teaching grade 9. The researcher used all of them.

3.4 Sample Sizeand Sampling Technique

The issue of the study was directly concerned with the teachers' practice and challenges of teaching grammar integrated with reading; in the case of grade 9 English classes. According to Dalen,(1979) for descriptive research ten to twenty percent of the total population is enough. The total grade 9 studentspopulation was 500. Therefore, the researcher decided to take 20%. ($500 \times 20 \div 100 = 100$). The selected 100 students were taken from eight sections using a lottery method. Besides ,avialable sampling was used to involve three English teachers who were teaching in grade9.

3.5 Data Gathering Instruments

According to Valerie and Magdalena (2008), researching and examining tangible evidence requires intensive involvement of the researcher. In order to collect relevant data from the participants, and answer the research questions, the researcher attempted to sequence the collection tools according to their importance to the study. Therefore, the researcher largely used quantitative and qualitative methods of data analysis. The researcher used three different data gathering instruments such as

questionnaires, semi-structure interview and observation (close-ended questions). A detail explanation of each instrument is presented below.

3.5.1 Questionnaires

AashishPahwa(2021), and PrithaBhandari (2022) mention questionnaires are widely used to collect data. They are popular for gathering descriptive information and are inexpensive way to gather data. Questionnaires are suitable to gather data of both quantitative and qualitative approaches using close-ended and open-ended questionnaires. Thus, the researcher used a questionnaire as a major data collecting tool to collect the relevant data for the study. The main objectives of this questionnaire was to gather data for the research and it was written for specific purpose. The questionnaires are constructed and translated to Amharic language by the researcher and provided to complete students in the close-ended questions.

3.5.2 Semi-structured Interview

The semi-structured interview is the second data collecting tool that the researcher used for this study because it can help to get additional ideas for the study. According to Harelen and Wake (1995), semi-structured interview helps to gather factual information about people's circumstances; collect statements of their preferences and opinions, and explore data in-depth, their experience and motivation on grammar integration with reading skills. Moreover, according to Burns (1999) semi-structured interviews can be used to obtain first-hand information directly from the study participants. Before conducting the interview with the teachers, the researcher arranged the time when the interview was held with English language teachers. In the beginning, the researcher told the objectives of the interviewee. Then, the researcher conducted the interview with the teachers at different times. Therefore semi-structured interview was designed to obtain the necessary data from the sampled participants

3.5.3 Classroom Observation

According to Morrison (2000, p.305), "observations are useful tools for providing direct information about language and language learning, and it is the best data collecting technique for gaining insight into the subject in a natural environment." Ellis (1994) also says that the classroom is something like a black box which gives the facts about what goes into language learning when observers are done. It is the secondary data gathering method to be used in the

study. Because it helps the researcher to obtain practical data on how teachers practice teaching grammar is integrating with reading and to identify challenges of teaching grammar in integrating it with reading. If it is well planned and appropriately designed, observation is one of the effective tools of data collecting instruments in descriptive educational research. Therefore, observation is likely to be a good way of finding out what actually happens in the classroom. The researcher prepared observation checklists to find answers to the research questions and to observe the way the teachers practice teaching grammar integrating it with reading in the classrooms and the actual classroom situation. According to the researcher believe ,the observation was made 3 times on three teachers in different sections to find out the challenges of teaching grammar in integrating with reading if the EFL teachers practice teaching grammar in integrating it with reading. All the observations made by the researcher.

3.6 Data Collection Procedure

The data for this study were collected through questionnaires, semi-structure interview and classroom observation. The participants of the study were EFL teachers and grade-9 students of Doyegena Secondary School. First, the researcher distributed the questionnaire to the students then conducting semi-structure interview with language teachers. Then the view of the respondents ,which are obtained from questionnaire and interview are collected and identified. .Next to this,the researcher observed the teachers and students' interaction in the class room. Finally, the detail challenges of teaching grammar integrated with reading are collected using instruments for the study are analyzed and interpreted .

3.7 Data Analysis Techniques

In this study, both quantitative and qualitative data analysis techniques were utilized. The data which were gathered through semi-structured interview were analyzed qualitatively and the data which were gathered through questionnaires and classroom observation were analyzed quantitatively.

As Onwuegbuzie (2010) stated classroom observation analysis would guide the researcher to go back and forth many times and present an analysis of data gathered through different tools thematically. This implies that the data collected through close-end questionnaires were compared with semi- structured interviews and classroom observation data. While analyzing the data, the researcher integrated points that were generated through the given tools and the data induced for interpretation to reach the relevant conclusions. Such a process of organizing and

analyzing the data help the researcher to develop and understand how each point is connected to the other. Besides, interpretation is given after each analyzed item. Finally, based on the analysis of the data, the researcher summarized the research findings, and meaningful conclusions were also drawn from the findings, the results are present in the table using percentages.

3.8 Ethical consideration

The researcher took voluntary informed consent to be the condition in which participants understood and agreed to their participation with out force. The researcher explained clearly to them why their participation is necessary and how it can be used for academic purposes. They were informed that confidentiality is strictly maintained during report writing.

CHAPTER FOUR

4. Data Analysis, Interpretation, and Discussion

4.1. Introduction

This section deals with the analysis, interpretation, and discussion of the data obtained from students' questionnaire, teacher interview and classroom observation. As stated earlier, the purpose of the study is to look into the practice and challenges of teaching grammar integrated with reading in Doyogena Secondary School in grade 9 level. Here, the researcher attempted to organize the result obtained from the study of the participants using questionnaire, interview, and observation are presented in sequence as follows

4.2. Analysis of Students' Questionnaire Response on the Practice of Teaching grammar integrated with reading

Table-1: Students' response on students' practice towards grammar integrated with reading when they learn English

.Keys-SA-strongly agree,A-agree,UN-undecided ,DA-disagree,SDA-strongly disagree ,and N-number of respondents

No	Item	Response										Total
		SA	%	A	%	ND	%	DA	%	SDA	%	
1	Learning grammar integrated with reading is preferable than learning grammar separately	20	20	21	21			34	34	25	25	100
2	You are encourage to discover your mistake by your selves	15	15	15	15			40	40	30	30	100

3	Your text book motivate you take part in the given activites	50	50	30	30			15	15	5	5	100
4	You read supplemantry materials to develop more than one skills	10	10	16	16			50	50	24	2:4	100
5	You are interested to learn grammar integrated with reading	8	8	12	12			50	50	30	30	100
6	You understand the grammar lesson easily while your teacher integrated grammar with reading	40	40	30	30			15	15	15	15	100
7	Language integration is more important to enhance the language skills	38	38	24	24			18	18	20	20	100
8	Learning grammar integrated with reading paved the way to understand agiven text easily and properly	20	20	15	15			35	35	30	30	100
9	You feel fear while your teacher teaches grammar integrated with reading.	32	32	30	30			25	25	13	13	100

10	Learners face challenges while learning grammar integrated with reading	40	40	35	35	5	5	10	10	10	10	100
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As can be shown in the table above, 34 (34%) of the respondents replied disagree to item-1 and the other 25 (25%) of the respondents were also strongly disagreed. whereas, 20 (20%) of the respondents agreed with the statements and the remaining 21(21%) of the respondents strongly agree with the statements. Thus, from this result one can see that more than half of the respondents preferred deductive grammar learning method than inductive method. Based on the data and the researcher's observation, it is possible to say that most of the participants did not have adequate knowledge about grammar integration with reading. Thus, all English teachers should use different grammar teaching techniques and methods more and practice on inductive teaching method in EFL classes as much as they can. Likewise, 40 (40%) of the respondents replied disagree with the statement and the other 30 (30%) of the respondents showed their strong disagreement to item-2. This suggests a large number of the respondents are in agreement with the statement. The respondents indicated that students did not encourage to discover their mistake by themselves. But 15 (15%) of the respondents strongly agreed with the statement and the other 15 (15%) of the respondents were also agreed with the statement. The result shows that more than half the study participants did not encourage to discover their mistake by themselves. Therefore, all teachers should encourage the students to discover their mistake by themselves and teachers should give priority to language integration skills and give the students a chance to practice during instruction.

As can be mentioned in item-3, 50(50%) of the respondents showed their strong agreements with the statements similarly 30(30%) of the respondents replied their agreement to item 4. The respondents indicated that students motivated take part in their text book. Whereas 15(15%) of the respondents disagree with the statements and the remaining 15(15%) of the respondents were also strongly disagree. Thus, the result show that a large number of the respondents motivated take part in their text book. Based on the data and the researcher observation, most of the students show their motivation take part with their text book. Therefore, English teachers should

motivate and encourage the students more and provide different activities from the text book. In item 4, show that 50(50%) of the respondents replied disagree to item 4, and the other 24(24%) of the respondents were also show their strongly disagreement in the statement. This suggests that a large number of the respondents are in disagreement with the statements. The respondents indicated that the students did not read supplementary materials to develop more than one skills. On the other hand 10(10%) of the respondents strongly agreed with statement and the remaining 16(16%) of the respondents were also agree with the statement. The result show that more than half of the study participants did not read any supplementary materials. Thus, teacher should advice, motivate, provide different supplementary materials and encourage the students to read it and the teachers themselves as models for their students. As can be shown in item 5, 50 (50%) of the respondent replied disagree to item 5 and the other 30(30%) of the respondents were also strongly disagree with the statement. Whereas 8 (8%) of the respondents strongly agree with the statements and 12(12%) of respondents strongly disagreed with the statements. Thus, from this results, one can see that more than half of the study participants did not show interests to learn grammar integrated with reading. Based on the data and the researcher observation, the students did not have interest in the practice of teaching grammar integrated with reading. Therefore, all English teachers should advice the students to have interest in the grammar integration and practice it regularly.

For item 6, 40(40%) of the respondents replied their strong agreements on the statements similarly 30(30%) of the respondents were also agreed with the statements. Whereas 15(15%) of the respondents replied disagree and the remaining 15(15%) of the respondents strongly disagree with the statements. This suggest that more than half of the study participants show their agreements with the statements. The respondents indicate that they understand the text easily and properly while their teachers teach grammar integrated with reading. Hence, the teachers should integrate the language as much as possible because grammar integration with reading plays a great role for students academic performance.

For item-7, 38(38%) of the respondents showed their strong agreement with the statements and the other 24(24%) of the respondents were also replied agreed to the statements. This suggests that a large number of the respondents are in agreement with the statements. The respondents indicated that grammar integration is more important to enhance the target language skills. But 18(18%) of the respondents replied disagree and the other 20(20%) of the respondents strongly

disagree with the statements. The result show that more than half of the study participants understand the importance of language integration . Hence, the teachers should always encourage the students to practice it to enhance their integrative language and teachers should always give different activities to do by them selves.

In item 8 show that 35(35%) the respondants replied dis agreed with the statement and the other 30(30%) of the respondants were also strongly dis agree to item- 8 Whereas 20(20%) of the respondants strongly agreed with the statements and the remainig 15 (15%) of the participants were also strongly dis agree with the statements. The result show that more than half of the study participants grammar integration did not paved the way to understand the lesson easily and properly .Based on the data and researcher' observation ,teachers should do their best and motivate and encourage the students to understand the give text easily and properly and teachers should use different techniques and methods to teach grammar integrated with reading.

For item-9,32(32%)of the respodants replied strongly agree with the statements and the other 30(30%) of the respondants were also agreed to item -9 .They indicated that they were in fearing while their teachers teach grammar integration, But 25(25%) of the respondents disagreed with the statements and the other 13(13%) of the respondants strongly disagreed . Thus, the result shows that a large numer of the respondants were in fearing in EFL classes.Hence , teachers should use different techniques and methods the students to feel free from fear ,feel self confidence in the practice of grammar integrated with reading ,and teachers should motivate and encourage the students to love grammar integration in the EFL classes.

In item-10, show that 40(40%)of the respondants showed their strong agreement with the statement and the other 35(35%) of the respondants were also show their agreement to item -10.This suggest that a large number of the respondants are in agreement with the statement .The respondants indicated that they faced challenges in grammar integrated with reading in EFL classes.But 5(5%) of the respondants replied undecided with the statements and the other 10(10%)of the respondants disagree with the statements and the remainig 10(10%) of the respondants strongly disagreed to item -10 . The result shows that they were in challenges while their teachers teach grammar integrated with reading. Thus, teachers should think about the challenges and try to use different grammar teaching methods and techniques to overcome the challenges of teaching integrative language .

4.3. Analysis of Teachers' Interview on the Practice of Teaching Grammar Integrated With Reading

The other data collection tool that was used for this study were interview. Three teachers were involved in it. The interview was recorded, transcribed and analyzed. The result obtained from the interview served to cross-check the information obtained through questionnaire, the interview questions were designed that enable the researcher to obtain further information on the matters that are directly related to the goal of the study. Items in the interview raise questions on challenges that grade 9 English teachers faced while teaching grammar integrated with reading skills. The data gathered through interviews is analysed, summarized and presented. The analysis and interpretation of this qualitative data is done item by item as indicated below.

1. What are the challenges of teaching grammar integrated with reading in EFL classes?

Respondent 1 replied that the challenges of teaching grammar integrated with reading are both teachers and students. They did not have interest in the practice of teaching grammar integrated with reading. They also lacked of motivation, in adequate prior knowledge and experience of teaching grammar integrated with reading. All these drawbacks brought challenges to the practice of teaching grammar integrated with reading skills. **Respondent 2**, in his part, stated that EFL teachers in the school did not have adequate background/prior-knowledge about grammar integrated with reading instruction. He also added that teachers and students gave less attention for the EFL classes.

Respondent 3 mentioned that the challenges of teaching grammar integrated with reading are both teachers and students. They had little awareness about the benefit of integrative language and they also lacked motivation and interest of the practice of teaching and learning grammar integrated with reading. The result show that teachers and students were under challenges of grammar integrative with reading. Hence, teachers should use different teaching methods, strategies and techniques to overcome the challenges, and the teachers should have knowledge and skills about the practice of grammar integration with reading.

2. How do you overcome the challenges while you are teaching grammar integrated with readings in EFL classes. Respondant 1 explained that

he tried to invite the students and teachers to give their ideas on the given problems. He also added that teacher should try to read more about how to overcome the problems during grammar integration.

Respondent 2 replied that to overcome the challenges, he tried to use different grammar teaching techniques and methods to overcome the challenges, and he also added that sometimes he changes the teaching methodology as much as possible.

Respondent 3 mentioned that he tried to identify the problems and then find solutions to the problems. The result indicated that all the respondents could not know the techniques to solve the problems during EFL classes. Therefore, the teachers should think about how and when they overcome the challenges and they should use different teaching techniques and methods and practice it regularly.

3. What are your techniques to solve the problems when you teach grammar integrated with reading?

The three respondents stated that EFL teachers in the school did not know about the techniques to solve the problems. They also added that teachers gave less attention about the techniques. They usually focused on deductive grammar teaching method. The results show that teachers did not know how to solve the problems while they teach grammar integrations with reading and they did not know the techniques. Thus, Teachers should know and use different techniques to solve the problems. And also, the teachers concern on grammar teaching techniques to solve the challenges of teaching grammar integration.

4. How do you motivate your students while you teach grammar integrated with reading?

Respondent 1 explained that he motivated the students to focus on to integrate grammar with reading, and he provided different activities to motivate them. In addition, he motivated the students to be good at grammar integration.

Respondent 2 replied that he motivated them as usual, but he sometimes motivated the students to be good at grammar integration and practice it to enhance the language.

Respondent 3 mention that he motivated them to be active and he provided different activities to do by themselves and he some times motivated them to read additional materials. As the interview response and the researchers observation, , most English teachers did not motivate how to practice and integrate the language. Therefore , teachers should motivate their students to succeed and achieve their goals in their academic performance and motivate them regularly to integrate grammar with reading

5. What are the problems of the text that hinder the practice of teaching grammar integrated with reading?

Responden 1 mentioned that the problems of the text book that hinder the practice of grammar integrated with reading are ; most of the grammar lesson prepared with out language integration, and the passages were to long to grasp the message. In addition, the story of the text was not easy to understand. All these draw back brought challenges to the practice of teaching grammar integrated with reading.

The two respondants explained that the vocabularies were beyond the students grade level and all the grammar items were presented in a deductive method due to this reason the text made challenge to practice grammar integrated with reading . The result show that the text book made the lesson difficul. Therefore, teachers should concern or focus on these problems and find solution to the practice of teaching grammar integrated with reading and the teachers some times use their reflection on the text.

6. Do you think the large class size makes the lesson difficult? How?

-Respondent 1 replied that large class size did not make the lesson difficult. Whereas it was important the students to be compare each other in the EFL classes and the teachers can use student-center teaching appached.

The two respondent stated that large class size directly or indirectly made the lesson difficult because it took much time to practice grammar integration with reading . They also added that it was impossible to manage the students to practice and participate in the given activities. Moreover, they did not get time to communicate freely and properly in the EFL classes. Therefore, the teachers should try to consolidate the class to be comfortable and attractive to grammar integration Unless, the teaching learning process become boring.

7. Do you think the student's prior knowledge affect the practice of the teaching grammar integrated with reading? How?

The three respondents replied that the students' prior knowledge directly or indirectly affected the practice of teaching grammar integrated with reading because their prior knowledge was explicit grammar learning. Even though they tried to teach grammar integrated with reading, the students' prior knowledge and their demand directly affected of practices teaching grammar integrated with reading. This prior knowledge directly made challenge to the practice of grammar integration with reading. The result shows that they affected by the students prior knowledge. Hence, the teachers should have to change the students attention towards on inductive grammar learning method or to focus on integrative language, and teachers should motivate them to give priority to grammar integration.

8. Which grammar teaching method is more preferable for you? Explicitly or implicitly method? Why.

All the respondents mentioned that explicitly grammar teaching method was preferable than implicitly because they had interested and easy to teach it. They also added that students themselves had interests in this deductive methods. The result show that all teachers did not prefer implicitly method to practice grammar integrated with reading. Therefore, teachers should have to think more about their teaching method and its result; and they should immediately change their way of teaching unless the students have never ever enhance the language as needed.

9) Does your grammar learning experience affect your grammar teaching? How?

The two respondents stated that their prior learning experience directly affected today's or current teaching grammar integrated with reading because their grammar learning experience was explicit method. They also added that both teachers and students directly or indirectly affected the practice of teaching and learning grammar integrated with reading.

Respondent 3 replied that the prior grammar learning experience partially did not affect the practice of teaching grammar integrated with reading. Even though he used the two grammar teaching method in the different EFL classes, his grammar learning experience indirectly affect *in the EFL classes. This prior grammar learning practice partially made the lesson challenges on grammar integration with reading.* The result show that most English teachers highly dominated

by their former grammar learning approaches and they could not depart from it. so that the teachers should get work shop and developmental training course, and forget their prior learning experience. Teachers should read more about grammar teaching method and try to practice the inductive grammar methods because it helps students to make real-life communication, and to advance the language more.

10) Does your teaching grammar integrated with reading enable learners to use the language communicatively? How?

All respondents explained that they did not teach the students to enable to use the language communicatively because they usually used deductive grammar teaching method. This deductive grammar teaching method can not help the students to communicate freely and properly.

Challenges observed in teachers' interview ;

Most teachers feel less self-confidence for the interview and they were so busy in make-up class and tutorial classes, Moreover, the teachers were busy in different club activities and they were unwillingness to participate in the interview.

4.3 Data from Classroom Observation

Classroom observation was basically undertaken in order to see the relation between teachers' theoretical orientations on grammar teaching and their classroom implementation. While the observations were underway attempts were made to cross-check to what extent the effects or problems that were identified by respondents while answering items in the questionnaires and interviews are reflected in the actual classroom. In other words, based on the teacher's classroom practices, the results were compared so as to see whether these perceptions and practices were consistent or inconsistent with each other. The teacher's practices were analyzed and extracted from the eight classroom observations with each interviewed teachers. Teachers' Classroom Practices observation when Teaching Grammar integrated with reading was done by a check list found at appendix C. Thus, the data from the classroom observation were organized by rating description by using table, that was the total number of observation were nine periods it accounts as hundred percent. The observations were mainly focus on teaching grammar integration with reading methods in the classroom. And it was observed whether the teachers motivate the learner to practice the language appropriately or not. It was also observed that how grammar is

presented in the EFL classes effectively. The researcher tried to observe all the activities based on the check list to answer the research questions.

Table -2. Observation Data from the Actual Classroom on Teaching Grammar Integrated with Reading.

No	Activities	Observation data infrequency(FR and percent)					
		Yes		No		Total	
		F	%	F	%	F	%
1	Does the teacher guide students to integrate grammar lesson with reading?	1	33.3	2	66.6	3	100
2	Does the teacher ask students to integrate the day's lesson with the sentences used in the text?	1	33.3	2	66.6	100	100
3	Does the teacher provide an opportunity to students to practice grammar integrated with reading ?	1	33.3	2	66.6	100	100
4	Are the grammatical items presented integrated with reading?	1	33.3	2	66.6	100	100
5	Does the teacher motivate the learners to practice grammar integrated with reading ?	1	33.3	2	66.6	100	100
6	Does the teacher use different techniques to teach grammar integrated with reading?	-	-	3	100	100	100
7	Does the teacher use different methods to teach grammar integrated with reading?	1	33.3	2	66.6	100	100
8	Does the teacher use authentic content to teach grammar integrated with reading ?	-	-	3	100	100	100
9	Does the teacher face problems while teaching grammar integrated with reading ?	2	66.6	1	33.3	100	100
10	Does the teacher use different literatures to teach grammar integrated with reading?	1	33.3	2	66.6	100	100

As shown in the Table 2, attempts were made to assess how teachers carries out/practice teaching grammar integrated with reading lesson in the actual class room using the above ten questions in the observation checklist.

In item1,2(66.6%) of English teachers were seen that they did not guide their students how to integrate grammar lesson with reading in EFL classes and they used common method of teaching grammar and much of the lesson was dominated by the teachers . whereas 1 (33.3%) of the teacher guide the students how to integrate grammar lesson with reading. ,Based on the researcher the actual classroom observation, teacher were observed playing dominant role in the teaching and learning process/activities/ and they used traditional grammar teaching approach. Therefore,all the teachers should guide the students as much as possible in the EFL class to integrate the grammar lesson with reading, and teachers should struggle until the students become in the right position in grammar integration with reading skills.

.Foritem2 ,2(66.6%) of the teachers were seen that they did not ask students to integrate the grammar lesson with reading and they used the whole period to them selves. But1(33.3%) of the teacher asked the students to integrate the grammar with reading and the teacher did not use the whole period by presententing the days lessso. The result showed that more than half of the teachers did not ask students to integrate grammar lesson with reading in the EFL classes. . Therefore teachers should ask the students to integrate grammar lesson with reading and gave feedback/comment for it, and teachers should motivate or encourage the students to ask their questions in the classes.

Concerning Item 3, teachers were observed that 2(66.6%) of them did not provide an oppourtunity for students to practice grammar integration with reading .Althought it was not sufficient,1(33.3%) of the teacher tried to provide an oppourtunity for students to practice geammar integration with reading.The results showed in item 3, most teachers did not know how to provide an oppourtunities for students to dig out or reflect theirs' ideas in the classes.Whereas the teachers control the whole class or period.

Thus, the teachers should divide the given time and activities, and then give an oppourtunities to practice the grammar integration in the classes..

As stated in item 4, 2 (66.6%) of the teachers were observed that the teachers did not present the grammatical item integrated with the reading they did not know and think how to present

grammatical integrated with reading. But 1 (33.3%) of the teacher presented the grammatical item integrated with reading. The result shows that more half of the teachers were unfamiliar to present grammatical item integrated with reading skills. Hence, the teachers should think, know and practice more about it. If they do not integrate the item with reading, the students can not show progress in their academic performance.

In item 5, show that 2(66.6%) of the teachers were seen that they did not motivate the students to practice grammar integrated with reading in the EFL classe. and they gave less attention on students motivation and they did every thing as usual. Although 1(33.3%) of the teacher motivated the students to practice grammar integrated with reading, most of the teachers were confused to motivate their students. The data and the researcher observation showed that, teachers did not motivate the students to practice grammar integration with reading skills. Therefore, teachers should think motivation is a part of their activities in EFL classes, and the teachers should motivate them regularly. If the teachers do not practice it regularly, the students may be hate it, and fears the language integration ..

The result on item 6, shows that all of the teachers were seen that they did not use different techniques to teach grammar integrated with reading and also they totally ignored it. This finding, reveals that teachers have forgotten about the techniques to teach grammar integrated with reading. So, it is possible to say that they did not know the technique of teaching grammar integrated with reading or they were careless on integrative language. Thus, all teachers should know grammar teaching techniques and then use them according to the lesson presented. Regarding to item 7, 2(66.6%) of the teachers were seen that they did not use different method to practice grammar integrated with reading and they used only explicit grammar teaching approached and teachers did not think to practice with out deductive grammar teaching method. But 1(33.3%) of the teacher used different kinds of methods to practice grammar integration. This finding reveal that most teachers have not experienced about the different method to teach grammar integrated with reading or teachers did not know the other grammar teaching methods. So, teachers should know and use the methods accordingly in the EFL classes.

Concerning the use of authentic content to teach grammar integrated with reading (item 8), all of the teachers were seen that they did not use authentic content to teach grammar integrated with reading and grammar lesson was mainly presented using a deductive approach. So, it is possible to say they did not know the concept of authentic content and its use for teaching

grammar integrated with reading .The result indicated that they did not know the use of authentic contents to teach grammar integrated with reading . In order to develop students language ability , skills and their knowledge , teachers should know and bring it in EFL classes,and teachers should try to creat a real- life situation to teach grammar integration with reading.

In item 9, 2 (66.6%) of the teachers were observed that they faced challenges in EFL classes and they were disturbed and feel less self confidence to teach grammar integrated with reading . But 1(33.3%)of the teacher did not facedchallenges in the classes and feel self confidence to teach grammar integrated with reading.Andalso,the teacher did not use deductive approach . The results show that the practice of teaching grammar integrated with reading still faced challenges and it was directly affected the practice of grammar integration. so that the teachers should feel self confidence and struggle to over come the challenge. Unless, the students can not develop their academic performance and achieve their goal .

The last item 10, 2(66.6%)of the teachers were seen that they did not use different literature to teach grammar integrated with reading and they did not think and know about any literature to bring it in the EFL classes. Whreras 1(33.3%) of the teacher used different literature to teach grammar integration..The results show that most teachers did not use any literature in EFL classes to teach grammar integrated with reading. Thus, the teachers should bring and use different literature to enhance teachers' and students language ability to wards on integrative language .

Generally ,the class room observation data confirmed that teachers did n't perform most of the tasks needed.The lesson were presented using a deductive approach.The whole periods were devoted to explanation of the form and use of the grammar content by teacher.Thus,students were passive recipients and they were not provided the chance to learn by themselves .The focuses of the lesson on most occasions were the mastery of forms.The teachers were the major participants in the class room.The students' role was mainly confined to providing appropriatrules forperviously learnt using isolated examples and dialogues provided exercise that demand memorization and application of the structure

4.4 Discossion of the Results:

This section presents the analysis of the data collected throught students questionnaire,teachers' interview and class room observation.

The results from the questionnaire data showed that the majority of the participants did have interest about teaching and learning grammar integrated with reading and they do not know the benefit of grammar integration. And also, the large number of the participants can not be free from fearing and they usually faced challenges while their English teachers teach grammar integrated with reading because their prior knowledge is deductive grammar learning approach. This prior knowledge directly affect the practice of teaching and learning grammar integrated with reading.

The vast number of the respondents prefer deductive grammar learning method but the purpose of inductive grammar learning is enable learners to make real-life communication and to produce grammatically acceptable sentences in communication but the students do not know it. And they believe that the students learn grammar better when it is presented inductively when they are involved in discovering the rules using several sample examples. This results suit with Aytenuw (2015) teachers' perception of grammar teaching has effects on English language grammar teaching in classroom

As the result, it is concluded that there is a deep woven correlation between teachers' beliefs about grammar teaching and their actual classroom practices. So if teachers' have good understanding or have a right direction about grammar teaching methods, their actual classroom practice will be appropriate and selective. Shahidulah (1995) stresses that the main purpose of teaching grammar is not to accumulate knowledge of rule, to enable students apply the learned rules in actual communication

How ever, in the observation classroom the majority of the grammar lesson were presented deductively. Teachers offered detailed explanation of the given grammar rule. Students are not encouraged to practice grammar integrated with reading. In addition, teachers did not use different techniques and method to practice grammar integrated with reading. And also teachers do not give an opportunity for students to practice it and they do not use authentic contents and literature to integrate grammar with reading. As teachers said that they were taught through old traditional methods because of the students' demand. This is similar with Aytenuw (2015) he said; It evident from the class observations that teachers actually own traditional/structural teaching approaches but due to some language teaching awareness they try to modernize themselves in front of others as most of the teachers have said that students should be made to work out rules because they are well aware of the right to teach grammar.

As the data from the interview signified that almost all teachers said that they enjoy explicit grammar teaching method and bored of task based language teaching. They are very excited to teach about grammar not to use grammar. This is why their grammar teaching and learning experience techniques and method directly and indirectly affect the practice of teaching grammar integrate with reading.

Although there was some differences between questionnaire and the two other tools, there was a possible conclusion that grammar lesson was presented through deductive grammar method. It was also true that most frequently grammar rules were given first with example and followed by delivering explanation rather than creating conditions and motivating students to practice grammar integrated with reading. They are unable to use role play, game, and pair works properly in order to teach the grammar integrated with reading.

Teachers do not use various techniques, method and strategies to teach grammar. This result is really contracted with Dickins and Wood (1988). They noted that, to say that someone knows a language, he or she need to have the ability to produce grammatically acceptable sentences, to gather with the ability to communicate using the form accurately as the occasion demand. This key points are good indicators of what the teaching of grammar should look like. On the other hand the above finding is suit with (Girma, 2005) and Dereje (2001) when we come to the situation in many Ethiopian high schools as to how grammar is being taught, the structural approach to grammar teaching is still dominant (Girma, 2005). This research finding that the three interviewees said that they taught grammar traditionally because of the interest of students and teachers. Students like notes and explanations. Although teachers need to teach grammar integrated with reading, students hate grammar integration.

Evident from the interview proved that, most teachers respond that both teachers and students do not have interest, lack of motivation, little knowledge about grammar integration. And also, the large class size, teachers and students prior knowledge and students motivation are the main challenges to the practice of grammar integrated with reading. The data from the interview also proved that the influence of the practice of grammar integrated with reading; lack of motivation, inability use grammar teaching techniques and method, teachers learning experience and little awareness about the benefit of grammar integration and students' expectation made teachers ineffective to teach grammar integrated with reading.

According to Mooe(2012),in order to creat effective learning ,teachers need to consider learning theories , students need,creat positive classroom environments,use diverse instructional strategies.Therefore,teachers should consider all factors when they choice instructions.

CHAPTER FIVE

5. Summary, Conclusions, and Recommendations

5.1 Summary of the finding

This study focus on investigating the practices of teaching grammar integrated with reading The study was conducted in one selected school found in Kembata Zone Doyogena Wereda city administration secondary school, Central Ethiopia.

Different finding were obtained from the study, which were organized in group according to the objective of the study. The whole collected data were analyzed and interpreted.

The main challenges were explored and a few recommendation are given;

The results of the study indicated that most English teachers did not have adequate knowledge of inductive grammar teaching methods and techniques.

They followed old traditional/structure based grammar teaching. The teaching condition did not let teachers' practice indirect teaching. Whatever teachers were doing in the classes is a proof that they did not treat English grammar lessons integrated with reading .

The recent practice of grammar teaching lack many important features in the light of grammar integration with reading teaching principles

The most frequently used grammar teaching techniques are not contextual and communicative. This practices was directly or indirectly affected the practice of teaching grammar integrated with reading skills. The data revealed that English teachers did not help the students' properly in learning grammar integrated with reading in the EFL classes.

Even though they asked their students to integrate the grammar with reading, they had not interested to practice it because they lacked adequate background or prior knowledge about it.

There was some divergence between teachers' grammar teaching method and activities given in the text book and their actual classroom practices .It is evident from the interview and the classroom observations that teachers usually use traditional or structural teaching approaches, where as the book more of language integration

5.2 conclusion

From the findings of the study, it is concluded that EFL teachers and students had not experienced about the practices of grammar integration with reading. Teachers did not use various techniques and strategies to teach grammar lessons integrated with reading. The majority

of the grammar activities presented in the classroom were through deductive approach, Teachers failed to apply inductive approach to language teaching. The main reasons or challenges that lead teachers to choose this traditional method are: teachers language learning experiences, students prior knowledge, teachers and students interest, lack of time, lack of professional development courses. All these challenges forced the teachers to teach grammar lessons using deductive methods.

5.3 Recommendations

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

- All English teachers are exposed to deductive grammar teaching approach. Therefore; it is recommended that all the stakeholders (the school principal, woreda education office, regional education bureau and ministry of education) should think and arrange different workshop for EFL teachers who work in the stated woreda on how to teach grammar lessons using inductive approach.
- All English teachers need to be given a short term professional development training courses to make them aware of teaching grammar integrated with reading. In addition, the teachers should improve their instructional practices in the classroom and try to apply language integration.
- All English teachers should know the two grammar teaching methods and techniques to practice in the EFL and should use different techniques when they present grammar lesson.
- Teachers should provide different activities which are related to language integration; some discrete, some integrated, some interactive, some individual, some group work or pair work, that help learners to be exposed to various opportunities that help them to learn grammar integrated with reading meaningfully.
- All English language learners need to be given an awareness about the benefit of grammar integrated with reading.
- All English language learners need to be exposed to learn inductive grammar learning approach.
- All English language learners should know the purpose of integrative language.
- All English language learners should know the two grammar learning techniques and methods to practice in the EFL classes.

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Questionnaire for students

ማ/ሳይንስና የቋንቋ ጥናት ኮሌጅ

የኢንጊሊዘኛ ቋንቋ ሥነ-ጽሁፍ ትምህርት ክፍል

ለ9ኛ ክፍል የተዘጋጀ መጠይቅ

ውድ ተማሪ የዚህመጠይቅ ዋናው አላማ ተማሪዎች የኢንጊሊዘኛ ትምህርት ሰዋሰው /grammer/በሚማሩበት ጊዜ ሰዋሰውን ከምንባብ ጋር አቀናጅቶ የማስተማር ችግር በዶቶገና 2ኛ ደረጃት /ቤት የ9ኛ ክፍል የሚል ነው። ውድ ተማሪ አንተ/አንቺ የምትሰጠው /የምትሰጠውም ላሽ ለዚህ ጥናት ክፍተኛ ጠቀሜታ አለው። በመሆኑ ም የሚሰጠው ምላሽ ሚስጥራዊነቱ የተጠበቀና ለተፈላጊ ጥናት ብቻ የሚውል መሆኑን እገለጽኩ ለሚደረግ ልን ትብብር ምስጋናዬ የላቀ ነው።

ማሳሰቢያ:- በመጠየቁ ላይ ስም መፃፍ አይቻልም።

ክፍል 1. የግል መረጃ

መመሪያ 1. የራስን/ሽንመረጃ በተሰጠው ሣጥን ውስጥ(✓)ምልክት በማስቀመጥ መልስ/መልሺ። የትምህርት-ቤቱስም

ክፍል 2. ይህመጠይቅ የኢንጊሊዘኛ ሰዋሰው-ት/ት የክፍል ውስጥ ተግባራት ችግሮችን ለመለየት ነው።

መመሪያ

2. ከዚህ ቀጥሎ የቀረቡትን ጥያቄዎች የኢንጊሊዘኛ ሰዋሰው-ት/ት በክፍል ውስጥ በመምህሩና ተማሪ ሚና ላይ መሰናክሎች/ች ግሮችን ለመለየት ነው። ስለዚህ በጣም እስማማለሁ 5 : እስማማለሁ 4 : አይታወቅም 3 : አልስማማም 2 : በጣም አልስማማም 1
ንበተሰጠው ቦታ (...) ምልክቱን በማስቀመጥ መልስ/ሺ።

ሰዋሰውን ከምንባቡ ጋር አቀናጅቶ የመማርና ችግሮች

ተ/ቁ	የኢንጊሊዘኛ ሰዋሰው-ት/ት መማርና የመ/ሩ አተገባብ ቦር	በጣም አስማማለሁ	እስማማለሁ	አይታወቅም	አልስማማም	በጣም አልስማማም
1	የሰዋሰው-ትምህርትን ከምንባብ ጋር አቀናጅቶ መማር ሰዋሰውን ብቻውን					

	ከመማር የተመረጠው፡ :					
2	የሰዎሰውን ት/ትክምን ባብጋር አቀናጅቶ መማር ሌሎች የቋንቋ ክህሎቶችን ያበለጽጋል					
3	የሰዎሰው ት/ትክምን ባብጋር አቀናጅቶ መማር ደስ ያሰኛል					
4	ከአንድ በላይ የቋንቋ ክህሎቶችን ለማዳበር/ለማሳደግ ሌሎች አጋዥ መጽሀፍትን ታነባላችሁ፡፡					
5	መ/ራችሁ ሰዎሰውን ከምን ባብጋር አቀናጅቶ ሲያስተምሩ ራችሁ ሰዎሰውን በቀላሉ ትረዳላችሁ					
6	የሰዎሰውን ትምህርት ከምን ባብጋር ተቀናጅቶ ስትማሩ የሚሰጣችሁን መልመጃ በቀላሉ ናበት ክክል እንድትረዱ በርይከፍት ላችኋል					
7	የሰዎሰውን ቅ/ተ ከምን ባብጋር ተቀናጅቶ ስትማሩ የራሳችሁን ስህተት በራሳችሁ ታስተካክላላችሁ					
8	የመማሪያ መጽሐፍችሁ በሚሰጣችሁ መልመጃዎች ላይ እንድትሳተፉ ያነሳሳችኋል/ያበረታታችኋል					
9	መ/ራችሁ የሰዎሰውን ት/ትክምን ባብጋር አቀናጅቶ በሚያስተምሩ ራችሁ ጊዜ የፍርሃት ስሜት ይሰማችኋል					
10	መ/ራችሁ ሰዎሰውን ከምን ባብጋር አቀናጅቶ በሚያስተምሩ ራችሁ ጊዜ ት/ቱን የመረዳት ችግር ይገጥማችሁሃል					

APPENDEX A

students' questionnaire

The main objective of this questionnaire is to get data for the research that I am conducting as partial fulfillment of my MA degree in teaching English as a foreign language (TEFL) at wolkite university. The title of my research is : the practice and challenges in teaching grammer by integrating with reading:The case of doyogena secondary school,grade 9 in focuse .To this ened,your genuine and reasonable resoponse to each item are great contributions to come up with credible findings.one thing to remind here is that all your opinions will keep confidential :Therefore, feel free to respond to each item as freely as possible.For this reason,you are not required to mention your name anywerethroughtout the questionnaire sessions.

Thank you in advance for the time you have devote!

Instructions: indicate the degree of your agreement to the following statement about the classroom practice of integrating grammer with reading instructions by using the scales strongly Agree (SA),Agree(A), Not decided(ND), Disagree(D) and strongly disagree (SD).

Please put “√”under the choice that corresponds to your degree of agreement.

Table 1 studentsquestionnnares towards the practices of grammer teaching with reading.

No	Item	Response					
		SA	A	ND	DA	SDA	Total
1	Learning grammar integrated with reading is preferable than learniggrammar separately						
2	You are encourage to discover your mistake by your selves						
3	Your text book motivate you take part in the given						

	activites						
4	You read supplemantry materials to develop more than one skills						
5	You are interested to learn grammar integrated with reading						
6	You understand the grammar lesson easily while your teacher integrated grammer with reading						
7	Language integration is more important to enhance the language skills						
8	Learning grammar integrated with reading paved the way to understand agiven text easily and properly						
9	You feel fear while your teacher teaches grammar integrated with reading.						
10	Learners face challenges while learning grammar integrated with reading						

✓

APPENDEX B

Teachers' interview

Dear teachers,

Currently, I am conducting a post graduate (MA) research in TEFL under the title: The practice and challenges of teaching grammar integrated with reading: The case of Doyogena Secondary School, grade 9 in focus. The objective of this interview reflection is to gather information about the perception and practice of integrative language skills teaching. Please, listen to me each thoroughly and elaborate your feeling relating to your own teaching experiences. Since the success of the study highly depend on your honesty in explaining the ideas. You are kindly requested to respond accordingly.

Your co-operation will be greatly appreciated!

Sex-----age-----qualification-----teaching experience-----

Teachers' interview question

1. What are the challenges of teaching grammar integrated with reading in EFL classes?
1. How do you overcome the challenges while you are teaching grammar integrated with reading?
2. What are your techniques to solve the problems when you teach grammar integrated with reading?
3. What are the problems of the text book that hinder the practice of teaching grammar integrated with reading?
4. Do you think the large class room size makes the lesson difficult? How?
5. How do you motivate your students while you teach grammar integrated with reading?
6. Do you think the students prior knowlage (integrative language)affect the practice of teaching grammar integrated with reading?How?
7. Which grammar teaching method is more perferble for you ?Explicity or implicitymethod?Why?
8. Does your grammar learning experience can affect grammar teaching?
9. Does your teaching grammar integrated with reading enables learners to use language communicatively ? How?
10. Does yourteaching grammar integrated with reading enable learners to use the language communicatively?how?

APPENDIX C

Classroom observation check list

Name of school -----

Grade and section-----

No of students-----

Date of observation-----

Topic of the lesson-----

Table -2 Classroom Observation Check list : Teaching Grammer Integrated with Reading

The major purpose of selecting this data collection tools is to collect qualitative and quantitative data collected from questionnaire and semi-structured interview. Besides, the purpose of the observation is not to evaluate teachers' teaching activity. It rather helps to assess the extent to which teachers' and learners' perceptions and report practices will correspond to what actually teachers' and learners do in their classroom.

No	Activities	Observation data frequency					
		Yes		No		total	
		F	%	F	%	F	%
1	<i>Does the teacher guides students to integrate grammar lesson with reading?</i>						
2	<i>Does the teacher asks students to integrate the day's lesson with the sentences used in the text?</i>						
3	Does the teacher provides an opportunities to students to practice grammar integrated with reading ?						
4	Are the grammatical items presented integrated with reading?						
5	Does the teacher motivates the learners to practice grammar integrated with reading ?						
6	Does the teacher uses different techniques to teach grammar integrated with reading?						
7	Does the teacher uses different methods to teach grammar integrated with reading?						
8	Does the teacher uses authentic content to teach grammar integrated with reading ?						
9	Does the teacher faces problems while						

	teaching grammar integrated with reading ?						
10	Does the teacher usesdifferet literatures to teach grammar integrated with reading?						