



**WOLKITE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**POST GRADUATE PROGRAM(TEFL)**

**INVESTIGATING THE PRACTICES OF TEACHING GRAMMAR THROUGH THE  
INTEGRATION OF FORM AND USE**

**THESIS RESEARCH FOR PARTIAL FULFILLMENT OF MASTER OF DEGREE IN  
TEACHING ENGLISH AS FOREIGN LANGUAGE (TEFL)**

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**WOLKITE UNIVERSITY**

**COLLEGE OF SOCIAL SCIENCES AND HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

**INVESTIGATING THE PRACTICES OF TEACHING GRAMMAR THROUGH THE  
INTEGRATION OF FORM AND USE IN THE CASE OF GRADE 9 AT DINKULA  
SECONDARY AND PREPARATORY SCHOOL**

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**WOLKITE**

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**SCHOOL OF GRADUATE STUDIES**

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This is to certify that the thesis entitled “**Investigating the Practices of Grammar Teaching through the Integration of Form and Use at Dinkula Secondary and Preparatory School in the Case of Grade 9**” submitted in partial fulfillment of the requirements for the degree of **Master's** with specialization in **TEFL** the Graduate Program of the **Department of English language and Literature** and has been carried out by Mengistu Haile under my supervision. Therefore I recommend that the student has fulfilled the requirements and hence hereby can submit the thesis to the department.

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We, the undersigned, members of the Board of Examiners of the final open defense by **Mengistu Haile** have read and evaluated his thesis entitled “**Investigating the Practices of Grammar Teaching through the Integration of Form and Use at Dinkula Secondary and Preparatory School in the Case of Grade 9**” and examined the candidate. This is, therefore, to certify that the thesis has been accepted in partial fulfillment of the requirements for the degree of **masters in TEFL**.

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## **STATEMENT OF THE AUTHOR**

First I, Mengistu Haile, declare that the thesis entitled “**Investigating the Practices of Grammar Teaching through the Integration of Form and Use at Dinkula Secondary and Preparatory School in the Case of Grade 9**” is my real work and all sources of the materials used for this study have been properly acknowledged. The thesis has been submitted in partial fulfillment of the requirements for MA degree at Wolkite University. I seriously declare that this thesis is not submitted to any other institution for the award of any academic degree. Brief quotation from this thesis is allowable without special permission provided that accurate acknowledgement of source is made. Request for permission for extended quotation from or reproduction of this manuscript as a whole or in part may be granted by the head of the major department or the Dean of the Postgraduate Program at Wolkite University.

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## **LISTS OF ABBREVIATIONS**

CGT: Communicative Grammar Teaching

CLT: Communicative language teaching

EFL: English as a Foreign Language

ELIP: English Language Improvement Program

ESL: English as a Second Language

ELT: English Language teaching

L2: Second language

L1: First language

MoE: Ministry of Education

TEFL: Teaching English as a Foreign Language

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### ***Abstract***

*This study was conducted to explore EFL teachers' practices in teaching grammar through the integration of form and use. It assessed whether teachers teach grammar through the integration of form and use. To conduct the study, descriptive survey method was employed. Thus, 180 students were selected using simple random sampling method at Dinkula Secondary and Preparatory School of Grade 9 to complete questionnaire. Besides, three EFL teachers were selected using available sampling. Observations and interviews were held to see the actual practices of teachers while they were teaching grammar. Data collected from questionnaires were analyzed quantitatively whereas data gained from observations and interviews were analyzed qualitatively. The data indicated most of the grammar instructions were not presented in meaningful contexts. It seemed that grammar lessons were not presented through the integration of other skills. Majority of students were not able to express their own feelings, attitudes and ideas using the target structures. The grammar instructions were dominantly focused on accuracy and covered by the teachers.*

*Hence, the overall findings indicated that majority of teachers did not teach grammar by integrating with other skills or the use aspect seemed ignored. As a result, the researcher recommends EFL teachers to give due emphasis for both language form and language use. Besides, teachers need sufficient training in teaching the language.*

*Key words: EFL teachers, students, grammar, grammar teaching, integrative grammar teaching, language form, language use, language, communicative competency, school*

## **Chapter One**

### **1.1. Introduction**

#### **1.1 Background of the Study**

Dealing about the issue of second language learning theories and pedagogy, we are, partly, dealing about the forms and structural aspects of the target language. Fundamentally, the structure of a language is the main skeleton of a language that the whole language system is made. Language needs structure to make meaningful communication. It is difficult to make a meaningful communication without the right combination of content words and functional words. This is truly the main reason for the insertion of grammar in second language teaching and learning process. Many scholars revealed that communication with the absence of structure or grammar cannot take place. For example, as Sysoyev (1999) stated communication cannot take place in the absence of structure, or grammar, a set of shared assumption how language work. This is because grammar is a means by which we organize messages to convey meaningful communication (Atkins, Hailom and Nuru, 1996).

Thus, grammar is one of the important elements in teaching English as a foreign language. It is very essential to teach students other skills of a language. Without using the correct structure of the language, we will face challenges to deliver our messages clearly to others. That means the message we are going to deliver through speaking or writing might not be clear to our audiences, or the message we listen to and read from different sources might not be easily understood. As a result, teachers are required to teach grammar or the form aspect of the language in a meaningful context to enable learners to use the language in their real life situations. According to Harmer (1991) language teaching in a classroom should reflect what learners need in their real world communication.

This day, grammar teaching through integration of form and use has gained due attention in English language teaching since it helps learners to become accurate and fluent user of the language. According to

Girma (2005) suggestion any option to grammar teaching should integrate the form, meaning and use of the target structures. Thus, both implicit and explicit forms of instruction can be used to present and practice structure. Besides, Azar (2007) stated that teachers should focus on both accuracy and fluency in proper balance. Students need to work with sentence level versus Connected-discourse material. This would have good pedagogical purpose and effect or communicative exposure.

However, according to Dickens and Wood (1988) suggestion there has been confusion about the importance of grammar for communication. Grammar and communication are two basic elements necessary for effective language use. However, people might think them as two independent features rather than as two basic elements necessary for effective language use. Thus, the issue of grammar teaching through integration of form and use or meaning has become very critical in ELT. This of course, does not mean that other skills, which are equally important, should be given little attention.

According to Celce-Murcia (1992) linguistic accuracy is as much a part of communicative competence as being able to get one's meaning across in appropriate manner. That means knowledge of grammar rules helps learners identify its meaning and use the language meaningfully. Thus, teachers are required to teach grammar through meaningful context so that students could acquire the language better. But, the way grammar is taught is an issue for countries that teach English as a foreign language, for example Ethiopia.

As Walter (1997) stated, "Although the need for contextualization in ESL grammar instruction has long been recognized, a great deal of traditional teaching methodology in this area still persists." That means there are teachers who do not teach grammar in context.

Using context is used to familiarize students with the meaning and use aspects of a given form. This encourages the need to give attention to meaning and use in grammar teaching, which calls for the method that promotes teaching grammar through the integration of form and use. According to Celce-Murcia (1992) suggestion, in dealing with the complexity of grammar, there are three dimensions of a language that must be dealt with the form or structure, meaning & use.

This indicated that grammar teaching through the integration of form and use was very essential to enable learners to improve their language proficiency since the main purpose of language teaching is to communicate effectively through speaking, or writing. According to Harley (1998) giving attention to certain grammatical features along with language use has a positive and long-lasting effect on L2 proficiency compared with pure communicative focus. However, according to Ethiopian Ministry of

Education (MoE, 1992), Ethiopian language teachers are not providing sufficient language teaching to their students. The principal factor in language teaching is the weakness of teachers' performance.

When we observe the practice of teaching grammar in the classrooms of Ethiopian high schools we can see many problems. One of the problems might be teaching grammar without integration of form and use.

Thus, the researcher tried to conduct this research on the practice of teaching grammar through the integration of form and use in the context of South Nations and Nationalities Region, Gurage zone ,EndegagnWoreda, Dinkula Secondary and Preparatory School.

## **1.2 Statement of the Problem**

Currently, it is a debate about the quality of EFL teachers to teach English language in the entire education system of Ethiopia. As many researchers explained, English language teachers had serious proficiency problems while teaching English so that students have serious problems of the target language (Geremew, 1999, Haregwoin, 2008, Harris, 2015; Schmied, 2006; Vujcich, 2013). That means teachers have low quality of teaching the language.

In fact, Ethiopian Ministry of Education established Teacher Development Program (TDP) by allocating a cost of €60 million birr in order to improve the language teaching instruction (Birbirso, 2014, FDRE, 2008; MoE, 2002). Besides, 150,000 teachers and 45,000 English teachers were given ELIP or English Language Improvement Program (MoE, 2012). Even, currently, almost all EFL teachers from primary to secondary schools were given short term training on macro and micro skills by the fund of World Bank (MoE, 2019).

This day grammar instruction has got due attention at the center of many controversies in second language acquisition since it is considered as a backbone of the target language. It becomes even more controversial when young learners are concerned. This means that learning a language cannot be taken place without grammar, since it contributes much in the development of speaking and writing. Learning about grammar has about the same effect on the ability to read and write as learning about leg muscles has on the ability to run. By studying grammar, students would learn the makeup of the language and so be able to apply what they learned as better speakers, writers, listeners and readers.

Language teachers hear the word grammar as a set of word forms and rules of usage that govern how we speak and write. They teach grammar by explaining the forms and rules and then drilling students on them. Some teachers tend to focus on these rules and forms in their classroom, believing that their students learn

best through rote memorization. Some other language teachers tend to focus on the meaning aspect of a language in the classroom, believing that students learn best through practicing or using the language.

In support of this view, some researches like Gebremedhin (1984), Worde (1986), Geremew (1994) and Dereje (2001) conducted their research in this area. The results of their finding showed that meaning focused approach was effective. Besides, the study which was conducted by Hailom (1982) and Abreham (2008) showed that the effectiveness of communicative approach versus the structural approach in teaching English language. Accordingly, the finding of the study showed that the students who were taught through communicative approach had scored better performance than those who were taught through structural approach.

On the other hand, the study which was conducted to see the effectiveness of structural versus the form-function approach in the teaching of English modals, by Worede (1986) revealed that the form-function approach is relatively effective. Other researches' findings, like Getachew (1984) and Gebremdhin (1984), showed a positive result in favor of communicative language teaching approach.

Currently, the communicative language teaching approach (CLT) has been the very fashionable term and an accepted language teaching approach, which is widely implemented in second language classrooms. CLT as an approach may have its own limitations and problems when it comes to the actual classroom setting. However, as compared to the traditional language teaching methods, it seems, relatively, selective approach in developing second language learners' communicative competence which is aimed at second language learning.

As a result, it is highly recommended by many scholars to put CLT in to effect in Ethiopian high schools. Despite this, what is really going on especially in many English classrooms of Ethiopian high schools is something different from what it has to be. For instance, the research, which was conducted by Dereje(2001), showed that students have a 'static' or a 'machine-like' belief about the learning and teaching of grammar.

As many researchers conducted in our country, meaning (use) focused grammar teaching approach is more functional. It helps language learners to use the language in different contexts for different purposes. On the other hand, form focused grammar teaching is believed to be effective to develop learners' accuracy of the language. Such view shows that the meaning and the use aspects of grammar in communication are totally neglected. Although there are cases that demand the teachers to give attention to the form aspect of a

particular linguistic item, it is highly recommended to deliver a grammar lesson through meaningful context, which require the teacher to integrate form, and use of grammar (Atkins, Hailom and Nuru, 1996).

This shows studying language teachers' practices of teaching grammar through the integration of form and use is very crucial. In spite of many unadorned problems in relation to grammar teaching, there were few researches conducted on the practices of teaching grammar through the integration of form and use in the study area.

Besides, students in the study area could not speak English language properly. Even high achiever students who scored high marks in written examinations were unable to express themselves orally in English language. There might be different reasons for this. There might be the text book provided to students; there might be the proficiency of teachers; there might be the students' motivation towards the language feeling that English language is difficult; there might be the methodology employed; or there might be the issue of classroom management during language classes. But, the researcher focused on teachers' practice in teaching grammar through the integration of form and use.

Thus, this study was conducted to fill some gaps in relation to grammar teaching by providing a full picture of what was really going on in the actual classroom setting of the study concerning the practices of teachers in teaching grammar through the integration of form and use. This could be realized by creating awareness to EFL teachers to teach grammar in an integrated way. The aim of this study was, therefore, neither to criticize the existing controversies, nor to present new arguments on teaching grammar. It was rather to come with some possible solutions and lessons for teachers to alleviate provide an alternative the existing problems while teaching grammar in the study area. Thus, the study provided some possible recommendations on how to improve teachers' practice of teaching grammar after trying to answer the following basic research questions.

### **1.3 Basic research questions**

1. How do teachers teach grammar?
2. Do teachers teach grammar through integration of form and use?
3. What techniques and procedures do teachers use to teach grammar?
4. Do teachers face any challenges while they are teaching grammar?

## **1.4 Objectives of the study**

### **1.4.1 General objective**

The general objective of this study was to assess the practice of teaching grammar through the integration of form and use in Guraghe Zone, Endegagn Woreda Dinkula Secondary and Preparatory School in the case of grade 9.

### **1.4.2 Specific objectives**

This study was conducted to:

- Assess how teachers teach grammar in the study area.
- Find out whether teachers teach grammar through integration of form and use.
- Identify the techniques and procedures used by teachers to teach grammar.
- Identify challenges that might face teachers while they are teaching grammar.

## **1.5 Significance of the study**

The finding of this research would have the following significances. It would provide useful information in order to change teachers' traditional teaching practice on teaching grammar. It would also help to enhance students' communicative competence and to help them to be active participant in EFL classroom. It would also help teachers to have a better understanding of teaching grammar through coordination of form and use or function. It would also indicate grammar teaching techniques and strategies used by EFL teachers. Thus, they could use various techniques and strategies in teaching grammar. It would also provide opportunity for English language teachers to evaluate the effectiveness of teaching grammar through integration of use and form. Besides, it would help them to compare with the other techniques of grammar teaching in EFL teaching learning process. Finally, it would initiate other researchers to investigate further study.

## **1.6. Scope of the Study**

The main objective of this study was to assess the practice of teaching grammar through integration of form and use. It was held in Guraghe Zone, Endegagn Woreda Dinkula Secondary & Preparatory school in the case of grade nine. Three EFL teachers who were taken using availability method and 180 randomly selected students were participants of the study.

## **1.7. Limitation of the Study**

The researcher faced the following problems. The researcher faced unavailability of reference material and internet access in the study area. Besides, as a beginner researcher, he faced difficulties in collecting

relevant data and analyzing the collected data. Besides, the researcher also faced challenges in getting one of the interviewed teachers. He was not available on the day to be interviewed. The researcher tried to get him by arranging another time. Besides, the researcher tried to search reference materials by browsing internet access where he got. Besides, he collected relevant data and analyzed the collected data by the help of people and self- commitment.

## **2. Review of related literature**

### **2.1. Definition of grammar**

There are several ways to define grammar. Many writers have written definitions of grammar based on their views on language. According to Oxford Dictionary, grammar is the entire system of a language, including its syntax, morphology, semantics and phonology (Chalker & Weiner, 1994:177). Other definitions, often popularly used, include the structural rules of a language, but exclude vocabulary, semantics and phonology.

Grammar could not be considered as a static object. Rather, it could express the needs of its users as efficiently as possible. It could be considered as the rules that underlie language without which language would be unruly. "Language is not fixed, but is rather a dynamic system. Language evolves and changes it grows and organizes itself from the bottom up in an organic way, as do other complex systems." Larsen Freeman, 2006.

The grammar of a language consists of the devices that signal structural meanings. Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), in as much as without a good knowledge of grammar; learners' language development will be severely constrained. Practically, in the teaching of grammar, learners are taught rules of language commonly known as sentence patterns (Abreham Degu, 2008). According to Ur (1999), in the case of the learners, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also ultimately Centre attention on the way grammatical items or sentence patterns are correctly used. In other words, teaching grammar should encompass language structure or sentence patterns, meaning and use.

Besides, grammar could be thought to endow the basis for a set of language skills: listening, speaking, reading and writing. In listening and speaking, grammar plays an essential part in grasping and expressing spoken language (e.g. expressions) since learning the grammar of a language is considered necessary to acquire the capability of producing grammatically acceptable utterances in the language (Corder, 1988; Widodo, 2004).

Grammar also helps learners to comprehend sentence interrelationship in reading texts (a paragraph, a passage and a text). In the context of writing, grammar also allows learners to put their ideas into understandable sentences so that they can successfully communicate in a written form. Besides, in relation to vocabulary, grammar shows learners how some lexical items should be combined into a good sentence to

make meaningful and communicative statements or expressions. In other words, Doff (2000) states that by learning grammar students can express meanings in the form of phrases, clauses and sentences. Long and Richards (1987) add that it cannot be ignored that grammar plays a central role in the four language skills and vocabulary to establish communicative tasks.

In the context of EFL, teaching grammar has traditionally been dominated by a grammar-translation method where the use of mother tongue is clearly important to elicit the meaning of target language by translating the target language into native languages. For example, according to Larsen-Freeman (2000) and Richards (2002), in such a method learners are required to learn about grammar rules and vocabulary of the target language. In the case of grammar, it is deductively taught; that is, learners are provided the grammar rules and examples, are told to memorize them, and then are asked to apply the rules to other examples.

## **2.2 Deductive and Inductive grammar teaching approaches**

Both deductive and inductive grammar teaching approaches are currently used in English language teaching. Deductive approach is the most traditional method of grammar teaching. The terms deductive and inductive are relevant in relation to how grammar is presented and acquired. With a deductive approach, a rule is first presented (by a teacher or a textbook) and then studied. Further, this explicit knowledge serves as a basis for controlled practice to consolidate and internalize the rule. With an inductive approach, a grammatical phenomenon is studied (e.g. in a text).

This may be followed by a task that helps the pupils to form generalizations about the language. Deductive teaching of grammar is at the core of much traditional grammar, whereas inductive grammar teaching is found in more recent approaches, as well as in the traditional direct method (Newby, 1998)

## **2.3. Grammar's role in communication**

According to Thornbury (1999) grammar is defined as the study of what forms is possible in a language teaching. That means it is the system of rules that covers the order of words in a sentence. Azar (2001) also defined grammar as it is a weaving that creates the fabric. Musumeci (1997) similarly stated that grammar is diction and perception of sounds), phonology (how sounds are combined), morphology (the study of forms, or how elements are combined to create words) and syntax (how words are strung together in to sentences). Because all languages are characterized by these components, by definition, language does not exist without grammar. All these definitions have some commonality that magnifies the strong bondage which exists between grammar and communication (meaning). In another words, grammar is a backbone of a language

system without which communication exists with difficulty (Thornsbury, 1999; Atkins, Hailom and Nuru, 1995; Richards and Renardya, 2002; Harmer, 2001).

These opinions and facts about grammar tell us the need to have grammatical knowledge as bases for second language learning and teaching process. That means the knowledge of the target language grammar is an essential element to develop one's communicative competence, which is the final goal of language learning and teaching.

However, there have been different viewpoints and theories about language learning and teaching in general and about grammar in particular in different periods of second language pedagogies. As a result, there have been different teaching methods and approaches which were dominant during their time of existence in language teaching. For instance, prior to 1970s, the structural approach had been the most widely used second language teaching approach. By the time, there was no strong challenge and argument against the centrality of grammar as content for language teaching as well as the basic principle under which the teaching material is organized (Celce- Murcia, 1991). According to the structuralism point of view, language was measured as a system of structurally related elements for conveying meaning. These elements were phonemes, morpheme, words, structures, and sentence types.

The goal of language learning is considered as mastering each part of the grammatical item bit by bit. Because language acquisition was assumed as a process of gradual accumulation of parts (from phoneme to morpheme to word to phrase to sentence) until the entire system of the language is built up. (Wilkins, 1976, Richards and Rodgers, 1986, Celce-Murcia, 1991). Linguistic competence was the goal of language learning and due to this, L2 classroom teaching process was highly accuracy-focused or form-focused.

Nevertheless, following the introduction of communicative language teaching (CLT), grammar teaching began to receive very little attention. This is mainly because, structural approach to language teaching failed to enable second language learners to use the target language for their communicative needs (Lock, 1996). But, this does not guarantee that one knows how to ride or can ride a bike. The same idea works for language learning. One may have a good knowledge of grammar; however, it does not necessarily mean that he/she can be fluent user of the language. One piece of evidence to support this view is the inability or inefficiency of structural approach of language teaching to produce learners who use the target language for their communication needs.

Thus, from the skill point of view, we learn language by doing it. In other words, it is by means of experiential learning that one can learn a language rather than by studying it. Proponents of this view, suggest that L2 learners should not be exposed to an explicit grammar learning rather there should be a situation where in students can use the target language to communicate their ideas, opinions and feelings each other. Thornsbury (1999).

The second major argument (according to Thornsbury, 1999) that discredits the weight given for grammar teaching comes from the goal of language learning. As frequently heard, communicative competence is the end goal of second language learning. Here, linguistic competence is considered as one element of Language is a tool of communication and therefore, the primary objective of second language learning and teaching process is to develop learners' communicative competence. To this end, proponents of CLT believed that we use the language in order to learn it. In other words 'we learn to communicate by communicating.' (Thornsbury 1999).

As to the issue of grammar in second language pedagogy, advocates of CLT believed that communicative competence means more than the knowledge of grammar. It includes sociolinguistic competence, discourse competence and strategic competence. Thus, linguistic/grammatical/ competence is one of the components of communicative competence, which can be acquired through communication. (Ellis, Basturkmen 2001, Thornsbury, 1999; Richards and Renandya, 2002). Because of this view point, there has been prolonged debate between scholars in favor of and against the inclusion of grammar teaching in second language pedagogy. The next section will deal with the rationales given by the two opposing parties and the third options suggested by other scholars.

## **2.4. Arguments in favor of and against Grammar Teaching**

### **2.4.1 Arguments against Grammar Teaching**

The arguments against grammar teaching were come from different point of views about language. The first argument was come from the views that language was a set of skills. To elaborate the point, they associated language learning with learning to ride a bike. Someone might have the information or the knowledge about the activities and the basic steps involved in riding a bike, such as: keeping his/her balance, pedaling, steering by means of the handlebars and communicative competence among other components would also be in same manner.

As to the learning process, there are two different views. The first view, which is advocated by the adherents of the weak version of CLT, suggests that we learn a language in order to use it and accordingly, language learners should learn the rules first and then engage themselves in a life like communication in order to apply what they have learned. However, as opposed to this point, scholars who are the leading followers of the strong version of CLT believed that L2 learners can acquire a language by communicating or by using the language. In other words, some call it, learning by doing or experiential learning. Due to such belief, explicit grammar teaching is considered 'unhelpful' and a 'waste of time' (Thornsbury, 1999).

Another source of argument against grammar teaching would be connected with the theory of first language acquisition. Thornsbury (1999:19) examined, "The fact that we all learned our first language without being taught grammar rules has not been an accepted theorist. If it works for the first why shouldn't it work for the second?" The origin of this view comes from the well-known applied linguist Stephen Krashen. Krashen has made the distinction between learning and acquisition. For him, learning is achieved through formal instruction, like learning grammar rules, which is incapable to make L2 learners use the target language for communication. However, acquisition is a natural process that can be achieved through the communicative interaction made with the speakers of the language, as what happens in the process of first language acquisition. Therefore, acquisitions (the sole means of L2 success) can occur when learners are exposed to a rich variety of comprehensible input in a stress-free environment which can trigger learners' innate capacity. (Thornsbury, 1999)

Correspondingly, Prabhu (1987) as cited in Richards and Renandya (2002:67) contended, "classroom learners can acquire an L2 grammar naturalistically by participating in meaning focused tasks." The last argument that favors the exclusion of grammar from second language pedagogy is associated with the theory of universal grammar. The famous linguist, Noam Chomsky believed that language ability is not a learned/habituated behavior. Rather it is through an innate human capacity that one can acquire a language. Chomsky (as reported by Thornsbury: 1999) argued, "Human beings are 'hard-wired' to learn a language. That is, there are universal principles of grammar that we are born with."

According to Chomsky, formal grammar teaching has nothing to do with language acquisition as there is the natural order of acquisition of grammatical items. The grammar that L2 learners learn in language classroom cannot replace the 'mental grammar' and so that formal classroom's grammar instruction is a waste of time. (Thornsbury 1999) Despite all these opposite views and arguments against the relevance and the inclusion

of grammar in second language pedagogy, there are also a number of strong arguments in favor of the inclusion of grammar and its centrality in the entire foreign language learning and teaching process.

## **2.5 Integrative grammar teaching approach**

As Abreham Degu (2008) stated one of the major rationales that support the statement 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 emphasis is not only to discuss the rules, but also the meaning impact that 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 indicators 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, 1999:4).

Besides, 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. Likewise, 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.

Similarly, as Larsen-Freeman (1992) stated in relation to integration of form, meaning and use in grammar teaching, “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 mean. 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."

In general, when we come to the real situation in many of Ethiopian high schools is that in grammar teaching, the structural approach is still dominant (Girma, 2005). The study which was conducted by Dereje Tadesse (2001) clearly seen that students have a mechanical view or static view of grammar learning. That means students have more of product oriented perception towards grammar learning.

## **2.5. Balanced Approach to Language Teaching**

As it has been seen so far, there have been strong opposite views towards the inclusion of grammar teaching in second language pedagogy. However, there is an approach that incorporates both grammar/form and communication/meaning in second language teaching learning process. Many scholars that an exclusive focus on one aspect of a language, and giving very little emphasis to the other aspect of a language is dangerous and probably creating problem for successful language learning process. (Girma, 2005; Seed house, 1997)

**Seed house (1997:338)** recommended that focusing on both form and meaning, accuracy and fluency, would seem to be the most sensible way to proceed, to get a general consensus and to alleviate the disagreement created between the advocators of the two opposite views. Likewise, Azar (2007) recommended that both form and meaning are inseparable language elements and fundamental in second language learning process and then, practitioner has to give a balanced emphasis. Azar (2007) stressed, focus on fluency or accuracy? Do both, in proper balance give the students' need and goals? Have students work with grammar structures inductively or deductively? Do both: use authentic or adapted language? Students need both. Work with

sentence level versus Connected-discourse material? Both can have good pedagogical purpose and effect. Engage in open-ended communicative interaction or controlled response exercises, explicit instruction or communicative exposure? Both are Beneficial for student.

It is clear that a problem occurs when we give an extreme focus on one aspect of the language and excluding the other aspect of the language. This is probably due to the confusion created about the intermix nature of grammar and communication. Dickens and Woods (1988) pointed out if we take a historical perspective, grammar and communication were considered as two independent features rather than two complementary and integrated elements necessary for effective language use .It seems because of the stated confusion following the advent of CLT that there was an exclusive emphasis given to meaning-focused instruction without having a room for the grammar aspect of the target language. Ellis (1993) stated that meaning-focused instruction is the result of the strong vision of CLT which advocates that linguistic knowledge is acquired through communication rather than through direct instruction.

Thompson (1996) also revealed that there was a fallacy regarding grammar teaching since the introduction of CLT. Many second language teachers felt that CLT meant not teaching grammar. The source of this confusion is the effect of the arguments of applied linguists, such as Prabhu (1987) and Krashen (1982). They both argued that explicit grammar teaching is unnecessary. They felt that L2 learners could acquire a language through unconscious process by providing a rich variety of comprehensible input rather than formal instruction (Krashen 1982).

On the other hand, Thompson (1996) emphasized that grammar is a necessary part of communication that should be part of communicative language teaching. This implied that grammar should be part of the content in second language teaching pedagogy. In relation to this, some research findings showed that students who learnt through an exclusive meaning-focused instruction failed to develop high level of linguistic competence (Ellis, et al 2001; Thornsbuy, 1999). Besides, Cunnig worth (1993) stated that how grammar is essential for meaning-focused instruction as: " No one however, can produce a functional course without also teaching language form, so we are not really choosing to teach either structure or function: we should teach both."

## **2.6. Grammar teaching Techniques**

Even though there seems a general agreement amongst scholars on the importance of integrating grammar in second language pedagogy, the issue of how it should be taught remains debatable. The foundation of

such argument is the absence of one best grammar teaching approach used for teaching all grammatical rules (Petrovltz,1997).

Accordingly, we have different alternatives used for teaching grammar, such as explicit grammar instruction, implicit grammar instruction and the recently introduced approach- integrated grammar teaching approach. The following sections provide the features of grammar teaching approaches and different opinions raised in relation to these approaches.

### **2.6.1 Explicit Grammar Teaching**

Explicit grammar teaching refers to an approach that begins with direct presentation of grammatical rules, followed by examples. (Lock, 1990; Girma, 2005; Fortune, 1992, Thornsbury, 1999). Some others call it deductive approach to grammar teaching or rule-driven learning (Thornsbury, 1999). Similarly, Harmer (1987:4) defined explicit grammar teaching as: Overt grammar teaching means that the teacher actively provides the students with grammatical rules and explanation. The information is openly presented. So, with overt teaching we are explicit and open about the grammar of the language. In the case of explicit grammar teaching, the primary focus is on the form aspect of the language and as a result the meaning aspect of the form is somewhat ignored. Most of the exercises given following explicit grammar teaching are more of accuracy-focused.

**Conversely**, as Seed house (1997), Ellis, et al (2001) and some others proposed that a limited emphasis on the form aspect of the language alone is not a sufficient condition for the development of communicative competence. An emphasis must also be given for the meaning- focused or fluency-focused activities that helps learners to interact freely. This does not mean that explicit grammar teaching is not important for communication. Rather it contributes a lot.

According to Ellis (1993), Azar (2007), Thornsbury (1999) and Harmer (1987) suggestion, explicit grammar teaching is very essential for L2 learners to have the basic grammar knowledge which can form the basement in language acquisition process. It is clear that fluency-focused or meaning-focused language instruction cannot exist without the basic linguistic knowledge or the knowledge of how words are combined to form larger meaningful units of language. So L2 learners achieve linguistic knowledge through overt explanation of rules. In relation to this idea, Fotos (1998) suggested that explicit instruction helps learners' increases their awareness of the target structure and improves their language accuracy and provides them opportunity for meaning focused comprehension and production of the target structure.

Krashen (1982) also claimed that explicit knowledge of grammar enables learners in the form of monitoring certain language performance. Ellis (1993) also emphasized that monitoring output constitutes one source of input. In spite of this, Krashen (1982) argued that explicit knowledge of grammar cannot be converted into implicit knowledge and this condition will badly affect students' production skill. On the other hand, Ellis (1993) believed that explicit knowledge can be changed into implicit knowledge through practice. Besides, Ellis (1993), Thornbury (1999) and Girma(2005) proposed that explicit knowledge of grammar helps learners to notice certain linguistic items in the later language acquisition process.

However, explicit grammar teaching has its own shortcomings. It encourages a teacher lead instruction. This means that a teacher has used more time to talk than students, or students have a very limited time to do certain communicative tasks that foster active learning. According to (Thornbury 1999) second language learning class-rooms are the only environment or place for learners to practice the target language in a communicative manner.

### **2.6.2 Implicit Grammar Teaching**

In Implicit grammar teaching, grammatical rules are not presented overtly for L2 learners. Rather learners are exposed to a number of examples that could be in the form of reading texts, dialogues or that embodies the new grammatical forms. Then, students are exposed to explore the new linguistic form presented in the given text. Here, very beginning, the students' attentions are drawn to the meaning or the message conveyed through that particular text, then lead them to discover the new grammatical rules (Cunningworth, 1984, Fortune, 1992, Thornsbury, 1992, Ellis, 1993].

According to Harmer (1987:4) implicit grammar teaching or covert grammar teaching is a way of grammar teaching that emphasizes on hiding grammatical facts from the students even though they are learning the language. Besides, as Thonsbury (1999), Cunnings worth (1984), and Krashen(1982) stated that there is some similarity 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. That means as the child learn his first language, L2 learners can learn the target language by providing them with compressible input that encourages learners to be involved more actively in the learning process.

However, implicit grammar teaching has its own shortcomings. As Thornsbury (1999) listed, "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.” It may take too much of the time allocated for production of the rules. Furthermore, it requires the classroom teacher to work hard in planning the lesson.

In general, the above discussions showed that there is no one best method of grammar teaching. According to Thornsbury (1999), Lock (1996) and others suggestion either approach is acceptable as long as they can be applied according to the given situations or the kind of linguistic items presented.

### **3. RESEARCH METHODOLOGY**

#### **3.1 Research Design and Methodology**

In order to address the objective of the study the researcher used descriptive survey method. The researcher used both qualitative research design and quantitative research design to conduct the study.

The qualitative research design was used to analyze data in the form of a descriptive way. It was used to analyze and interpret data obtained through semi-structured interview and classroom observation. Particularly, it was used to analyze the facts about the teaching practices that were used by EFL teachers while they were teaching grammar. On the other hand, quantitative research design was used to gather quantitative data that was gathered through questionnaires. Data that was collected through questionnaire was analyzed quantitatively. Generally, the researcher used descriptive survey method to assess the practice of teaching grammar through the integration of use and form.

The reason why using a mixed research design was that it was specifically, a concurrent embedded strategy of data collection and interpretation procedures. Quantitative research approach was used for generalization of data in quantitative form. It involved study of data which was quantitatively expressed in a formal and rigid fashion. Qualitative research approach also involved study of non-quantitative data i.e. characteristics or attributes, attitudes, opinions, or behaviors. In this case, the research is a function of researcher's insights and impressions.

#### **3.2 Research participants**

The participants of the study were both English teachers and students in the academic year. The researcher selected 180 students out of 325 students from grade nine using simple random sampling technique. Besides, three grade nine English teachers in Dinkula Secondary and Preparatory School were taken using availability method since there is only three EFL teachers who taught grade nine. The purpose for taking all grade nine teachers was that the researcher believed that they would be more familiar with the topic of the study. Dinkula Secondary and Preparatory School was selected as the researcher worked as a teacher in the school. Besides, the researcher felt that he would get more cooperation and necessary support in gathering authentic, valid and reliable data from participants.

### **3.3 Sample and Sampling Techniques**

The issue of the study was directly concerned to the practice of grammar teaching through integration of form and use. So, for the purpose of the study, three grade nine English teachers in Dinkula Secondary and Preparatory School were taken. They were observed while they were teaching grammar in the classroom. They were also interviewed. The researcher believed that he would get relevant and reliable information from the participants for the credibility of the research findings.

For collecting quantitative data, the sampling frame of the study was list of all students in nine selected sections of grade nine at Dinkula secondary schools. According to Saunders, et al., (2003) proportionality sampling is most commonly associated with survey based research and provides a scientific technique of drawing samples from population according to some laws of chance in which each unit has some definite pre-assigned probability of being chosen in the sample.

Accordingly, this study used sample survey approach and drew sample from population to answer the research questions and also to meet its objectives in the study area. Thus, the study used simple random sampling method in order to give all students equal chance to be included in the sample and to represent the total population of the study.

The study also used systematic sampling method in order to get fair sample size of each section and to make distribution and collection of data easy as well as to ensure proper management of the study. The rationale for selecting this method was that as it dictated in many literatures it contributed much to the representativeness of the sample because the sample drew from the total population under the study to obtain more reliable and detailed information. Thus, students were selected using the aforementioned method.

As Caldron and Gonzales (1993) stated, an optimum sample is one which fulfills the requirements of efficiency, representativeness, reliability and flexibility while taking in to consideration the constraints of time and costs. They proposed that, even if there is no fixed rule in determining the size of a sample to be taken from a given population, there is a general guide line which needs to be considered for determining adequacy of sample size. They also suggested the steps to be followed in determining the sample size and some steps are as follows:

First, determine the size of the study population.

Second, decide on the margin of error. As much as possible it should not be higher than 5%

Thirdly, use the formula ----  $n = \frac{N}{1+Nc}2$

Where; n = the size of the sample

N = the size of the population

C = the margin of error

Fourthly, if the population is stratified, compute the sample proportion (percent) by dividing the result in step number three by the population.

Fifthly, multiply the number of sampling unit in each Final sampling stratum by the rate (percent) to find the sample from each final sampling stratum. Finally, add the samples from all the final sampling state to find the total sample.

Therefore, this study follows the above step to compute its sample size as follows:

1. Total population = 325
2. Margin of error = 5%
3. Using the formula-----  $n = \frac{N}{1+Nc}2$

$$n = \frac{325}{1+325(0.05)}2 \quad n = \frac{325}{1+325(0.0025)}=180$$

180 is the sample

4. Sample population (%) =  $\frac{n}{N} = \frac{180}{325} = 0.555$ .

$$N = 325$$

0.555 may be rounded off to 55% for the convenience of the computation.

Step 5 and 6

Section	No_of students	% to be taken	Sample size
A	38	55%	21
C	37	55%	20
E	36	55%	20
G	38	55%	21
I	36	55%	20
K	34	55%	19
M	36	55%	20
O	36	55%	20
Q	34	55%	19

Total	325	55%	180
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Source: field survey, (2021)

The total sample is **180**

**Table 1: Sample participants**

The respondents for the proposed study were selected proportionally using simple random sampling. Totally 180 were selected. Besides, three grade 9 EFL teachers were selected and taken as a sample. Thus, a total of 183 respondents were taken as a sample.

**Table:2 Background and Classification of respondents based on age, sex, work experience and qualification**

Classification based on		Teachers		Students		
Sex	Description	frequency	percent	frequency	Percent	
	Male	2	66.7	93	51.7	
	Female	1	33.3	87	48.3	
	Total	3	100	180	100	
Age	For teachers	For students				
	Below 25	Below 15	-	-	-	
	26-35	15-20	2	66.7	174	96.7
	36&above	21&above	1	33.3	6	3.3
	Total	Total	3	100	180	100
Qualification (teachers)	Diploma		-	-		
	BA degree		2	66.7		
	MA degree		1	33.3		
	Total		3	100		
Work experience(teachers)	1-10		2	66.7		
	11-20		1	33.3		
	21 &above		-	-		
	Total		3	100		

As we can see from the above table, there were 93(51.7%) male and 87(48.3%) female students who were taken as respondents of the study. Majority of them were aged between fifteen up to twenty. Only six or less than four percent of them were aged 21 and above. They were given questionnaires to complete, and then the questionnaires were returned after they had finished completing them. Besides, there were two male and one female EFL teachers who were interviewed and observed. Two of them aged between twenty six up to thirty five. One of them aged above 36. Besides, two of them were BA degree holders and one of them was MA degree holder. Regarding their work experience, two of them have a work experience between one up to ten. This indicates that the teachers are not well experienced. One of them has a teaching experience between eleven up to twenty. This shows that he is well experienced in teaching the language.

### **3.4 Data Gathering Instruments**

The researcher consulted relevant reference books; internet sources, manuals and other sources to support the findings of the study and document analysis. The researcher used instruments to get relevant information about the study. To conduct this study, the following data gathering instruments were used: questionnaires, interview, and classroom observation.

#### **3.4.1 Questionnaires**

A set of questionnaires were developed and distributed to 180 respondents that gave the liberty to respondents to provide information in the area that the practices of grammar teaching through integration of form and use in Endegagn Woreda Dinkula secondary and preparatory school. The questionnaire contained close –ended and open –ended questions in order to gather the respondents filling in itemized scales and to identify the respondent’s attitudes, opinions using their own words respectively. The questionnaires were translated in to Amharic in order to make clear for the respondents.

The close ended items were formulated in five point rating scale (strongly agree =5, agree =4, undecided=3, disagree=2 and strongly disagree=1) and open-ended items were provided for the respondents to freely express their ideas. The questionnaires had two categories: the respondents’ personal characteristics and items relevant to the issue under investigation. The researcher computed the quantitative data using descriptive statistics.

#### **3.4.2 Semi-structured interview**

This tool was used as a main data gathering instrument in this study. This helped the researcher to gather more accurate and genuine information from teachers on their teaching practice of teaching grammar through integration of form and use. Accordingly, the data was analyzed qualitatively .The interviews were

held for the selected teachers in Dinkula Secondary and Preparatory School. Thus, some semi structured interview questions were prepared for three grade 9 English teachers at Dinkula Secondary and Preparatory School. The purpose that the researcher used the interviews was that they created opportunity to make direct interaction between participants and the researcher. Besides, it enabled the researcher to manipulate in depth information..

### **3.4.3 Classroom Observation**

Classroom observation was another useful tool that was used to collect data on the spot. According to Ellis (1994) classroom observation is something like black box which gives the fact about what goes in language learning when observers are present. Thus, the researcher made classroom observation to obtain practical data about the study. The researcher prepared observation checklist to observe to assess the actual classroom situation during teaching learning process. Accordingly, three teachers were observed twice to see how they teach grammar in relation to the objective of the study.

Moreover, it was used to identify the actual implications of grammar teaching with form and use. To obtain the required information, each teacher was observed in different English period while they were teaching grammar. As a result, observations were marked using the check list. During classroom observation, the researcher took short notes to register events while they were teaching in the classroom. Besides, the researcher analyzed documents that helped the researcher to get factual information. In doing so, teachers' practice in teaching grammar in the classroom were carefully observed so that the researcher found out how teachers teach grammar in the class.

### **3.5. Pilot Test**

The researcher made a pilot test before he was going to conduct the actual research. First the researcher prepared questionnaires, observation check lists and some interview questions to see whether items in the questionnaires, observation check list and interview questions truly helped the researcher to answer the basic questions and to achieve the objective of the study. The researcher selected Mehal Endegagn Secondary School to conduct the pilot test. Then, 30 students from grade nine and three grade nine EFL teachers were selected to enable the researcher to collect relevant information. Accordingly, the researcher asked the study participant to answer all the items. Then, based on the collected data from questionnaire, interview and observation, the researcher tried to modify three items that need to be modified. Besides, two ambiguity items were rejected. The participants of the pilot test were used as firsthand information to conduct the study.

### **3.6 Data Gathering Procedures**

In collecting the required data, a brief orientation on the purpose of this study were given for the participants. Then the researcher asked their willingness to take part in the study. Then a set of questionnaire were administered to respondents and data were gathered. After that, data was gathered through observation. Observation checklist was prepared and used to find out facts about how teachers taught grammar in EFL class. This helped the researcher to assess what actually teachers did in the classroom. Next, the third part of data gathering tool (interview) was held to gather data. It was used to assess the feelings and perceptions of teachers about the problem.

### **3.7 Data Analysis Procedures**

For the purpose of the designed study, data analysis and interpretation of the result were carefully undertaken. In analysis of the data both qualitative data analysis methods and quantitative methods were employed. The data obtained from the questionnaires was analyzed quantitatively. The data obtained from the interview and observations analyzed qualitatively. Finally, the findings that were obtained from the four data gathering tools were analyzed and interpreted based the practice of teaching grammar in Dinkula secondary and preparatory school in the case of grade 9.

### **3.8 Ethical Consideration**

To make the research process professional, ethical consideration were made. The researcher informed the respondents about the purpose of the study i.e. purely for academic purpose. Confidentiality was protected. In addition to this, they were informed that their participation in the study was based on their consent. The researcher did not personalize in any of the respondent's response during data presentations, analysis and interpretation. Furthermore, all the materials used for this research were acknowledged.

## **CHAPTER FOUR**

### **4: Data Presentation, Analysis and Discussion of Results**

#### **4.1 Introduction**

This chapter presented the results and discussion of the study entitled assessing teachers' practice in teaching grammar through the integration of form and use at Dinkula Secondary and Preparatory School in Endegagn Woreda, Guraghe Zone. In order to achieve the objective of the study, the data collected through questionnaire, classroom observation and interview were analyzed using frequency counting, percentage and qualitative description. Thus, this chapter presented the quantitative and qualitative results of the study. The data gained from questionnaire was analyzed to support and triangulate the findings of the qualitative data. It was presented in tables. The data gained through classroom observation, interview and document analysis was transcribed and presented thematically.

### 4.3 Analysis of questionnaires

#### 4.3.1 Teachers practices of teaching grammar through the integration of form and use

**Table 3: Items related to the ways teachers teach grammar in the study area**

Strongly agree=5 Agree = 4 Undecided=3 Disagree = 2 strongly disagree = 1

no	Items	F/%	5	4	3	2	1
1	Our teacher focuses on both fluency and accuracy.	F	10	28	16	113	13
		%	5.6	15.6	8.9	62.8	7.2
2	Our teacher encourages us to practice the new grammar point through speaking and writing.	F	8	30		102	40
		%	4.4	16.7		56.7	22.2
3	Our teacher integrates grammar with reading and listening texts when he or she teaches grammar.	F	8	32		97	43
		%	4.4	17.8		53.9	23.9
4	The teacher creates meaningful context that help students identify form and use the target language structure	F	8	34	20	90	28
		%	4.4	18.8	11.1	50	15.6
5	Our teacher usually make us do projects and activities that require students relate form and use of new grammar points	F		40	16	100	24
		%		22.2	8.9	55.6	13.3
6	Our teacher provides us current and authentic texts that help learners internalize the form and use the language.	F	19	24	17	90	20
		%	10.6	13.3	9.4	50	11.1

From the above table item 1, it can be seen that 38 (21.2%) of students agreed and strongly agreed that their EFL teacher focused on both fluency and accuracy when they taught grammar. On the other hand, a vast majority of students (126, 70%) stated that their teacher did not focus on both fluency and accuracy when they taught grammar. Some 16(8.9%) replied undecided to the given statement.

One of the major aims of grammar teaching is to enable learners to communicate effectively. To make effective communication, L2 learners should gain knowledge of grammatical structure, its meaning and use of that particular structure. In this regard teachers play a vital role in teaching grammar through the integration of form and use. When we talk about grammar, our major emphasis is not only to talk about rules, but also its impact in speaking, reading, listening and writing. This indicates that learners are expected to learn not only what forms are possible, but also what particular forms will express particular meaning. When we say some one knows a language, he/she has the ability to produce grammatically acceptable sentences with the ability to communicate effectively using the form. Thus, according to Thornsbury (1999), language teachers need to lead students' attention to focus on not only on the forms, but also on the meaning these forms convey. This is because L2 learners need grammar for communication and for examination since they are tested.

However, the above data indicated that teachers in the studied area seems give little emphasis for grammar teaching by focusing on fluency and accuracy. According to Girma (2005) and other many scholars suggestion giving giving very little emphasis to one aspect of a language is dangerous and probably creating problem for successful language learning process. Thus, according to Azar (2007) grammar based teaching should create awareness of form, meaning and appropriate use of structure.

This shows that EFL teachers are expected to teach grammar through the integration of other skills in order to enable learners to properly use the language. Concerning this issue, the above table item 2 indicated that a small number 38 (21.1%) of students expressed that their EFL teachers encouraged them to practice the new grammar point through speaking and writing. On the other hand, a large number of students (162, 78.9%) stated that their teacher did not expose students to practice the structure they learnt through speaking and writing. Besides, item 3 indicated that a small number 40 (21.9%) of students agreed that their EFL teacher integrated grammar with reading and listening texts when he or she taught grammar while a large number of students (160, 78.1%) disagreed with the statement.

In language teaching and learning process, skills integration is very important to make the lesson inevitable in any case. When skills are integrated, it would be easier for the learners to catch up the natural process of language development. Because when students are exposed for integrated skills, they would acquire knowledge through integrated practice.

In order to improve teaching the language, teachers are required to teach grammar through integration of other skills. That means grammar plays a vital role to understand a text, to receive message from oral speech, to deliver messages clearly through written or oral form to audiences. Focusing on teaching of micro-skills by itself would not make learners effective in using the language. Thus, the integration of grammar with other skills benefits teachers and students at large.

For example, if a teacher wants to teach a particular grammar item (to, so as to, in order to, so that and in order that) to show cause and effect, he/she can create an opportunity for students to speak or write about COVID-19 or Sars-Cov-2 or about importance of democracy and election in Ethiopia. This may help the teacher engage the learners' attention towards the lesson. The teacher may ask questions like why the students are forced to wear mask, why election is important. This helps students to use the grammar item through speaking or writing. Besides, the teacher can expose students to compare and contrast or to argue against and for using those aforementioned issues or other issues. As result, students can employ various grammar items like nouns, verbs, adverbs, adjectives, transitional words and so on. This trend may help students to integrate grammar with other skills and improve their language ability.

However, as the data gained through classroom observation indicated that teachers in the study area did not teach grammar through integration of macro skills. The teachers taught grammar in isolated manner. They did not create opportunity for students to use that particular grammar item in a meaningful context to enhance their language ability.

In this regard, the above table item 4 indicated that that 42 (23.2%) of students agreed and strongly agreed that their EFL created meaningful context that help students identify form and use the target language structure teacher created. On the other hand, majority of students (118, 65.6%) expressed that their teacher did not create meaningful context that help students identify form and use the target language structure. Besides, some (20, 11.1%) students did not decide anything about the issue.

It is obvious that students can understand a language when they learn the language in a meaningful context. To make a given grammar lesson contextual, language teachers require assessing what the students' real life situation looks like. Besides, the teachers have to exert their effort to get language texts which are meaningful to learners. They are also expected to expose learners to everyday written and spoken sources such as magazines, newspapers, radios transmission programs of TV, and others different spoken and written sources to make the language meaningful, authentic and real to students.

As the data gained from classroom observation revealed that the EFL teachers in the study area did not expose students relate the lesson with their real life situation by allowing learners to do different projects and activities through the grammar points they were trying to teach the students. In most of the occasions the students were passive learners. That means they were not working in groups, not doing projects, not expressing their feelings, even not asking questions.

This shows that teachers need to expose students by assigning them to do projects and different activities in order to engage them to be involved actively in the lesson.

Concerning this issue, the above table item 5 indicated that 40 (22.2%) of students agreed and strongly agreed that their EFL teacher made them do projects and activities that require students relate form and use of new grammar points while a large number of students (124, 68.9%) expressed that their teacher did not encourage students to do projects and activities that require students relate form and use of new grammar points. Besides, a very small number of students (16, 8.9%) felt that undecided to the statement.

The data gained from interview indicated that the students in the study area were very poor in using the language. The teachers also added that the students back ground knowledge is one of the influential factors for grammar teaching practice in the classroom. What actually observed in the actual classroom situation was that almost all teachers employed giving some note with detail explanation about the particular grammar point they taught. This might not encourage learners to use the language. Thus, teachers are expected to provide their grammar lesson with current and authentic texts to improve participation and ability in using the language.

In relation to using authentic text, the above table item 6 indicated that 43(23.9%) students agreed and strongly agreed that their teacher provided them current and authentic texts that helped learners internalize the form and use the language. On the other hand, majority of students (110, 61.1%) reported that their teacher did not provide them current and authentic texts that helped learners internalize the form and use the language. Besides, a small number of students (17, 9.4%) did not make any decision to the given statement.

The data obtained from open ended question indicated that there were insufficient authentic teaching materials in the school. Providing authentic texts or materials mean helping learners to improve their achievement in language learning teaching process. According to Tomlinson (2011) materials should provide exposure to authentic input to learners to improve the students' achievement and success in life.

In general the aforementioned data showed that little emphasis was given for the integration of grammar lesson with macro skills in the study area. Besides, the data revealed that teachers did not create meaningful context to help learners acquire the language. There were also insufficient teaching materials that expose learners use the language.

**Table 4: Items related to techniques and procedures used by teachers to teach grammar**

**5=always 4=often 3=sometimes 2=rarely 1=never**

No	Items	F/%	5	4	3	2	1
7	Our teacher encourages us to perform activities or tasks through group discussion, role play, story- telling, debating etc when he/she teaches grammar.	F	6	31	10	93	40
		%	3.3	17.2	5.6	51.6	22.2
8	Our teacher helps us to relate the grammar point with our real life situation so as to use the language.	Frq	10	41	26	83	20
		%	5.6	22.8	14.4	46.1	11.1
9	When our teacher teaches new grammar points he/she helps us to identify when and why we use this form in communication.	Frq	10	46	10	88	26
		%	5.6	25.6	5.6	48.9	14.4
10	Our teacher provides us grammar exercises by integrating with other skills.	Frq	12	38	26	80	24
		%	6.7	21.1	14.4	44.4	13.3
11	Our teacher encourage us to construct sentences by ourselves using the new grammar points	Frq	14	45		100	21
		%	7.8	25		55.6	11.7
12	Our teacher allows us more time to talk when he teaches us grammar.	Frq		34		112	34
		%		18.9		62.2	18.9

Teacher can employ different techniques and procedures to teach grammar. Regarding this issue the above table item 1 indicated that majority (6,3.3%) of students and 31(17.2%) of students stated ‘**always**’ and ‘**often**’ that their EFL teacher encouraged students to perform activities or tasks through group discussion, role play, story- telling, debating etc when he/she taught grammar. Besides, some (10, 5.6%) students

reported that their EFL teacher sometimes encouraged them to do activities or tasks using different teaching techniques like group discussion, role play, story- telling, etc when he/she taught grammar. On the other hand, majority of respondents 93(51.6.6%) and 40(22.2%) respectively reported that their teacher rarely and never encouraged students to perform activities or tasks through group discussion, role play, story- telling, debating etc when he/she taught grammar.

In order to make a grammar lesson more effective to learners, ELT teachers have to use various grammar teaching techniques in the classroom. According to many scholars using various teaching techniques in the classroom, helps the teacher to engage the learners' attention and to make them internalize the language structure, meaning and use. As Saricoban and Metin (2000) stated language teachers should use some well-developed and fascinating techniques in the classroom in order to make their more effective.

Thus, teachers are required to use different techniques like games, role plays, debating, problem solving activities, asking and answering questions and others to make students to be more involved in language lessons particularly grammar. Thus, the learners can be motivated express their ideas freely using the target structure in the classroom.

The data gained from classroom observation indicated that almost the entire teacher employed a structural approach that emphasized on the structure of the language. They employed writing some notes and explained the note by giving examples. Then, they administered students to perform some activities or tasks. This may not help students to internalize the lesson and relate it with their real life situation.

In relation to this fact, item 2 in the above table indicated that majority (103, 57.2%) of students reported that their teachers '**rarely**' and '**never**' relate the grammar lesson with the students' real life situation. This may hinder students use the language. That means it may make students focus on one aspect of the language although it is not the only focus area for language teaching and learning.

On the other hand a few students (51, 28.4%) reported that their teacher '**always**' and '**often**' related the grammar lesson with the students' real life situation in order to encourage students use the language.

Showing students when and why the target structure can be used in communication is very important for learners to enforce them use the language in different social contexts.

In the above table item 3 indicated that 10(5.6%) of students and 46(25.6%) of students reported '**always**' and '**often**' that their teacher helped them to identify when and why they used the form they learnt in communication. Besides, 10(5.6%) of students expressed that their teacher '**sometimes**' helped them to

identify when and why they used the form they learnt in communication. However, majority (88, 48.9%) and 26 (14.4%) of respondents reported that their teacher '**rarely**' and '**never**' helped them to identify when and why they used the form they learnt in communication respectively.

This indicates that teachers in the study area rarely shows their student why and when a given structure can be used in communication by providing different exercises which invites learners use the language in different situations and contexts. According to Larsen-Freeman, (2002) suggestion grammar contains not only rules that govern form, but also it consists of knowing when to use these forms to convey meanings that match the person's intentions in particular contexts.

Thus, the exercises and tasks provided to learners should expose the students practice the language in different situations. Regarding this issue, item 4 in the above table indicated that 12(6.7%) of students and 38(21.1%) of students reported '**always**' and '**often**' that their teacher provided grammar exercises by integrating with other skills. Besides, 26(14.4%) of students expressed that their teacher '**sometimes**' provided them grammar exercises by integrating with other skills. However, majority (80, 44.4%) and 24 (13.3%) of respondents reported that their teacher '**rarely**' and '**never**' provided them grammar exercises by integrating with other skills correspondingly.

Grammar teaching must embody grammar usage and grammar use. That means L2 learners, particularly in Ethiopian context, should know the rules of the language as well as its use in different situations. To achieve this end, the grammatical exercises provided to learners should encourage learners to use in communication. According to Fotos and Ellis (1991) suggestion grammar tasks should encourage communication. The grammar that can be taught should expose learners to use it in speaking and writing. Neglecting one aspect of grammar will not help learners improve their language ability.

In this regard, as the data obtained from classroom observation indicated, EFL teachers in the study area devoted more time by doing mechanical exercises which was not presented in a way students express their feelings and ideas. The tasks and exercises provided to them did not encourage to construct their own sentences or to express their feelings. The data in the above table item 5 indicated that majority of students (100, 55.6%) reported their teacher '**rarely**' and '**never**' encouraged them to construct sentences by themselves using the grammar points they taught correspondingly.

On the other hand, 14 (7.8%) of students and 45(25%) of students reported their teacher '**always**' and '**often**' encouraged them to construct sentences by themselves using the grammar points they taught correspondingly.

It is obvious that without grammatical structure, it will not be possible to use a language or to understand the language. So the knowledge of how and why to teach grammar is very important. Since there is no one best and accepted method of grammar teaching, teachers can use various methods, techniques, and procedures to improve the ability of their students. According to some researchers and scholars suggestions teachers may employ three phases in their plan to teach grammar. They may employ presentation or exploration stage that teachers can use to introduce the new grammar rule, the practice or explanation stage that its focus is on getting the learners to concentrate on the structure and the production or expression stage that requires teachers assist students to use the newly learnt rules. Thus, teachers in the production stage assist students construct their own sentences and help them use the sentences to express their ideas and feelings.

In this regard, the data gained through classroom observation indicated that teachers poorly assist students to construct their own sentences and use it to express their feelings and ideas. The students used less time to practice the grammar lesson in the classroom. The last item in the above table indicated that majority (112, 62.2%) and (34, 18.9%) of students reported their teacher '**rarely**' and '**never**' allowed students use more time to talk when he she taught them grammar. This indicates that much of the time was used by the teacher. On the other hand, fewer (34, 18.9%) students revealed that their teacher '**often**' allowed students use more time to talk when he she taught them grammar.

In general, teachers in the study area dominated the lesson. The students were allowed little time to practice the grammar item they learnt. The grammar exercises provided to them were not encouraged learners to use the language in different situations. The students were passive learners.

**Table 5: Items related to factors that can affect the teaching of grammar through the integration of form and use**

Strongly agree=5 Agree = 4 Undecided=3 Disagree = 2 strongly disagree = 1

No	Items	F/%	5	4	3	2	1
13	Students are not motivated to use the new grammar item inside the classroom and outside the classroom	F	26	89	24	31	10
		%	14.4	49.4	13.3	17.2	5.6
14	The classroom situation is not conducive to learn the grammar as well as to practice it.	Frq	27	80	26	30	17
		%	15	44.4	14.4	16.7	9.4
15	There are not sufficient current and authentic teaching materials in the school to teach grammar.	Frq	22	88	12	46	12
		%	12.2	48.9	6.7	25.6	6.7
16	Students have inadequate vocabulary and linguistic knowledge to use the structure they learn	Frq	56	88	11	25	
		%	31.1	48.9	6.1	13.9	
17	Students are poor in productive and receptive skills of the language.	Fre	41	92	16	31	
		%	22.8	51.1	8.9	17.2	
18	The students are less confident in their EFL teacher's language proficiency to teach them grammar through the integration form and use.	Frq	33	100	10	27	10
		%	18.3	55.6	5.6	15	5.6

There are different factors that can affect the students learning of grammar. As one can see, item 1 in the above table indicated that majority (115, 63.8%) of students agreed and strongly agreed that their EFL teacher did not motivate students to use the new grammar points inside the classroom and outside the classroom. On the other hand, some (41, 22.8%) of students stated that their teacher motivated students to use the new grammar points inside the classroom and outside the classroom. Besides, some (24, 13.3%) students did not decide anything to the given statement.

Teachers are for front persons in order to improve the students learning. They can make their lesson meaningful and contextual to students' real life situation in order to help learners acquire and use the language better. For example, if a teacher wants to simple present tense, conditional type one sentence or present passive sentence, he/she can prepare a text that talks about current issues like impacts of COVID-19 in Ethiopia, advantages of election in Ethiopia and so on to engage learners in the lesson and to make students understand the lesson better. This may help learners relate the issue with their real life situation at the same time use structure of the language. As such topics can motivate learners to talk about the issues; at the same time if we show them the structure the students can acquire it easily.

Concerning this issue, data gathered through classroom observation showed that students were not motivated to use the grammar item they learnt. The students' participation was very less. Very few students were participated actively in the lesson. There may be different reasons for this. In relation to this point, the above table item 2 indicated that majority (107, 59.4%) of students agreed and strongly agreed that the classroom situation was not conducive to learn the grammar as well as to practice it. On the other hand, some (47, 26.1%) of students stated that the classroom situation was conducive to learn the grammar as well as to practice it. Besides, some (26, 14.4%) students did not decide anything to the given statement.

One of the influential factors in teaching grammar is the classroom situation. The students back ground knowledge, class size, sitting arrangement, time, availability of teaching materials and classroom management skills are some of the important factors that can influence the teaching learning process. During classroom observation, it was observed that the class size was manageable since the number of students in one class on average about 25-30 due to the current pandemic disease. However the students were not working in pairs and groups to practice the language they learnt. Besides, the students were not allowed sufficient time to practice the language. Even few high achiever students were invited to express some points on the points or grammar they learnt, they tried to explain their ideas using their mother tongue. Besides, there were insufficient text books in the classroom. On the other hand the students were well disciplined and respectful. These were some of the observed facts during classroom observation on the issue what the classroom situation look like.

In relation to teaching material the above table item 3 indicated that a vast majority (110, 61.1%) of students reported that there were not sufficient current and authentic teaching materials in the school to teach grammar. On the other hand, some (58, 32.3%) of students disagreed and strongly disagreed with the statement. Some students (12, 6.7%) decided nothing about the statement.

Grammar and grammar teaching are unavoidable phenomenon since the entire system of a language is made and required to be performed correspondingly. Thus, it is important to emphasize how grammar could be taught and made meaningful to learners. Teachers are required to initiate and expose student to use every day written and spoken sources which help learner learn and use the language better. This may help learners understand and learn the language item they are provided to learn and use the language.

In relation to this fact the data collected through classroom observation showed that students were poorly exposed to real life or daily life situation to learn the language better. Although the main purpose of language teaching is to make learners to communicate, teachers in the study area give due emphasis for explicit instruction that focuses on accuracy of learners. It may be good to improve learners' accuracy of the language. However, it may suffer learners' fluency of the language.

Learner effectiveness of a language depends on a number of factors. For example, learners back ground knowledge; teaching materials provided to learners, the teaching method, exposure are some of the barriers that influence the effectiveness of learning the language.

Regarding learners back ground knowledge of the language particularly, grammar and vocabulary item 4 in the above table indicated that a large number of respondents (144, 80%) agreed and strongly agreed that students had inadequate vocabulary and linguistic knowledge to use the structure they learnt. On the other hand, a small number of students (25, 13.9%) stated that students had adequate vocabulary and linguistic knowledge to use the structure they learnt. Few students (11, 6.1%) decided nothing about the statement.

It is clear that the students' linguistic knowledge and vocabulary play a vital role in language teaching especially teaching grammar through the integration of form and use. As students use vocabulary to share or understand thoughts, feelings, opinions and ideas of different people or texts, they must have knowledge of vocabulary and its grammatical forms. For example students must identify the meaning of a word, its grammatical forms (written or spoken, word part) its collocations, its connotations to use the word in different situations. Besides if students have larger vocabulary and knowledge of linguistic form, they can

actively involve in listening, speaking, reading and writing activities. This will enhance their language ability.

Regarding this point, the data obtained from interview and classroom observation showed that very few students can express their feeling and ideas in the study area. Even very few high achiever students were using Amharic to explain some point to answer questions. Almost all of the students were passive learners. This indicated that the students were unable to express their feelings and ideas using the language. This may be the result of insufficient vocabulary and linguistic form of the language. This may also, in turn, make students ineffective in listening, reading, speaking and writing.

The above table item five indicated that a large number of respondents (133, 73.9%) agreed and strongly agreed that students were poor in productive and receptive skills. On the other hand, a small number of students (31, 17.2%) stated that students were poor in productive and receptive skills. Few students (16, 8.9%) decided nothing about the statement.

The main purpose of the language is to enable learners to use the language. They use the language through either productive skills (speaking and writing) or receptive skills (reading and listening). To improve the students' skills teachers should give emphasis for this skills when they teach grammar. For example, when they teach grammar, they can invite students construct some sentences or they can listen and read some authentic texts or invite them to tell stories.

In this regard the researcher tried to assess the way some of language items presented in grade English text book. Some activities and tasks are presented in communicative grammar teaching approach. For example in grade 9 English text book page 3 the lesson entitled "**A1.4 Language Focus: Following Instructions**" provide activities to follow instructions. The activities provided may help learner read and perform the activities or listen and do as they are ordered to do so. This may enhance their reading and listening ability. However, the students must identify the particular tense which is used to follow instruction clearly. There in the text the particular tense is not mentioned or clearly stated. Students need knowledge of particular structure presented in the lesson. This may be the result of the introduction of communicative language teaching approach. Even the task is difficult that the intended learners would not understand it. The intended learners may get boredom in practicing such difficult task very beginning. It also requires teachers language expertizes knowledge and language proficiency to teach such tasks. That means to integrate tasks which are presented in one aspect of the language.

In relation to this point, the last item in the above table indicated that a large number of respondents (133, 73.9%) agreed that students were less confident in their EFL teacher's language proficiency to teach them grammar through the integration form and use. On the other hand, a small number of students (37, 20.6%) stated that students were less confident in their EFL teacher's language proficiency to teach them grammar through the integration form and use. Few students (10, 5.6%) were not taking any decision to the given statement.

It is undeniable that proficiency of language teachers highly affects the teaching learning process.

In general, there are some influential factors that could affect the practice of teaching grammar in the study area. For example, as the data collected from the three data gathering tools indicated there were insufficient language teaching materials, time, language proficiency of students and teachers are some of the factors that can affect grammar teaching through the integration of form and use.

#### **4.4 Analysis of classroom observation**

Classroom observation was made to observe teachers' practice in teaching grammar through the integration of form and use in the study area. During classroom observation the researcher attempted to cross-check the data identified by respondents responses of questionnaires. To achieve the purpose of the study, the researcher prepared and used observation checklists which were in line with the research questions. Classroom observation is one of the frequently used tools to get firsthand information to see the process of teaching and learning. Accordingly, three teachers were observed twice while they were teaching grammar. Here useful points were discussed which are relevant to the study. The analysis of classroom observations was discussed as follows:

##### **Teacher 1**

##### **Lesson one**

Teacher one was observed on Wednesday, April 6, 2013 EC. It was held in grade 9 section G. The number of students was 38.

He came to class on time, greeted students and cleaned the blackboard. Then, he told the students to take out their exercise book and text book. Then, he introduced the topic of the lesson. He wrote it on the board. The topic of the lesson was "B4.11 Language focus: What is a past participle? The teacher asked the students what a past participle verb mean? One of the students raised his hand and answered "V3 form". Then the teacher wrote these sentences on the chalk board:

1. I have learnt English.

2. Her hair was well brushed.

3. He had a broken arm.

Then the teacher briefly explained how students can use past participle verbs. Then he invited them to construct sentences based on the examples given. After a few minutes two students raised their hands. The teacher gave chance for one of them. One of the student said “She has eaten breakfast.” The teacher appraised him by saying very good. Then he also gave chance for the other student. The student said “I have learn maths.” The teacher in the same way appraised him and at the same time corrected him.. Then the teacher wrote some verbs on the board and ordered the students to copy down and to find out their past participle forms. After a few minutes the teacher checked the students work. Then the teacher invited the students to tell past participle forms. Some students told the past participle forms the verbs. Then after he ordered them to construct sentences sing the past participle form of the verbs.

Here the teacher did his best to engage the students to focus attention to the lesson by briefly explaining the lesson with clear examples and by inviting them to answer questions. The teacher let the students construct their own sentences and reflect to whole class. Besides, the students were motivated to identify the past participle form of some verbs. This indicated that the students were given some chances to express ideas based on the new grammar points they had been taught. However, it was realized that there was little interaction in the classroom. According to Savignon (1991) suggestion learners focus best on grammar when it relates to their communicative needs and previous experience.

It is clear that the teacher helps the students to identify the form and the use of target structure. According to Azar (2007) grammar based teaching should create awareness of form, meaning and appropriate use of structure. Besides, Larsen-Freeman (1992) pointed out that in dealing with the complexity of grammar, the structure of the language, its meaning and its use are the three dimensions of a language that language teachers should consider them in teaching the new grammar points. But, here some can raise the question why very few students are able to interact with their teacher and with their fellow students. That means very few students used the grammar in speaking and writing.

## **Lesson 2**

Teacher 1 was observed the second time on Tuesday, May 3, 2013 EC. It was held in grade 9 section H. The number of available students was 35. As he did so far, he came to class, greeted students and cleaned the blackboard. Then, he told the students to take out their exercise books. Then, he revised the previous lesson about the present perfect tense and the present perfect continuous tense orally by mentioning some

examples. After asking and answering some questions regarding the previous lesson, he introduced the day lesson that was about what has someone said. Then, he asked the students what they know about direct and indirect speech. The students tried to answer what they felt about the topic.

Then, the teacher directly started writing some note on the board. At the same time the students started copying the note in to their exercise book. After checking the students had finished the note, he started explaining the lesson. Then he wrote some direct speech on the board that required to be changed in to reported speech.

1.I work hard.

2.He is working hard.

3.We have worked hard.

4.They worked hard.

5. I will work hard.

Then the teacher invited the students to change the given statements in to reported speech. Accordingly, some students tried to change the statements in to reported speech. Then, he checked the students' work and tried to correct some of the students' error on the base of the required changes. Finally the teacher wrote some exercises and ordered students to do as a home work.

Even though the teacher encouraged students to write their answers on the board and gave necessary correction, she followed teacher dominated instruction. She explained the rule and followed teacher dominated instruction. The teacher did not integrate the lesson with other skills.

## **Teacher 2**

### **Lesson 1**

Teacher 2 was observed on Wednesday, April 6, 2013 EC. It was held in grade 9 section C. The number of available students on that day was 32.

She came to class, greeted students and cleaned the blackboard. Then, she told the students to take out their exercise book and text book. Then, she revised the previous lesson and introduced the newly one. She wrote it on the board. The topic of the lesson was "A5.8 Language focus: Zero conditional. The teacher started

copying the note she prepared in her note book, and at the same time ordered the students to copy down the note in to their exercise book. After a few minutes the teacher stopped the students and started explaining the lesson. Then, she asked the students whether the lesson was clear or not. She said, “Is it clear?” The students got silent as if they understood the lesson. Then, she gave them some jumbled words to be joined to make conditional sentences which were found on page 109 of the students’ text book. She did number one as an example. Here it was number 1

**1.Iron/rust/it/get/wet answer: If iron gets wet, it rusts.**

Then students started working their exercise. The teacher tried to check the students work and tried to provide some assistance for the learners. Finally, the teacher gave the students some oral feedback and concluded her lesson.

This indicated that the teacher focused on the structural aspect of the language. This will be encouraging that the teacher helped the students to improve their accuracy. However, focusing on one aspect of the language may affect the students’ communication.

## **Lesson 2**

Teacher 2 was observed the second time on Tuesday, May 3, 2013 EC. It was held in grade 9 section I. The number of available students was 35. As she did so far, she came to class, greeted students and cleaned the blackboard. Then, she told the students to take out their exercise book.

She directly, started writing some note on the board. At the same time the students started copying the note in to their exercise book. The topic of the lesson was “B6.6 Language focus: Reporting what someone has said. After checking the students had finished the note, she started explaining the lesson. Then she wrote some direct speech on the board that required to be changed in to reported speech. After she was trying to check few students work, she invited a student to write his answer on the chalk board. The student was writing the answer and explaining rules in Amharic. Then, she asked the students whether his answer was right or wrong. She said,” Yes, he is right.” She continued explaining the rule that how they could change pronouns, verbs and adverbs while confirming his answer. Then she invited another student to change the next statement. The student went to the board, wrote her answer and explained the rule how she changed in to reported speech. The student used Amharic to explain the rule. Then, the teacher encouraged her by saying very good, Hermela. She confirmed her answer in the same way and invited another student to do the

next one. The student wrote his answer on the board. The teacher asked another student whether Mikias' answer was right or wrong. Here are the given statements.

1.I work hard.

2.He is working hard.

3.We have worked hard.

Mikias answered number 3 as they were worked hard. Then, Hermela replied that his answer was wrong. Then the teacher wrote the correct form of the verb and then concluded her lesson.

Even though the teacher encouraged students to write their answers on the board and gave necessary correction, she followed teacher dominated instruction. She explained the rule in detail. This method of teaching the language may help learners improve their accuracy of the language. However the teacher did not integrate the lesson with other skills.

### **Teacher 3**

#### **Lesson one**

Teacher one was observed on Wednesday, April 6, 2013 EC. It was held in grade 9 section A. The number of students was 25.

He came to class on time, greeted students and cleaned the blackboard. Then, he told the students to take out their exercise book and text book. Then, he introduced the topic of the lesson. He wrote it on the board. The topic of the lesson was “B4.13 Language focus: Comparatives and superlative adjectives. Then the teacher revised the previous lesson and introduced the newly one. The teacher asked the students what an adjective mean? The teacher himself defined what an adjective mean. Following that the teacher started copying note on the board. Then, he let students copy down the note into their exercise book. Checking completion of the note, the teacher started explaining the rules. Then, the teacher wrote some adjectives on the board and asked the students to find their comparative and superlative forms. Then, the students and the teacher identified the comparative and superlative forms of the given adjectives. Having finished the exercise, the teacher provided some multiple choice questions orally. The students were trying to answer the questions. Finally, the teacher concluded his lesson and left the class.

The teacher follows deductive method of grammar teaching since he briefly explains the rules of the new grammar point. He focused on grammar and dominated the lesson. This may be undoubtedly helping

learners improve their accuracy of the language. However, it may affect their fluency or communicative competence. The students were not given chance to make sentences by their own or to express their ideas. Besides, the students were not allowed to use their creative ability by providing them some opportunities.

## **Lesson 2**

Lesson 2 was observed on Tuesday, May 3, 2013 EC. It was held in grade 9 section E. The number of available students was 33.

The teacher did what he did so far. After he greeted the students and cleaned the blackboard, he started revising the previous lesson. He asked the students to remember the lesson. Six students raised their hands and the teacher gave a chance to one of the students. The student replied that it was about different kinds of sentences. He added that a simple sentence contained a subject and a verb. Then the teacher replied that the student was right and encouraged her. Then, he introduced the topic of the day's lesson. He wrote it on the board. The topic of the lesson was "B6.5 Language focus: The present perfect tense. The teacher asked the students what they know about the topic. No one tried to express something. Then the teacher explained the lesson with some examples orally. He invited the students to ask questions. No one asked a question that seemed they understood the lesson. Then he wrote some exercises that required substitution of some expressions given.

The teacher tried to supervise the students work and gave clues for those needed. After a few minutes the teacher confirmed that some of the students work that they did well. Then the teacher and did the exercise together. Finally the teacher told students to exercise 3 on page 109 as a home work, and also he added that he would give some note regarding the topic on the following day.

It was realized that the teacher tried to motivate the students to do some tasks by their own. Teachers are expected to make their lesson meaningful and interactive to students in order to help students understand and use the structure. According to Thornsbury (1999) suggestion, 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 meanings these forms convey. To do so teachers

can come with authentic texts or the students day to day experience to make their lesson meaningful and understandable to students.

Besides, I observed that the teacher used texts which were authentic to students. The students were asked to prepare a dialogue about what they did before that day. They explained what they did. We all know that there are activities we do in our day to day life experience. The students are not far apart from this fact. This showed that the teacher tried to use authentic texts that could help the students use the grammar point in their day to day real life situations.

In general the three observed teachers were followed the same method of teaching the language particularly grammar. Almost they all started their lesson by giving some notes about the particular grammar point they were going to teach and discussed about the rules with clear examples. Then the teachers gave the students some written exercises and tried to check the students work. That means they followed deductive teaching approach. It was observed that there were no group works, no pair works, no role play activities, and no games while the students were learning. Besides, although teachers had an opportunity to create a context to teach grammar, they did not make their lesson contextual. According to Harmer (1987) the best way to introduce the grammar lesson is to present the language item in a meaningful context. However, the teachers' lessons were mainly teacher-centered since more time used by the teacher and followed deductive approach which was being criticized by many authors as being ineffective or not recommended for improving learners' communicative competency.

The other point observed fact was that the teachers did not create opportunity to use their creative ability or their creativity in learning grammar. They gave emphasis on teaching the form of the grammar point instead of presenting the grammar lessons in a meaningful context which will allow the students to use the language. They all used explicit or deductive grammar teaching approach. Deductive grammar teaching is one method of grammar teaching in which the teachers explicitly present the grammar rules (Larsen-Freeman, 2000; Richards and Rodgers, 2002).

In the case of explicit grammar teaching, the primary focus is on the form aspect of the language and as a result the meaning aspect of the form is somewhat ignored. Most of the exercises given following explicit grammar teaching are more of accuracy-focused.

It was also observed that few students expressed their feelings and ideas since the teachers dominated the classes. The students were busy in copying the notes given and doing the written exercises. Then they were

asked to answer the form aspect of grammar. That means they were asked to find out appropriate forms or rules of the language. This will be helpful for learners to construct correct English sentences. This will be good for students to improve their accuracy. However, the students would be poor in their language fluency since they were not exposed to practice the new grammar point in their day to day life experience. The teachers did not create opportunity for the students to reflect their ideas freely using the grammar they taught. That means the students learnt grammar in sentence level.

In general, the observed teachers did not teach grammar by integrating with other skills. They followed the structural approach which is traditional and give due emphasis on accuracy. A research conducted by Abraham Degu (2008) revealed that language teachers should teach grammar through the integration of form, meaning and use since focusing of one aspect of the language results failure in another aspect of the language. The integrated grammar teaching approach will be suitable to promote the learners grammatical knowledge and communication.

#### **4.5 Analysis of interviews**

Interviews were held and recorded in mobile phone. Three EFL teachers were interviewed to cross-check the information obtained through classroom observations and questionnaires. The interview questions were proposed to enable the researcher to get information which was directly related to the objective of the study. They mainly focused on the practices of teachers in teaching grammar in the study area. The data gathered through this tool was analyzed, interpreted and presented accordingly.

After collecting data from questionnaires and conducting class room observations, three EFL teachers were interviewed based on the interview questions. Most of the teachers' responses were similar. For instance, for the questions 'How do you teach grammar points?' and 'Do you teach grammar through the integration of form and use?' they replied that they prepared and gave some notes. Then they explained about the rule and its function using some examples and exercises. They also replied that they rarely prepared and used teaching aids to make their lesson meaningful and understandable to their students. But they used some more exercises as a class work and home work to see whether the students understand the lesson or not. Accordingly, as they explained, they checked the students' work and gave corrective feedback. They believed that the students should identify the new structure in detail. As a result, they mainly used activities and notes in the students' text book and some reference books if necessary.

Besides, two of the teachers rarely used group work, pair work, role-play and some other teaching techniques because of the current pandemic disease. However, according to Metin (2000) a grammar lesson will be more effective, beneficial and interesting when EFL teachers use some effective and fascinating techniques and resources.

Although their teaching method could help them to encourage their students to produce correct English sentences, it would not give opportunities for learners to use the language in their real life situation. According to Dickins and Woods (1988) suggestion, some one knows a language when he/she is able to produce grammatically acceptable sentences and he/she is able to communicate using the form accurately as the occasion demands. This clearly shows that how grammar should be taught.

Besides, Robinson (as cited in Nassaji and Fotos, 2004) suggests that the main purpose of language teaching is to help learners to use the language for communication, so EFL/ESL teachers are required to teach grammar and communication in combination. This indicates that teachers have to teach grammar by integrating form and use of the language.

As the teachers asked whether the students expressed their ideas and feelings freely using the new grammar points they had taught, the teachers replied that very few students were able to express their ideas and feelings. They explained that the students had poor back ground knowledge of the target language. This, in turn, had impacts on their teaching. It is, of course, clear that the way we teach our students and the students back ground knowledge had greater impact on effectiveness of the teaching learning process. They also added that majority of the students were reluctant to express their feelings and ideas in fear of making mistakes or errors although they were sometimes encouraged to practice.

As the teachers explained, there were insufficient language resources in the school. There was no language lab, tape recorder and recorded materials or cassette to help students to practice the language. There were also insufficient reference books that could help teachers to teach grammar through communicative grammar teaching. There were also some other factors like time constraint, shyness, bulkiness of the text book, students' willingness and the focus of national examinations that affect their teaching of grammar.

Teachers are key elements in improving the students' performance. Thus they are expected to prepare authentic texts and use various techniques in order to help students internalize the language structure and use the language. If teachers are largely dependent upon the tasks and activities in the text book, they will have no room to use their creative ability in delivering instructions. Hislam and Cajkler, (2005) claim that

teachers failed to prepare texts and largely rely on the textbooks because of the absence of adequate training in teaching.

According to Saricoban and Metin (2000) teaching is an art which requires the teachers' innovative and creative ideas and should be supported by different techniques. Moreover, Larsen-Freeman (1986) believed that using different techniques to present the grammar items creates a relaxed atmosphere. These kinds of delivery of grammar items bring the structural, semantic and pragmatic/communicative aspects of language in our classroom. Maria and Kamyin (1996) also suggested that through group work students do different activities that require the active participation and contribution of each of them. Besides, it enhances mutual benefit and encouragement.

According to Brumfit(1984) Atkins, Hailom and Nuru(1995) suggestion, it is more interesting for students to do grammar exercises in pair, orally, or through writing, than doing alone and students get the opportunities and a stress free stage for generating a lot of language without the fear of making mistakes. Thus, EFL teachers should use different teaching methods to engage the students in different activities that can help them to practice specific grammatical structures through speaking, writing and other skills. Besides, Wrigh (1989) stated that classroom learners internalize the form, meaning and use of the language when they learn grammatical structures through different teaching procedures.

## **CHAPTER FIVE**

### **5. Summary, Conclusions and Recommendations**

#### **5.1. Summary**

This study was conducted to assess the practice of teaching grammar through the integration of form and use in the case of Dinkula Secondary and Preparatory school. It was conducted:

- To assess the way that teachers teach grammar in the study area.
- To find out whether teachers teach grammar through integration of form and use.
- To identify the techniques and procedures used by teachers to teach grammar.
- To identify challenges that might face teachers while they are teaching grammar.

The data obtained through questionnaire, classroom observation and interview were carefully analyzed, interpreted and presented. Accordingly, the findings of the study are summarized as follows:

Descriptive survey method was employed to conduct the study. The researcher used both qualitative and quantitative approach to analyze the collected data. Accordingly, the data collected from 180 students (who were selected randomly) through questionnaire, from three EFL teachers of grade 9 (who were selected using availability method) and from classroom observation were analyzed quantitatively and qualitatively.

Based on the results and discussion of the data, the following summary was drawn.

The data obtained through questionnaires, classroom observations and interviews revealed that

Teachers taught grammar by giving some notes and detailed explanation of the rules with some examples and exercises. Teachers gave little emphasis for communicative needs of students. They taught grammar in sentence level. Learners are expected to learn not only what forms are possible, but also what particular forms will express particular meanings and its use. According to Thornsbury (1999), language teachers need to lead students' attention to focus on not only on the forms, but also on the meaning these forms convey. This is because L2 learners need grammar for communication and for examination since they are tested. According to Girma (2005) and other many scholars suggestion giving very little emphasis to one aspect of a language is dangerous and probably creating problem for successful language learning process. Thus, according to Azar (2007) grammar based teaching should create awareness of form, meaning and appropriate use of structure.

As the data collected revealed, very few students could express their ideas and feeling freely using the target language. Even students used Amharic to express a particular structure of the language. Majority of them were passive learners. That means they did not use the language in their real life situations. Majority of the time during grammar instruction was used by the teachers. It seemed teachers' dominated instruction. That means teachers did not use different techniques and procedures to teach the new grammar point so as to help learners use the language.

During classroom observation and interviews it was observed that some of the teachers were less proficient in using the language. Some of the teachers sometimes used grammatical incorrect sentences and used Amharic or mother their mother tongue.

Besides, teachers did not use authentic texts to help learners acquire and use the language. That means they did not relate the grammar lesson with the students life experience. They had insufficient skills in teaching the language in general and in teaching grammar through the integration of form and use in particular. There were also insufficient teaching materials that could help learners understand and use the language better.

## **5.2. Conclusions**

Based on the findings of the study, the following conclusions are drawn:

In Ethiopia, teaching English language in accordance with CLT has gained a considerable attention and seemed the form aspect was ignored. As current studies lack of training and experience in CLT seemed to neglect grammar following the curriculum reform. That means CLT seemed to gain the upper hand while grammar teaching was given little attention. Thus, this study focused on practice of grammar teaching through the integration of form and use. To this end, as the data revealed teachers did not implement grammar teaching in an integrated way. They rather used grammar teaching in isolation. Besides, it was identified that teachers mainly used teacher led instruction. They used more time to talk when they taught grammar. They also gave greater emphasis for the rule of the language. That means they explicitly taught grammar. There was also little interaction between or among students, and between students and teachers using the language or the grammar the students learnt. According to Seed house (1997), Ellis, et al (2001) and other suggestion an exclusive emphasis for the one aspect of the language is not a sufficient condition for the development of other aspect of the language.

Majority of students were ineffective in using the language. This might be dependent up on the mode of delivery of instruction. That means they learnt grammar with no combination of other skills. As Dornyei(

2005) explained, effectiveness of any instruction depends on the extent to which it matches between the teachers' intentions and learners' expectations, wants and needs. Likewise, as Achard (2004) argued, the idea of separating grammar from communication in language teaching is odd. However, teachers in the study area failed to integrate grammar with other skills.

In order to make learner effective to internalize the structure of the language and to use the language, language teaching techniques and teaching materials play a vital role. According to (Saricoban and Metin 2000) ELT teachers are required to use some well-developed and fascinating techniques in the classroom. In this regard teachers in the study area used traditional method of teaching the language. Besides, they were not seen teaching the language using authentic materials in order to help students use the language. That means they were not using different teaching techniques like games, role plays, problem solving activities, debating interview, story-telling in one hand and authentic texts which were related to the students' day to day life experience. According to Richards (2006) students will get more opportunities to generate a lot of language without the fear of making mistake when teachers use various teaching techniques like pair or small group works in teaching grammar. Besides, Girma, (2005) in group work students can be involved in interaction and communication among themselves.

In general, teachers' actual practice of grammar teaching, which was checked through questionnaires, observations and interviews, were almost similar. Majority of them did not teach grammar through the integration of form and use. They did not create meaningful contexts for language use. Regarding the practice of grammar teaching, it could be concluded that teachers in the study area still favored the structural approach that may be because of the influence of their previous learning or teaching experiences, or may be insufficient training, or their beliefs towards grammar teaching (It needs further investigation). Grammar can be considered as the life blood of a language since it provides systematic rules of the language that can help learners create their own spoken and written discourse Lin (2010).

### 5.3. RECOMMENDATIONS

Based on the findings of the study and the conclusions drawn above, the following recommendations are made.

The researcher hopes that teachers can apply the practice of teaching grammar through the integration of form and use. EFL teachers might face difficulties while they are teaching grammar using this approach. These difficulties might not be the same in different areas in different contexts. However, teachers should provide effective delivery of instruction by confronting the problems facing them by using their own creative ability of teaching the language instead of being fully dependent on the students' text book intended to be covered and the method/s to be employed. Rather, they should teach grammar by integrating with other skills. Sometimes, the texts or exercises provided in the text book to teach grammar might not expose teachers to teach through integration. If so, since teachers are the for-front person in delivering effective instruction to students, they should research and use their creative ability in order to help learners acquire and use the language.

Majority of the students were dependent upon their teachers' instruction provided to them. They seemed they were not self-autonomous learners. As a result, the researcher recommends language teachers to teach students how to play their role in improving their knowledge of the English language, not only to succeed in the exams. They should encourage students become independent learners.

Thus, EFL teachers have to make their instruction authentic, meaningful, interactive and contextual for the students to make their grammar lesson effective. That means students are expected to identify the structure of the language and use the language.

Besides, EFL teachers should use different techniques and procedures to deliver their grammar instruction effectively. It is, of course, clear that large class size, bulkiness of students text book, students background knowledge, students interest and motivation, teachers and students language proficiency, method of delivery of instructions are some of the challenges that teachers face while they are teaching, they can make their lesson effective by using different techniques and procedures.

The other important suggestion is that, (which was identified from the research findings) some teachers lack practical application of knowledge (skills) in teaching grammar through integration of form and use. They neglected the communicative aspect of grammar teaching. According to Harris (2015) suggestion English

language teachers had serious proficiency problems while teaching English. Therefore, workshops and other in-service programs should be encouraged to maximize teachers' ability and performance in teaching the language, particularly grammar, in way that fits with learners' current and future needs and goals. According to Ellis (2006) beliefs teaching students explicitly creates awareness of grammar and teaching students implicitly improves helps learners improve communicative competence. A teacher who is more effective in deductive and less in inductive, or vice versa, will not be successful in grammar teaching. As a result, EFL teachers should be encouraged to improve their knowledge of grammar teaching to improve their learners' accuracy and proficiency of the language.

Teachers should also be a researcher to maximize their problem solving ability by searching and reading different journal articles in relation to teaching the language.

It seemed teachers ignore the language needs of students and they want to rush to cover the syllabus. This might not help students to improve their language proficiency. As a result, teachers should give emphasis for tasks and contents which are included in the students' text book and also provide authentic tasks in line with the syllabus to address the objective of the course.

There were also insufficient teaching materials in the school. So the school should give due emphasis in order to provide sufficient and authentic teaching materials so that teachers can use to teach the language particularly grammar.

Policy makers and curriculum designers should also consider what actually exists in schools and take necessary remedial action regarding language teaching particularly grammar teaching through integration.

Finally, there are many problems in relation to grammar teaching through integration of form and use. Thus, this study is not intended to make any generalization, so any interested body can use this study to conduct further studies in the studied area.

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## **Appendixes**

### **Appendix I**

**WOLKITE UNIVERSITY**

COLLEGE OF SOCIAL SCIENCES AND HUMANITIES

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

#### **Questionnaire to be completed by students**

This Questionnaire is prepared to collect appropriate information for the study entitled “**assessing the practices of grammar teaching through the integration of form and use at Dinkula Secondary and Preparatory School the case of grade 9.**” As a result, the research questions focus on assessing the practices of grammar teaching through the integration of form and use at Dinkula Secondary and

Preparatory School the case of grade 9 in Endegagn Woreda. You are expected to give your genuine response to the questions presented since it is valuable for the study. Therefore, you are kindly requested to read each questions carefully and give your genuine response. Since your response will be kept confidential, please feel free to answer all the questions.

*Thank you in advance!*

Notice:-

- . You need not write your name.
- . You are expected to indicate your response using an “x” mark in the box provided corresponding to each question.
- . For open-ended questions you are requested to give short and precise answers in the space provided

**Section I: General Information**

- 1 Sex: A male            B female
- 2 Age: A, below 15    B, 15-20            C, 21 and above

**Section II. Questions related to practices of grammar teaching through integration of form and use.**

**Direction:** read each statement carefully and indicate your choices by putting “X” mark on the given columns that express your degree of agreement.

**1 Items related to the ways teachers teach grammar in the study area**

Strongly agree=5    Agree = 4    Undecided=3    Disagree = 2    strongly disagree = 1

No	Items	Responses				
		5	4	3	2	1
1	Our teacher focuses on both fluency and accuracy.					
2	Our teacher encourages us to practice the new grammar point through speaking and writing.					

3	Our teacher integrates grammar with reading and listening texts when he or she teaches grammar.					
4	The teacher creates meaningful context that help students identify form and use the target language structure					
5	Our teacher usually make us do projects and activities that require students relate form and use of new grammar points					
6	Our teacher provides us current and authentic texts that help learners internalize the form and use the language.					

**Open ended question**

7. How does your English teacher teach you grammar? Does he/she teach through the integration of form and use?

**2 Items related to techniques and procedures used by teachers to teach grammar**

**5=always 4=often 3=sometimes 2=rarely 1=never**

No	Items	Responses				
		5	4	3	2	1
1	Our teacher encourages us to perform activities or tasks through group discussion, role play, story-telling, debating etc when he/she teaches grammar.					
2	Our teacher helps us to relate the grammar point with our real life situation so as to use the					

	language.					
3	When our teacher teaches new grammar points he/she helps us to identify when and why we use this form in communication.					
4	Our teacher provides us grammar exercises by integrating with other skills.					
5	Our teacher encourage us to construct sentences by ourselves using the new grammar points					
6	Our teacher allows us more time to talk when he teaches us grammar.					

**Open ended question**

7.What teaching approach does your teacher use to teach grammar?

A Deductive      B. Inductive      C. Balanced

**3 Items related to factors that can affect the teaching of grammar through the integration of form and use**

Strongly agree=5    Agree = 4    Undecided=3    Disagree = 2    strongly disagree = 1

No	Items	Responses				
		5	4	3	2	1
1	Students are not motivated to use the new grammar points inside the classroom and outside the classroom					

2	The classroom situation is not conducive to learn the grammar as well as to practice it					
3	There are not sufficient current and authentic teaching materials in the school to teach grammar.					
4	Students have inadequate vocabulary and linguistic knowledge to use the structure they learn					
5	Students are poor in productive and receptive skills of the language.					
6	The students are less confident in their EFL teacher's language proficiency.					

**Open ended question**

5 What other challenges do you face when you learn and use the language? Please, describe them if you face.

---

**Appendix II**

በጉራጌ ዞን እንደጋኝ ወረዳ በድንቁላ ሁለተኛ ደረጃ መሰናዶ ትምህርትቤት የእንግሊዘኛ ቋንቋ መምህርን የ 9ኛ ክፍል ተማሪዎች የቋንቋውን ህግ ከመማርና ከመጠቀም አንፃር እንዴት እንደሚያተምሩ ለመለየጥ የቀረበ የፅሁፍ መጠይቅ ነው።

ክፍል 1. የተማሪዎች መረጃ

1. ፆታ ወንድ \_\_\_\_\_ ሴት \_\_\_\_\_

2. እድሜ ከ15ባታች \_\_\_\_\_ ከ16-20 \_\_\_\_\_ ከ21 በላይ \_\_\_\_\_

ክፍል ሁለት የእንግሊዘኛ ቋንቋ ሰዋሰዋዊ መዋቅር ወይም ግራመር ከማስተማር አንፃር የቀረቡ ጥያቄዎች።

አጠቃላይ መመሪያ፡- ተማሪዎች ይህ የፅሁፍ መጠይቅ አላማ ለትምህርት ስራ ብቻ መሆኑና ለሌላ አላማ የማይውል መሆኑን ስገልፅ ሚስጥራዊነቱ የተጠበቀ ይሆናል። በሚሆኑትም ይህ የፅሁፍ መጠይቅ ስትሞሉ በሙሉ ነፃነትና ትክክለኛነት መረጃ እንዲሆን በአክብሮት እጠይቃለሁ

መመሪያ 1. የሚከተሉት 0. ነገሮች የእንግሊዘኛ ቋንቋ መምህር/ህ የቋንቋውን ህግ ከመለየትና ቋንቋውን ከመጠቀም አንፃር እንዴት እንደሚያስተምርህ/ሽ ለመለየት የቀረበ የፅሁፍ መጠይቆች ናቸው። ስለዚህ አንተ /አንቺ በቀረቡት ዓረፍተ-ነገር በምን ያህል ደረጃ እንደምትሰማሙ በሳጥኑ ውስጥ ከተሰጡት ከተሰጡት ቁጥሮች አንፃር የ” x” ምልክት በመጠቀም አመልክት።

- 5. በጣም እስማማለሁ
- 4. እስማማለሁ
- 3. ለመወሰን እችላለሁ
- 2. አልሰማም
- 1. በጣም አልሰማም

ተ.ቁ	የቀረቡ የፅሁፍ መጠይቆች	መስፈርቶች				
		5	4	3	2	1
1	መምህራችን የቋንቋውን ሰዋሰዋዊ መዋቅር ስያስተምር ትኩረት የሚያደርገው የቋንቋውን ህግ እንዳይጠቀም ከማድረግ አንፃር ነው					
2	የመምህራችን ሰዋሰው ሲያስተምር ህጉን በንግግርና በፅሁፍ እንድንለማመድ ያበረታታናል					
3	መምህራችን የሰዋሰው ህግ ከማዳመጥና ከማንበብ ክህሎት ጋር በማዛመድ ያስተምራል					
4	መምህራችን የእንግሊዘኛ ቋንቋ ትምህርት ሰዋሰዋዊ ህግ በተግባር መጠቀም ምንችልበት አውድ ያስተምራል					
5	መምህራችን የተለያዩ ፕሮጀክቶችን እንዲሁም ተግባራት በማቅረብ የቋንቋውን ህግ እንድንለይ ቋንቋውን እንድንጠቀም ያደርጋል					
6	መምህራችን ወቅታዊና ተዓማኒነት ያላቸው ፅሁፎች በማቅረብ ጠቋንቋውን ህግ እንድንለይ ቋንቋውን እንድንጠቀም ያደርጋል					

7. መምህራችሁ የእንግሊዘኛ ቋንቋ ህግ እንዴት ያስተምራል አብራራ/ሪ

መመሪያ 2. የሚከተሉትን የፅሁፍ መጠይቆች የእንግሊዘኛ ቋንቋ መምህራችሁ ከሚያስተምሩበት ስነ-ዘዴ ቅደም ተከተል አንፃር የቀረቡ ናቸው። በጥንቃቄ አረፍተ-ነገሮችን በማንበብ የምንሰማግበትን የሀሳብ ደረጃ በሳጥኑ በተሰጡት ቁጥሮች አንፃር የ” x” ምልክት በመጠቀም አመልክት።

- 5. ሁልጊዜ
- 4. ብዙ ጊዜ
- 3. አልፎ አልፎ
- 2. በጣም በጥቂቱ
- 1. በፍፁም

ተ.ቁ	መጠይቅ	መልሶች				
		5	4	3	2	1
1	የእንግሊዘኛ ቋንቋ መምህራችን የቋንቋን ህግ በደንብ እንድትረዱና					

	ቋንቋውን መጠቀም እንድትችሉ በጥንድ፣ በቡድን፣ በድርጊት በማከራከር፣ ታሪክ በመንገር እንድትማሩ ያደርጋል።					
2	የቋንቋ መምህራችሁ የተማራችሁትን የቋንቋ ህግ በተግባር መጠቀም እንድትችሉ ቋንቋ ከህይወት ተሞክሮ በማዛመድ ያስተምራል።					
3	መምህራችሁ የእንግሊዘኛ ቋንቋ ህግ ሲያስተምር ህጉን መቼና ለምን እንደምንጠቀም በመለየት ነው።					
4	የእንግሊዘኛ ቋንቋ መምህራችን የሚያስተምረን የቋንቋ ሰዋሰዋዊ መዋቅር ከቋንቋ ክህሎቶች አገናኝተን እንድንጠቀም የሚያስችሉ መልመጃዎችን በማቅረብ ነው።					
5	መምህራችን የተማርነውን የቋንቋ ህግ በመጠቀም በራሳችን ዓ ነገሮች እንድንመሰርት ያደርጋል።					
6	መምህራችን አብዛኛውን የትምህርት ክህሎት እራሳችን እንድንጠቀም ያደርጋል					

7. መምህራችሁ ምን ዓይነት የማስተማር ስነ-ዘዴ ይጠቀማል ሀ/መምህር ተኮር ለ/ተማሪ ተኮር ሐ/ ሁሉም

መመሪያ 3. መምህራችሁ የሚያስተምረው /የምታስተምረው የቋንቋ ህግ ከሌሎች የቋንቋ ክህሎቶች ጋር በማቀናጀት እንዲያስተምር /እንድታስተምር እንቅፋት ከሚሆኑ ነገሮች እፃር የቀረቡ ናቸው የምትስማሙበትን ሀሳብ የ” x” ምልክት በመጠቀም በቁጥሮቹ አንፃር አመልክት። 5 በታም እስማማለሁ 4. እስማማለሁ 5. ለመወሰን እቸገራለሁ 2. አልስማማም 1. በታም አልስማማምም

ተ.ቁ	ጥያቄዎች	መልሶች				
		5	4	3	2	1
1	መምህራችን የተማርነውን የቋንቋ ህግ በክፍል ውስጥና ከክፍል ውጪ እንድንጠይቅ ያበረታታናል /ች					
2	በክፍል ውስጥ ያለው ሁኔታ የተማርነው ቋንቋ ለመጠቀም ምቹ አይደለም					
3	በትምህርትቤቱ የቋንቋን ህግ ለማስተማር የሚረዱ ወቅታዊና በጥቅም ላይ የሚውሉ ማስተማሪያዎች የሉም።					
4	ተማሪዎች የቃላት እጥረትና የቋንቋን ህግ ጠንቅቆ ያለመረዳት ችግር የተማሩትን ህግ እንዳይጠቀሙ ያደርጋል።					
5	ተማሪዎች የእንግሊዘኛ ቋንቋ ክህሎታቸው ዝቅተኛ ነው።					

6	ተማሪዎች በቋንቋ መምህራኖች የቋንቋ ችሎታ ያላቸው እምነት ዝቅተኛ ነው።					
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7. ሌሎች ችግሮች ካሉ ጥቀሱ

### Appendix III

#### WOLKITE UNIVERSITY POSTGRADUATE PROGRAM

#### FACULTY OF HUMANITIES

#### DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

#### Classroom Observation Checklist

The main purpose of this observation checklist is to assess practices of grammar teaching through the integration of form and use. Teachers' activities will be recorded in the category of each question below. Some of the grade 9 English teachers will be observed and the researcher will mark a tick mark (✓) to each statement.

Items	Yes	No	remarks
1.The teacher teaches new grammar points by integrating with other skills.			
2.The teacher provides the grammar lesson in a meaningful context.			

3. The teacher helps the students to internalize the new grammar points by making them practice it through conversation, role play or writing texts.....			
The teacher lets students use more time to talk when he/she teaches new grammar points.			
5. The teacher teaches new grammar points by integrating with form and use.			
6. The teacher makes the students to practice the new language item both in oral and written forms.			
7.The teacher uses different authentic and meaningful texts and tasks when he teaches the new grammar item.			
8. the students express their ideas and feelings freely using the new grammar points			
9.The teacher uses sentences in isolation to teach grammar			

10. Other observed facts regarding teaching grammar

-----

## **Appendix IV**

**WOLKITE UNIVERSITY POST GRADUATE PROGRAM**

**FACULTY OF HUMANITIES**

**DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE**

### **Interview questions for selected English language teachers**

Dear colleagues,

I am conducting a postgraduate (MA) research entitled “Assessing the practice of teaching grammar through the integration of form and use”. The purpose of this interview is to collect data on the practice of teaching grammar through the integration of form and use. Therefore, I kindly ask you to give your genuine response for each question below. Your co-operation responding to the interview questions will be of considerable help to the success of this study. As your response will be kept confidential, please feel free to respond all the questions genuinely.

Thank you in advance for your co-operation.

1. How do you teach grammar? Do you teach grammar through the integration of form and use?
2. Do you teach grammar by integrating with other skills (reading, listening, speaking, and reading)?

3. How do you make grammar lesson more clear and understandable to your students?
4. Do students express their ideas and feelings using the grammar you have taught?
4. What approaches do you use when you teach grammar?
5. What kind of activities do you often prepare to teach grammar points?
6. How do students participate in the lessons while you are teaching grammar?
7. How do students use the new language item?
8. Have you ever experienced any challenges while you are teaching grammar?

## Appendix V

Exercises observed EFL teachers used to teach grammar.

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EX.1. Identify the homonym that completes each pair of sentences. Write them in your exercise book.

1. A) we \_\_\_\_\_ the other team by 4-1.  
b) I could feel my heart \_\_\_\_\_ as I went in to the headmaster's office.
2. A) I want to \_\_\_\_\_ to be a pilot when I have school.  
b) Run! the \_\_\_\_\_ is already at the station.
3. A) my baby sister loves her toy \_\_\_\_\_.  
b) I can't \_\_\_\_\_ it when my brother practise the guitar in the evenings.

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EX. 2. Copy the chart below in to your books and work in pairs to write the comparative and superlative forms of these adjectives. The first one has been for you.

	Comparative		Superlative	
Bitter	A) More bitter	b) bitterer	a) most bitter	b) bitterest

Sour				
Greasy				
Juicy				
Salty				
Tasty				

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Join these words to make conditional sentences;

1. Iron / rust / it / get / wet
2. No rain / the grass / not / grow
3. You / not eat enough / you / always hungry
4. My daughter / eat / too much chocolate / she / get / sick
5. Ice / float / you / drop / it / in water

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EX 3. Complete the following sentences, changing the verbs in to the present perfect tense and choosing either for or since.

Example:

I (wait) at the bus stop for / since half an hour.

I have been waiting at the bus stop for half an hour.

1. We (live) in Addis Abeba for / since three years.
2. Zbiba has been (read) that book for / since he come home.
3. Halima (learn) to play the violin for / since she was ten.
4. My uncle (work) at the school for / since along time.
5. I (sig) in the choir for / since started secondary school.
6. The boys (washing) their clothes for / since over an hour.

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EX. 3. When we report something along time after someone has spoken, we have to change the tense of the original sentence.

Direct speech	Reported speech
I work hard.	He said he worked hard.
He is working hard.	I said he was working hard.
We have worked hard.	You said we had worked hard.
They worked hard.	She said they had worked hard.
I will work hard.	She said she would work hard.

EX.4. work with a partner. Yesterday you met your friend Meselu in town. Today you report to your partner what Meselu said. Write the reported sentences in your exercise book. The first one has been done for you.

1. It's my birthday in two weeks. *Meselu said it was her birthday in two weeks.*
2. I'm having a birthday party. *She said she was...*
3. I have invited about 20 people.
4. We will have the party in the garden.
5. Wiezero Bontu is going to make the cake.
6. I hop you can come to the party too.
7. She had a very good party last year.
8. Her mother made a beautiful cake.