



MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE

Explore the methods and teachers' belief in teaching Grammar in English Classrooms: Four secondary Schools in Alamata Town in focus

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**Exploring Methods and Teachers' beliefs in Teaching Grammar in English Classrooms:
Four Secondary Schools in Alamata Town in Focus**

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This is to certify that the thesis prepared by, **Kassa Teka Wodajo**, entitled with “**Exploring Methods and Teachers’ beliefs in Teaching Grammar in English Classes: Four Secondary Schools in Alamata Town in Focus.**” And submitted for the fulfillment of the requirements for the Degree of Master of Art in TEFL (Teaching English as a Foreign Language) compiles with the regulations of the University and meets the accepted standards with respect to originality and quality

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LIST OF ACRONYMS AND ABBREVIATIONS

ALM: The Audio-Lingual Method

BED: Bachelor of Education

CC: Communicative Competence

CLT: Communicative Language Teaching

CEFR: Common European Framework of Reference for Languages

DM: The Direct Method

EEE: Exploration, Explanation and Expression

EFL: English as a Foreign Language

FFI: Form Focused Instruction

ESL: English as Second Language

GTM: The Grammar Translation Method

ISLA: Instructed Second Language Acquisition

L2: Second Language

MA: Master of Art

PPP: Presentation, Practice, Production

PSG: Phrase-Structure Grammar

TGG: Transformational-Generative Grammar

SPSS: Statistical Package for Social Sciences

UG: Universal Grammar

ABSTRACT

The overall function of education is changing the behavior of the learners to make them play a proactive role in a changing world. If teachers are professionally competent, they will transmit knowledge, skills and attitudes. To strengthen this competency, the attention given to EFL teachers' is paramount promising for their effective English language learning/teaching. Thus, this study aims at exploring the methods and teacher' belief in teaching grammar. The study is descriptive in its design. Both quantitative and qualitative research methodologies were used. Based on convenience or available sampling techniques, 31 EFL teachers were selected as a sample in four secondary schools. The study also incorporated questionnaire, semi-structure interview and classroom observation as data gathering instruments. Out of 31 questionnaires distributed, all of them filled and were returned and analyzed using frequency counts and percentages having SPSS version 23 to process the data. The findings of the study revealed that majority of EFL teachers' belief has an effect in teaching grammar in their actual classroom practice. It is also concluded that there is a strong relationship between teachers' beliefs and their actual grammar teaching. Finally, it is recommend that timely, adequate and proper classroom observation should be arranged in the schools to guide EFL teachers on the right way. In addition, language development program for EFL teachers should be arranged so that teachers will have better exposure. Moreover, teachers should also pass through additional professional training to boost their effective and right way of teaching grammar in the actual classroom practices.

CHAPTER ONE

INTRODUCTION

1.1. Background

Teaching is mainly an outcome of a teacher's perception. Philosophy of teaching revolve around one's understanding about how students learn, what type of instructions are the best suitable for deep and concrete learning, what actions should be taken to enact such instruction. It also defines ones teaching and learning goals and the specific areas in which a teacher wants herself/himself to improve her/his abilities (Richards 1996). The structure of a teachers' belief is seems to be interconnected. Teacher's beliefs deeply influence both behavior and perception. Pajeres (1992, p.324 as cited in Nayyer 2013).William and Burden (1994) state that teacher's beliefs play a vital role in the teaching learning process that is why teachers must know their own beliefs. Teacher' beliefs can be transformed by experience, knowledge, professional development and making them aware of their teaching approaches. According to Fisher (2007), a teacher must understand his/her teaching philosophies so that he/she can work on further improvement. Most of the researches have focused only the self-reported beliefs through interviews and questionnaires, whereas a few have investigated whether these beliefs are practiced in classroom or not. No doubt, there is an essential need to find out whether there is a correlation between teachers' belief about teaching English grammar and their actual classroom practices. There has been an on-going debate about grammar in ESL teaching and in studies of L2 acquisition. The inconclusive debate about the best way to teach grammar has significant influence on the development of language teaching practice. As a result, different views, approaches and methodologies to grammar teaching have emerged for ESL teachers to choose to suit their own learners and classroom environment. However, "the methodological proposals in pedagogic grammar for teachers are often implicitt rather than explicit" (Corder, 1988; p.127).

The absence clear guide lines about teaching of grammar particularly in situations where the contexts and environments with in which teachers work, and many of the problems they encounter are ill-defined and deeply entangled" (Nespor, 1987: p. 324), have led teachers creating their own personal theories about how to approach grammar language classroom (Borg, 1998; 2003).

These personal theories are derived from their belief system. Thus, there is a crucial need to explore the teachers' perceptions about teaching English grammar and their actual classroom practice in Alamata town governmental secondary schools.

1.2. Statement of the Problem

The common issue, which has emerged from the theoretical and contextual background of this study, is there is no well-defined approach to the teaching of grammar. This is due to the different views of grammar in language teaching. The different language teaching approaches, which emerged over the years, have placed different emphasis on grammar in language teaching. When new teaching approaches emerge to rectify the inadequacy of the previous approach, teachers who are the implementers of the new teaching approach may reserve their views and perceptions about teaching grammar according to the previous teaching approaches. This is especially so when teachers are advocates of the previous teaching approaches either through their experience as language learners or language teachers. These views and perceptions will shape their beliefs about English language teaching, which will subsequently influence their planning and instructional decisions. As noted by Nespor (1987), teachers will rely on their beliefs when they are confronted with “*ill-defined and deeply entangled situations*” (p.324) within their work setting. The absence of well-defined guidelines about how to teach grammar is one of the instances, which have led teachers to create their personal knowledge about teaching grammar in language classroom. Central to this personal knowledge is their beliefs.

Within the communicative approach of language teaching, there are claims that paying attention to grammar explicitly will impede the effort to achieve communicative competence. At the same time there are also claims that paying too much attention on communication and less on grammar will “*develop a kind of irremediably inaccurate fluency*” (Garrett, 1986; p. 133). Due to these paradoxes, teachers are split into two groups with different views of grammar within the Communicative approach (Howatt,1984). The first group believes that students will develop all the grammatical competence from exposure to rich comprehensible input from the environment. This group supports the implicit grammar instruction to language teaching. The second group believes that explicit grammar instruction is necessary to ensure that learners understand how grammar functions in communication. Both groups, however, do not reject that learners need to acquire or learn grammar, but the controversy lies in how to teach grammar. The arguments for and against explicit grammar teaching have put teachers in an uncertain situation about how to approach grammar instruction in a communicative language classroom. The learning environment context in the study area also contributes to the dilemma teachers are facing in deciding which approach to adopt. The advocates

for implicit grammar teaching believe that learners will acquire the structure of grammar through in-context comprehensible input (Krashen & Terrell, 1983). This means that the environment should provide an extensive target language input for a learner to subconsciously acquire the grammar structure of the language. However, the study area, the local environment does not provide opportunity for students to subconsciously acquire the language. The non-English speaking environment lacks language input and does not give the right model of language input. Also, for a student to communicate effectively as stipulated in the aim of the English Language Program, he or she needs to attain both fluency in the language and grammatical accuracy “*for maximally effective communication will lead back to work on accuracy*” (Brumfit, 1980). Although the communicative approach focuses on fluency, one cannot be fluent without some degree of accuracy. Therefore, teachers are left to decide how to help students to achieve accuracy and at the same time promote fluency. Time frame for learners to internalize a particular grammar structure is also another factor teachers have to consider when considering implicit grammar approach. If grammar is to be subconsciously acquired through in-context comprehensible input, some learners may take a relatively longer time to internalize a particular grammar structure. That also depends on the amount and quality of their exposure to the language. But, if teachers were to choose to teach grammar explicitly, then there is a tendency that teachers may overly place focus on language practice more than language use. Although all language use is the result of language practice, “*not all language practice is language use*” (Brumfit, 1980; p. 125). Since language practice is often concerned with accuracy, teachers may give emphasis on drills. In Brumfit’s model of communicative approach, drills can be practiced if necessary, but the condition ‘if necessary’ is too subjective and it depends on the teaching environment. Teachers may interpret the situation differently as teaching situations may differ from one teacher to another. In addition, if teachers were to teach grammar explicitly, then there is a high tendency that teachers will focus on grammar explanation. However, focusing on grammar explanation may take time away from acquisition activities. Although grammar explanation can serve as input for acquisition, the focus on grammar should be restricted to situations where it will not interfere with communication (Krashen & Terrell, 1983). Again this highly requires teachers’ own experience or personal knowledge to decide and make judgment under what and in which ‘situation’ to call for grammar explanations. The explicit and implicit approach to grammar teaching and learning have their own strengths and weaknesses and teachers are left to decide within the two ends of the continuum their stand on approaching grammar in communicative language

classroom. However, in selecting or choosing the appropriate approach to grammar teaching, teachers will draw on their beliefs. Their beliefs related to English language teaching determine and justify what they choose to teach, how they teach and why they teach. These beliefs will take the form of personal knowledge or personal theory. Thus, the present researcher wants to explore the methods and teachers' belief in teaching grammar as long as how teachers teach and why do they teach is concerned.

1.3 Objectives of the study

1.3.1 General Objective

The general objective of this research is to explore methods and teachers' beliefs in teaching grammar.

1.3.2. Specific Objectives

The specific objectives of the study are to:

1. explore English Language teachers' pedagogical beliefs about teaching and learning grammar influence their teaching practices.
2. explore how are these beliefs reflected in their classroom.
3. explore how do contextual factors influence the transformation of beliefs into practices?

1.4. Research Questions

Research questions both in quantitative and in the qualitative approach guide the focus and direction of the issues to be investigated. The questions help to frame the aspects or domains that the researcher is interested to explore. There is a possibility that in the process of investigating the issues under study, some pertinent questions may arise in the course of the study. Hence, "*research questions may be formulated at the outset or later on, and may be refined or reformulated in the course of fieldwork*" (Miles & Huberman, 1994; p. 23). As noted earlier research questions serve as a guide to the study undertaken, therefore, it is hoped that the following research questions will guide the researcher to explore and investigate the phenomenon under study.

- I.** How do English Language teachers' pedagogical beliefs about teaching and learning grammar influence their teaching practices?
- II.** How are these beliefs reflected in their classroom?
- III.** How do contextual factors influence the transformation of beliefs into practices?

1.4. Scope or delimitation of the study

This study was conducted in four secondary high schools found in Alamata town; it is also delimited to EFL teachers who taught English in 2017 as well. This study focuses on methods and teachers' beliefs with regard to teaching and learning of grammar in ESL, the origin of their beliefs, the relationship of their beliefs with classroom practices and the contextual factors that influence teachers in translating their beliefs. In examining their beliefs and its relationship with teaching practices. In addition, this study is delimited to pedagogical beliefs with regard to teaching and learning grammar in ESL classroom. The study is also delimited to in-service secondary school English teachers in Alamata. Therefore, the findings of the study are not intended to be generalized to other secondary school teachers in general. Indeed the findings may not apply beyond the actual participants in this particular study as well.

1.5. Significance of the study

It is hoped that this study will be beneficial in many ways. First, participants in the study will benefit immediately from the experience of reflection. Second, the findings of the study will contribute information to educators with information to help determine curricula and program direction. Third, studies on teachers' beliefs specifically with regard to grammar teaching are limited (Borg, 1998). Therefore, this study will provide additional information to the existing studies about teacher's pedagogical system of grammar teaching. Fourth, research findings have claimed that beliefs influence interpretation of tasks and goals definition as well as their teaching and learning environment (Nespor, 1987; Pajares, 1992). This study will contribute to an understanding of how teachers' beliefs influenced the interpretation of their teaching environment and how they use this interpretation to justify and guide their behaviors and actions.

Fifth, this study can contribute some ideas about the effectiveness of teacher education program content in relation to second language teaching from the teachers' own perspectives and in their own language. Sixth, findings from this study will also help educators in general to understand the dynamics of belief and the importance of beliefs in teacher development. Lastly, this study might raise questions for future inquiry into beliefs.

1.6. Definitions of Key Terms

Beliefs: Represented as individual personal knowledge, which are constructed from experience acquired through cultural transmission and serves as implicit theories to guide thoughts and actions (Pajares, 1992).

Knowledge, according to Kuhn (1979) is defined as an act of the subject on objects and only through constructive activity individuals develop intellectually.

Experience according to Oxford Advanced Learner's Dictionary (1995) is defined as "*the process of gaining knowledge or skills over a period of time through seeing and doing things, rather than through studying*" (p. 404).

Cultural transmission is a process of socialization through enculturation where individuals assimilate cultural elements surrounding them; education is a purposeful formal and informal learning activity that aims to bring behavior to conform to the cultural requirement; schooling is a teaching and learning process that takes place outside the home (Van Fleet, 1979).

Belief system: The level of thought that defines reality and sets the agenda for the other thought processes of an individual (Nespor, 1987).

Teaching: An activity consciously undertaken in order that somebody should learn something (Langford, 1968).

Learning: Learning can be defined as "a relatively permanent change in an individual's knowledge or behavior that results from previous experience" (Hamilton & Ghatala, 1994; p. 9).

Practice: a customary action or way of doing something (Morris, 1973).

Constraints: something that limits or restricts one's freedom of action (Longman Dictionary of Contemporary English, 1984).

In-service teachers: Teachers who are practicing teaching at schools, colleges and/or universities

1.7 Organization of the Thesis

This paper is organized to have five chapters. The first chapter includes, background, problem statement, research questions, objectives, significances, scope and limitation of the study. The second chapter deals with review of related literature and possible summaries that narrates about the notion of EFL teachers' belief in teaching grammar. The third chapter also includes the research design and methodology, sources of data, sample and sampling techniques and methods of data analysis. The fourth chapter deals

with results and discussions of the data. Finally, chapter five deals with summary, major findings, conclusion and possible recommendations of the study as well.

1.8. Limitation of the study

During the study, the researcher faced the following problems: For example, shortage of finance, access of internet and parental problem issues. As to the problem of my parents is concerned, my daughter suddenly decided to migrated to Saudi Arabia with other her friends without informing her parents. When she reached Yemen, I was asked by network trafficking groups to pay 220000 birr to save her from any evil acts. To do so, I was forced to lend money from the nearby friends and parents. As a result, When she reached Saudi/Arabia, She was caught by the police and returned to Ethiopia And it was a difficult situation for me to conduct a research without having any financial contribution from the University that was accessed before. Lastly, for the inaccessibility of internet, I and my son went to Mohoni many times to download different reference materials.

Nevertheless, through strong personal commitment and dedication, these problems were lastly challenged by the researcher.

UNIT TWO

REVIEW OF RELATED LITERATURE

2.1. Definition of grammar

Different scholars and researchers have defined grammar differently. Grammar is defined as “the entire system of a language, including its syntax, morphology, semantics and phonology” (Chalker & Weiner, 1994, p. 177). Other definitions, often popularly used, include the structural rules of a language, but exclude vocabulary, semantics and phonology. Based on Purpura's view (2004), in a number of ways, the term "grammar" has been explained by language educators and grammarians which have affected and been affected by diverse approaches to teaching grammar. Linguistically, grammar is defined as the set of structural rules governing the composition of clauses, phrases, and words in any given natural language. He states that educators often assume that this will provide the generative structure on which learners can build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security. Also, Grammar may be roughly defined as the way a language manipulates and combines words (or bits of words) in order to form longer units of meaning. There is a set of rules which govern how units of meaning may be constructed in any language: we may say that a learner who „knows grammar“ is one who has mastered and can apply these rules to express him or herself in what would be acceptable language forms (Ur, 1988, p. 4).

2.2. The Importance of grammar

Based on Palmer's (1972) view, the core component of a language is its grammar, and it should be of crucial interest to any smart educated person. It is right that acquiring specific syntactic distinguishes need a great deal of time even for the most proficient students. Therefore, a significant question is whether it is possible to facilitate learners' natural acquiring of grammar through instruction. Research results can be brought to bear on this question from various sources, for instance, Larsen-Freeman & Long's (1991) *Second Language Acquisition and Research*. Paying

attention to whether instruction can assist students learn grammar they would not have acquired on their own, some studies, however not clear, point to the value of form-focused instruction to enhance students' accuracy over what normally transpires when there is no focus on form. As Larsen-Freeman (2000) suggests details in his *Form, Meaning and Use*. Moreover, Jingjing (2002) claims that there is efficient impact of grammar instruction on the learners' ability in reading skill. Teaching explicitly is viewed as a major section of grammar teaching and it can be simpler if the pupils already have some comprehending of how their first language works (Larsen-Freeman, 2000). She adds that explicit awareness of grammatical structure possibly assists learners to enhance their competence to encompass many grammatical structures, which are required in adult life but not found in learners' casual conversation and a shared meta-language permits instructors and learners to have communication about their performance and to discover complicated associations like as those between syntactic forms and genres. In addition, the grammar significance is according to the fact that it is because of grammar of the language that makes it probable for us to talk about language. Grammar names the kinds of words and word groups that make up sentences not only in English but also in any language. As human beings, we can put sentences together even as students--we can all do grammar. However, to be able to talk about how sentences are built, about the types of words and word groups that make up sentences that is to know about grammar. And also knowing about grammar assists us to comprehend what makes sentences and paragraphs clear and interesting and precise. Grammar can be a section of literature discussions when our students closely read the sentences in poetry and stories. And to know about grammar means finding out that all languages and all dialects follow grammatical patterns.

2.3. Grammar teaching in Second and Foreign Language learning

The place of grammar in second/foreign language instruction has been debated over the last 30 years. Before the advent of communicative language teaching, grammar had a central place in teaching methods reliant on a structural syllabus (Ellis, 2008). However, explicit grammar instruction in language teaching has been downplayed after the communicative era. It is argued that learners need communicative competence for communication and traditional structural syllabuses that teach specific sequences of grammar forms do not produce communicative competence. Consequently, “grammatical syllabi were superseded by communicative ones based on functions or tasks, grammar-based methodologies such as the Presentation-Practice-Production (P-P-P) lesson format

underlying the situational approach gave way to function and skill- based teaching, and accuracy activities such as drills and grammar practice were replaced by fluency activities based on interactive small group work” (Richards, 2008:35). However, in recent years CLT and other communicatively oriented programs such as immersion have been criticized as they fall short of developing high level of grammatical accuracy and error free production (Harley and Swain, 1984; Lightbown and Spada, 1990, cited in Yang and Lyster, 2010).

Another important limitation of a purely communicative approach is that “certain types of language knowledge and skills are difficult to attain in the process of naturalistic learning, for example, academic and professional speaking and writing” (Hinkel and Fotos , 2008: 5).

Research indicates that students or learners in any grammarless approach may produce some broken, ungrammatical and pidginized form of the target language (Higgs and Clifford, 1982, cited in Celce-Murcia, 1991). As Thornbury (2001: 33) points out:

A focus exclusively on meaning may not be enough to trigger the reorganization of the learner’s internal grammar. Simply communicating with each other in pairs and groups is unlikely to push learners into uncharted territory. Students can get very good at communicating using only minimal resources. What is required, as well as the meaning-focus, is a form-focus, a focus on the language itself, on the medium and not just the message.

Therefore, there has been considerable research on methods to integrate grammar instruction within communicative methodology:

The concerns of ESL/EFL teachers, methodologists, and other experts on L2 teaching and learning about the effectiveness of the communicative methodology for diverse types of learners has resulted in new approaches to teaching L2 grammar that combine the positive aspects of natural learning and authentic use with those of explicit grammar instruction” (Hinkel and Fotos , 2008:8). “Focus on Form” (Long, 1991) is such an approach to grammar teaching which combines formal instruction and communicative language use. It is opposed to “Focus on Forms” and “Focus on Meaning” approaches. In Focus on Form instruction, learners’ attention is drawn “to linguistic elements as they arise incidentally in lessons whose overriding focus is on meaning or communication” (Long 1991: 45-46). Focus on Forms is equated with the traditional teaching of discrete points of grammar in separate lessons (Sheen, 2003). These two approaches to form focused instruction (FFI) are

contrasted with Focus on Meaning approach where “classroom work is wholly concerned with communication of meaning but with no attention given to the forms used to convey this” (Burgess and Etherington, 2002: 434).

In line with these approaches, research has produced a number of options in relation to pedagogical grammar. Studies have examined explicit and implicit grammar instruction, inductive and deductive approaches to grammar teaching, correction of grammar errors, and role of grammar practice activities (see Borg, 1999). Yet, consensus regarding how best to teach grammar has not been reached (Borg, 1999).

The pedagogical research field of grammar teaching and its effectiveness is still in debate. Grammar teaching was traditionally developed through the learning of rules and their applications in students’ production especially in writing. Grammar is defined as “the rules in a language for changing the form of words and joining them into sentences” (OED 2021), and it often comes down to sets of exercises and rules to learn. More recently in Instructed Second Language Acquisition (ISLA), grammar knowledge is “what learners know about language rules and structures, and the acquisition of those rules and structures and the ability to use them in a communicative context” (Nassaji 2017, p. 205). Thus, teaching grammar within the development of Communicative Learning Teaching (CLT) moves *focus on forms* to *focus on form* (Long 1997) where the importance of the teaching is given to meaning throughout communicative activities and the attention is paid to grammar forms when it occurs. According to Ellis (2015), *focus on form* appears during interactions in a meaning-centered task and *focus on forms* is a selection of grammar or language structures presented by the teacher and practiced by the students during the lesson. In addition, two types of instruction can be expanded either input-based instruction that “requires learners to attend to problematic grammatical form during structured input activities” (Larsen Freeman 2015, p. 268) or output-based instruction made through “eliciting and practicing learner’s output” (Nassaji 2017, p. 211).

Consequently, different types of instruction flourish based on the effectiveness of grammar teaching and the dichotomies between *implicit* and *explicit* instructions: “explicit instruction presents learners with clear information about certain grammatical rules and how they work, whereas implicit instruction does not attempt to make learners aware of what they are supposed to learn” (Nassaji 2017, p. 209). These various points of view on instruction provide different positions on grammar teaching, synthesized on the interface debate that Nassaji (2017) has summarized. There are three

main pedagogical positions where grammar teaching is first not needed at all, second grammar can facilitate students' learning, and third grammar teaching must be developed. Thus, the degree of teachers' belief on these different positions directly affects the grammar teaching in English as a Foreign Language (EFL) English as Second Language (ESL) classrooms. In addition, open interpretations of grammar teaching can be drawn from the European educational policy document, the Common European Framework of Reference for Languages (CEFR, 2020) and the curricula of the Swedish National Agency for Education (2018, 2011a, 2010). Even though grammatical competence is mentioned in both, it is pointed out in a general way in the Swedish syllabi for English, and it has only a little part in the CEFR through the terminology "grammar accuracy" (2020, p. 129). In addition, there is a lack of concrete research in grammar teaching in Sweden, which makes it an open field of research. It is important for the future English teachers to have an idea how teachers think grammar in their teaching and practice it. Thus, this empirical study, through experienced English teachers' interviews, show how some teachers interpret policy and act out grammar teaching at compulsory and upper secondary school

lays in the middle of phonology the study of sounds of language and semantics.

2.4. Principles of grammar teaching

Clark, (1977) grammar has arrived at some basic of its science, three of which are fundamental to this discussion.

The first is that a language constitutes a set of behavior patterns common to the members of a given community. It is a part of what the anthropologist call the culture of the community.

The second important principle linguistic science is that each language or dialect has its own unique system of behavior patterns. Parts of this system may show similarities to parts of the system of other languages, particularly if those languages are genetically related. But different languages solve the problems of expression and communication in different ways.

The third principles on which linguistic science is based on that the analysis and description of a given language must conform to the requirements laid down for any satisfactory scientific theory. These are simplicity, consistency, completeness and usefulness for predicting the behavior of phenomena not brought under immediate observation when the theory was formed.

2.5. Teachers' beliefs on grammar teaching

Johnson (1994) as cited Thomas has suggested that teacher beliefs are neither easy to define nor study because they are not directly observable. What we do know is that teacher beliefs consist of tacitly held assumptions and perceptions about teaching that they are generally stable and they reflect the nature of the instruction that the teacher provides to students.

According to Johnson (1994) educational research on teachers' beliefs share three basic assumptions: Teachers' beliefs influence perception and judgment, teachers' beliefs play a role in how information on teaching is translated into classroom practices and understanding teachers' beliefs essential to improving teaching practices and teacher education programs. In the area of grammar teaching teacher beliefs have been examined to see how personal beliefs and knowledge of the pedagogical system of teaching have informed the instructional practices and decisions of teachers English as a second language. In addition, the study of teachers beliefs, as Richards, Gallo and Renandya (2001) have pointed out forms parts of the process of understanding how teachers conceptualize their work.

Studies by both Farrell (2003) and Yim (1993) investigated the extent to which teachers' theoretical belief influenced their classroom practices and found evidence to suggest that what teachers say and do in the class room are governed by their beliefs. As Borg (2003) suggests, “teachers are active, thinking decision-makers who mark instructional choices by drawing a complex practically-oriented personalized, personalized and context-sensitive network of knowledge, thought, and beliefs.”

2.6. Teachers' attitude towards grammar instruction

In teaching grammar, three areas have to be considered: grammar as rules, grammar as form and grammar as resource. For many L₂ learners, learning grammar often means learning the rules of grammar and having an intellectual knowledge of grammar. Teachers often believe that this will provide the generative basis on which learners can build their knowledge and will be able to use the language eventually. For them, prescribed rules give a kind of security.

A better approach is perhaps to see grammar as one of many resources that we have in language, which helps as to communicate. Grammar is not a constraining imposition but a liberating force; it frees us from a dependency on context and a purely lexical categorization of reality. Many teachers

tend to view grammar as a set of restrictions on what is allowed and disallowed in language use (Widdowson, 1990: 86).

2.7. Teaching Grammar and Language Methods

Teaching grammar based on the language methods are classified into two major types as traditional grammar and communicative grammar. In the following sections, they are elaborated.

2.7.1. Traditional Grammar

Based on a traditional approach to grammar teaching and learning, According to Newby (2000), grammar is defined basically as a set of structures and forms, which its basic attention is on the textbook syllabus. The basic section of analysis and grammar which is de-contextualized is the sentence. In traditional grammar, accuracy is important, therefore, the focus on the ability to form correct sentences. Learning is viewed as a conscious process, and often grammar is taught deductively. Commonly, a PPP (presentation, practice, production method is utilized, with the basic foci being on presentation and practice. Typical tasks are gapped-sentences, pattern drills and sentences for transformation. The instructor, who plays a very important role in the EFL classroom, controls the practice, and the tasks are easily controllable (Larsen-Freeman, 2000). Often, traditional grammar is declarative knowledge, instead of procedural knowledge, that is tested. In the following part, the methods based on the traditional grammar is briefly discussed.

2.7.1.1. The grammar translation method

In the grammar-translation method (GTM) the foreign language teaching included basically of analyzing the grammar and translating written forms in to and out of the foreign language. The fundamental purpose of this method was to utilize the literature of the foreign language and enhance the intellectual mind, and grammar was so important in the learning process. In the grammar-translation method, it was important to learn about the forms of the foreign language. Grammar was taught deductively and explicitly, and grammatical paradigms should be committed to memory through drills (Larsen-Freeman, 1986). Learners should be so conscious of the grammatical rules of the target language. Grammar had a vital role in this method, as did translation. Similarities between the native and the foreign language were emphasized and if a pupil could translate into and out of the foreign language he/she was successful in his/her language learning.

2.7.1.2. The Direct Method (DM)

Unlike GTM, within the direct method, a prominent tenet was that language is speech (Larsen-Freeman, 1986). The native language should not be applied in the classroom, and this was different from the practice in the former grammar-translation method where the language utilized was basically the first language, and the teachers would display the word meaning, instead of explaining, for instance by applying various objects. It was asserted that vocabulary was learned more naturally when it was utilized in sentences rather than memorized in isolation (Larsen-Freeman, 1986). Direct method had a stronger focus on communication, pronunciation and conversation. Unlike grammar-translation method, grammar in direct method is taught inductively, that is, the learners studied a grammatical phenomenon in a text, and formulated a rule from what they found in the examples given.

2.7.1.3. The Audio-Lingual Method (ALM)

The audio-lingual method was established and developed in the United States during World War II. American structuralism influenced this method. A branch of descriptive linguistics aimed at describing the languages as they were spoken, with a strong focus on morphology, phonology and syntax. Learning to communicate was the whole end, and therefore the spoken skills were given the most attention in the audio-lingual method (Larsen-Freeman, 1986). With the influence of American structuralism and behaviorism, automatic learning of the language, imitation and drills of everyday conversation, and the structures of the EFL were emphasized. Grammar was not taught explicitly in the audio-lingual method, but grammatical forms were rather induced from the examples given (Larsen-Freeman, 1986). Simensen (1998, p. 50) states that “in the audio-lingual inspired approaches, grammar teaching consisted normally of pattern practice drills only, and had no explicit explanation of grammar. At the time this was usually called an implicit approach to the teaching of grammar”.

2.7.1.4. Phrase-structure grammar (PSG)

Extending and developing the work of traditional grammar phrase-structure grammar highlights the relationship of words and phrases in a sentence (Cook, 1991). It helps to understand how the structural relationships of words and phrases support the meanings, which we attempt to convey through language. The relationship is presented geographically using substitution tables, which have

been widely used in basic grammar lessons. If traditional grammar emphasizes on written form, then phrase structure grammar focus on spoken form. Thus, the practice of drills using substitution tables is an attempt to help learners master the structure of the sentence. Although it focuses on consideration of meaning and communicative function (Woods, 1995).

2.7.1.5. Transformational-generative grammar (TGG)

Like traditional and phrase-structure grammar, transformational-generative grammar also emphasizes on syntax. In fact, it deals with syntax in details. If phrase-structure grammar shifts the perspective from individual word to the sentence, transformational generative grammarians are interested to explain how our mind generates sentences, that is, from intent to utterance (Radford, 1981).

Transformational generative grammarians argue that innumerable syntactic combinations can be generated by means of system formal rules, such as, transformational rule. This transformational rules, which are based on the phrase structures in to other forms, like active voice to passive voice. The process that transform active voice to passive voice do not only depict the grammatical relationships between the various constituents that makeup the sentence, but also explain how individuals can produce numerous sentences, which they have never produced or heard before.

Chomsky (1965) sees language as a generative system not a close system; a construct, which accounts for understanding and producing infinite number of grammatical sentences. To him, grammar should describe a native speakers' intuitive understanding of the language he or she uses. The term „surface structure“ and „deep structure“ are used to describe the intuitive knowledge. „Surface structure“ is the actual form of the sentence produced while „deep structure“ is an underlying forms that is related to the meaning of the sentence (Radford, 1981).

2.7.1.6. Functional-systemic grammar

Functional-systemic grammar concerns with making clear instruction between syntax, semantics and pragmatics. Hallidays (1985) Functional-systemic grammar, which focuses on the functional aspect attempts to account for how language is used. Utterances are viewed as some meaning whose expression will vary depending on the situation. Thus, the semantics of the intended utterances as well as the relationship between the speaker and the listener influence the choice of expressions.

2.7.1.7. Prescriptive and descriptive grammar

Perspective grammar is when the correct use of language is prescribed by a set of rules. These are fixed. Unlike prescriptive grammars, descriptive grammars recognize that language is constantly changing (Quirk et al., 1985) as cited in Rohani (2007). This means that certain utterances that were considered incorrect grammatically at one time are now accepted as correct; for example, the use of “a few” and “a little”. In the prescriptive grammar, “a few” determines countable noun and “a little” is related to non-countable noun. Thus, we say few students, fewer students, fewest students and little salt, less salt, least salt. But today the use of “less” with countable noun as in “less students” is also accepted (Woods, 1995).

2.8. Communicative Grammar

According to Newby (1998), in communicative grammar language is observed as a tool for communicating in real contexts. In this view, the role of grammar is the way in which it assists people to express particular kinds of meaning. Meaningfulness and contextual appropriateness are stressed, while formal correctness is given less prominence (Newby, 1998). As Newby (2000) states that communicative grammar brought benefits to the area of language teaching, but it failed to integrate grammar in a coherent way. The communicative grammar is directly related to communicative competence. In the following section, it is explained.

2.8.1. Communicative Competence

Hymes (1972) borrowed the term of communicative competence in 1966, as a reaction to Chomsky’s views on language learning published the year before. Communicative competence (CC) is what speakers require to know in order to be competent in communicating (cited in Richards & Rodgers, 2001). As Hymes (1972) defined communicative competence as knowledge of “when to speak, when not to, and as to what to talk about with whom, when, where, in what manner” (Hymes, 1972, p. 60). Competence is based on implicit language knowledge as well as the ability to apply it. When learners acquire a language they can enhance knowledge not only about grammatical correct language, but also about acceptability. Both grammatical competence and acceptable performance are important in order to be a competent speaker.

Focus on form is the outcome of the communicative teaching approaches, which overtly draw

learners' attention to linguistic forms by teachers or other students through lessons focusing on meaning or communication (Long & Robinson, 1998). Focus on form is an analytic approach, which is viewed by the students. On the other words, the learners must learn English by analyzing the patterns and form through conversation and tasks by themselves. Focus on form is a basis of Interaction Hypothesis and it emphasizes the importance of interaction between learners and other speakers in order to develop their language knowledge. In addition, noticing and attention is significant in focus on form. Noticing is the intended outcome of focus on form. By noticing the target forms in the input promotes learning and noticing promotes attention.

2.9. Approaches to grammar in language classroom

The different views of approaches in analyzing and describing language have influenced the ways grammar is taught. Based on these different approaches, Woods (1995) derived three views of grammar: grammar as rules, grammar as forms and grammar as a resource. These views of grammar, to a large context, inform teachers about their approaches to teaching grammar in a classroom. In language teaching history, different approaches to language have been developed. These approaches address the issue of grammar teaching differently. In addition, grammar-teaching approaches developed in language teaching methods, teachers have been developing their own approaches. The reason for teacher mode approaches to teaching grammar are the disagreement on the concept and teaching of grammar among language teaching methods, absence of clear guidelines and educational and professional experiences (Borg 1999). This section however is limited to approaches to teaching grammar which we found in language teaching methods; namely, explicit, implicit and inclusive approaches to teach grammar.

2.9.1. Explicit approach

Explicit approach also known as formal instruction overt grammar teaching, product oriented approach or deductive approach. It is an approach to teaching grammar, which overtly presents grammatical rules (Harmer 1987). Cook (2001) considers this approach as a process of working-out and learning the grammatical system of language.

The teacher in explicit approach provides grammatical rules and explanations for students. The assumption behind explicit instruction is rules that are learnt consciously can be converted in the unconscious process of comprehension and production (Cook 2001).

The linguistic forms and language functions are related through a network. This network, which is called a system network, organizes co-occurrence potential of grammatical types showing which types are mutually compatible, and which are incompatible. In simple term this system network consists of choices of expressions of various kinds depending on the social context. For example, in greetings, there is a system network consisting a set of possibilities of which one is chosen: how do you do? , Hello, What's up; and Good morning/Good afternoon/Good evening. Depending on how the speaker evaluates the whole context including the relationship with listeners and their current state of feelings, he or she chooses one from this book? And who did you give this book both sentences are grammatically correct but depending on the social context and the relationship between speaker and listener both are used in different situation. We usually use the former in a formal situation.

If transformational generative linguistic are interested in how the human mind distinguishes grammatical from non-grammatical structure, systemic functional linguists are interested in how people use language to communicate. It is about language in use where the purpose, situation, setting, audience and cultural assumptions create context in the speakers' mind. It does not only deal with how people use language but also looks at how language is structured for use, which is constrained by the social context (Eggins, 1994).

However, explicit approach is criticized for its production of structurally competent but communicatively incompetence because they assumed students in explicit instruction do not learn the language rather than about the language (Atkins, 1995 as cited in Habtamu 2011). Cook (2001) however, reported that the aim of teaching is academic knowledge conscious understanding is acceptable. Lynch (2005) further reported situations where explicit teaching is required. These are when some basic features of English structures are illogical and dissimilar to learners first language and difficult to be understand even in context, when the English grammar offers exceptional rules which are highly challenged for foreign language learners and when the students are logically or linguistically biased thinkers respond well to structure for example adult learners often favor from explicit instruction.

2.9.2. Implicit approach

Chomsky in the 1960's defined grammar as the knowledge of the language "the speaker posses in mind" (Cook 2001). He named this knowledge of language linguistic or grammatical competence.

Here his assumption is all speakers of any language can develop grammatical competence without having to study grammar explicitly. He supports his assumption with those native speakers who know the system but unable to verbalize or speak it. This knowledge can be seen as implicit (unseen) knowledge. From this assumption; it is possible to conclude that grammar can be learnt without having study it.

Implicit approach to teaching grammar also known as inductive teaching, skill oriented approach, covert instruction. Therefore, it is an instruction whose aim is raising the learners' consciousness of specific grammatical structure (Rutherford and Smith 1985 as cited in Habtamu 2011).

Consciousness rising in this context is used to refer the deliberate attempt to draw the learners' attention specifically to the formal properties of the target language (Habtamu 2011). Harmer (1987) views this approach as a teaching of grammar where grammatical facts are hidden from students. Implicit grammar instruction and communicative approach are often used interchangeably Yip (1994) as cited in Habtamu (2011), However, defines implicit approach and shows its little difference from communicative approach as follows:

Implicit grammar instruction focuses on aspects of grammar without necessarily using explicit or technical terms. Instead of to impart rules and principles directly as deductive approach, it helps learners to discover them for themselves by focusing on aspects of the target structure. On the other hand, it is different from pure communicative approach by telling learners which structures are ungrammatical and providing the grammatical counter parts.

Although, as Yip said, implicit approaches is different from pure communicative approach by telling learners which structures are ungrammatical and providing the grammatical counterparts, its main aim is to enable learners to use grammar for communication (Atkins, et al 2005). To sum up, implicit approach is an approach to teaching grammar whose goal is raising learners' consciousness to specific grammatical structure or like Chomsky's view teaching of grammar without having to study it. In both cases, explicit explanation of grammatical facts is avoided.

2.9.3. Integrative approach

The approaches to teaching grammar that we have seen explicit and implicit approaches have got their own draw backs. The educators then originated an approach to teaching grammar which lies between both approaches, namely inclusive approaches. Inclusive approach to teaching grammar

also known as balanced approach or integrative approach is a combination of explicit and implicit approaches but it neglects their drawbacks.

Inclusive approach is applicable into two different ways. The first way is as Atkins, et al (2005) indicated with awareness-raising tasks following more explicit teaching of grammar points or with explicit grammatical explanation following awareness raising activities. In this way both approaches are integrated while teaching a lesson. The new method of teaching grammar proposed by Sysoyev (1999) as cited by Habtamu (2011) further elaborated this idea. He names this method integrative grammar teaching which consists of three Es (EEE) which stand for Exploration, Explanation and Expression (Inductive teaching) where learners are given sentences to illustrate certain grammar rules and are asked to discover the rules by themselves. The second stage is explanation (deductive teaching where learners learn the explicit grammar rules). The third stage is expression where learners are allowed to apply their knowledge of grammar to express them-selves (to produce meaningful sentences). There for, in EEE method explicit and implicit instructions are integrated while teaching a lesson.

The second way of integrating explicit and implicit approaches to teaching grammar is to apply explicit instruction alone when it is needed and implicit whenever it is required.

The fundamental difference between these two ways is in the first way, we necessarily integrate explicit and implicit approaches to teaching grammar; but in the second way we determine which aspects of grammar to teach explicitly and implicitly. On the other hand, they are similar because they exclude neither explicit nor implicit approaches to teaching grammar.

2.10. Teachers' perception in grammar teaching

The disagreement among language teaching methods and the ill-defined guidelines on how to approach grammar has made the subject of controversy (Ellis 1994, Rohani 2007). Teachers therefore are confused and split into groups. These paradoxes also lead teachers to create their own personal theories about how to approach grammar. The personal theories mainly are derived from their perceptions of grammar and grammar teaching. Their perception which is emerged as a result of paradoxes mentioned and professional experiences often determines how grammar should be taught (Borg 1999).

Assessing teachers' perceptions that they bring to the classroom has been attracting considerable research interest (Borg 1999, 2001, Farrel and Particia 2005, Rohani 2007, Tok 2010). It is because having understanding of teachers' perceptions is important for language teachers, teachers' trainers and curriculum designers since "beliefs are predispositions to actions" (Rokeach 1968 cited in Habtamu 2011). However, researchers came up with contradictory research findings. Borg, for example, reported that teachers have developed personal theories through educational and professional experiences which influence their instructional decisions. He also reported that teachers' theory and classroom teaching practices are strongly linked. Farrel and Particia; on the other hand, found that teachers have „a set of complex belief systems“ which are not sometimes reflected in their classroom practices. It is further reported sample teachers were not consciously aware of their belief until they were interviewed. Rohani; on his part, reported that teachers have different interrelated sets of beliefs whose practicality would be influenced by contextual factors in their work setting.

2.11. The Relationship between beliefs and classroom practices

The main difference in grammar teaching methods is due to teachers' different views about the role of grammar according to Clindinin & Connelly (1986 as cited in Nayyer 2013), conceptual confusion starts due to the definition of identical terms in different ways and due to the use of different terms to describe similar concepts. It shows that there are as many definitions of terms as there are different beliefs and there are as many teaching approaches as there are many minds. Therefore, it leads to be as many teaching practices as there are minds and perceptions or beliefs exist. However, a belief is held consciously or unconsciously, it is always accepted as true by the person and is "imbued with emotive commitment" (Borg 2001, P.186 as cited in Nayyer, 2013). Majority of the researchers perceive or believe that teaching is a cognitive activity and teachers' instructional practices for example, (Shavelson, Stern 1981; Tillema 2000 as cited in Particia 2005). Calderhead (1996 cited in Nayyer 2013) sustains that teachers are found to hold their significant beliefs or perceptions in five main areas of beliefs about learners and learning, teaching, subject or curriculum, teaching. He also clearly reported that these five areas are interconnected.

2.12. Ineffective grammar teaching

Researches over the period of 90 years have shown that the teachings of grammar in schools have little or no effect on the improvement of students' language developed (George Hillocks & Michael

Smith, 1991). Researchers have shown that teaching of grammar have rarely achieved any goals. "Diagramming sentences teach nothing beyond the ability to diagram" (George Hillocks & Michael Smith. 1991 as cited in Nayer Hassan, 2013). According to De Boer (1959) all researches have shown negative results so far as the learning of grammar is concerned and students have not shown any kind of improvement in their language expression and furthermore there is no justification is present in the evidences for a lot of time spent on grammar teaching. Grammar teaching is not helpful for students in avoiding and correcting errors (Elley et al., 1976, Hillocks, 1986 as cited in Nayer, 2013).

2.13. Teaching grammar in Ethiopian schools

Most research findings shows that grammar-teaching approach in Ethiopian schools is product oriented as opposed to as process and skill oriented one. In the same manner, learners view grammar is chiefly the static one in contrast to the dynamic view. Both learners and teachers personal strategy is predominantly limited to learning grammar from product perspective in preference to process and skill perspective (Dereje Tadesse, 2001).

According to Abrham Degu (2008) most Ethiopian school English language teachers beliefs that teaching grammar through the integration of form, meaning and use is more effective than the structural or form focused method of grammar teaching. The integrated grammar teaching approach is suitable in promoting pair work, group work and discovery technique in language teaching. It is also effective to enable learners acquire and understand the meaning of grammatical forms and their roles in communication. Although learning the form aspect of grammar is important, an exclusive emphasis on it seems less effective in making learners produce meaningful and grammatical sentences to express their ideas. Generally, teachers' perception on grammar teaching methods (the way they teach English grammar) remains fundamental and key element for successful L2 teaching pedagogy.

Habtamu Adem (2011) explores and compares teachers' and students' perceptions of effective grammar teaching. The finding suggests that subject teachers perceive implicit approach as an effective approach to teaching grammar. In other words, they believe that grammar would be best taught implicitly. Contrary to this, explicit approach is chosen as an effective by students.

2.14. Argument against grammar teaching

Many researchers depend on studies of the acquisition of English morphology to claim that language learning is not conscious, but unconscious. He took his evidence from cases where speakers of different mother tongues learnt English morphemes in a similar sequence. According to this result, it can be said that the same process lies behind both L1 and L2 learning. Consequently, if learners do not need formal instruction to obtain L1 but can acquire it through nature exposure, they also do not require grammar lessons to learn L2.

In the light of UG, other researchers point out that L2, like L1, can be acquired by supporting UG principles with input and, as a result, formal instruction does not affect language learning. Moreover, the assumption that learners can use their knowledge of grammar in real-time communication is not always true. It is claimed that learners may be unable to apply grammatical knowledge effectively in their own use of language, because grammar is deployed from one moment to another in communication. In addition, There are some reasons for the claim that the significant role given to grammar is disappointing, although some grammatical information is useful. These reasons are:

- Much of the grammar that is taught is inaccurate or plain wrong
- The rules which are taught are frequently incomprehensible to the students who are taught them
- Failure to understand abstract meta-language and rules produces unnecessary failure.
- There is no research evidence that explicit knowledge of grammar aids acquisition of the grammatical system.
- Most tellingly, grammar is not the basis of language acquisition, and the balance of linguistic research clearly invalidates any view to the contrary

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Research Design

The research will use descriptive survey design because it is characterized by the prior formulation of specific research questions. It investigates phenomena in their natural setting. It involves simply describing an existing phenomenon by using numbers to characterize individuals and it also measures things as they are. According to Aggarwal (2008) cited in Neeru (2012) descriptive research is devoted to the gathering of information about prevailing conditions or situations for the purpose of description and interpretation. In addition, the researcher will employ both quantitative and qualitative research methodologies to justify the basic research questions raised in chapter one as well.

3.2 Sources of Data

The sources of data for this study included both primary and secondary sources. For primary data, all sample English language teachers and in the selected four secondary schools namely Tadagiwa Ethiopia, Hawjano, Nigus Checkole and Alamata secondary schools in 2017 E.C.

Secondary data like research journals articles, published and unpublished research thesis, magazines, training manuals, websites, and books and so on and so forth were used as basic sources of the study.

3.3. Population, Sample Size and Sampling Techniques

For the survey of the study, four secondary schools with 31 EFL teachers are taken as a sample using convenience or available sampling technique since samples are available in time and space. To be clearer, according to Alamata Town Education Bureau (2017), currently there are 4 secondary schools, namely Tadagiwa Ethiopia, Nigus Chekole, Hawjano and Alamata secondary schools. In addition, the number of EFL teachers in these four schools are 31 where 9 from Tadagiwa, 8 from Nigus Chekole, 7 from Hawjano, and 7 from Alamata secondary schools.

Therefore, all the available four schools and all the available EFL teachers were selected using convenience or available sampling technique as mentioned earlier. To substantiate this fact, Kothari (2004) stated that a researcher can draw the whole population as a sample size if the total population is below 100. Finally, the sample schools, number of EFL teachers from the respective sample schools are taken as they are.

Therefore, all the available four schools and all the available EFL teachers were selected using convenience or available sampling technique as mentioned earlier. To substantiate this fact, Kothari

(2004) stated that a researcher can draw the whole population as a sample size if the total population is below 100.

3.4. Data Gathering Tools

The data for this study is gathered using questionnaire, semi-structured interview, and classroom observation.

3.4.1. Questionnaire

The researcher tried to adapt research questions with little modification as far as the variables are concerned. The items in the questionnaires comprised both close-ended and open-ended items. The close-ended items are used for the reason that they are easier to categorize the responses gathered and most importantly are used to solve the majority of variables which are important to meet the specific objectives of the study. The open-ended questions are also helpful to strengthen and to explain the close-ended questions. They will be designed to give opportunity to the sample respondent to express their feelings, perceptions, awareness and their possible understandings in relation to the variables used in the study without restriction and these questions let the participants talk. Moreover, the closed ended questions are prepared in five points Likert scale and items with three options. The items having five points are rated from 'strongly agree' to 'strongly disagree' with the assigned value which run through 5 to 1, respectively. The three points, on the other hand, are in the form of 'yes' or 'no'; with items to be chosen as the possible reasons for their responses.

3.4.2. Semi-structured Interview

Interviews help to obtain relevant data that cannot be handled by questionnaire and essential to countercheck the information already obtained. Therefore, a semi-structured interview is employed. As Bell (1993, p.154) noted, "semi-structured interview tends to be the most favored by educational researchers as it allows respondents to express themselves at some length and it also offers enough shape to prevent aimless ramblings". Thus, it enables the researcher to get detailed information about the methods and belief of EFL teachers' in teaching grammar in their classrooms. Based on the basic research questions, leading questions were formulated to obtain relevant information.

Furthermore, for semi-structure interview, the researcher selected the potential respondents such as EFL teachers because it allows the researcher to go beyond systematically prepared questions and it also helps the way respondents act, and answer may lead the researcher to ask in different ways. Moreover, the total numbers of respondents participated for the interview are 2 in each school with a total of 8 respondents using random sampling. Here the researcher himself conducted the interview.

3.4.3. Classroom observation

The purpose of the observation is not to evaluate the teachers' teaching. It rather helps to assess the extent to which the teachers' beliefs and practices correspond to what actually do in their classroom.

3.5. Piloting the Instruments

Piloting has paramount importance for sifting out the difficult, vague, and ambiguous items and concepts. It is one of the best ways of improving the instruments for data collection. After preparation, the instruments were tested to check whether they can generate the desired information (validity) and to judge their internal consistency (reliability).

Accordingly, the instruments were administered to two workmates so as to judge the content validity. Valuable comments were given on each part of the questionnaire prepared for EFL teachers. Comments on contents exploring EFL teachers' beliefs and methods used in grammar teaching were strong and enabled the researcher to revise these items. Based on these valuable suggestions and recommendations, necessary modifications were made.

Moreover, some instructions were made clearer. In addition, slight modifications were made on two items of the interview guide. Finally, the instruments were retyped and made ready for reliability test. Then, the two questionnaires were distributed to 9 EFL teachers in Tadagiwa Ethiopia high school. After the respondents had filled it in, the reliability estimates for the total items of each part were computed using SPSS computer software version 23. Finally, items were analyzed in each questionnaire. The reliability estimates for the total items of the questionnaire prepared for EFL teachers using Cronback Alpha were found to be 0.819 and 0.974 respectively.

3.6. Procedures of Data Collection

The first step of the survey distribution process involved contacting the directors of the respective schools and Woreda education bureau officials through letter of permission. Then, the purpose of research was briefly described in order to make sure their willingness to support the data gathering process. Finally each of the persons in charge of the sample institutions agreed to support the process of research.

Later, the questionnaires were distributed to 31 EFL teachers; and 31 (100%) questionnaires were filled in and returned. Finally, they were coded and prepared for analysis.

Second, an interview guide was prepared and then was administered to EFL teachers purposively.

Third, classroom observation related to the implementation of grammar teaching and other plans

were assessed and relevant information such as time management, contents covered, problems encountered during implementations was gathered and interpreted. Finally, based on the findings obtained in chapter four, summary, conclusions and recommendations have been made.

3.7. Data gathering process

The first part of data is gathered by using questionnaire, which is used to explore the effects of teachers' perception on grammar teaching. All the subjects who are given to fill questionnaire responded properly and then will return the questionnaire sheets to the researcher. Next, the second part of data is collected by interview questions using guided questions, which is used to identify teachers' beliefs and methods used in teaching grammar. This is done immediately after the subject teachers returned the questionnaire. Then, the third part of the data is collected by applying classroom observation which is used to crosscheck the connection between teachers' beliefs and methods used in teaching grammar in English classrooms. This is done through classroom observation checklists.

3.8. Methods of Data Analysis

The data collected through different tools were analyzed in line with the basic research questions raised in chapter one. After coding, the question items of the questionnaires that could be analyzed quantitatively were feed in to a computer program called Statistical Package for Social Sciences (SPSS) version 23.0 Then, they were analyzed quantitatively using frequency counts and percentages followed by using graphs, charts and tables whenever possible. Finally, the qualitative data that were gathered from the respondents about EFL teachers' beliefs and methods used in teaching grammar in the study area were narrated in words in order to triangulate the data found as much as possible.

Moreover, in this research teachers' perception and methods used in teaching grammar, and challenges faced as well was analyzed using Likert scale method. In this method, sample individuals indicate their degree of agreement or disagreement for varieties of statements related to variables. Then, total score can be calculated by summing up the values for all statement to see the significance of each variable. An important assumption of this scaling method is that each of the statement measures some aspects of a single variable to legitimate and apply summation.

A Likert scale usually consists of two parts, the item and the evaluated part; the item part is essentially a statement about event or attitude. The evaluative part is a list of response categories

ranging from “strongly agree” to “strongly disagree (Churchill & Iacobucci, 2005). Accordingly, a large number of statements that were capable of measuring the perception of individuals towards EFL teachers’ beliefs and methods used in teaching grammar have been developed and presented to individuals on a five point Likert scale.

A 5-point Likert rating scale (LRS) was graded as strongly agree (AS) = 5, Agree (A) =4, Neutral (N) =3, Disagree (D) =2, strongly disagree (SD) =1

3.9. Ethical Considerations

This study was conducted with all ethical issues of a research. Most of the participants were briefed about the purpose of the study and were asked for their informed consent to be involved in the study, as the aim of study is not to blame anyone rather to collect relevant data pertaining under investigation. The writer of this paper also tried to develop a very good rapport with the participants and encouraged optimum response in time of qualitative data collection. Participants were not also forced to write their name in the questionnaires and give photos and audio recordings during interview and classroom observation. Finally, confidentiality was secured.

CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSIONS

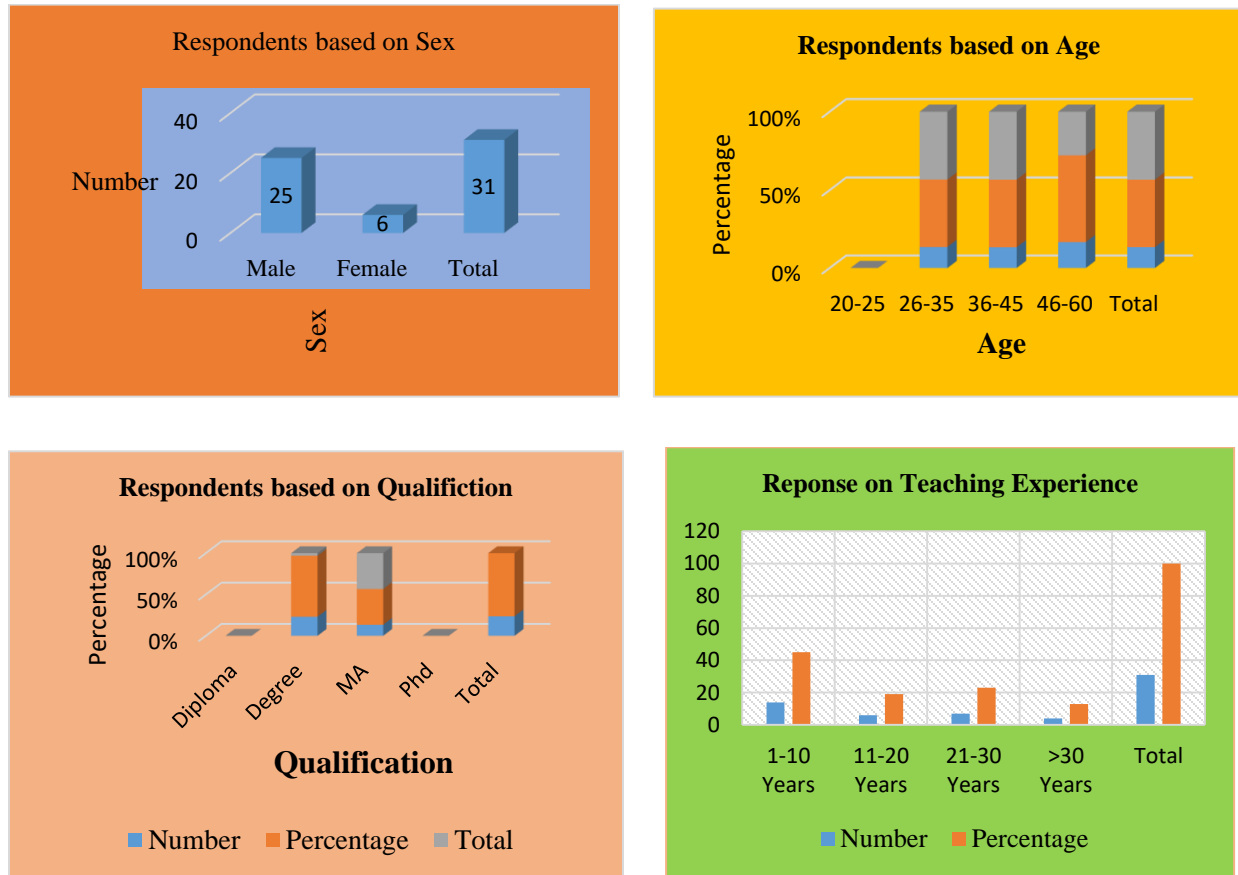
This chapter mainly deals with the description, analysis and interpretation of the data collected through questionnaires, interview and classroom observation in order to find answers for the basic research questions raised. This part also comprises two main parts. The first part presents the demographic characteristics of the sample respondents of the study. Here, the respondents are discussed in terms of sex, age, qualification and work experience.

The second part of this chapter deals with the analysis of the data obtained from the respondents through questionnaire, interview, classroom observation and its description both quantitatively and qualitatively as well. The data is presented and is discussed in line with the basic research questions raised using the appropriate statistical tools such as frequency counts, percentages. The major variables that were analyzed based on the responses obtained from EFL teachers' perception and methods used in grammar teaching.

To address the objectives the study, the collected data were analyzed using frequency counting, percentage and description of qualitative data. Moreover, teachers' perception and methods used in grammar teaching is assessed to see the relationship between them and their effect in the actual classroom practice. Therefore, this chapter presents the quantitative and qualitative results of the research. The data was collected to find out the methods and the effects of teachers' perception about teaching grammar. The results are presented both quantitative and qualitative result to explore the methods, the effects of teachers' perception and the kind o activities used in the classroom while teaching grammar using the data collecting instruments such as questionnaires, interviews and classroom observation

4.1. Description of Respondents

Figure.1: Demographic characteristics of the sample respondents

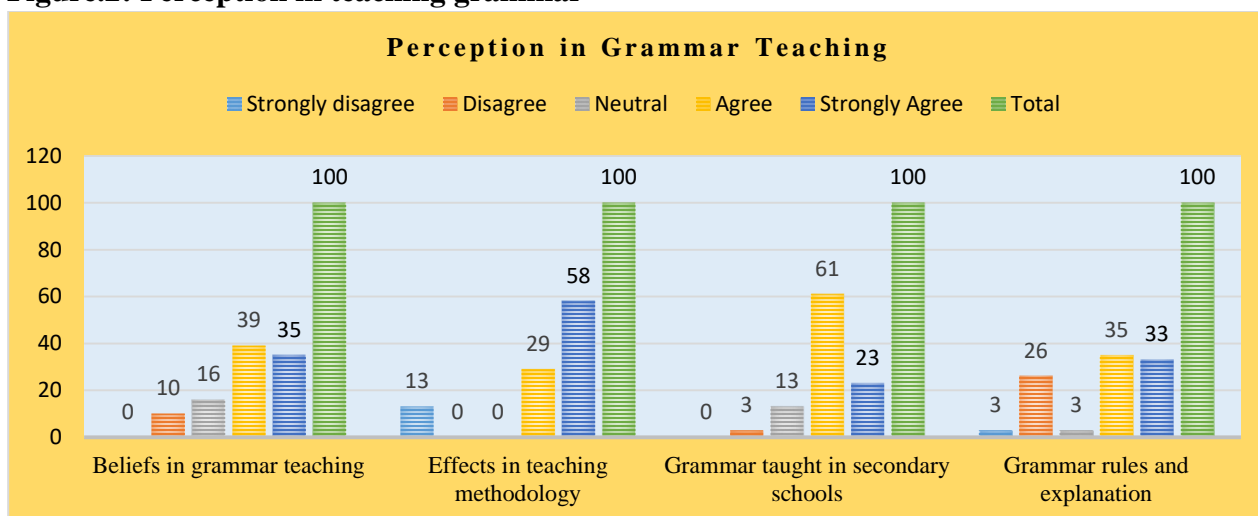


Source: From the survey result, 2017 E.C

From the figures described above, the number of female English language teachers are (19%) in Alamata secondary schools. On the other hand, 81% of the respondents were male. (64%) of the respondents were found between the ages of 21-30 years. This shows that most of the respondents were young teachers.

In Alamata secondary schools, 52% of the respondents are MA holders whereas 48% of them are BEd Degrees. In addition, 45% of the respondents has the experience of 1-10 years of teaching English as a subject. However, well-experienced teachers are few in number (13%).

Figure.2: Perception in teaching grammar



Source: From the survey result, 2017 E.C

From the above figure 2 item (1), one can see that the majority or 74% of the respondents agreed that teachers should apply their beliefs in teaching grammar in their classroom. Therefore, this implies that majority (74%) of the respondents have their own belief in teaching grammar in their actual classrooms teaching

On the other hand, 10% of them disagreed with the idea of applying their beliefs in teaching grammar in their classroom. Further, 10% of the respondents believe that English language teachers should not adhere their beliefs in teaching grammar in their classroom. However, 6% of the respondents became neutral on the idea of applying one’s belief in teaching grammar I English classes. This means, these percent of teachers do not have the concept as one’s belief has the role in teaching grammatical practice.

In the above figure item (2) shows that 58% of the respondents strongly agreed that teachers’ perception on grammar teaching has effects on their teaching methodology. In addition, 29% of the respondents also agreed on the above idea. This implies the majority or (87%) of the respondents believe that teachers’ perception in teaching grammar has effects on their teaching methodology during their classroom practice.

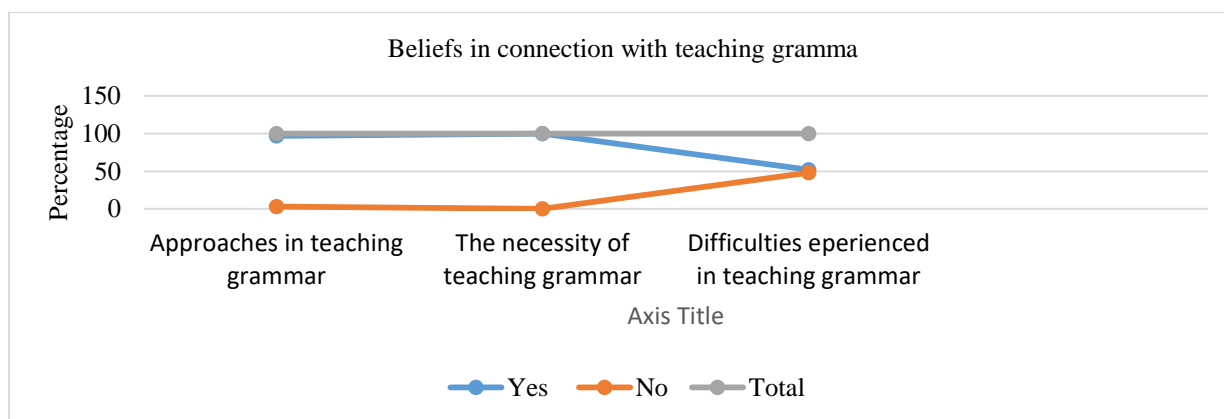
However, 13% of the respondents strongly disagreed that teachers’ perception in teaching grammar has effects on their teaching methodology during their actual classroom practices. This shows that

there is some sort of confusion among some teachers concerning the idea of teachers' perception of grammar teaching and teaching methodology.

According to the above figure item (3), 23% of the respondents strongly agreed that grammar should be taught in secondary schools so that learners have the opportunity to practice grammar when a need is raised. Besides, 61% of the respondents also agreed that grammar should be taught as much as possible in order that students became beneficiary. Therefore, this shows that majority or (84%) of the respondents believe that grammar should be taught at all levels. As far as the evidence mentioned above is concerned, the writer of this paper concluded that teaching grammar in secondary schools is vital so that learners can have the opportunity to use the concept of grammar in any academic purpose. Nevertheless, 13% of the respondents become neutral and this shows that these percent of the respondents have not the idea whether teachers' believe has the impact in teaching grammar at any cost or not.

As the result depicted in figure (2) item (4), 33% of the subjects strongly agreed that teachers should provide students with grammatical rules and explanations. The majority or 35% of the respondents agreed that teachers should provide students with grammatical rules and explanations. This indicates that (68%) of the respondents believe as teachers should provide grammatical rules and explanations to their students; however 26% of the respondents disagreed in this particular concept.

Figure.3: Beliefs in connection with teaching grammar



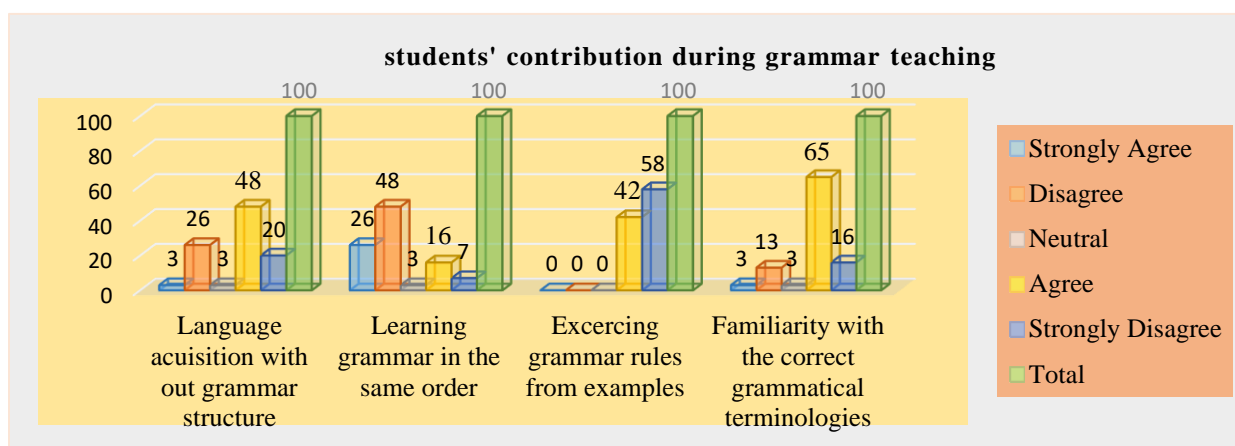
Source: From the survey result, 2017 E.C

As can be seen from figure (3) item (1), 97% of the respondents replied that teachers should use implicit or skill oriented approach to teach grammar so that learners can have the awareness of specific grammatical structure. Therefore, the writer of this paper understood that majority or (97%) of respondents believe that teachers should use implicit or skill oriented approach to teach grammar to bring about learners' level of consciousness to specific grammatical structure.

As the data in figure (3) item (2) shows that 100% of the respondents replied as teaching grammar in their classroom is necessary meaning all the respondents have no doubt about teaching grammar in their classroom is as important as possible so that learners are becoming capable of doing things in their academic life where grammar is necessary.

As long as item (3) is concerned, 52% of the respondents experienced challenges in teaching grammar. This data shows that majority or (52%) of the subjects faced difficulties when they teach grammar in the actual classroom. Nevertheless, 48% of the respondents claimed that they do not face challenges in teaching English grammar. This data also shows 48% of the subjects are either good at grammar or have no idea about the teaching grammar lessons.

Figure.4: Students' Contribution during Grammar teaching



Source: From the survey result, 2017 E.C

As long as data in figure (4) item (1) concerned, 68% of the respondents either strongly agreed or agreed that a learner can acquire foreign language (English language) without grammar instruction. This indicates that the majority, i.e. (68%) of the respondents believe that students can learn English language without grammar instruction but 29% of the respondents believe that learners cannot

learn/acquire foreign language or English language without grammar instruction. On the other hand, 29% of the respondents disagreed that learners can learn foreign language with grammar instruction.

As the result depicted in item (2), 48% of the respondents disagreed students learn different grammatical structure in the same order. Besides, 26% of the respondents strongly disagreed as students learn different grammatical structure in the same order. Therefore, this implies majority or (74%) of the respondents believe that students do want to learn different grammatical structure in the same order.

However, 23% of the respondents agreed students want learn different English grammatical structure in the same order. This shows that 23% of the respondents believe that learners want learn different grammatical structure in the same order.

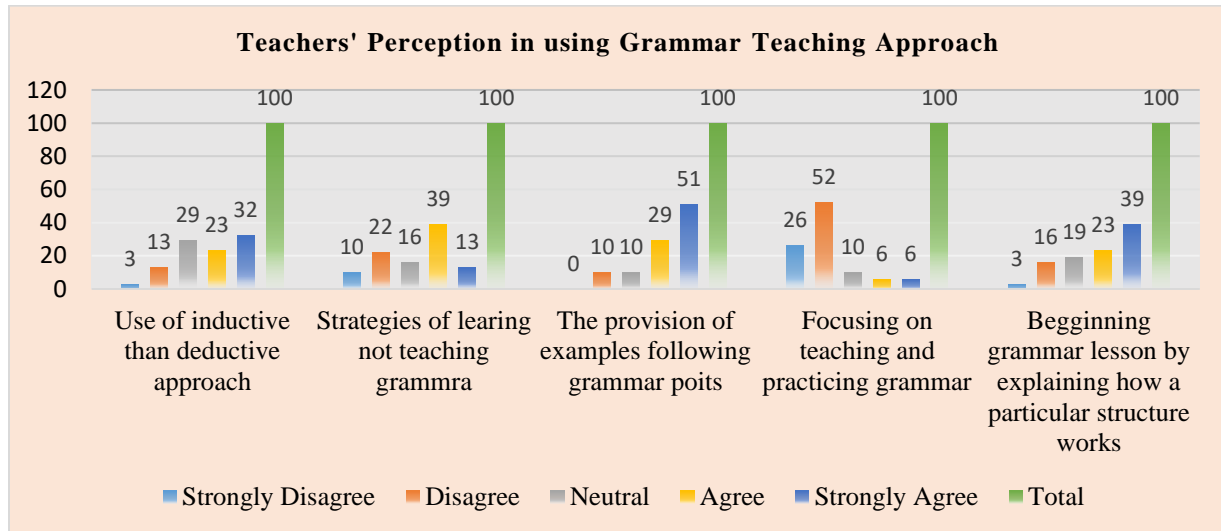
In case of item (3), 58% of the respondents strongly agreed that students should be given the opportunity to exercise grammar rules from examples. Moreover, 42% of the subjects also agreed that learners should have the opportunity to work out grammar rules from examples. In other words, 100% of the respondents believe that learners should have the opportunity to exercise grammar rules from examples.

Therefore, the above data implies that teachers in the study area believe that students' active participation is important for teaching grammar. This idea also related to student center grammar teaching method because as it can be seen in item (4) there are no respondents who gave that students should not be given the opportunity to exercise grammar rules from examples. Meaning no respondents who strongly disagreed or disagreed.

From item (4), one can see that majority or 16% of the respondents strongly agreed as it is essential for the students being familiar with the correct grammatical terminologies. In addition, 65% of the respondents also agreed with the idea stated above. Therefore, this shows that majority of the respondents believe that students should be familiar with the correct grammatical terminologies so that an effective grammar teaching learning can be delivered.

However, 16% of the respondents said that students should not be familiar with correct grammatical terminologies in order to learn grammatical structure effectively. This implies, few teachers believe that it is possible for students to learn grammar without knowing grammatical terminologies in advance.

Figure.5: Teachers’ perception in using grammar-teaching approach



Source: From the survey result, 2017 E.C

As the results depicted in figure (5) item (1), 55% of the respondents strongly agreed or agreed that teachers had better use inductive than deductive grammar teaching approach. This shows that majority of the participants believe using inductive than deductive grammar teaching approach.

Regarding with item (2), the majority or 52% of the respondents either strongly agreed or agreed that teachers should teach students strategies of learning English grammar; but not teach grammar. This implies that the majority of teachers believe that student should be taught strategies of learning English grammar to become efficient users of the language. This also paves the ground for students to be independent learners in the process.

Concerning item (3), 80% of the respondents either strongly agreed or agreed that teachers should provide examples following grammar points. Therefore, this implies that majority of participants believe that students should be provided with the opportunity to infer grammatical rules and structures by themselves.

In the same table item (4), 78% of participants either strongly disagreed or disagreed that the major parts of a language course should focus on teaching and participating grammar lessons. This implies that the great majority of teachers believe that grammar is a very important and a key component of a language course.

In relation to item (5), the majority or 62% of the subjects replied that teachers should begin grammar lesson by explaining how a particular structure works. This implies that majority of respondents believe that teachers should begin grammar lessons by explaining how a particular structure works.

4.2 Results and discussions regarding to methods and teachers' beliefs in teaching grammar in English classrooms obtained from open-ended and interview questions

4.2.1. Results obtained from open-ended questions

4.2.1.1. Responses given concerning the Meaning of grammar

As far as item number 1 is concerned, a number of teachers believed that the term grammar is a set of basic rules and regulations of an English language that can be used for both written and spoken communication to form words and sentences in order to understanding the language. Besides, few teachers viewed grammar as a science of a language. Some also believed that grammar is the mother of a language in which the methodology of teaching a language lies on it. However, one of the teacher from the total respondents put the concept, as grammar is part of linguistic terminology that emphasizes on syntax, semantics, phonologies and pragmatics. A few teachers discussed the role of grammar means understanding the structure of the English language. Some of them think that grammar is defined as the process of understanding the basic parts of speech, tenses, punctuation and so on and the forth.

Almost Seventeen percent of the teachers responded that grammar teaching is a systematic way of teaching a language. In other words, it is also the basic formation of a language, which is linked with all functions of a language. Very few respondents hold different views, which does not match with anyone of the respondents in the whole sample group such as grammar is the science of correct usage of language; it gives meanings to our writing and has special place in language and literature as well

4.2.1.2. Responses given in the Role of grammar in language teaching and learning

According to the results found in Q7, it was observed that majority of the teachers have discussed the importance of grammar regarding the process of teaching and learning of English as a second language and it makes the whole process of teaching and learning easy. The grammar teaching and learning is highly stressed by most of EFL teachers due to the fact without knowing grammar; the teaching learning process becomes so challenging.

Some teachers believed that teaching learning grammar helps to develop the four basic skills which to be more comprehensive and communicative as well.

Moreover, not only it gives context to the language but also it helps to understand the meanings of sentences. However, only a few teachers expressed that teaching learning of grammar is not important for learning a language. Some said that grammar-teaching learning consciously is not that much important rather it should be acquired gradually through time.

4.2.1.3. The Importance of teaching learning grammar

According to the result in item 8, majority of teachers gave positive opinion about the importance of grammar teaching. Most of them gave the reason that grammar helps learner to integrate language skills and helps the learner to conduct an error free communication since having the knowledge of tenses can have a great importance. As it has earlier been discussed, its importance is undeniable as it is the key to language. So, no language can be acquired without learning grammar. So in order to make learners learn English as a second language, grammar rules must be taught. Moreover, it helps learner to learn a standard language. Others gave the reason that it helps learner to understand English. From all EFL respondents, only few teachers denied the importance of teaching grammar since they believed that English language can also be learnt without learning grammar and language fluency can be attained as a result.

4.2.1.4. The challenges of teaching grammar

Based on the results found in question number 9, indicated that difficulties while grammar teaching is concerned a large number of teachers mentioned that the main hindrance in grammar teaching is that it is a second language for both teachers and learners. Some mentioned certain reasons for their difficulty such as due to lack of reinforcement, less time, more syllabus, and poor basic concepts of the students in the initial classes, large class size, concepts that are present in syllabus but are high above the level of the students. A few mentioned that the grammar rules are difficult to learn for the students but a few admitted that they feel grammar teaching difficult due to their own lack of English grammar competence.

A minority stated that the uneducated family backgrounds, lack of home preparation and less language exposure the students remain less competent in language, which creates problems for the teachers to teach them grammar.

4.2.1.5. Grammar activities used by teachers

According to the results of Q10, it has come to the notice that teachers use a large variety of activities but the most popular are speaking activities like dialogues, role-plays, language games and identification activities of grammatical concepts.

4.2.2. Results obtained from Semi-structure interview

Interviews were held in voice recording device with nine teachers (three teachers in each school) were interviewed to crosscheck the information obtained through the questionnaire. The interview questions are designed in ways that enable the researcher to obtain further information on matters that are directly related to the goal of the study. Items in the interview raise questions on teachers' awareness regarding effects of their perception on grammar teaching, their background and approach to grammar teaching. The data gathered through the interviews is analyzed, summarized and presented as follows.

Apart from one interviewee who seemed to be confused and claimed that even the term "grammar" is not clear to him, the other respondents said that the conceptual and theoretical framework concerning effects of teachers' perception on grammar teaching is there in teachers' minds. They believe that the traditional approach is more advantageous than the structural approach to teach grammar.

All of the interviewees said that their own language learning experiences have influence in the way they teach English grammar. They also said that they have enough experience to teach English grammar. Interviewees further said that before they started the grammar lesson they planned in structural approach, but while they teach they use traditional approach to teach their students because of many classroom situational problems like; lack of students' motivation and time.

Two of the nine interviewees said that they usually teach grammar through the communicative approach and they found it fruitful and effective. They also said that they use this approach because students were found to be interested to learn grammar through it. This implies that two teachers out of the nine teachers usually used skill oriented approach of teaching grammar.

All of the interviewees agreed that the way they learnt grammar when they were student influences on the way they teach now. This shows that vast majority of the interviewees believe that their learning experience highly influences their current teaching grammar.

In the same way, all the interviewees replied that when they planned lessons, grammar features are highly focused on. This implies that in Alamata secondary schools grammar lesson dominated other language skills and language areas. In other words, listening, speaking, reading, writing and vocabulary have been given low attention because as majority of the interviewees lesson plan contents in a week 3 days out of the five days they decide grammar features ; the rest 2 days for other skills; like (listening, speaking, reading, writing) and language area vocabulary.

As in teachers' response in the questionnaire, the interviewees identified that teachers' perception affects the teaching approach of grammar in the classroom. Finally, exposing teachers to the effective/communicative approach to teach grammar before they joined the profession, providing short-term training to teachers on the practical aspects of teaching grammar and experience sharing among teachers are suggested by the interviewees as possible solutions to the problem.

4.2.3. Results obtained from Classroom Observation

Classroom observation was undertaken in order to see effects of teachers' perception on grammar teaching on the spot. While the observations were underway, attempts were made to crosscheck to what extent the effects or problems that were identified by respondents while answering items in the questionnaires and interviews are reflected in the actual classroom. To serve this purpose, the researcher used observation checklists to examine the degree to which extent the perception affects the classroom grammar delivery of features and principals of teaching. Three teachers were observed from the three preparatory schools on different dates while delivering lessons on grammar. Each teacher is observed two times in different sections which means six observations were made.

The selected teachers were observed for two consecutive periods in the forthcoming analysis; only points that are directly related to the study are addressed. The analysis of classroom observations proceeded as follows;

Observation 1

The class observed was at “9K” Alamata secondary School on Friday October 4, 2017. The topic of the lesson was “reported speech” the teacher entered the classroom and made one of the students clean the blackboard. He introduced the day’s topic by writing it on the blackboard. Then, the teacher asked the students to tell what does reported speech mean? A few students raised their hands and tried to respond to the question. The teacher gave the chance to the students one by one and took all the responses as they were without giving feedback.

After the responses heard exhaustively, the teacher went on writing the note on the blackboard. Following this, students were ordered to follow him for discussion, which is teacher-dominated discussion. Besides, the teacher provided contexts to teach grammar with the integration of other skills. And then students were expected to construct reported sentences and the teacher himself.

While the students were writing the given note, the teacher was moving around. After 5 or 6 minutes, the teacher gave 4 questions to change into reported speech. After 3 minutes the teacher told the students that the time for carrying out the exercise was over and students were invited to read the sentences they constructed using set structure in the given note.

Only few students raised their hands and read their answers to the class. The teacher left the correct answers as they were appreciating the students and introduced modifications to sentences that were ill-formed. Finally, the teacher invited students to ask questions on points that were not clear. No student asked a question assuming that the whole point was clear; the teacher gave the students’ other exercises as a homework and did question number one as an example. In these exercises students were expected to work out by themselves without example using the structure learnt.

The above discussion shows that the grammar lesson was mainly presented using a deductive approach. The teacher provided explanation on the structure to be learnt with isolated examples. Much of the lesson was dominated by the teacher. Even though the students were encouraged to work in groups to discuss the meaning and the structure of the reported speech on one occasion, the fact that this task was preceded by teacher’s explanation that made it less effective.

The lesson was not assisted by supportive lessons. In addition, rich and meaningful contexts were not provided. Except for group work, other activities were absent. Students were not frequently

encouraged to share their experiences freely using the structure learnt and there was no attempt to create authentic situations to teach grammar from the teacher's part. Most of the tasks were done individually and this did not open the room for students to engage in an interesting and meaningful interaction. Finally, the teacher seemed to tolerate students' errors to some extent.

Observation 2

The second observation was held at “9G” in the same date, school and teacher but different section. The teacher came to class 2 minutes late, greeted the students, cleaned the blackboard and wrote the day's lesson topic on the blackboard which is the same to the previous section then the teacher did all the activities that he did in the previous section “9K”. Therefore, so as to analyze observation 2 referring observation 1 is enough because what the teacher present in the second section is totally the same to the first section.

Observation 3

The third observation was held at “10B” in Tadagiwa Ethiopia Secondary school. This class was observed Wednesday 6, 2017. The lesson topic was “present perfect continuous”. Then the teacher asked the students how the lesson is related to their previous understanding and then some students raised their hands, took the chance, and replied the question correctly and the teacher appreciated saying “excellent” and wrote the structure on the background.

Following this, the teacher gave an in-depth explanation on the use of the present perfect continuous tense without giving students the opportunity to say something on it. After this, the teacher ordered the students to study the structure using isolated examples taken from the reading passage and wrote three sentences on the board.

When the students finished studying the examples, they were given other exercises as a class work. The exercise was about to write sentences of their own using some time writing sentences; as students were doing the exercise, the teacher stood at the back and monitored what was going on. After some time, the teacher ordered students to read the sentences they constructed to the class. Some students raised their hands and read out the sentences they made when they were given the chance. The teacher was giving feedback and correction.

Then, students were ++++ordered to study a dialogue how “since” and “for” are used as long present perfect continuous is concerned. Even though the instruction orders students to rehearse and act the dialogue out in pairs, they were not provided with the opportunity to do so having done this; the teacher summarized the lesson by explaining the difference between “**since**” and “**for**”.

At the end, the teacher invited students if they have unclear questions. Two students asked questions and they were given appropriate responses. Then, the teacher gave some exercises as a homework and left the class.

Observation 4

The fourth observation was held at “**10C**” in the same date, school and teacher but different section. Unlike the previous section, the teacher came to class on time, greeted students and cleaned the blackboard. Then, he ordered the students to take out their exercise book and textbook. He moved around the classroom and checked whether students had textbook and exercise book or not. Then the teacher did all the activities what he did in the previous section, which is in “**10B**” without any other difference.

To sum up, in both sections the teacher mainly applied a deductive approach to teach grammar. The focus of the lesson on both occasions was the mastery of form. The teacher was the major actor in the classroom. The students’ role was mainly confined to providing appropriate rules for previously learnt grammar items, studying the structure of the grammar items to be learnt using isolated examples and dialogues provided exercises that demand memorization and application of the structure learnt. Thus, the students were not given the chance to discover the rules of grammar by themselves using discovery techniques and most of the students’ activities were very weak in serving the notions of effective grammar teaching.

Moreover, the lessons were not presented through a meaningful and interesting context. There was an attempt to link grammar with group discussion but it was found to be weak to teach grammar effectively. The attempt to integrate grammar with speaking through the dialogue was deliberately untouched despite the instruction on the blackboard.

Observation 5

The fifth observation was at “11A” in Hawjano Secondary school. This class was observed on Friday October 8, 2017. The lesson topic was “simple past tense”. The teacher entered the classroom, greeted students, cleaned the blackboard and told students that the day's topic was simple past tense. Then he ordered them to take out their exercise books and copy the notes he was going to write. After this, the teacher wrote a detailed note on the form and uses of the simple past tense taken from a reference material and the students were copying the note from the blackboard.

When the students finished copying what was written on the board, the teacher took the stage and explained the form and use of the simple present tense using specific examples based on the note provided. Finally, the teacher invited students to ask questions on points that were not clear. A few questions were raised and the teacher gave appropriate responses.

Generally, the lesson was presented using a deductive approach. The teacher devoted the whole class in explaining the form and use of the simple present tense. Thus, students were passive recipients and they were not provided the chance to learn the structure by themselves.

Observation 6

The next observation was held on Monday October 11, 2017 at “12B” in Nigus Chekole. In this section, the lesson topic was about participle adjectives. Then the teacher asked how the lesson is related to students’ previous understanding. Then some students raised their hands and replied the question correctly and the teacher appreciated saying “very good”

Following this, the teacher gave an in-depth explanation on the use of participle adjectives without giving students the opportunity to say something on it. After that, the teacher ordered the students to study the structure of isolated examples taken from a short text and wrote three sentences on the board.

When the students finished studying the examples, they were given exercises as a class work. The exercises were about to write sentences of their own using participle adjectives. As students were doing the exercise, the teacher stood at the back and monitored what was going on. After some time, the teacher ordered students to read the sentences they constructed to the class. Some students raised

their hands and read out the sentences they constructed when they. Besides, the teacher gave an appropriate feedback and correction and lastly concluded his lesson with smart concluding markers.

Observation 7

The last observation was held at “**12A**” in the same date school and teacher but different section. When the same lesson topic for the same grade level but different sections presented by the teacher, the writer of this research paper checked the lesson plan prepared yet to crosscheck the plan and actual classroom practices. Thus, the lesson delivery was as similar as lesson observation 6. Since the researcher used only for checking the teachers' ways of lesson delivery from one section to another.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

The general objective of the study was aimed at exploring methods and teacher's belief in teaching grammar in English classrooms in secondary schools found in Alamata town. Accordingly, this chapter dealt with the summary, major findings, conclusions and possible recommendations as follows.

5.1. Summary

The purpose of this study was to explore the methods and teacher's belief in teaching grammar in English classrooms in secondary schools found in Alamata town. To achieve the study, descriptive research design was employed and the following basic research questions were set to be answered in the course of the study as follows:

- How do English Language teachers' pedagogical beliefs about teaching and learning grammar influence their teaching practices?
- How are these beliefs reflected in their classroom?
- How do contextual factors influence the transformation of beliefs into practices?

Based on the basic research questions raised, both close-ended and open-ended questions have been administered. Then, 31 EFL teachers were taken as a sample for the survey using convenience or available sampling technique in four secondary schools found in Alamata town because samples are available in time and space. In addition, 8 potential respondents were selected using purposive sampling for interview.

The data gathering instruments used for the study were questionnaire, semi-structure interview and classroom observation. The questionnaire was carefully copied, organized, and distributed to the sample respondents mentioned above and all of them were properly filled and returned. The data collected through questionnaire was carefully coded and entered into a computer software called SPSS version 23.00 and, then the data was analyzed using different statistical computation tools such as frequency counts and percentages. Besides, the data collected from interview and classroom observation was carefully narrated using words in order to triangulate with the quantitative data. Finally, based on the results analyzed, the major findings concerning methods perceptions or attitudes, practices, and challenges faced during grammar teaching practice are drawn as follows.

I. As evidences showed from the analysis and classroom observations, teachers actually practice structural teaching approaches due to their previous language teaching awareness. In addition to the fact mentioned above, most of the teachers bring reasons as their large number of students usually want to work out rules because they believed that learning and memorizing grammar rules are the right way to learn the language.

II. Even though teachers are interested to teach grammar through functional and indirect approach, their previous awareness about teaching grammar has an influence on their teaching approaches as well. They have also less knowledge in incorporating various ways of teaching grammar approaches in their actual teaching practice and that is why they showed different teaching behaviors. In addition, some teachers has also mentioned that the present assessment system brought big hindrance to make themselves far away from teaching grammar through the traditional way.

III. As the result showed, most of the teachers adhered that they are in favor of using structural approach and teach through this method. They also claimed that working out rules from examples is good for teaching grammar. Moreover, while they are teaching grammar, they started their lesson by explaining grammar rules. In addition, a few teachers also started their lessons by explaining structures and wrote definitions on the board because they believe that teaching rules first will automatically mean learning a language.

IV. Most of the teachers made their students to work out grammar rules as they have been influenced by their own language learning experience. During the interview, many of them explained that they have been taught through working out grammar in group and pair work. Therefore, this fact shows that teachers' own language learning experience plays a vital role in developing their beliefs. Only few of them accept this structural approach and exhibit it in their classes. Besides, factors like lack of additional training in changing ways of teaching has also a serious impact during the actual classroom practice. To strengthen this concept, for example, one of the teachers said that he improved his classroom actual grammar teaching by changing his previous beliefs about grammar teaching by using the inductive approach after he got special training courses in English language teachers training workshops.

V. The facts mentioned above are a solid evidence that teachers' language learning experience plays a vital role in forming own beliefs. Many teachers like to teach English grammar in the same way as they were taught. In addition, many of the teachers are in favor of teaching grammar purely using structural approach. Lastly the researcher understand that teachers' actual beliefs and classroom

teaching methods are strongly correlated with each other though some teachers denied by pretending or defending their traditional teaching approaches.

VI. As the result also depicted, structural based assessment system does not let teachers practice indirect teaching. What teachers are actually doing in their real classes is an evidence that they do not teach grammar through the four language skills. Instead, they rather adhere the grammatical concepts are the only language inputs to teach a language as a language by ignoring the four-macro skills as well.

5.2. Conclusion

From the findings of the study, it is concluded that there is an interwoven relationship between teachers' beliefs and their instructional practice. Although some teachers claimed to have indirect approaches towards teaching English grammar, they accepted the effectiveness of communicative and functional approach. In addition to their own language learning experiences, structure based assessment system; lack of monitoring system and continuous training workshops for professional development in schools has brought a series impact in their actual teaching practice. Because of the fact stated above, most of the teachers are unable to come with varieties of methods of teaching grammar based on the four language skills. Teachers need to have professional development trainings to make an adjustment with their existing beliefs of teaching English grammar. Teachers must have a flexible thought to apply communicative grammar teaching approaches as much as they can. There is an essential need to improve teachers' instructional classroom practices in order to improve their present language teaching in their schools.

5.3. Recommendations

Based on the finding of this study, the following points are recommended:

- I.** Most of the respondents have their own beliefs of grammar teaching. Therefore, teachers should know that own grammar teaching beliefs should be integrated with various methods of teaching grammar.
- II.** As the result from the classroom observations showed most of the subjects used traditional teaching approach. Thus, teachers should have the opportunity for proper professional training for opening the door to realize themselves with various ways of delivering grammar lessons.
- III.** Most of the teachers used structural teaching approach. Therefore, teachers must be provided proper Language related trainings to scale up their language teaching strategies.
- IV.** Large class size is one of the difficulties in coming up with various teaching and learning strategies as teachers are over loaded with a number of periods so there should be a manageable class size in order to accommodate the actual lesson delivery.
- V.** Traditional structure based teaching approach does not let teachers practice grammar lessons more of communicative or functional teaching because even a large number of teachers are unable to use grammar for communicative purpose.
- VI.** School administrators should boost teachers to share their ways of teaching and have a common ground of grammar teaching lessons in order to make more the lesson presented appropriate.
- VII.** Most of the teachers like to teach English grammar in the same way as they were taught previously and this previous learning experience purely influence and should be modified through proper and routine training.
- VIII.** Duet to less language exposure, lack of preparation and proper commitment, the teaching and learning of the English language remains as the same. Therefore, this ways of language teaching and learning trend should be ultimately improved through proper professional language teaching training.

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APPENDIX - 1
MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND LANGUAGES DEPARTMENT
OF FOREIGN LANGUAGE AND LITERATURE POST GRADUATE
STUDY

Questionnaire for EFL Teachers

Dear Respondents,

Kassa Teka Wodajo develops this questionnaire for an independent study for the partial fulfillment of MA degree thesis entitled with “Exploring the methods and teachers’ belief in teaching grammar in Alamata town.” which will be supervised by Ephrem Gebreselasie (PhD) for collecting information for this particular study.

Therefore, your cooperation in providing genuine response on the subject is highly valuable. Your genuine response will also help me to find out how the actual practices in the study area. Thus, be confidential to your response, it is used only for academic purpose. Moreover, I fully respect your strong cooperation and patience while responding each question by considering the importance of the study for my MA thesis completion. Lastly, I would also like to say thank you in advance for your real and genuine cooperation

Part I: Personal profile

1. Male_____ Female_____
2. Age: 18-25_____ 25-35_____ 35-45_____ 45-60_____
3. Qualification: Diploma_____ Degree_____ MA_____ PhD_____
4. Years of service in teaching English as a subject _____

Part II: General Directions

1. You are not expected to write your name.
2. More than a single answer is possible in part B for some questions.
3. Please make your hand writing more eligible so that things will become so easy for the study.
4. Please, share as openly as possible the extent in which you were exposed to teaching grammar in your actual classrooms.
5. Please, answer all the questions as honestly as possible.

6. Please read each of them carefully and indicate your agreement or disagreement by putting a tick “✓” **mark** in each column using the following rating scales: Strongly agree (SA), agree (A), Neutral (N), Disagree (D) and strongly disagree (SD).

No	Item	SA	A	N	D	SD
1	Teachers should apply their belief in teaching grammar.					
2	Teacher’s belief in teaching grammar has an effect on the methodology used.					
3	A learner can acquire a foreign language without grammar instruction.					
4	Students should learn the structure of English in the same way					
5	Beginners, intermediates and advanced learners should be taught grammar.					
6	Students should be given the opportunity to practice grammar rules through examples					
7	Teachers should provide brief explanation about grammar rules.					
8	It is necessary that students should be familiar with grammatical terminologies during the actual classroom lesson delivery.					
9	Teachers should use deductive grammar teaching instruction approach in their actual classroom practice.					
10	It is important for the students to be provided with correct answers after written exercises or tests.					
11	Inductive grammar teaching instruction is better than the deductive grammar teaching instruction one.					
12	Teachers should teach their students strategies of learning English Grammar than teaching them grammar					
13	Do think the method you use and the teaching approach are best for grammar teaching in your actual classroom practice?					
14	Teachers should first provide examples following grammar points such as adjectives, adverbs, nouns verbs etc....					

15	Both deductive and inductive grammar teaching instruction have their own drawbacks.					
16	The major part of a language course should focus on teaching and practicing grammar.					
17	Deductive grammar teaching instruction is better than the inductive grammar teaching instruction.					
18	It is essential to identify all grammatical errors in students' written work					
19	Teachers should begin with a grammar lesson by explaining how a particular grammar structure works.					
20	To produce both product and skill oriented students, English language teachers shall use integrative grammar teaching instruction.					

NB. If you have any additional comments or suggestions about teaching learning grammar, _____

APPENDIX-2
MEKELLE UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND LANGUAGES DEPARTMENT OF
FOREIGN LANGUAGE AND LITERATURE POST GRADUATE STUDY
Open-ended Questions For teachers

1. Please, what does the word grammar mean to you? _____

2. What do you believe in teaching grammar? _____

3. What possible factors can you mention in underpinning the beliefs you described above?

5. How do you teach English grammar in your classroom? _____

5. What is the correlation between your beliefs about teaching grammar and your classroom practices? _____

6. What do you think if teachers use implicit or skill oriented approach to teach grammar to raise the learners' consciousness of specific grammatical structure?

7. What role do you think grammar plays in language learning and teaching? _____

8. Do you think it is necessary to teach grammar? (Please tick) Yes_____ No_____ and please explain why in any of your response as well. _____

9. Have you ever been challenged in teaching grammar? (Please tick) Yes_____ No_____ If your answer is yes, please describe it briefly. _____

10. Please note down any type of grammar activities that you use with your students, indicating how often you use them. _____

APPENDIX-3
MEKELLE UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND LANGUAGES DEPARTMENT OF
FOREIGN LANGUAGE AND LITERATURE POST GRADUATE STUDY
Interview Questions for EFL Teacher

Background information

Sex: _____

Age: _____

Qualification: _____

Experience: _____

1. Please tell me about your own experiences of language teaching.
2. Do you think your own language learning experiences have any influence on the way you teach?
3. Now tell me about your background in teaching.
4. Can you tell me about a good language teacher that you know?
5. Perhaps one that you have worked with or a teacher who taught you.
6. How would you describe your approach to grammar teaching?
7. Think about the lessons you have taught or have planned for this week. How often has grammar been your focus?
8. When planning lessons, how do you decide which grammar features to focus on?
9. What kind of grammar activities do you normally use with your students.
10. Do you correct your students' grammatical errors? If so, when and how?

APPENDIX-4

MEKELLE UNIVERSITY

COLLEGE OF SOCIAL SCIENCE AND LANGUAGES DEPARTMENT OF FOREIGN LANGUAGE AND LITERATURE POST GRADUATE STUDY

Classroom Observation Checklist

No	Statements	Yes	No
1	Teachers apply their beliefs in teaching grammar in their classroom.		
2	There is a relationship between teachers' belief and methods used in teaching grammar during actual classroom practice.		
3	Teachers use English grammar teaching in the classroom.		
4	Teachers use different approaches during teaching grammar.		
5	Teachers give grammatical rules and explanation for their students.		
6	Teachers provide an opportunity to practice grammar rules.		
7	Teachers use authentic contexts to teach grammar lesson.		
8	Teachers give the grammar lesson in an attractive and participatory way.		
9	Teachers use different methods while teaching grammar.		
10	Teachers use inclusive or integrative grammar teaching approaches		

