

MEKELLE UNIVERSITY
COLLEGE OF SOCIAL SCIENCE AND LANGUAGES
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*AN EVALUATION OF THE DESIGN AND IMPLEMENTATION OF
COMMUNICATIVE GRAMMAR TASKS/ACTIVITIES: THE CASE OF ENGLISH
GRADE 11 TEXT BOOK AT MEKELLE UNIVERSITY COMMUNITY SCHOOL*

BY

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OF ENGLISH GRADE 11 TEXT BOOK AT MEKELLE
UNIVERSITY COMMUNITY SCHOOL**

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STUDIES

This is to certify that the thesis done by Amanuel Gebremedhin, entitled: An Evaluation of the Design and Implementation of Communicative Grammar Tasks/Activities: The Case of English Grade 11 Text Book At Mekelle University Community School and submitted in partial Fulfillment of the Requirements for the Degree of Master of Arts in Teaching English as a Foreign Language (TEFL) compiles with the regulations of the university and meets the accepted standards with respect to originality and quality.

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ABSTRACT

An Evaluation of the Design and Implementation of communicative Grammar Tasks/ Activities: The Case of English Grammar Grade 11 Text Book at Mekelle University Community School

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Mekelle University, 2024

The purpose of this study was to examine an evaluation of the design and implementation of communicative grammar tasks and activities in Ethiopian context, specifically at Mekelle University Community School with regard to communicative grammar teaching. It was attempted to analyze the activities for various purposes; such as (a) whether they are designed and practiced at discourse level, (b) if they are form focused or communicative, (c) whether they are suitable for pair and group work, and (d) to identify them whether they are appealing to learners' interest and needs. The subjects of the study were one hundred students selected by using stratified sampling technique. Two teachers who were offering English Grade 11 Text Book who were also taken as participants of the study. The data was collected through content analysis, observation, and students' questionnaire. Ninety-eight questionnaires were returned and analyzed. The finding from each tool indicated that tasks and activities were designed at discourse level but implemented at isolated sentence level. The result also revealed that instruction of grammar lesson has a few transactions (recognizable start and finish, and there was recycling of the exchanges. Furthermore, it depicted that the tasks and activities are related to students' personal information, experience and provide occasions for them to interact with each other, and lessons were supported by visual aids. Therefore, they are appealing to students' interest and desires. Moreover, activities are suitable for either pair or group works. Consequently, teachers should make implementing grammar tasks or activities more communicative, discourse based and more contextualized.

The teaching material is based on Communicative Language Teaching.

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Acronyms/Abbreviations

CALL: Computer Assisted Language Learning

CLIL: Content and Language Integrated Learning

CLT: Communicative Language Teaching

COLT: Communicative Orientation of Language Teaching

EFL/ESL: English as a Foreign Language or English as the Second

Language ELT: English Language Teaching

J1: Judge one

J2: Judge two

J3: Judge three

TR1: Teacher one

TR2: Teacher two

TE1: Trainee one

TE2: Trainee two

SPSS: Statistical package for Social Science

CHAPTER ONE

1. INTRODUCTION

1.1. Background of the Study

Communicative grammar, also known as communicative approach, is a teaching method that emphasizes the use of language in real-life communication. It was developed in the 1970s and 1980s as a response to the limitations of traditional grammar-based instruction. The historical development of communicative grammar can be traced back to several key events and figures:

The 1970s: The communicative approach was influenced by the work of linguists such as Noam Chomsky and his theory of Universal Grammar. Chomsky argued that language is innate and that learners have an innate knowledge of the underlying structure of language. This idea challenged the traditional view of grammar as a set of rules that could be taught and memorized (Oxford, 25 November 2014).

The 1980s: The communicative approach was further developed by linguists and language teachers such as Stephen Krashen and James Asher. Krashen's theory of second language acquisition emphasized the importance of comprehensible input and the role of the learner's affective filter in language learning. Asher's Total Physical Response (TPR) method focused on the use of physical movement and gestures to teach grammar and vocabulary. The 1990s: The communicative approach gained popularity in the 1990s, as it was seen as a more effective and engaging way to teach language. This was due in part to the growing interest in communicative language teaching (CLT), which emphasized the use of real-life communication tasks and authentic materials in the classroom. The 2000s: The communicative approach continued to evolve and was further refined by researchers and practitioners. The use of technology, such as computer-assisted language learning (CALL), became more widespread, allowing for more interactive and personalized learning experiences.

At present day, communicative approach remains a widely used and influential teaching method in language education. It has been adapted and integrated with other teaching methodologies, such as task-based learning and content and language integrated learning (CLIL), to create a more holistic and effective language.

Thus, English is one of the most known international and worldwide spoken and studied languages (Richards and Rogers, 2001:3, McDonough and Shaw, 1993). Recently, it is used as technological, business, educational and scientific language of the world society. Consequently, it is being taught as a foreign or second language in many countries of the world including Ethiopia. In Ethiopia, it is used in many governmental and private organizations. For instance, Ethiopian Constitution and other proclamations are written in English and Amharic.

Also, some private newspapers like Reporter and Daily Government Newspapers like Ethiopian Herald are being prepared in English. Besides, it is a working language of some governmental and non-governmental organizations. English is used as the medium of instruction in different Ethiopian primary (in some regions), secondary and tertiary school levels as well (Alemu, 2004:4, Mekasha, 2005:5, Girma, 2005 & Ethiopian National Agency: 2001:14).

Since 2002, Nowadays English is used as media of instruction in high school, colleges and Universities at different departments such as Mathematics, Physics, Chemistry, Biology, Civic and ethical education, Geography, History and Pedagogical Sciences. Moreover, students attending other departments like Special Needs, Civic and ethical education learning English as a minor course in some training colleges. Additionally English is also given as a major subject in colleges and Universities.

As a result, the researcher gives due attention and focus on more emphasis an evaluation of the design and implementation of Communicative Grammar Task /activities of teaching for second language learners in Ethiopia in general and in Mekelle University Community School grade 11 in focus in particular.

1.2. Statement of the Problem

Since English has paramount importance as mentioned in the background of the study, learners are expected to be proficient in using this language and to have good command of it. But, using English language for the reasons of real-world communication in Ethiopian high schools and higher education institutions is not as expected (Hailom, 1993, Girma, 2005 & Tiglu, 2008). Not Mekelle University Community School is exception to this problem. Instead of communicating freely with others, they are concerned more about accuracy and correctness of their speech. As a

permanent English teacher in Mekelle University Community School for six consecutive years, the researcher has observed so many students who were worrying about their correctness and accuracy when they express their ideas, feelings and opinions. Even, most of them were not interested to express their ideas in the classroom and out of classroom due to fear of inaccurate and erroneous expressions. In other words, they were shy and fearful of others „opinions towards their language and they were unable to communicate automatically in real world context. This observation may help one to deduce that students might not develop enough command of English language to use it in real life situation.

Moreover, Tadele (2009) carried out another similar study. He evaluated the nature of grammar practice activities/ exercises in grade 9 in Addis Ababa city. Accordingly, the exercises are planned and utilized in the manner that meets the objectives of teaching English at grade nine. The point that makes this study different from his is that in this study the researcher used the criteria of analyzing grammar tasks and activities set by Celce-Murcia (2007) and Nunan (1998) in combination because they have similar view in designing and implementing grammar tasks and activities. Tools of data collection, setting, specific objectives, and contents are also other points that distinguish this study. In general, this study focuses on evaluation the design and implementation of communicative grammar tasks or activities of ELT material in Ethiopian context, particularly, in Mekelle University Community School: the case of Grade 11 in Focus English Text book at Mekelle University Community School in 2024

1.3. Objectives of the Study

1.3.1. General Objective

The main objective of this study is to examine the design and implementation of communicative grammar tasks or activities of English language in view of current theories of communicative grammar teaching.

1.3.2. Specific Objectives

The specific objectives of this study are

- ❖ Identify whether the tasks or activities are designed and implemented in context and at discourse level in which learners interact each other and make meaning out of them.
- ❖ Identify if the activities are form focused or communicative
- ❖ Analyze if the activities are suitable for pair work and group work
- ❖ Identify if the activities are suitable for learners’ need or interest

1.4. Research Question

1.4.1. General Research Question

Are the grammar tasks or activities in the material designed and implemented based on the current theories of communicative grammar teaching?

1.4.2. Specific Research Questions

Based on the above general research question, the following specific research questions were set:

- ❖ Are the tasks or activities in the material designed in context and at discourse level in which learners interest each other and make meaning out of them?
- ❖ Are the activities forms focused or communicative?
- ❖ Are the activities suitable for pair and group work?
- ❖ Are the activities suitable for learners' interest?

1.5. Scope of the Study

As mentioned early, this study was carried out to examine the design and implementation of communicative grammar tasks or activities in grade 11 English text book. The study focuses on examining whether the activities are prepared and practiced based on current communicative grammar teaching principles or not.

1.6. Significance of the Study

Teaching Communicative grammar tasks is useful for teachers, students and curriculum designers to understand each other. Therefore, the study results may also make curriculum designers and textbook writers consider learning objectives in the light of the teaching of communicative grammar tasks to be employed. Finally, this research is hoped to add interest to this new field researchers: it may help in providing bases for framing research, theory and application in the area of communicative grammar tasks. As communicative grammar tasks are essential for language learners, they bridge the gap between theoretical knowledge and practical application. These tasks provide learners with opportunities to use grammar in meaningful, real-world contexts, fostering deeper understanding and more effective use of the language.

Likewise, using grammar in context, learners can see how it functions in real-life conversations and writing. This helps them understand its purpose and meaning more effectively. Regular practice with communicative grammar tasks can help learners become more fluent speakers and writers. As they become more comfortable using grammar, they can express themselves more confidently and naturally.

While focusing on meaning, learners are also encouraged to use correct grammar. This helps to develop accuracy in their language use. Teaching Communicative grammar tasks are not only more engaging than traditional grammar exercises, but also tasks prepare learners for real-world communication situations, such as job interviews, academic presentations, or casual conversations. Finally, teaching Communicative grammar tasks is useful for teachers, students and curriculum designers, curriculum experts, policy makers, text book writers, governmental and non-governmental institutions.

1.7 Limitation of the Study

As a result of financial and time constraints, this study was limited only to one governmental high school, Mekelle University Community School, conducted on 2024. It would have produced more generalized information if it had included wide sample population from both governmental and private high schools.

CHAPTER TWO

2. REVIEW OF RELATED LITERATURE

2.1 Approaches of Grammar Teaching

As mentioned in the back ground of this study, designing and implementing of grammar activities and tasks have passed through different approaches. In this section, it is possible to see the place of designing and implementing grammar activities in structural and communicative approaches.

2.1.2. Structural Approaches

Structural approach is the most traditional approach in second or foreign language teaching and learning. Different materials produced and implemented based on structural approach consisted of mechanical drills such as substitution and transformation drills. These drills are structurally rule governed. Such activities are intended to enable students to only internalize and memorize form without requiring them to use their knowledge of the form meaningfully and communicatively. Concerning this, Tarone and Yule (1989) explain that language teaching methods and materials that are written based on structural approach are characterized by giving emphasis on the development of grammatical competence. Learners know the rule of the language but they do not use this knowledge for the actual communication in the real-life situation.

As to Peterson (1986:2), in this approach, the teacher must always act as questioner, initiator and formal instructor. He/she should model the target language, control the direction, monitor and correct the learners' performance and learners act as listeners and respondents. The teacher expects accuracy from the learners. The pupils do not have any access so as to express their feeling, desire as they want since their role is limited in this view. But, according to Littlewood (1981:92) the concept of the teacher as instructor is inadequate to describe his overall function. In a broad sense, he is a facilitator of learning and may need to carryout different specific activities. Learners should interact and communicate with each other while the teacher facilitates their interaction.

As to Littlewood, the structural view didn't concern the above roles of teacher, learners, communicating meaning in ELT material development and in its practice, but it concentrate on the grammatical system describing ways in which linguistic can be combined.

Accordingly, the inadequacies of this approach so as to assist learners comprehend and use the target language effectively, meaningfully and communicatively caused the emergence of other alternative approaches: Communicative Language Teaching. It will be explained subsequently.

2.1.2 Communicative Approach

The communicative language teaching approach was emerged due to dissatisfaction with structuralism and situational methods of 1960's. The main principle underlying communicative approach is that learners should learn not only to make grammatical accuracy, but should develop

the ability to use the target language in real life world communication (Richards and Rodgers, 2001:153). In line with this, Olshtain and Celce- Murcia, communicative approach is widely accepted in the field that we teach both “language for communication” and “language as communication”. In other words, the objective of language teaching is for learners to be able to communicate by using the target language and the most effective way to teach language is by using it for communication. As to Richards and Rogers, this approach is different from others in that it is comprehensive in nature. It also makes communicative competence as the main goal of language teaching. Dell Hymes (1972, 1967) cited in Brown, (2007:219) defined communicative competence as that of “aspect of our competence that enables us to convey and interpret messages and to negotiate meaning interpersonally with in specific context.”

Finocchiaro and Brumfit (1983) cited in Richards and Rodgers (2001:156) explain CLT syllabus as:

- Meaning or function focused
- Activities should be communicative in nature
- Contextualization in the material is important
- Language learning is learning to communicate
- Fluency is primary whereas accuracy is secondary
- Give attention for the use of authentic and original materials
- The target linguistic system will be learned best through the process of struggling to communicate
- Communicative competence is the primary goal
- Teachers assist students in many ways that motivate them to work with the language
- Activities that help learners to interact with each other through pair and group work should be presented

Richards and Rodgers (1986:25) cited in Nunan (1991) explains the roles of instructional materials with in functional or communicative methodology might be specified in the following terms:

1. *Material will focus on communicative ability of interpretation, expression and negotiation.*
2. *Material will focus on understandable, relevant and interesting exchange of information, rather than on the presentation of grammar rules.*
3. *Material will involve different kinds of texts and different kinds of media, which the learner can use to develop their competence through variety of different activities and tasks (p-213).*

Accordingly, designing and implementing ELT materials in general and grammar tasks and activities in context or situation in particular have a great role in promoting the above principles of CLT.

2.2. Guidelines of Designing and Implementing Grammar Tasks and Activities

In designing and practicing grammar lessons, one should consider different aspects that help communication more authentic and discourse based. For instance, the following points are mentioned as the base.

2.2.1 Designing and Implementing Grammar Tasks and Activities in Context

Grammar instruction is much more effective when it is situated in meaningful context and embedded in authentic discourse. Naturalistic learning of first and second language takes place in context and at discourse level than abstract sentence level (Celce-Murcei, 2007:5, Celce-Murcia and Olshtain, 2000, Fotos, 2008:119 & Nunan, 1998). In line with this, as Carmen (2007), one of the main advantages of looking at grammar in context is that it can reveal information about the use of particular structures, provide situational meanings and what patterns the grammar structures enter into, for instance, what precedes them and what follows them in the discourse.

As to Celce-Murcia and Olshtain (2000:236) the term context refers to all the factors and elements that are nonlinguistic and none textual, which affects spoken or written communicative interaction. Also, it is social, psychological and physical setting in which language use takes of the word, phrase and so forth.

According to Harmer (1991:57), context means the situation or the body of information which causes language to be used. As to him, there are several contexts like, “students’ world, outside world and formulated information”. Students’ world includes physical surroundings like classrooms, institutions and students’ lives: their experience, families, friends and their personal information. Outside world also gives us a rich context to present grammar. There are several stories that help to present tenses. We can also create situations where people speak because they are in those situations. The situations can be either real or simulated. Formulated information is another situation to present grammar points as well. These include all the information that is presented in the form of timetables, notes and charts. These can also be either real or simulated. As to Celce-Murcia (2007) the definition of context depends on several points. Accordingly, most of the grammatical choices English users make depend on an array of contextual factors: the interlocutors, situation, prior discourse, shared knowledge, speaker intention, purpose and the topic. Unless these factors are considered in designing and implementing grammar tasks and activities, individual sentences presented in isolation are typically ambiguous in terms of their situational meaning and function. For example, the sentence "I'm hungry" means not only "speaker claims to feel hunger," but it will also have different interpretations depending on the context:

1. *Spoken to his mother by a youngster coming home at noon, it is a request for lunch.*
2. *Spoken to a passerby by a beggar with an outstretched hand, it is a request for money.*
3. *Spoken by a child who has just finished a meal, it is a request for more food (P-3).*

Reid (1991) cited in Celce-Murcia and Olshtain (2000:55) sentence level grammars shouldn't be presented either in the designing or instructing. They may have different meaning depending on the situations.

E.g. a. The gang was plotting a takeover.

b. The gang were plotting a takeover.

These two sentences have different meanings depending on different situation.

If the speaker/writer views the gang as unit, then the singular verb form in (a) is selected.

However, if the speaker views the gang as several individuals, then the plural verb form in (b) May occur. Therefore, to avoid the ambiguity in form, meaning and use, grammar activities and tasks should be designed and implemented in context and situation.

Celce-Murcia and Olshtain (2000:61) teaching grammar exclusively at the sentence level with decontextualized and unrelated sentences which has long been the traditional way to teach grammar is not likely to produce any real learning.

So, grammar activities shouldn't be designed and implemented at isolated sentence level rather at discourse.

In line with this, Nunan (1998: 101) explains "From grammatical perspectives, many foreign language teaching materials and programs are designed and implemented based on a linear model of language acquisition." As to him, the model operates on the idea that learners acquire a target language item step by step through following the rules. Fotos and Ellis (1991) to develop communicative competence; one should focus on communicative framework based on tasks of communicative activities. As to them, grammar tasks or activities should be compatible with contextualized practice, and rules should be presented in discourse and context. Also, Nunan (1989:38) explains "in designing communicative language tasks, we should consider the extent to which it is not necessary to give emphasis on isolated linguistic component as a preliminary to engagement in communicative tasks.

Engagement In this kind of tasks is not necessary for the development of communicative competence in English as a foreign or second language context."

Moreover, communicative activities that focus on social as well as functional aspects of communication should be designed in ELT materials. These help learners to aim in conveying meaning effectively and pay greater attention to the social context (Littlewood 1981:20). Nunan (1998) explains:

In ELT materials and text books, grammar is very often presented out of context. Learners are given isolated sentences which they are expected to internalize through exercise involving repetition, manipulation, and grammatical transformation. Unless grammar activities provide access for learners to explore grammatical structure from context; they make the tasks of developing procedural skills being able to use the language for communication more difficult than it needs to be because learners are denied the opportunities of seeing the systematic relationship that exist between form, meaning and use (P- 102).

Furthermore, English as the second or foreign language learners should not be exposed to an explicit grammar learning activities rather there should be a situation where students can use the target language in real life situation to communicate their ideas, feelings and opinions with each other (Thorn bury 1999).

2.2.2. Suitability to Learners' Need or Interest

"Motivation is arguably the most important single factor in success or failure at language learning.

The motivation determines students' level of attention during class." (Cunning Worth, 1984). As a result, the issues that we should consider in teaching materials and its practice are variety, attractive appearance and real activities leading to personal involvement and self-involvement in the learning process and activities with a compatible or problem-solving element in them. As to the same author, a course book that is going to interest a learner should contain something that he wants to learn about or involve in, quite apart from language itself. Specifically, the activities should:

- ❖ Provide occasion for learners to interact with each other.
- ❖ Allow learners to draw on present realities as well as their distant future goals.
- ❖ Provide for students to make self-committing choices in the area mentioned above

Ur (1988) says learners' interest may be some extent derived from extrinsic motivation. For instance, learners may be motivated to take part and succeed in exercises if by doing so. As to her, in most practice activities, motivation has to derive rather from the intrinsic interest of the activity itself (its non-linguistic) topic and the task to be done. This indicates that well-designed activities and tasks of grammar arouse the learners' interest and motivation through using carefully selected topics, games, role play, information gap activities, personalization and using visual materials.

As to Ur, the following points in the materials stimulate the learners' interest. These are:

- *The grammar practice activities should relate to students' individual background (personal experience, thoughts or ideas and feelings)*
- *Exercises or tasks should be made more enjoyable and interesting to do by the introduction of an element of plausible tension associated with game playing, pair works, role play, group work...etc.*
- *Grammar practice activities should involve entertainments (i.e. the reception or creation of ideas or graphic forms that*

in some way aesthetically pleasing or amusing or both) (p-19).

2.2.2 Authenticity

In order to make grammar activities more communicative, activities and tasks should be authentic as much as possible. We can keep authenticity of tasks through a genuine purpose. One of the crucial aspects of the grammar task authenticity is whether real communication takes place; whether the language has been used for a genuine purpose. Moreover, authenticity through real world targets has also value in making grammar tasks more communicative. Long and Crookes (1992) argue that the pedagogic tasks

must relate to real world target tasks, for example, buying a train ticket, renting an apartment, reporting chemistry experiment, taking lecture notes. Furthermore, a grammar task authenticity is also maintained through classroom interaction between or among learners.

The activity should also be related to the day-to-day activities of learners. As a result, it will be appealing to learners' interest.

Therefore, designing and implementing grammar tasks or activities in the way that promote communicative competence is essential. So, the main objective of this paper is to analyze the tasks and activities in ELT material in Ethiopian context whether designed and implemented in the ways that develop communicative competence or not. Before this, let us see what a task or activity is.

2.3 Concepts of Task

The term task is defined differently by different scholars: Richards, (2001:161) defined task as "an activity that is carried out using language such as finding a solution to a puzzle, reading a map and giving directions or reading a set of instructions and assembling a toy and... etc." Skehan (1996:20) states that tasks "are activities which have meaning as a primary focus. Success in task is evaluated in terms of achievement of an outcome, and tasks generally bear some similarity to real life language use. Nunan (1989) explains task as: *A piece of class room work which involves learners comprehending, manipulating, producing or interacting*

in the target language while their attention is principally focused on meaning rather than form (p-10).

Prabhu (1987:2) defined task as “An activity which require learners to arrive at an outcome from given information through some process of thoughts and which allow teachers to control and regulate that process”.

Long and Crookes (1991:43) claim that tasks: “Provide a vehicle for the presentation of appropriate target language samples to learners – input which they will inevitably reshape via application of general cognitive processing capacities- and for the delivery of comprehension and production opportunities of negotiable difficulty. “Ellis (2003) also has seen the task as:

A work plan that requires learners to process language practically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed. To this end, it refers them to give primary attention to meaning and to make use of their own linguistic resources although the design of the task may predispose of influence them to choose particular forms. It is intended to result in language use that bears resemblance, direct or indirect, to the way language is used in the real world (P-16).

As we see from the above explanations the term task is defined differently by different scholars. Most of them defined it as an activity that require learner to do in the classroom. In this research, thus, the researcher used the term task interchangeably with activity or exercise.

2.4 Classification of Grammar Tasks or Activities

Different scholars classify tasks differently. Nunan (1989) and Richards (2001:231) classified task in to two broad categories: *Real-world tasks*: a communicative act achieved through language in the world outside the classroom. *Pedagogic tasks*: A piece of classroom work involving learners in comprehension, manipulation, production or interaction in the target language, while their attention is focused on meaning rather than form. Many scholars also classify grammar tasks or activities in to the following.

2.4.1 Form Focused Exercises

According to Ur (1988:8), these are activities that involve manipulation of the written and spoken forms, without relating particularly to meaning. As to Fotos (2008), these kinds of tasks are designed explicitly focusing on grammar form. It is said to be consciousness raising tasks and develops explicit knowledge about grammar. Explicit knowledge is knowledge that is conscious and can be accessed only slowly.

E.g. if+ conditional form, but it is a problematic structure that does not make learners communicate automatically in real world situation.

Such practice is given through exercises based on discrete items (a series of words, phrases, or sentences to exemplify the structure to be practiced. In line with this, Prabhu (1987) described these rule focused activities in which learners occupied with a conscious perception or application (memorization or recall) of the rules of the language structure. These kinds of activities involve understanding how the language concerned works and was rejected by s-o-s (Structural-Oral-Situational) pedagogy on the ground that such explicit knowledge of rules did not lead to an ability to use language automatically.

Ur mentioned some examples of such activities type as follows:

a. Slot-fillers (learners insert the appropriate items)

Example: He is _____ boy. We have _____ umbrella (a, an)

b. Transformation: learner changes the structure in some prescribed manner. For example, this is a woman. (Put this in to the plural form)

According to Celce-Murcia (2007), the above form focused activities are said to be mechanical drills type.

She described the following examples as the form focused grammar activities:



Pick the correct item to fill a blank given two or more choices.

For example: I _____ to school every day. (a. drives b. drive c. driven)



Fill in the blank using the proper form of the word indicated in the parentheses.

For example: John _____ to the store yesterday. (walk)

shouldn't give attention to form explicitly Big- bigger expensive- more expensive.

Learners may be asked to compare two things like cities; telling each other about the features of cities with which they were familiar.

e.g. City X is cold; city Y is warm. And writing their partner's information on task sheet and request learner to combine their information and write sentences comparing the two cities on the various features.

E.g. City X is colder than City Y.

To complete the tasks, learners have to use comparative forms without mentioning grammar points in the tasks (Fotos, 2008, Krashen, 1982:113). Proponents of inductive teaching argued that the best way to ensure learning was for the student to work out the rule himself. Inductive teaching is very much important. The learner is given a corpus and has to discover the target structure.

2.5. Roles of Grammar Tasks in Language Learning

According to Skehan and Swain (2001), learners' involvement in tasks can affect their language processing and learning capacity. As to Richards (2001: 223), tasks create an environment in which negotiation of meaning and development of language takes place. They say "Engaging learners in task work provide a better context for the activation of learning process.... and hence, ultimately provides better opportunities for language learning to take place." As to them, task is believed to foster process of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning. Tasks demand learners to follow some processes and use some strategies and appropriate language on their way to accomplish them. Tasks are very important for integration of the four language skills: receptive and productive. Tasks have potential of inducing learners to process receptively or productively (Lompoudi, 2005). learners may need to speak, listen, read and write while their aim is to solve a problem, play a role play, solve a puzzle, etc. Tasks are best instruments to let the learners do so and develop all language skills simultaneously, as it develops in real life. Tasks can also create motivation among the learners as they themselves

actively involved in the process of task accomplishment. Motivation can also result from having real outcomes to achieve in the target language and the feeling of success in achieving them and sharing the results with others. While doing the task students help each other, share experiences etc. Even a task may create a kind of fun through its process.

In summary, tasks are considered to be useful in teaching foreign language, especially for the learners who have no opportunity to use the target language in real life. Tasks give golden opportunity to use it. They are used as a context for language learning. Tasks motivate students to learn creating fun and lessening anxiety among them. They have potential to make learners confident in using the target language. It should, therefore, be remembered that care should be taken while selecting or designing and implementing learning tasks to make them interesting to the learners.

2.6. Strategies of Implementing Grammar Tasks or Activities

2.6.1 Form-based Instruction (Explicit instruction)

According to Nishimura (2000) cited in Hui-Fang Shang the advocators of form-based instruction maintain that foreign language should be taught on the basis of pieces of grammatical parts, and learners have to put each part together by deductive learning; then they try to apply the rules to oral production required to memorize grammatical rules and repeat the teacher's model as accurately as possible by substitution and transformation drills. Krashen and Terrell (1998) and Fotos (1998) state that teaching grammatical rules usually fails to develop the ability of learners to communicate effectively. In addition, Seedhouse (1997) argues that the extreme form-focused classroom activity is unnatural because such transformation sequences do not occur outside the classroom.

2.6.2 Meaning-based Instruction (Implicit Instruction)

The other teaching strategy is meaning-based approach. The proponents of this theory insist that even adults should be able to master their second/foreign language if they follow the natural Principles of first language learning (Long & Robinson, 1998). The direct approach and natural approach are typical examples. The characteristics of these approaches maintain focus on meaning and natural communication itself rather than on grammatical forms.

According to McCarty (1991:16), for effective communication of meaning, every exchange has to be initiated whether with a statement, a question or a command; when someone responds, whether in words or action. Follow-up move in the classroom fulfils the vital role of telling the pupils whether they have done what the teacher wanted them to do.

2.6.3 Combination of Form and Meaning-based Instruction (Balanced approach)

Extremely focusing in either instruction has both merits and demerits. According to Celce Murcia (2007), Nunan (1998) and VanLier (1988), the traditional grammatical Pedagogy is out-of-date and teaching grammatical forms in isolation does not lead to successful development in using forms communicatively. Covering form and meaning, accuracy and fluency, would seem to be the most sensible way to proceed. Fotos (1998) therefore proposed a new syllabus;

communicative language instruction itself is important, but grammatical instruction should be implemented in context. In Ethiopia, English is a foreign language; as a result, learners have few opportunities for communicative use outside the classroom situations. It is therefore nearly impossible to get implicit exposure for communicative input. Using the approach that balance form, meaning and use is significant in Ethiopian context.

2.7 Participants' Organization

It has been said that teaching tasks or activities in the classroom requires the use of various activities that have been organized in certain organizational forms: whole-class teaching, group work, and pair work. Here each organizational form has its advantages or possible drawbacks.

In addition to group work, pair work and whole-class teaching, there is also individual work in relation to organizational forms. Each of them is briefly discussed subsequently.

2.7.1 Whole-class Teaching

Whole class activities mainly consist of the teacher's interaction with one or several students; very rarely students get to lead the activity.

As to Richards and Lockhart (1999), whole-class teaching usually includes „frontal teaching method“; the teacher leads the whole class through a learning task. For example, the teacher conducts a class discussion on a particular topic and elicits comments around the class. They say whole-class teaching is the most commonly used model in public school teaching, primarily for the beginning of lesson. According to Mattson, A. F. (1999), this organization is fairly traditional teaching method where the teacher is in charge of the events in the classroom. Another name given to whole-class teaching by Harmer (1992) is „lockstep“ method: Lockstep is the class grouping where all the students are working with the teacher, where all the students are „locked into“ the same rhythm and pace, the same activity . . . where a teacher-controlled activity is taking place. E.g. drills, controlled conversation with the teacher most often acting as controller or assessor.

Among the major advantages of whole-class teaching is the concentration of all learners who can hear what is being said by the teacher. Richards and Lockhart add that whole-class teaching enables teaching large numbers of learners at the same time and can serve as a preparation for subsequent activities which can be completed individually or in groups (Harmer, 1992).

In contrary, the disadvantage of whole-class teaching is, it gives little chance for learner's interaction through oral practice. Further disadvantage concerns the speed, at which activities are conducted. Whole-class teaching assumes that all students can proceed at the same pace, but, slower students are likely to be lost, and brighter students may be held back. In addition, fast learners may get bored when the teacher's speed is insufficient; and slower learners may be discouraged by too fast activities, (Harmer, 1992, Richards and Lockhart, 1999).

2.7.2 Individual Work

Individual work is explained as "a pattern in which each student in the class works individually on a task without interacting with peers or without public interaction with the teacher." (Richards and Lockhart, 1999: 147). Harmer (1992: 248) define individual work as „individual study“ and, claims that though it is not the arrangement suitable for developing interaction among learners, it provides learning relaxation from outside pressure and enables learners to rely on themselves.

2.7.3 Pair Work

Pair work is classified as „open pairs“ and „flexible pairs“. During „open“ pair work, learners talk to one another across the class under the teacher's control. Learners work with the same partner in order to complete a task, for instance, dialogue. Working in „flexible“ pairs supposes that learners keep changing their partners, for example, interviewing other classmates (Byrne, 1991). He explained that pair work facilitates learners' independence. Moreover, he discussed pair work as an interaction similar to real-life language use; learners can talk directly to one another, so it is much closer to the way people use language outside the classroom.

On the other hand, Doff (1991) classified pair work as „simultaneous pair work“ and „public“ or „open“ pair work. In simultaneous pair work, the teacher divides the whole class into pairs. Every student works with his or her partner, and all the pairs work at the same time. „Public“ or „open“ pair work indicates that working with pairs of students speaking in turn in front of the class.

Moreover, pair work increases the number of learners“ practice, encourages co-operation, which is important for the atmosphere of the class and for the motivation. It gives learning with others, and enables learners to help each other to use and learn the language. In addition, the teacher is able to act as an assessor, resource (Harmer, 1992).

Harmer also explains the draw backs of pair and group work as presence of noise, indiscipline, and use of mother tongue. The problem concerning noise and indiscipline during pair work depends, on the task set by the teacher and teacher“s attitude during the activity.

2.7.4. Group Work

According to Doff (1991), in group work, teacher divides the class into small groups to work together usually four or five students in each group. As in pair work, all the groups work at the same time.

Group work tends to support cooperative learning, and may give confidence and courage to shy students when handling the target language. Ur (1991) beliefs that group work provides some learners with confidence and courage; „students who are shy of saying something in front of the whole class, or to the teacher, often find it much easier to express themselves in front of a small group of their peers“. Richards and Lockhart (1999, 153) say that group work is likely to increase the amount of student participation in the class and promote collaboration among learners; furthermore, learners are given a more active role in learning, teacher“s dominance over the class decreases while the opportunities for individual student practice of new features of the target language increase.

Different scholars raise different issues concerning as Group work is assigning learners to groups according to their level of knowledge – mixed ability groups and shared ability groups. Learners working in mixed ability groups will both benefit from the arrangement. Weaker learners may be overpowered by stronger learners, but at the same time, stronger learners will not be unnecessarily hindered from getting the maximum benefit from the activity (Harmer, 1992, Richards and Lockhart, 1999).

The other point about group work that methodologists consider is a suitable number of learners within a group. Methodologists have not set a definite number, but range the number of learners per group. For example, (Harmer, 2001) proposes the number of learners per group between four and seven. Byrne (1991) suggests that the number of learners range from four to eight learners per group. The actual number should consequently depend on the particular activities. Richards and Lockhart (1999) agree that the „optimum size“ depends on the kind of activity learners are working on, and add that if the group is too large, student interaction is affected; only a few students may participate, the others remaining silent or passive. However, still, methodologists do not provide a concrete number of learners that a group should include.

CHAPTER THREE

3. Research Design and Methodology

3.1. Approaches of the Research

The researcher uses descriptive research design in the study. In addition to this, both qualitative and quantitative approaches were employed. Creswell & Plano Clark (2007) indicated that mixed approach is more than simply collecting and analyzing both kinds of data; it involves the use of mixed approaches so that the overall strength of a study is greater than either qualitative or quantitative research. Even though some data obtained from document analysis and observation was presented and analyzed through counting and categorizing the nature of grammar activities, it is qualitative by nature. The data collected through students' questionnaire was analyzed and interpreted in frequency and percentage. So, it suggests using mixed approaches.

3.2 Research Setting

Mekell University Community School in Tigray Zone was purposively selected for this study. The main reason of selecting this site was that the researcher has experience of teaching English as a foreign language in the school for six years. In other words, accessibility and familiarity of the researcher let this research site to be nominated. Furthermore, there was no any significant research work done in that school, particularly, in this study focus area.

3.3. Procedures of Data Collection

This study was conducted according to the following procedures:

First, activities or tasks in the material were counted. Because the most common notion in qualitative research is that a content analysis simply means doing a word-frequency or feature-frequency count. The assumption made was that the features or characteristics of the activities that are mentioned most often are the characteristics that reflect the greatest concerns (Stemler, 2001). Second, these activities were classified based on the criteria presented by (Celce-Murcia 2007 and Nunan (1998). The activities were counted by three individuals or judges (J1, J2 and J3) without seeing one another's count (see Appendix 4A&B). Then, the average number was taken for the analysis purpose, and in-depth analysis was employed by using the above criteria.

Next, in order to obtain firsthand information concerning objectives like identifying ways of teaching communicative grammar activities in the classroom, observation was used as one main instrument of data gathering. The actual classroom implementation of the grammar tasks and activities was observed based on COLT observation checklist scheme that was adopted and modified for this purpose. For strengthening the data obtained through observation checklist, video camera was used to record the actual implementation of communicative grammar lessons. But these all activities were not implemented by the researcher simultaneously; it was done turn by turn in different days.

Third, for strengthening the data that was gathered through content analysis of the material and observation, questionnaire was prepared and administered for one hundred students to identify their interest towards the activities, the way activities were prepared, types of activities their teachers used in the classrooms and the manner that their teachers implemented communicative grammar lessons in the classrooms. Hundred questionnaires were returned and analyzed.

Finally, the data obtained through each instrument was presented, analyzed, and interpreted based on both qualitative and quantitative approaches. Accordingly, on the basis of the findings, conclusions drawn; recommendations made.

3.4. Participants of the Study

3.4.1. Students

The subjects of this study were students of Mekelle University Community School, specifically; learners who were taking English grade 11 text book. There were five sections. These are 11A, 11B, 11C, 11D, and 11E. One hundred students of the above sections were the subjects of this study. English Grade 11 lesson was being given for them. They were selected by applying stratified sampling technique followed by systematic sampling technique.

3.4.2. Teachers

Since teachers are the main practitioners of the classroom implementation of communicative of grammar tasks and activities, they were also the subjects of this study. Their ways of implementing communicative grammar activities were observed. At that time, there were two English teachers who were offering the lesson for an aforementioned class at the school; both of them were included as the respondents since their number was not beyond the capacity of the researcher.

3.5. Data Gathering Tools

3.5.1. Content Analysis

According to Berelson (1952), Krippendorff (1980) and Weber (1990) Cited in Stemler (2001), Content analysis has been defined as a systematic technique for compressing many words of text into fewer content categories based on explicit rules of coding. It is explained as any technique for making inferences or conclusion by objectively and systematically identifying specified characteristics of messages. Since the main objective of this study was to examine the design and implementation of communicative grammar tasks or activities in the teaching material in line with the current Communicative Language Teaching Approaches, in-depth analysis of the tasks and activities was employed. In the material, there are ten units; all of them were included for the in-depth analysis since the number of units in the material was limited and manageable even though McDonugh and Shaw (1993) say “In order to perform an effective internal inspection of the material, it is useful to pick out at least four units of teaching materials and analyze them in detail.” Accordingly, the activities or tasks were analyzed based on the criteria set by Nunan (1998) and Celce-Murcia (2007). They are analyzed to identify whether they:

- ❖ have meaningful context or situation
- ❖ are communicative in nature
- ❖ are sentence levels or discourse levels
- ❖ are integrated with other skills or not
- ❖ are suitable for individual, pair work, group work
- ❖ are motivating /interesting or not

3.5.2 Observation

In addition to applying ELT material analysis, observation was made as the main instrument of data collection to observe how teachers were implementing the communicative grammar tasks and activities presented in the teaching material. The researcher conducted ten observation classes (one teacher was observed five times). Two Classes were observed by using observation check list. This was done by the assistance of one co-observer. The remaining three classes were observed by recording the events. During the observations, the observers gave attention on the teachers' ways of implementing communicative grammar tasks and activities in the teaching material and participants. The researcher adapted and modified the COLT (Communicative Orientation of Language Teaching) observation model for this purpose (Fröhlich et al., 1985) because it has more communicative orientation on what teachers and students do in the classroom and how they interact with each other. The scheme is divided in to two parts. The first part describes the ways that communicative grammar activities were implemented in the classroom. The second part incorporates the participants. The data obtained by this scheme was analyzed in terms of frequency and percentage. In addition, the data recorded by video camera was transcribed and analyzed qualitatively.

3.5.3. Questionnaire

Closed-ended questionnaire that was administered in lickert scale with two parts, a total of 31 items was designed and administered to 100 students. However, 98 questionnaires were returned to the researcher. It was used as supportive tool of data gathering. The reason behind using students' questionnaire is that it is believed that collecting data from learners concerning the manner of material preparation and classroom implementation assure the reliability of the findings. Moreover, questionnaire helps the researcher to get relevant data from several numbers of learners in short period of time.

The questionnaire includes rating scales for agreement and other rating scale for frequency. The pilot test was conducted to identify whether respondents were able to respond to the questions in the questionnaire and to identify the reliability of the questionnaire. The researcher used 15 randomly selected learners for this purpose. These students were selected from other sections (i.e. grade 12 students) that this study did not

include.

3.6. Sampling Techniques

Both available and stratified sampling methods were used to take the sample of the population. In the school, two teachers were offering the lesson for the abovementioned sections. Both of them were taken as the subjects of this study. As mentioned above, ten grammar lessons were observed (i.e. one teacher was observed five times) while the grammar lessons were being implemented in the classroom situations. During the observation, he mainly focused on the ways that the teachers implement the communicative grammar tasks and activities of the material in actual classroom to identify whether they are compatible with the principles of communicative grammar teaching or not. So, this situation advocates using available sampling method to select students since the number of teachers as a sample is limited. The research site is also purposively selected due to its familiarity and accessibility to the researcher.

Moreover, it is believed that gathering data from the students taking English grade 11 text books is very important in strengthening the data obtained through content analysis and observation. Accordingly, from 150 students, one hundred were selected based on the table for determining sample size from the given population as a sample of the population (Sarantakose, 2005:173) by using stratified sampling technique followed by systematic sampling because the population from which a sample to be drawn did not include a homogeneous group. Each section has an average of 40 students in each. These strata were classified in to females and males to make it more homogeneous, to give equal chance for each and to obtain a representative sample from the total population. Then, from each section, 50% of females and males were selected by applying systematic sampling technique based on their lists of names.

In order to make clear and Understandable, the researcher illustrated the following diagram that shows the selection of participants as follows.

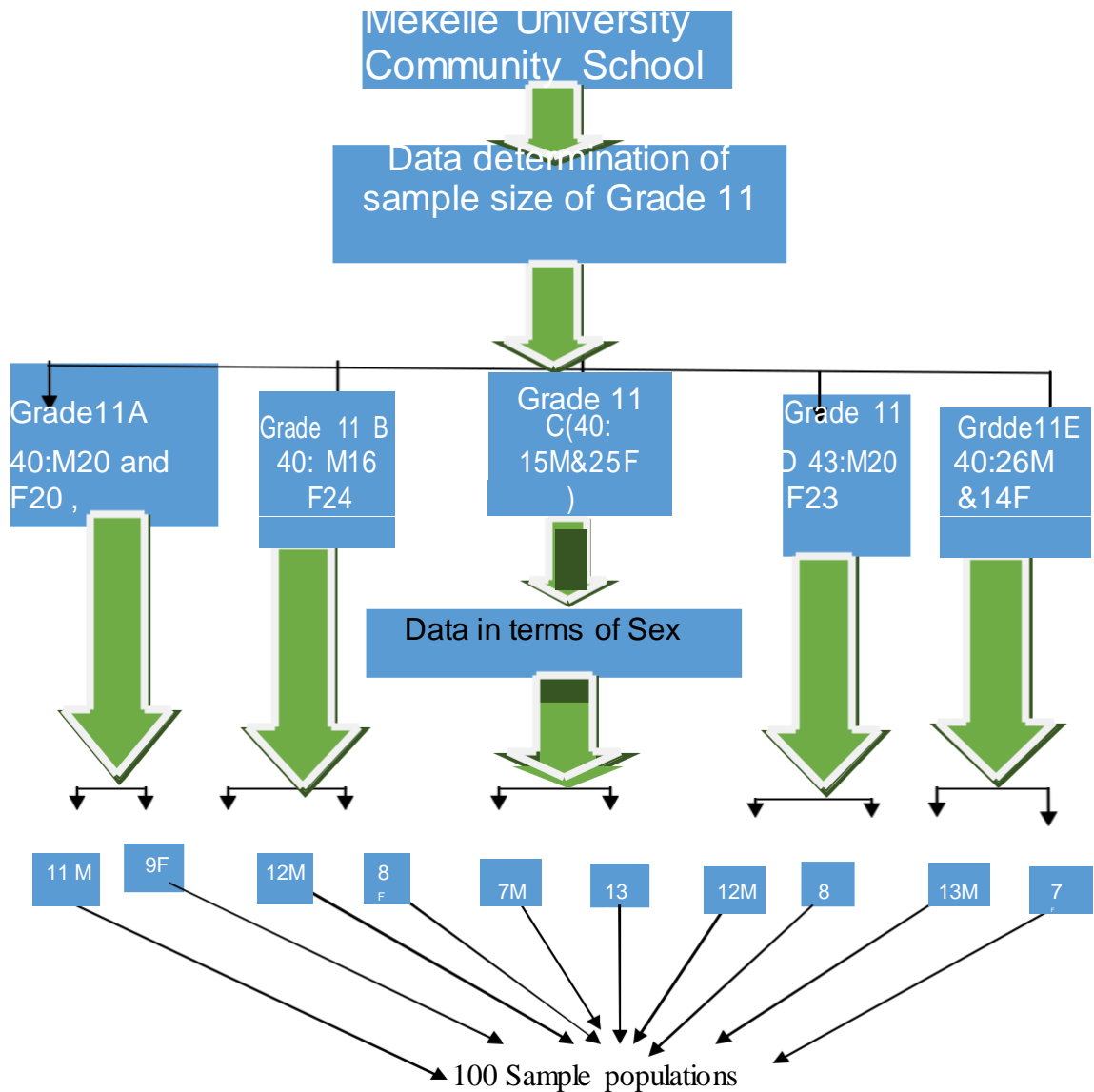


Figure 1b: Researcher's schematic Presentation of the Sampling Procedures 2024

3.7. Methods of Data analysis

The data was gathered through three instruments of data collection: content analysis, observation and questionnaire. Analysis of data obtained through each of them is explained more in the following section.

Content analysis: the activities or tasks in the material were counted by three judges, given number and percentage. Then, they were classified and analyzed based on the criteria stated above. Finally, they were described specifically by using words.

Moreover, the data gained through video Camera by nature is qualitative. Therefore, it was transcribed and described by using words; data gained through COLT observation checklist was given frequency. Furthermore, the data obtained through questionnaire was presented in the form of table, chart, and it was analyzed and interpreted numerically by using frequency and percentage. (SPSS)

3.8. Validity and Reliability of the Findings

In order to keep the validity and reliability of the findings, different efforts have been made. First, the researcher used triangulation to validate data collection instruments. Triangulation is generally defined as a combination of methodologies in the study of the same program (Patton, 1990, p. 187) cited in (Griffie, 2012). Three instruments of data collection i.e. content analysis, observation and students' questionnaire were used. The content of the ELT material was counted and categorized by three individuals or judges (J1, J2 and J3) without seeing one another's count.

The first was the researcher, the second was one Phd.learner in TEFL program in AAU and the other was a colleague who was conducting his MA thesis in TEFL and doing his research on similar title (see appendix4A&B). Then, the average number was taken for the analysis purpose, and in- depth analysis was made.

Second, pilot test was conducted to identify whether respondents were able to respond to the questions in the questionnaire and to identify the possibility of using the questionnaire. For this purpose, the questionnaire which is constructed in Lickert scale with two parts, a total of 37 items were administered to 15 students who were randomly selected from the population in which this study did not include. Then, analysis was made to see item's reliability.

Hence, the Cronbach Alpha of 37 items was: $\alpha=0.83$. Six items were rejected, the remaining was modified and the total of 31 items was administered for actual data gathering process.

Moreover, so as to keep the consistency of the data gathered by using COLT observation checklist, the researcher invited co-observer who was MA TEFL learner in Mekelle University; during that time, he was gathering data from Mekelle University Community School for his MA thesis. Furthermore, in the whole process of this study, the advisor of the researcher put all his effort in shaping this research by providing constructing comment on it.

CHAPTER FOUR

4.Data Presentation, Analysis and Interpretation

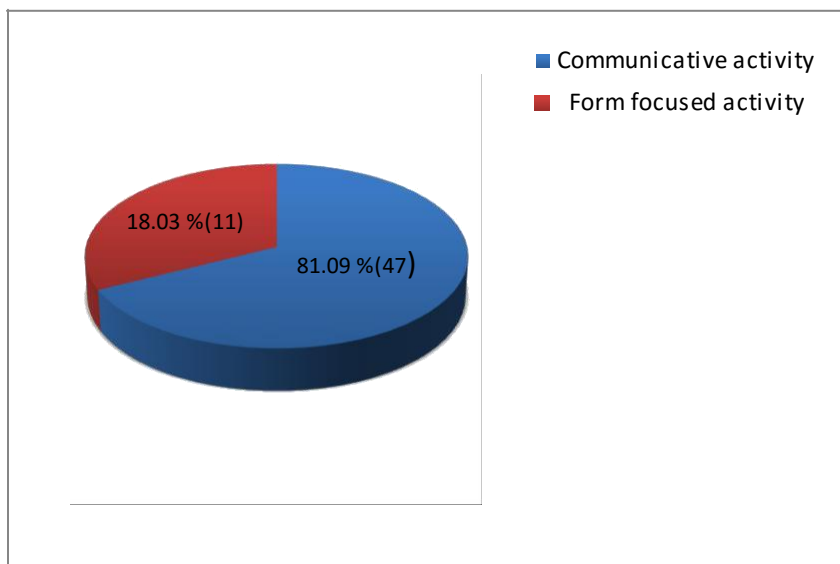
This chapter presents data gathered through different instruments and its analysis in detail. It includes data obtained from content analysis of ELT material, classroom observation and students' questionnaire. These data were presented, analyzed and interpreted subsequently.

4.1. Result from Content Analysis of ELT Material

This sub-section incorporates and explains the result of data that was gathered through content analysis of ELT material. The number of activities or tasks in the material was counted and tallied on the bases of distinctive features they have because the most common notion in qualitative research is that a content analysis simply means doing a word-frequency or feature-frequency count. The activities were counted by three Judges (J1, J2 and J3) without seeing one another's count (see Appendix 4A&B). They cross-checked the result that are independently derived and agreed on the codes that were used for the same activities. The average number of the agreement was taken for the analysis purpose. The assumption made is that the features or characteristics of the activities that are presented most often in the ELT material are the characteristics that reflect the greatest concerns. Miles and Huberman (1994) cited in Creswell (2009:191) recommended that the consistency of the coding be in agreement at least 80% of the time for good qualitative reliability. Then, these activities were classified based on the criteria stated above.

4.1.1. Form Focused and Communicative Activities

Most of the activities in the material are communicatively designed; they are contextualized and presented at discourse level. The following chart shows this.



Data Source: October 2024

Figure 1: Percentage and frequency of form focused and communicative activities in ELT

Figure 1 depicts that 47(81.09%) of the activities in the teaching material are communicative and contextualized. In other words, large number of activities is presented at discourse level rather at discrete sentence level or in decontextualized ways. The analysis of students' questionnaire proves this case. The result from the questionnaire shows that majority 24(24.45%) and 29(29.6%) of the respondents disagreed and strongly disagreed respectively that the activities and tasks in ELT material are decontextualize in nature (see figure 3).

These do not make learners interact and communicate out of the classroom situations. According to figure 1, 11(18.03%) of the activities are structurally designed. This reveals the existence of very limited number of structural or form focused tasks in the material. Each of them will be explained below.

4.1.1.1. Form Focused Activities

As stated in figure 1 above, most of the tasks in the material are presented at communicative level. These activities include transformation, substitution, slot-filler, scrambled words that need arrangement, multiple choice activities focusing on identifying verbs in sentences and others.

Let us look at each of the following illustrative examples of form focused activities or exercises that are taken from English Grade 11 text book: only representative examples are presented here.

4.1.1.1.1. Transformational Activity

Example 1

Task 2, P-44

Construct passive sentences using the following words.

1. The flour/mix/hand.

2. Block/cars/roads of big cities.

3. Bread/ production/advertise/on television.

4. Over 100 loaves of bread/ bake/ the baker.

、

5. All the bread/sell/in the shop.

Page 44: Task 3.

Construct active sentences from the following passive statements.

1. His sister always attacked him.

2. The wild animals are hunted by the poachers.

3. Hide is scientifically is being processed by the company.

4. Their money has been stolen by the thief.

Table 1: Transformational activity: shows examples of grammar activities extracted from ELT material (Grade 11 textbook) that ask students change one form in to another.

In Task 2, learners are required to construct passive sentences from the words given. and in task 3, students required to change the passive sentences in to active ones. Both tasks fail to make clear the relationship between form and function. They only show form but they do not show how to use them communicatively. In other words, they fail to show that passive forms have evolved to achieve certain communicative ends like to enable the writer or speaker to place the communicative focus on the result or action than doer. According to Nunan (1998), Carmen (2007) and Celce-Murcia (2007), the traditional way of introducing the passive to learners by transforming active sentences into passive ones is misguided because it suggests to students that the two voices are interchangeable, which they are not. Moreover, the activities are presented at isolated sentence level without context. So, they do not balance form, meaning and use. Students learn only one thing at a time (i.e. the form of passive and active). These activities do not make learners communicate in real life situations (Nunan, 1998). Therefore, it is unlikely to say that these activities are communicative rather than form focused.

Here is a further example of activity that involves transformation of one form to another (i.e. infinitive to simple present or present continuous).

Example 2

Page 37: Exercise 2.

Change the infinitives in the parenthesis to the simple present or present continuous.

1. My colleague (speak) two foreign languages fluently.
2. The moon (revolve) around the earth once in 28 days.
3. The earth (rotate) on its axis once a day.
4. The annual conference of the AU member states (take place) in Addis Ababa.
5. She always (complain) about her husband.
6. The population of Addis Ababa (be) estimated at 3.5 million.
7. Meskerem (study) Business Law at the London school of Economics
8. The government (work out) a five-year perspective plan to boost.
9. Most civil servant (spend) more than they (learn).

Table 2: Transformational activity needs changing infinitive to simple present or present continuous

Example 2 is not different from tasks 2 and 3 mentioned in example 1. It also requires students to change verb form to present simple or present continuous. The task is designed at sentence level rather than discourse level. In other words, the activities are not presented in context but in isolated form. For example, in exercise two, item “5” “she” refers to nobody. As a result, it has no shared knowledge, or prior discourse. These individual sentences presented in isolation are typically ambiguous in terms of their situational meaning and function. Consequently, learners encounter difficult to interpret situational meanings of the sentences. Exercise 13 on page 42, activity 1 on page 43, task 2 on page 49 and exercise 11 on page 39 have the same characteristics with activities in example „1“ and „2“. So, these activities advocate students to learn only one discrete form of the language; they are form focused grammar activities. Here are some more examples.

Exercise 3:

| A. Simple present tense | | |
|--------------------------------|------------------------|------------------------|
| Affirmative | Negative | Interrogative |
| I work | I don't work | Do I work? |
| You work | You don't work | Do you work? |
| We work | We don't work | Do we work? |
| They work | They don't work | Do they work? |
| She/he/it works | She/he/it doesn't work | Does she/he/ it works? |

Table 3: Compressed form of simple present tense extracted from page 39

Table 3 shows the ways that learners change simple present affirmative sentences to negative and interrogative sentences, again, a work of form focused activity.

Exercise 4

B. Simple present tense
Complete the following below using the correct simple present form of the verbs in brackets.

Saturday is my favorite day, in the morning, my sister Dibora and I (1) _____ (play) basketball. We spend an hour or there. We take shower and get ready for other businesses of the day. Dibora (2) _____ (go) to library with Dad. Let alone on weekends, I (3) _____ (not like) going to library even on week days unless there are books, I should prefer to. I prefer to read in my study room. On Saturdays, I usually (4) _____ (help) my mother the shopping. In the afternoon, Dad and I (5) _____ (draw) pictures and exchange comments on each other's work. In the evening, we all (6) _____ (watch) TV programs together.

Table: 4 Complete correct form of present simple tense (extracted from p. 40)

Table 3, show transformational activities that need learners change affirmative sentences to negative and interrogative sentences in "A" But in table 4 in "B" shows completing the paragraph with correct form of simple present tense from the parenthesis.

. These are pattern drills that make students to practice its form and structure (in table 3). Learners practice these drills in controlled manner by substituting the subjects. Moreover, these drills are isolated and presented at discrete sentence level; do not help learners understand how the language works and use it in real situation.

In the material page 26, other tenses like present perfect, present perfect continuous, simple past, past continuous, past perfect, past perfect continuous and simple future are designed in tables step by step which are more similar with the activities presented in tables “A”. As this table reveal, after identifying the affirmative, negative and interrogative forms of present simple tense, learners should proceed to the next tenses mentioned above. These activities and tasks are designed based on “liner model” that emphasizes learning grammar items step by step focusing on discrete items. Celce-Murcia (2007) and Nunan (1998) say that this kind of activity is neither meaningful nor communicative.

However, **Table 4**” Reveals that the activities are designed based on communicative approach and it is also contextualized and meaningful.

So, it is possible to conclude that this grammar activity is extremely rule and form focused; and it is unlikely that the objective of communicating automatically in real world situations would be achieved (in Table 3” A”). Below is some more form focused activities.

4.1.1.1.2. Activity Needs Putting Scrambled List of Words in to their Right Order

Exercise 1

Arrange the words in each group into a sensible sentence so that the adverb is in an acceptable way

- | | | |
|---------|-----------|------------|
| 1. They | 2. She | 3. I |
| already | always | graduating |
| have | is | this |
| left | in school | am |

| | | |
|-------------|------------|----------------|
| 4. he | 5. | 6. you now |
| On Saturday | have lived | |
| Works | for | in the library |
| Generally, | five years | Are |
| Here | they | Studying |
| | in | |
| | Gambela | |

Table 5: Putting Scrambled List of Words in to the Right Order (Exercise 1, taken from text book, p. 73)

Exercise 1 in example 1 requires learners to arrange the words in each group in to logical order so as to put adverbs in their correct position. Such practice is given through exercise based on discrete items (a series of words and phrases) to exemplify the structure to be practiced (i.e. position of adverbs). As to Nunan (1998), Celce-Murcia (2007) and Fotos (2008), these tasks are designed explicitly focusing on grammar form and can be accessed for real life situation only slowly.

4.1.1.1.3. Slot-Fillers Grammar

Activities Example 1

Page 47: Exercise 2.

Use the correct past continuous tense of the verbs from the parenthesis to complete the paragraph.

The sun (1) ----- (shine) and the birds (2) _____ (sing) as the elephant came out of the jungle. The other animals (3) _____ (relax) in the shadow of the trees, but the elephant moved very quickly. She (4) _____ (look) for her baby, so she didn't notice the hunter who (5) _____ (aim) at her through his binoculars. When the shot rang out, she (6) _____ (run) towards the river. While she (7) _____ (move), she came across a crocodile on the shore of the river. The crocodile (8) _____ (crawl) slowly to attack her. The elephant saw it and immediately run away towards the jungle. In the jungle, she saw groups of lions ambushing to attack their prey. The she (8) _____ (look) at them with great fear and got terrified. She (9) _____ (run) very quickly

And escaped safely. Finally, she met her group and start eating with them. Now the elephant (10) _____ (enjoy) very much with the other elephant in the forest.

Therefore, everybody shouldn't be alone when moving to some dangerous places.

Table 6: Slot-fillers grammar activities

In this activity, students are required to complete the blank spaces with the correct past continuous forms of the verbs in the brackets. The exercise is contextualized, presented at discourse level. Consequently, learners enable in interpreting situational meanings. They will not be in dilemma to identify the correct form of the past continuous tense. This slot filler presented in context level and it is communicated approach.

1. The sun shone.
2. The birds were singing.

Therefore, this activity needs learners memorize the correct past continuous form that they don't acquire previously, so as to fill the slot; and it is communicated focused activity. Let us look at other communicated focused activities.

4.1.1.1.4. Gap filling Activities Focusing on completing using simple future tense.

Excercise1.
Situation A

Complete the text using the simple future tense of the verbs given in the bracket

Tomorrow, students _____ (assemble) in the school playground at 8:00 am. to go to Heritage Villag. They _____ (arrive) at 8:30 am. sharp. They _____ (reach) at Heritage Village at around 10:30am. On reaching the village, they _____ (go) around to see various displays. The staff at the spot _____ (welcome) the students with flowers and perfumes. They _____ (offer) the students' snacks. After they eat their snacks, the students _____ (play) in the park. Around 1:00 pm., all students _____ (assemble) for lunch. They _____ (sit) in a circle and _____ (sing) songs. At around 4:00 pm, students _____ (gather) near the bus. They _____ (board) the bus in a queue.

Exercise 2

Situation: B

Complete the dialogue with the correct form of adjective in brackets.

Abraham: How do you see Almaz in your class?

Mohammed: I think she is the _____ (1. intelligent).

Abraham: she is also the _____ (2. Creative).

Mohammed: I think Amen is the (artistic).

Abraham: you might think so. But I am afraid she is out.

Mohammed: I disagree.

Situation: B

Selam: This dog is the _____ (4. ugly) dog I have ever seen.

Genet: Oh, you are right. It's very ugly. I think our dog is the _____ (5. attractive)

Selam: Dogs are not attractive at all. It must be our cat. Our cat is the (beautiful) Animal in the whole world.

Genet: Oh. It must be lovely.

Selam: yes, it absolutely is.

Table 7: Gap filling activities focusing on completing using simple future tense, in exercise 1 and complete correct form of adjectives in exercise 2 (extracted from P. 28-34: Exercise 1 and 2)

These exercises require learners to fill the correct form of simple future from the parenthesis in exercise 1, and to identify the correct form of adjectives in the dialogue in exercise 2. So, both the activities are designed in the way that learners explore the target language by themselves. Moreover, they focus on communicative approach and more contextualized. They enable learners to practice communication, especially in exercise 2

4.1.1.1.5. Substitution Activity

Modal auxiliaries or modals such as can, could, may, might, must, shall, should, would... etc. do not change form for different subjects. For instance, try to substitute any of these modal auxiliaries for „can“ with any of the subjects listed below.

| | |
|---|----------------|
| I You (singular) He We You (plural) They | can write well |
|---|----------------|

Table 8: Substitution Table on Modal Auxiliary (Extracted from P. 53)

This activity asks pupils to substitute any of the modal auxiliaries (could, may, might, must, shall, should and would) in the place of „can“ with the subjects: I, you, he, we and they.

For example, it needs learners to construct sentences like:

I may write well.

I might write well.

We could write well.

They could write well.

In this activity, learners practice the drills by changing the subjects and the modal auxiliary verbs without comprehending the meaning of each. Since the activity is at sentence level and not embedded in authentic context and situation, learners do not understand the situational meanings. It doesn't let learners identify the situation in which each modal verb is used. They only give attention to the form of constructing sentences

by using different subjects and modal auxiliary. This activity is extremely form focused and designed in the principle of traditional grammar teaching approaches.

In general, as it has been seen in item 4.1.1.1., transformational activities, scrambled items that needs arrangement, focusing on rules are all form focused, and they are presented at isolated sentence level. Overall, it is clear from the data presented above that most of the activities are decontextualized, and it is unlikely that the objective of communicating immediately in real life situation would be achieved by this. In the text book, there are very limited grammar activities suitable for pair and group work. The next sub-section presents these.

4.1.2. Activity suitable for individual work, pair work and group work

This sub section presents activities from ELT material that are suitable for individual, pair and group work and that have been counted by three individuals or judges who were attending TEFL program at MA and PhD level. The result is presented subsequently.

| Nature of activity | Judge 1 | Judge 2 | Judge 3 | Average | % |
|--------------------|------------|------------|------------|---------|------|
| Suitable for | | | | | |
| A. Individual work | 49 | 54 | 46 | 49.6 | 85.5 |
| B. Pair work | 6 | 2 | 9 | 5.7 | 9.82 |
| C. Group work | 3 | 2 | 3 | 2.66 | 4.58 |
| Total | 58 | 58 | 58 | 58 | 100 |

Table 9: The result of activities suitable for individual, pair and group work counted by three individuals from ELT material

Table 9 reveals that 49.6(85.5%) of the total activity is suitably designed for individual work. 5.7(9.82%) and 2.66(4.58%) of it has been designed for pair and group work respectively, but it is not appropriately designed in a way that makes learners interact and communicate meaning well. This is also proved by the result from questionnaire;

according to Table 21, item 5, the highest number 33(33.7%) of respondents expressed strong disagreement with the statement which says that the activities and tasks presented in the material help you interact with each other through pair and group work, role play and games, but 6(6.4%) respondents agreed with it. In other words, most of the respondents said that the activities are not suitable to communicative in pair and group.

4.2. Result Obtained from Classroom Observation

In this section, the data obtained by classroom observation is presented, analyzed and interpreted in line with Communicative Language Teaching.

Before actual observation and recording during teachers' implementation of communicative grammar lessons, the researcher attended classes for 5 consecutive days as participant observer so as to make learners and teachers familiar with him, and to reduce the artificial behavior that might be shown by teachers and students in the classroom. Then, 10 classes of grammar lesson were observed. During the observation, COLT observation scheme was slightly adapted and used. In order to assure the consistency of the data gathered by using the checklist, the researcher invited co-observer who was M.A TEFL learner in Mekelle University. During that time, he was gathering data for his M.A thesis from Mekell University Community School. Moreover, in order to record firsthand information from the classrooms and support the data collected by using COLT observation checklist and note taking strategies, the researcher used video camera. These data collecting activities: using checklist, note making and recording the events were not done simultaneously but turn by turn on different days.

As the observation data (see appendices3) indicates, most of the classroom activities expected to be practiced by the instructors were not observed. For instance, result obtained from observation by using COLT observation checklist indicated that 8(100%) of the observed classes did not show contextualized and discourse-based grammar activities. Every activity was presented at isolated sentence level and mechanical drills, and the teachers (TR1 and TR2) were implementing grammar lessons explicitly focusing on forms. The examples were given at isolated sentence level without context and situations. The teachers were the main actors in every activity. Moreover, 7(87.5%) of the implementation did not include pair work, group work and role-plays. In other words,

there was little opportunity for the students to interact with each other in pairs and groups. During classroom observations, the instructors were using activities like substitution, transformation and gap filling activities. They implemented the activities in the manner that need learners change the structure in some prescribed manner like from passive to active and vice versa, verb form to present continuous or other tenses, and they taught pupils in the manner that need learners pick the correct item from given alternatives that are explicitly focusing on grammar rules and forms. They also taught learners in the manner that needs students place specified word in to its correct position in sentences. The activities were not embedded in context and situations; they had been presented at sentence level than discourse. Moreover, the activities were not integrated with other skills like writing and reading.

The following section shows us the presentation and analysis of data gathered by observation through using short note taking strategy and video-camera while Teacher 1(TR1) and Teacher 2(TR2) were implementing grammar lessons.

Teacher 1

TR1 is M.A holder in TEFL program, and he has eleven years'' experience of teaching English at different schools. The researcher met him, introduced himself and told the reason that he wanted him. Accordingly, the teacher explained the weekly class schedule; they agreed and decided to meet based on the program the teacher told him. The researcher attended classes for five consecutive days in order to familiarize himself with learners and the teacher; he started observing and recording data by sitting at the back corner of the class. It will be presented, analyzed and interpreted in the following part as well.

Extracted from Lesson 1

Date of observation:

3/10/2024 Time of observation:

3:20-4:00 Duration of observation:

Number of participants: 40

Lesson topic: Passive and Active voice

The teacher wrote the topic of the day lesson: Passive and Active voice and started explaining *it*.

TRI said:

There are two types of voices in English. These are passive and active voice.

We use active voice:

- ❖ *When we emphasis on the doer of the action rather than the result. Example, He is doing the assignment.*

Someone stole the money. In this case 'someone and he' are the doers of the actions.

- ❖ *If the subject of the sentence is people or animal*

Example, many people believe that Addis Alemayehu is the best author in Ethiopia.

- ❖ *We use passive voice:*

When we want to emphasize on the action or result rather than the doer of the action.

Example, 1. The assignment is being done by the students.

Example 2. It is believed that.....

- ❖ *If the doer is not known Example,
1. The money was stolen.*

Steps used to change active voice to passive voice

Step1. Exchange the place of subject and the object

Example, He brought a book. (active)

The book was brought by him. (passive)

Step 2. *Add a verb 'to be'*

Step 3. *Change the main verb in to past participle (V3) form*

Example, He brought a book.

The book was brought by him.

Then, the instructor gave the following class activity for the learners.

class Activity

Change the following active sentences in to passive voice. Keep the steps given.

- 1. They are playing football.*
- 2. People speak many languages here.*
- 3. They are taking the cattle to market tomorrow.*

TR 1: *who can change number one?*

TE1: *Football are played.*

TR1: *Football ----- ?*

TR2: *Football is played.*

TR1: *Okay! Football is being played? What about number two? What is its passive form?*

TR3: *Many languages are spoken here.*

TR1: *Very good! Many languages are spoken here. Do the remaining items by yourself.*

Table 10: An extract from classroom observation of lesson 1

As the extract from lesson 1 of trainer 1, first, the instructor introduced the day's lesson topic (i.e. passive and active voice). Second, he started explaining types of voices in English, and expressed when and why passive voice are used through providing many

examples from the teaching material. After expressing the situations of using passive and active voices, he proceeded to make clear the steps that help to change active voice to passive. Then, he assigned students to do class activity that requires them to change active sentences to passive voices keeping the steps given previously. Lastly, he encouraged learners so as to change the sentences and forward their answers. In their interaction, there was initiation- response and follow-up procedure. But there was no recycling of the exchange. This indicates that the teacher implemented the activity by himself without providing opportunity to learners' interaction and exploration of the target structure.

Moreover, an extract from classroom observation reveals that there was initiation-response and follow up procedure as well in the interaction even though it was inadequate in some exchanges. The main importance of it in the classroom is that it fulfills the vital role of telling the pupils whether they have done what the teacher wanted them to do. In contrary, the activity incorporates sentences presented at isolated sentence level; it has no shared knowledge and prior experience.

Besides, the following examples as shown in table 10 are also given at sentence level rather than at discourse.

1. The money was stolen.
2. He brought a book.
3. The book was brought by him.

In the above sentences, references: „The **money, He, the book and him**“ represented undefined things and person. They refer nothing in the activity. In other words, the activity has no context and situation in which learner interact each other and make meaning out of the activities. So, the implementation of grammar activities was mainly form focused, and it was overtly focusing on discrete form of target structure. This does not combine form, meaning and use of the target structure. As a result, Learners' face difficulty in interpreting the situational meanings.

Here are some more examples from specific extract.

Extracted from Lesson 3 of teacher1

Date of observation: 7/10/2024

Time of observation: **4: 40 – 5: 20**

Duration of observation: 40 minutes

Number of participants: 40

Lesson topic: Modal auxiliary

The teacher wrote note on the board about modal auxiliary, and started explaining it:

TR1: *The following verbs are included under modal auxiliary: can, could, will, shall, may, might and others. Modal auxiliaries do not take –ed form. We don't add - ed to shall and will. Can and could are used to express abilities in present and past respectively.*

Example, 1. The teacher can speak four languages.

2. I can write well.

TR1: *Now, tell me what you are able to do in your life. What can you do?*

TE1: *I can write.*

TR1: *good! What else?*

TE2: *I can prepare food.*

TE3: *when I was a child, I can play with mud.*

TR1: *when I was a child, I... .. ?*

TE3: *when I was a child I can play with mud.*

TR1: *okay! When I was a child, I could play with mud. What else?*

TE4: *the students can practice.*

TR1: Ok, the students can practice what?

TE4: Students can practice computer.

TR1: Very good, what about other students?

TE5: I can speak English.

TR1: Yes, it is possible to make many sentences.

Table 11: An extract from classroom observation, lesson 3

The extract from lesson 3 reveals that the teacher introduced the lesson topic (i.e. modal auxiliary verbs) and wrote note concerning the topic on the blackboard and explained it in detail. Hereafter, he informed them that the following verbs like „can“, „could“, „will“, „shall“, „may“, „might“, and others are categorized under modal auxiliary. As to him, they do not take –ed form to make their past. He also informed the pupils that „can and could“ are used to express abilities in the past and present. He supported his expressions by providing many examples.

Then, he encouraged learners to construct their own sentences by using the target structure (i.e. can and could). Some of the learners attempted to make sentences of their own that express their own past and present abilities.

These indicate that the instructor showed endeavor to relate the lesson with the learners“ personal background information. This might motivate and arouse their interest towards involving in classroom interaction and communicating meaning using target structure. He also tried to make interaction between him and the learners even though there was little interaction among students.

He gave his pupils a clear signal of the beginning and end of this mini-phase of the lesson by using the words like „now“, „then“, „ok“, „very good“ and „yes“. In other words, the instruction or exchanging of question and answer has transaction (i.e. recognizable start and finish). This indicates that there is initiation-response and follow up in the exchange.

But the implementation of the activities had taken place overtly or explicitly focusing on rule and form of the target structure. Let us recognize the following example given by the instructor above again.

- a. „The teacher can speak four languages. “
- b. „I can write well. “

These examples were provided at isolated sentence level and presented without context and situation. In other words, the practice of the grammar lesson in the classroom lacks authentic discourse, and situation in which learners make situational meaning out of the activities.

Furthermore, there were no pair and group works in the classroom implementation. This is also proved by learners“ questionnaire. Majority of the subjects (see table 21) said that individual work was always given to them in the classroom and a few of them replied that individual activities are never provided and implemented in the classroom. To confirm this, the researcher observed another lesson as follows.

Lesson 4

Date of observation: 10/10/2024

Time of observation: **3: 20 – 4:00**

Duration of observation: 40 minutes

Number of participants: 40

Lesson topic: uses of auxiliary: Expressing Necessity

TR 1: *‘Must and have to’ are used to express necessity.*

Example 1. They must stop smoking.

2. All citizens have to pay taxes. Can you give more examples?

TE1: *Students must prevent school compound.*

TR1: Yes, students must protect school compound. Others?

TE2: All students have to respect the rules and regulations.

TE3: We have to take breakfast.

TR1: You must...?

TR3: You must have breakfast.

TR1: (Nods the head)

TR4: You must keep personal hygiene.

TR5: Okay! What is the difference between must and must not?

TR1: Must is positive and must not is negative.

Example, 1. You must bring your exercise book tomorrow.

2. You must not bring your exercise book tomorrow.

3. Example one is positive and 2 is negative.

Table 12: An extract from classroom observation, lesson 4

In this lesson, the instructor summarized the previous lesson as usual, and he informed the learners that this topic (i.e. uses of auxiliary) was the continuation of the last day lesson.

According to the above extract, the teacher told the learner that „must and have to“ are used to express necessity. To make clear this, he supported his teaching with examples which are extremely isolated sentences like “They must stop smoking”.

Then, he ordered pupils so as to give their own sentences that they constructed by using target structure (i.e. must and have to). Accordingly, the learners participated in constructing their own sentences individually. The teacher also explained the difference between „Must and Must not“ according to the question that he had been asked: must is used to express positive necessity and must not negative. He also supported his

explanations by giving context free and isolated sentence level examples. Also, the activity was not suitable for either pair or group work. As a result, the pupils' interaction with themselves would be hindered. In order to achieve the objective of communicative grammar teaching, the examples given by the teacher should have been embedded in authentic context and situation, described implicitly focusing on communicating meaning rather than overtly discussing the form of the target items.

In order to strengthen the finding presented so far, the researcher also collected additional data from an instructor other than the one who had been observed first. It is presented and analyzed subsequently.

Teacher 2

Teacher2 is also a holder of M. A degree in TEFL program, and he has been teaching English since 1992 E.C. English Department head of the school introduced the researcher to TR2. After a little discussion about teaching- learning process in the school, the researcher informed TR2 that he was conducting his

M.A thesis in the school specifically in the Lesson in which TR2 was teaching then. After this, he collected data keeping the procedures he used in gathering data from TR1's implementation. It is presented and analyzed in the following part.

Extracted from Lesson 1 of Teacher 2

Date of observation: 14/10/2024 Time

of observation: **2: 40 – 3:20** Duration

of observation: 40 minutes Number of

participants: 40

Lesson topic: simple present tense

The teacher greeted students and introduced the day's lesson (i.e. simple present tense), and he told the form and uses of simple present tense:

Accordingly, it is formed by subject plus verb 1 or main verb. Simple present = S + V1
... Then he told the uses of it as follows.

TR2: *We use present simple tense for the following situations, to express:*

1. The general truth

e.g. a. She doesn't speak French.

2. Frequent actions

e.g. b. He comes to school every day.

Affirmative, negative and interrogative form of present simple tense Affirmative

I /You/ We /They /work.

I/ You/ We/ They don't work

She/he/it works.

She/he/it doesn't work

Interrogative.

Do I/ you/ we/ they work?

Does she/he/ it works?

Table 13: An extract from lesson 1 of Teacher 2

According to table 13 above, the instructor introduced the day's lesson that was about "Present simple tense". He expressed the affirmative, negative and interrogative forms of the tense by drawing the table extracted from ELT material on page 26 (See table 3 and 4). The tables reveal the ways that learners change simple present affirmative sentences to negative and interrogative sentences and vice versa. It contains discrete grammar items that focus on rules that govern how affirmative, negative and interrogative are formed.

As examples "a" and "b" above, the teacher explained the situations of using present simple tense by giving isolated sentence level drills. These Sentences are context free statements. In these sentences „She“ and „He“ should have represented somebody in the

situation. The examples provided by the teacher during implementation lack prior discourse or shared knowledge. Moreover, the activities should have been related with students' personal background information to arouse learners' interest and motivate them towards classroom interaction among themselves.

Extract from Lesson 2

Date of observation: 16/10/2024.

Time of observation: **4:00 – 4:40**

Duration of observation: 40 minutes

Number of participants: 40

Lesson topic: present continuous tense

The teacher started the lesson by greeting learners, and writing the topic (i.e. present continuous tense) on the board. He asked learners about the tense.

TR2: *What do you know about present continuous tense? Who can tell me?*

TE1: *It is formed by is/are+ -ing form of the verb.*

TR2: *okay! It is formed by is/are/am + ing form of the main verb. Who can give example by using this form?*

TE1: *I am eating food.*

TE2: *We are eating food.*

TE3: *They are playing football.*

TR2: *very good! In each example, we see that the sentence is formed by subjects (I, We, they) +am/are +gerund (eating/ playing) +objects (food/football). When do we use present continuous tense?*

TE4: *To express events happening.*

TR2: *Alright, we use it to tell actions that are happening now.*

e.g. They are waiting for the bus.

Also, we use it when we want to express actions in progress, but not necessarily happening now.

e.g. she is making arrangement for her wedding. Do you make sentence of your own?

TE5: *We are waiting for the bus.*

TR2: *What else?*

TE5: *I am visiting Arba Minch.*

TR2: *When are you visiting?*

TE5: *I am visiting Arba Minch next week.*

TR2: *Very good! You are telling what you are going to do in the future. It is possible to express future planned actions by this tense. Now, try to do the activity 2 in your module on page 36.*

The teacher ordered learners to do the activity from ELT material as follows.

Page 37: Exercise 2.

Change the infinitives in the parenthesis to the simple present or present continuous.

- 1. My colleague (speak) two foreign languages fluently.*
- 2. The moon (revolve) around the earth once in 28 days.*
- 3. The earth (rotate) on its axis once a day.*
- 4. The annual conference of the AU member states (take place) in Addis Ababa.*
- 5. She always (complain) about her husband.*
- 6. The population of Addis Ababa (be) estimated at 3.5 million.*

7. *Meskerem (study) Business Law at the London school of Economics*
8. *The government (work out) a five-year perspective plan to boost.*
9. *Most civil servant (spend) more than they (learn).*

Table 14: An extract from lesson 2 of Teacher 2

Table 14 depicts that after writing the topic (i.e. present continuous tense) on the blackboard, the teacher asked the learners in order to express what they know about the tense. Accordingly, TE1 explained what he knows about the form of the target structure. Then, the teacher appreciated the learner who attempted to provide the answer, and he told the rule in which present continuous tense is formed: is/are/am + ing form of the main verb. He also expressed the situations in which present continuous tense is used. The teacher also asked other learners to attempt so as to construct examples by using the target structure. Based on this, some learners showed their endeavor to answer the question. They tried to relate the example they gave with their personal routine. That might arouse their interest to express their idea or feeling. Finally, learners were given transformational activity that needs changing infinitives in parenthesis to simple present or present continuous (See table2).

This indicates that “present continues tense” was implemented explicitly focusing on mere form and drill pattern. It includes context free and isolated sentences which emphases on manipulation of form. The activities which are given for learners were not suitable for either pair or group work. In addition to that, let us see the following extract.

An extract from Lesson 3of Teacher 2

Date of observation: 21/10/2024

Time of observation: **2:40 - 3:20**

Duration of observation: 40 minutes

Number of participants: 40

Lesson topic: simple past tense

TR2: (writes the following from teaching material)

Simple Past Tense

It is used for actions completed in the past at a definite time. It is therefore used;

1. For a past action when the time is

given. e.g. a. I met him yesterday.

b. Pastor died in 1987.

2. Simple past tense is used for an action whose time is not given.

e.g. a. We worked in that bank for four years. (but he doesn't work there now)

b. She lived in Rome for a long time. (but she is not living there now)

TR2: (explains the above note; then gives class work)

Make at least 5 sentences of your own by using past simple tense. (after 7minutes) who can tell one example?

TE1: *I bought a book. I bought a pen.*

TR2: *What about other students?*

TE2: *I went to school yesterday.*

TE3: *I was in Jimma last year.*

TR2: *Why you went there?*

TE3: *I went to Jimma to visit my uncle.*

TR2: *Good! Try to make other sentences of your own by using this tense and read remaining tenses in your module.*

Table 15: An extract from Lesson 3 of teacher 2

During this lesson, the teacher revised what he taught in the previous day (i.e. present continuous tenses). As regularly did, he wrote the day's lesson topic that is simple past tense on the blackboard, and offered note concerning the uses of the simple past tense.

After writing note from the ELT material on the blackboard, the teacher started explaining it in detail through providing examples from that material.

Then, he ordered learners to make their own sentences as class work by using the target structure. After learners' attempt, he encouraged them to forward their answers. Accordingly, they started to exchange their ideas. In their exchanges, there was initiation, response and follow-up. There was also beginning, middle and end in the exchanges. This helps pupils understand what they are expected and asked to do, and initiates communicating ideas well.

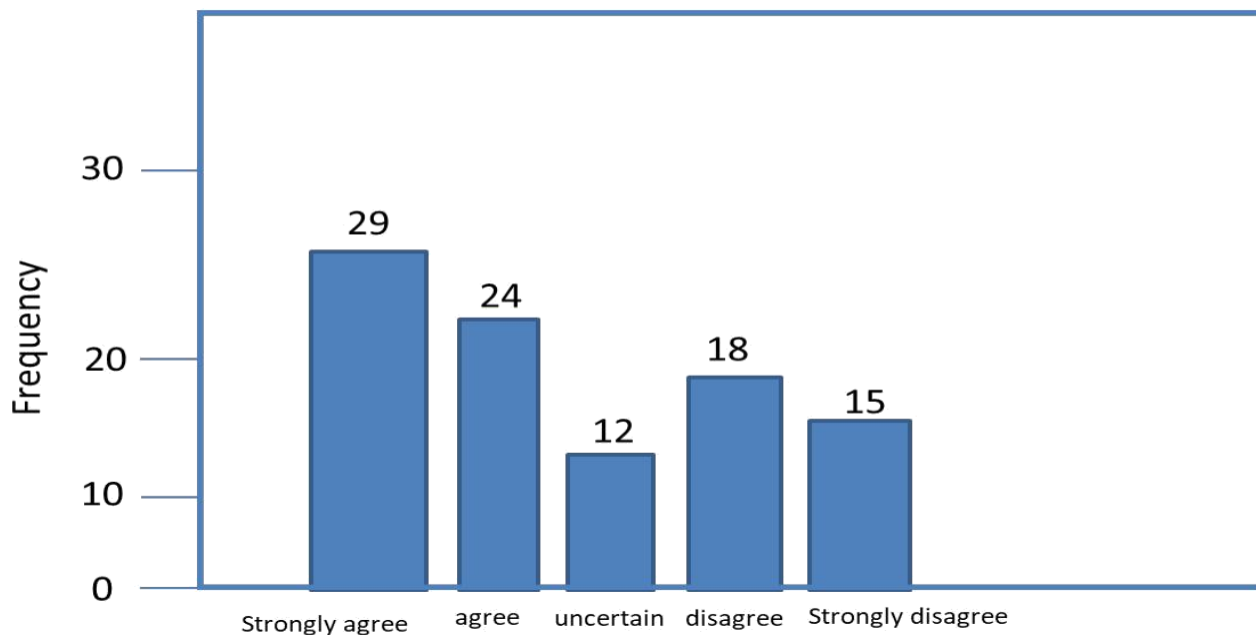
But, before their exchange, the learners were asked to make context free sentences through practicing the target structure. The teacher was explaining the grammar (i.e. past simple tense) explicitly.

These reveal that the classroom implementation of „simple past tense“ was focusing on the provision of context free sentences, explicit practice of the structure, unsuitability of the activity for either pair or group work and heavy dependency of teacher on the teaching material. For instance, it should have been taught by making learners tell their stories and share their past experiences with other mates. So, it is possible to infer that the grammar instruction specifically „simple past tense was based on traditional approach rather than communicative grammar teaching.

4.3. Result Obtained from Students' Questionnaire

As explained above, it is believed that gathering data from trainees taking the course strengthen, and assure the reliability of the findings gained by content analysis and classroom observations. Accordingly, the questionnaire was designed to identify students' interest towards grammar tasks and activities, the way grammar activities are prepared and practiced, types of activities their teachers used in the classroom, the manner and frequency that their teachers implemented grammar lessons in the classroom. Consequently, the questionnaire that includes 31 items was designed and administered well.

English Grade -11 text book teaching materials
Includes activities or tasks that are communicative in nature



Data Source: October 2024

100 questionnaires, 98 were returned to the researcher. The result of the analysis was presented, analyzed and interpreted by percentage indicating frequency of response above.

Regarding communicative nature of tasks and activities in the teaching material, Figure 3 above reveals that majority (53) subjects agreed and strongly agreed that the activities and tasks in ELT material are communicative in nature. 33 respondents disagreed and strongly disagreed with the item. Only 12 respondents have no idea concerning the item. This indicates that tasks and activities are designed to promote communicating meaning in real life situations among learners. Table 21 below presents the data analysis of the result in terms of percentages indicating frequency of response.

Key: F= Frequency, %=Percentage, SA: strongly agree, A: agree, U: uncertain, D: disagree, SD: strongly disagree

Table 16: Students' response concerning Communicative nature of activities in ELT

| Ways that grammar activities | | Response | | | | | | |
|------------------------------|--|----------|------|------|------|------|------|-------|
| | presented | | | | | | | |
| Item | The activities and tasks of grammar in the teaching material: | | SA | A | U | D | SD | Total |
| 2 | are integrated with other skills like reading, writing, speaking and listening | F | 35 | 21 | 20 | 15 | 7 | 98 |
| | | % | 35.7 | 21.4 | 20.4 | 15.3 | 7.1 | 100 |
| 3 | are presented at isolated sentence level drills | F | 38 | 30 | 18 | 10 | 2 | 98 |
| | | % | 38.8 | 30.6 | 18.4 | 10.2 | 2 | 100 |
| 4 | are designed in meaningful context | F | 12 | 6 | 12 | 27 | 41 | 98 |
| | | % | 12.2 | 6.1 | 12.2 | 27.7 | 41.8 | 100 |
| 5 | help you interact with each other through group work, pair work, role play and games | F | 27 | 6 | 16 | 16 | 33 | 98 |
| | | % | 27.6 | 6.3 | 16.3 | 16.3 | 33.7 | 100 |
| 6 | integrate form, meaning and function of the language | F | 18 | 10 | 32 | 13 | 25 | 98 |
| | | % | 18.4 | 10.2 | 32.7 | 13.3 | 25.2 | 100 |

As can be noted from table 16, majority 56(56.4%) of the respondents believed that the activities and tasks of grammar that displayed in teaching material are integrated with other skills like reading and writing, but 22(22.4%) of the respondents expressed contrary response

to the same statement. Moreover, in the table, item 3 depicts that the highest number 68(69.4%) of the respondents believed that most of the activities are presented at isolated sentences level. 12(12.2%) of the subjects also expressed the disagreement and strong disagreement for the item. Regarding context and situation of activities, in item4, highest number 68 (69.5%) of respondents were dissatisfied with the statement which saying the activities are designed in meaningful context and situation. Only 18(18.3%) of the subjects expressed their agreement and strong agreement with the item.

Furthermore, according to item 5, 33(33.9%) of respondents expressed that the activities and tasks presented in the material help them interact with each other through pair and group work, role play and games, but maximum number 49(50%) of the respondents said it is unlikely that the activities designed in the material support them in order to communicate and interact with each other in pairs and groups. As to this, doing grammar activities in pairs and groups is neglected.

Lastly, in the same table, item 6 depicts that highest number 38(38.8%) of the respondents expressed their disagreement and strong disagreement with the statement which says that the activities in the material integrate form, meaning and use of the language. However, 28(28.6%) respondents are agreed and strongly agreed with the statement. From these, it is possible to infer that it is unlikely that the objective of communicative grammar teaching would be achieved by the above situations. Additionally, subsequent table confirms this.

Table17: Students’ response regarding Form focused activity in the ELT material

| Ways that grammar activities are presented | | Response | | | | | | |
|--|---|----------|------|------|------|------|------|-------|
| Item | Activities in the material: | | SA | A | U | D | SD | Total |
| 7 | need you to insert appropriate forms of the words in the parenthesis | F | 27 | 41 | 18 | 11 | 1 | 98 |
| | | % | 27.6 | 41.8 | 18.4 | 11.2 | 1 | 100 |
| 8 | need you to change the structure in some prescribed manner like from singular to plural, active to passive...etc. | F | 41 | 35 | 14 | 4 | 4 | 98 |
| | | % | 41.8 | 35.7 | 14.7 | 4.2 | 4.2 | 100 |
| 9 | need you to pick the correct item from given two or more choices to fill a blank space | F | 38 | 35 | 12 | 6 | 7 | 98 |
| | | % | 38.8 | 35.7 | 12.2 | 6.1 | 7.1 | 100 |
| 10 | like placing a specified word in to its correct position in sentences are designed in the material | F | 26 | 42 | 20 | 8 | 2 | 98 |
| | | % | 26.5 | 42.9 | 20.4 | 8.2 | 2 | 100 |
| 11 | are designed explicitly focusing on grammar rules | F | 41 | 30 | 16 | 4 | 7 | 98 |
| | | % | 41.8 | 30.6 | 16.3 | 4.1 | 7.1 | 100 |
| 12 | are presented implicitly | F | 26 | 27 | 19 | 15 | 11 | 98 |
| | | % | 26.5 | 27.6 | 19.4 | 15.3 | 11.2 | 100 |

In table 17, item 7 shows that most of the respondents 68(69.4%) suggested that the activities in the material requires them to insert appropriate forms of the words in parenthesis. In contrary, 12(12.2%) of the subjects disagree and strongly disagree to the item. In item 8, 76(77.5%) of the subjects expressed that activities in the material need them to change the structure in some prescribed manner like from singular to plural, active to passive...etc. In contrary 8(8.4%) of them agreed and strongly disagreed with the statement.

Moreover, 73(74.5%) of the target population argued that most of the activities asks them pick correct item from the given two or more choices to fill the blank spaces, but a few 13(13.2%) students expressed disagreement and strong disagreement to the statement.

Furthermore, as indicated in item 10, 68(69.4%) of the respondents expressed that the activities like placing a specified words in to their correct positions in sentences are designed in the material. Too limited number 10(10.2%) of the learners expressed their disagreement and strong disagreement with the statement. Likewise, item 11 shows that 71(72.2%) of the learners expressed their agreement and strong agreement with the statement saying the tasks or activities in the material are designed explicitly focusing on grammar rules. In contrary, 11(11.2%) of subjects disagree with the statement.

The last item in the same table shows that 53(54.1%) of the respondents suggested that most of the grammar activities in the teaching material are presented implicitly.26 (26.5%)Of them expressed their agreement and strong disagreement to the item.

Table 18: Students’ response on Suitability of tasks or activities for their interest

| Ways that grammar activities are presented | | Response | | | | | | Total |
|--|---|----------|------|------|------|------|------|-------|
| ie m No | The activities and exercises in English grade 11 teaching material are: | | SA | A | U | D | SD | |
| 13 | interesting and arousing your interest to use language because they provide occasion for you to interact with each other, allow you to draw on present realities as well as your distant future goals | F | 19 | 13 | 11 | 39 | 16 | 98 |
| | | % | 19.4 | 13.3 | 11.2 | 39.8 | 16.3 | 100 |
| 14 | related to your personal background, experience or your real-life situation | F | 24 | 19 | 10 | 26 | 19 | 98 |
| | | % | 24.5 | 19.4 | 10.2 | 26.5 | 19.4 | 100 |

Regarding motivational value of the activities, Table18 depicts that majority 55(56.1%) of the respondents are dissatisfied that activities in the teaching material are interesting and arousing their motive to use the language. 32(32.5%) of the respondents expressed

that the activities and tasks in the material are not interesting and arousing their motive to use the language for real communication. But a few 11(11.2%) of them have no idea concerning the item. Moreover, in the same table, the highest number of respondents 45(45.9%) said disagree and strongly disagree to the item 14. In contrary, 43(43.9%) respondents agreed and strongly agreed to the item which says activities in the material are related to your personal background, experience and their real-life situations.

Table 19: Students’ response on how frequently the following mechanical drills are implemented in the classroom

| Item | Response | Response | | | | | Total |
|------|--|----------|--------|----------|--------|-------|-------|
| | | F | Always | Disagree | Rarely | Never | |
| 15 | In insolated sentence level | F | 37 | 37 | 14 | 10 | 98 |
| | | % | 37.8 | 37.8 | 14.3 | 10.2 | 100 |
| f16 | In the manner that needs you change the structure in some prescribed manner like from plural to singular, active to passive...etc. | F | 40 | 36 | 17 | 5 | 98 |
| | | % | 40.8 | 36.7 | 17.3 | 5.1 | 100 |
| 17 | In the manner that need you pick the correct item from given two or more choices to fill a blank space | F | 41 | 32 | 19 | 6 | 98 |
| | | % | 41.8 | 32.7 | 19.4 | 6.1 | 100 |
| 18 | Explicitly focusing on grammar rules and forms | F | 42 | 32 | 15 | 9 | 98 |
| | | % | 42.9 | 32.7 | 15.3 | 9.2 | 100 |
| 19 | In the form that needs you place a specified word in to its correct position in a sentence | F | 19 | 38 | 23 | 18 | 98 |
| | | % | 19.4 | 38.8 | 23.5 | 18. | 100 |

| | | | | | | | |
|----|--|---|------|------|------|------|-----|
| | | | | | | 4 | |
| 20 | In the blank that needs to be completed using the suitable form of the word in the parenthesis | F | 32 | 33 | 27 | 6 | 98 |
| | | % | 32.7 | 33.7 | 27.6 | 6.1 | 100 |
| 21 | Gap filling activities | F | 24 | 42 | 16 | 16 | 98 |
| | | % | 24.5 | 42.9 | 16.3 | 16.3 | 100 |

According to table 19, item 15 indicates that 74(75.6%) of respondents said that activities are always and sometimes implemented at isolated sentence level drills, but 24(24.5%) said it is rarely and never implemented in that way.

Besides, as to item 16, highest number 40(40.8%) and 36(36.7%) of the respondents selected both options „always and sometimes“ respectively for the item that says grammar lessons are implemented in the way that need learners change the structure in some prescribed manner like from plural to singular, active to passive...etc. but 5(5.1%) of the respondents said that these kinds of activities are never implemented in the classroom. Similarly, 73(74.5%) respondents suggested that grammar lessons are always and sometimes practiced in the manner that require them pick correct item from given two or more choices to fill the blank spaces. However, a few number of 25(25.5%) sample population responded that grammar lesson is rarely and never implemented in that way. Furthermore, according to the item 18, maximum number 74(75.6%) of the subject responded that grammar lesson is always and sometimes implemented explicitly focusing on grammar rules and forms. But 24(25.5%) of learners said it is rarely and never practiced in that way.

Likewise, 57(58.2%) of the respondents said that it is always and sometimes implemented in the form that needs learners place a specified word in to its correct position in a sentence.

65(66.4%) of the respondents stated that the activities are given in the form of slot-filler that need to be completed using suitable form of the words in the parenthesis. Participants were also requested to forward their view whether gap filling activities are implemented. Accordingly, 66(67.4%) of respondents stated that gap filling activities are always and sometimes implemented in the classroom.

From these, we can deduce that isolated and form focused sentences are dominantly implemented in the classroom. So, it is impossible to achieve the objective of communicative grammar teaching by these situations. The following table also verifies this.

Table 20: Students’ response on how frequently the following communicative grammar activities are implemented in the classroom

| | | Response | | | | | |
|------|---|----------|------------|---------------|------------|-----------|-------|
| Item | How often grammar lesson is implemented in the following manner? | | Alwa ys | Someti mes | Rarel y | Neve r | Total |
| 22 | In meaningful context and situation | F | 7 | 24 | 25 | 42 | 98 |
| | | % | 7.1 | 24.5 | 25.5 | 42.9 | 100 |
| 23 | By providing activities that relate form, meaning and use of language | F | 11 | 20 | 26 | 41 | 98 |
| | | % | 11.2 | 20.4 | 26.5 | 41.8 | 100 |
| 24 | Through listening texts | F | 18 | 28 | 30 | 22 | 98 |
| | | % | 18.6 | 28.6 | 30.6 | 22.5 | 100 |
| 25 | Through reading texts | F | 12 | 31 | 32 | 23 | 98 |
| | | % | 12.2 | 31.6 | 32.7 | 23.5 | 100 |

| | | | | | | | |
|----|------------------------------------|---|------|------|------|------|-----|
| 26 | By using visual aids and materials | F | 18 | 19 | 27 | 34 | 98 |
| | | % | 18.4 | 19.4 | 27.6 | 34.7 | 100 |
| 27 | Through Information gap activities | F | 21 | 32 | 28 | 17 | 98 |
| | | % | 21.4 | 32.7 | 28.6 | 17.3 | 100 |

In Table 20, item 22 depicts that 67(68.4%) of the respondents expressed that grammar lesson is rarely and never implemented in meaningful context and situation. But 31(31.6%) of the target population stated that it is always and sometimes implemented in meaningful context and discourse. This demonstrates that presenting grammar lessons is dominantly seen in context free situations.

Likewise, in item 23, highest number 67(68.4%) of respondents replied that teachers rarely and never implement grammar through providing activities that relate form, meaning and use of the language. Moreover, in the same table, item 24 reveals that the maximum number 52(53.1%) of the respondents suggested that grammar lesson is rarely and never implemented in the classroom through listening texts. However, 46(47%) respondents said it is always sometimes practiced by using listening texts. Item 25 also depicts those 43(43.8%) respondents agreed that the lesson is always and sometimes implemented through providing reading texts, but 55(56.2%) of the subjects said it is rarely implemented through using reading texts.

In addition, participants were requested to suggest on the use of visual aids in teaching grammar lessons in the classrooms. Based on this, 61(62.3%) of the target population replied that grammar lesson is rarely and never implemented by using visual aids and materials. in contrary, 37(37.8%) respondents said that it is always and sometimes practiced though using visual aids and materials.

Finally, item 27 reveals that 53(54.1%) of the respondents replied that the lesson is always and sometimes put in to practice by using information gap activities. Furthermore, frequency of using classroom organizations during grammar lessons has a great effect on

development of learners’ English proficiency. Due to this, sample population were asked to suggest on how frequently grammar activities are implemented by using pair and group works. It is presented subsequently.

Table 21: Students’ response on how frequently the following classroom organizations are used

| Item | How often does your teacher use the following strategies in the classroom? | Response | | | | | Total |
|------|--|----------|----------------|-----------|--------|-----------|-------|
| | | F | Al wa ys | Sometimes | Rarely | Neve r | |
| 28 | Whole class work | F | 41 | 33 | 21 | 3 | 98 |
| | | % | 41.8 | 33.7 | 21.4 | 3.1 | 100 |
| 29 | Individual work | F | 29 | 31 | 25 | 13 | 98 |
| | | % | 29.6 | 31.63 | 25.5 | 13.26 | 100 |
| 30 | Pair work | F | 18 | 22 | 34 | 24 | 98 |
| | | % | 18.4 | 22.4 | 34.7 | 24.5 | 100 |
| 31 | Group work | F | 21 | 21 | 21 | 35 | 98 |
| | | % | 21.4 | 21.4 | 21.4 | 35.7 | 100 |

As can be noted from table 21, item 28 shows that majority of the subjects 74(75.5%) stated that whole-class participants’ organization was always and sometimes used to implement grammar activities. In other words, teacher to student/class or vice versa approach dominated the implementation of grammar lessons in the classroom situation. 24(24.5%) of them replied that activities were rarely and never provided and implemented by using whole-class participants’ organization. This indicates that whole-

subjects were required to respond concerning the frequency of using pair work for implementing grammar lessons in the classroom. Consequently, 58(59.2%) of the respondents said that they rarely and never do grammar activities in pair, but 40(40.8%) of the subjects responded that they always do the lesson in pair.

Concerning group work activity, most 56(57.1%) of the respondents said that they rarely and never do the grammar activities in group. Some 42(42.4%) of them said that they do their activities in groups. From this, it is possible to conclude that pair and group works are given little attention during implementing grammar lessons in the classroom. Item 5 in table 21 verified as well.

This reveals that implementing grammar lessons in pairs and groups is neglected, and individual works dominated the other.

In general, from the students' questionnaire, it is possible to infer that the tasks and activities in the material are designed and implemented focusing on form of the target structure, and presented at isolated sentences level. In other words, the activities are not contextualized and embedded in authentic discourse (i.e. they are mechanical drills). Moreover, they are not suitable to pair work, group work, role play and games, and they are not appealing to learners' interest as well. As a result, it is unlikely that the objectives of communicative grammar teaching would be achieved by these situations.

CHAPTER FIVE

5. Summary of findings, Conclusion and Recommendations

5.1. Summary of the Findings

The main objective of this study was to examine the features that grammar activities are designed and implemented in line with communicative grammar teaching. The research is Descriptive Design and the researcher used both qualitative and Quantitative approach to triangulate the data. The data obtained through different instruments were analyzed and interpreted. Accordingly, the findings of the study are summarized subsequently.

According to the result of content analysis, the highest number 47(81.02%) of activities in the teaching material are communicative and contextualized. In other words, most of the activities were presented at discourse level. They are designed at discourse level than at discrete sentence level. The students' questionnaire proved this as well. As the result of the questionnaire depicts, majority 53(53.51%) of the respondents were satisfied with the item saying that the activities and tasks in ELT material are communicative in nature. In contrary, few 11(18.9%) of them believed that the activities are designed at discrete sentence level. This reveals the existence of too limited number of structural tasks in the material. Furthermore, as the observation data indicates, most of the classroom activities were isolated sentences and mechanical drills, and the grammar lessons were implemented explicitly focusing on forms. The examples were given at isolated sentence level without context and situations. For instance, result obtained from observation by using COLT observation checklist indicated that 8(100%) of the observed classes did not show contextualized and discourse-based grammar activities. Also, during classroom observations through video camera, the teachers were using activities like substitution, transformation and gap filling activities. Nevertheless, as to the result from classroom observation, in some lessons, there were clear signal of the beginning and end of mini-phases of the lessons. In other words, the instruction or exchanging of question and answer has transaction (i.e. recognizable start and finish). This indicates that there is initiation-response and follow up in the exchange, but there was no recycling of the exchange.

Moreover, the teachers were main actors in every activity, and there was little opportunity for the students to interact with each other in pairs and groups. During implementation of grammar lessons, the teachers could have encouraged learners interact among themselves in pairs and groups. Moreover, the learners' questionnaire also confirmed this. As can be noted from it, majority of the subjects 75(75.5%) indicated that whole-class organization was always and sometimes used to implement grammar activities. In other words, teacher to student/class or vice versa approach dominated the implementation of grammar lessons in the classroom situation. Only 24(24.5%) of them replied that activities were rarely and never provided and implemented by using whole-class participants' organization. Moreover, the highest number 58(59.2%) of the respondents suggested that they rarely and never do grammar activities in pair, but 40(40.8%) of the subjects stated that they always and sometimes do the lesson in pair. Concerning group work activity, most 56(57.1%) of the respondents stated that they rarely and never do the grammar activities in group.

Besides, according to both content analysis and classrooms' observation, activities are not related to learners' experience, and background information. In other words, the grammar activities are not related with their personal experience, do not provide occasion for them to interact with each other, and do not allow them to draw on present realities as well as their distant future goals. Classroom observation shows that in very limited lessons, the teachers tried to relate the lessons with the learners' personal background information. This might have motivated and aroused their interest towards involving in classroom interaction and communicating meaning using target structure. The result of the questionnaire proved this as well. The subjects were requested to respond regarding motivational value of the activities. Consequently, majority 39(39.8%) of the respondents were satisfied that activities in the teaching material are interesting and arousing their motive to use the language. Moreover, the highest number of respondents 45(45.9%) satisfied that the activities in the material are related to their personal background and their real-life situations. So, it contributes much to arouse learners' motive and interest towards active interactions among themselves.

5.2. Conclusion

Based on the above findings of the study, it is possible to conclude the followings. These are

- ❖ First, the grammar tasks and activities in the material were designed at discourse level but implemented at isolated sentence level rather than discourse level.
- ❖ Second, during classroom implementation, in exchanging questions and answers between teachers and learners. These indicate that there were a few initiation-responses and follow up procedures in the exchange, but there was no recycling of the exchange.
- ❖ Third, the tasks and activities were not suitable for pair work, group work, role play and games; therefore, it is unlikely that the grammar tasks and activities presented in the material and implemented in the classroom support learners in order to communicate and interact with each other in pairs and groups. Implementing grammar lessons by using whole-class participants' organization was mostly used. In other words, teacher to student/class or vice versa approach dominated the implementation of grammar lessons in the classroom situation, but doing grammar activities in pairs and groups was neglected.
- ❖ Finally, the activities and tasks are related with students' personal background and experience; but the teachers do not provide occasion for them to interact with each other; do not allow them to draw on present realities as well as their distant future goals. Besides, grammar lessons were not supported and implemented by using visual aids and materials. So, they were not appealing to learners' interest.

5.3. Recommendations

According to the above summary and conclusion, the researcher recommends following points. These are

- ❖ Teachers should be given continuous training on Communicative Language teaching.
- ❖ The contents of the National Examinations are more of structural approach, but they should be more of communicative approach.
- ❖ Design activities that require students to use grammar to convey meaning, not just memorize rules.
- ❖ Focus on correcting errors that hinder communication, rather than focusing on minor grammatical mistakes.
- ❖ Gradually move to freer practice activities that allow students to use grammar creatively.
- ❖ Provide constructive feedback on students' language use to improve communication ability.
- ❖ Practice grammar through conversations and listening activities.

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Appendices

Appendix 1

MEKELLE UNIVERSITY SCHOOL OF GRAGUATE STUDIES DEPARTMENT OF FOREIGN LANGUAGES AND LITERATURE

Survey questionnaire

Dear learner,

This questionnaire is prepared in order to collect data for educational research in second or foreign language learning and teaching. It has two sections. The questions in the first section of this questionnaire focus on the design and nature of communicative grammar activities or tasks presented in your English Grade 11 text book. The questions in the second section of this questionnaire focus on the ways of implementing these activities or tasks in the classroom situation. So, your genuine response for each question has a great value in success of this study. As a result, you are kindly requested to provide response to each question.

Please, do not write your name on the questionnaire. The information provided by you will be kept strictly confidential, and it will not be used to evaluate you in any means.

I am grateful for your collaboration.

Thank you very much!

Section One: Instruction: The Following Rating Scale Questions Focus on The Ways That Communicative Grammar Activities or Tasks Teaching Material Are Presented. So, Put the Tick (√) On the Ways That the Activities in The Material Are Presented.

Key: SA=strongly agree, A=agree, U= Uncertain, D=disagree, SD=strongly disagree

| No. | Way that activities are presented | SA | A | U | D | SD |
|-----|---|----|---|---|---|----|
| 1. | English Grade 11 Text Book teaching material includes activities and tasks that are communicative in nature | | | | | |
| 2 | Activities in the material need you insert appropriate forms of the words in the parenthesis | | | | | |
| 3 | Activities in the material need you change the structure in some prescribed manner like from singular to plural, active to passive...etc. | | | | | |
| 4 | Most activities in the material need you pick the correct item from given two or more choices to fill a blank | | | | | |
| 5 | Most exercises or activities in the material are presented in isolated sentence level drills | | | | | |
| 6 | The activities and tasks in the material are designed in meaningful context and situations | | | | | |
| 7 | The activities and tasks of grammar in the teaching material are integrated with other skills like reading, writing, speaking and listening | | | | | |
| 8 | Activities like placing a specified word in to its correct position | | | | | |

| | | | | | | |
|-----|---|--|--|--|--|--|
| | in sentences are designed in the material | | | | | |
| 9 | The activities and tasks in the material help you interact with each other through group work, pair work, role play and games | | | | | |
| 10 | The tasks or activities in the material are embedded in authentic discourse | | | | | |
| 11 | Most of the grammar activities in the teaching material are presented implicitly | | | | | |
| 12 | The activities in the teaching material integrate form, meaning and function of the language | | | | | |
| 13 | The activities and exercises are interesting and arousing your interest to use language | | | | | |
| 14. | The tasks or activities in the material are designed explicitly focusing on grammar rules | | | | | |
| 15 | The activities in the material are related to your personal background, experience or your real-life situation | | | | | |

I. **Section two: Instruction: the following questions focus on the ways that communicative grammar activities or tasks implemented in your English Grade 11 text book. So, put the tick (√) on how often the communicative grammar lesson is implemented in the following manner.**

| Item | How often grammar is implemented in the classroom in the following manner? | Always | Some times | Rarely | Never |
|----------|--|--------|------------|--------|-------|
| 16 | In insolated sentence level | | | | |
| 17 | In the manner that needs you change the structure in some prescribed manner like from plural to singular, active to passive...etc. | | | | |
| 18 | In the manner that need you pick the correct item from given two or more choices to fill a blank | | | | |
| 19 | In meaningful context and situation | | | | |
| 20 | Explicitly focusing on grammar rules and forms | | | | |
| 21 | In the form that needs you place a specified word in to its correct position in a sentence | | | | |
| 22 | Activities that relating form, meaning and use of language | | | | |
| 23 | In the blank needs to be completed using the suitable form of the word in the parenthesis | | | | |
| 24 | Through listening texts | | | | |
| 25 | Through reading texts | | | | |
| 26 | By using visual aids and materials | | | | |
| Item No: | How often does your teacher use the following activities in teaching learning grammar lesson in the classroom? | | | | |

| | | | | | |
|----------|---|--|--|--|--|
| 27 | Gap filling activities | | | | |
| 28 | Information gap activities | | | | |
| Item No. | How often do your teachers use the following strategies in teaching learning process of grammar activities in the classroom? | | | | |
| 29 | Individual work | | | | |
| 30 | Pair work | | | | |
| 31 | Group work | | | | |
| 32 | Whole class work | | | | |

COLT Observation Checklist

School Name _____ Number of learners“ _____.

Department _____ Date of observation _____

Section _____ Lesson topic _____

| Item No. | Part one: The way that grammar activity was implemented in the classroom | Ob.1 | | Ob. 2 | |
|----------|--|------|----|-------|----|
| | | Yes | No | Yes | No |
| 1 | Teacher provides new grammar points inductively | | | | |
| 2 | Teacher used charts, picture or visual materials | | | | |

| | | | | | |
|----|--|--|--|--|--|
| 3 | Teacher relates lesson with learners' personal experience, background information or their real-life situation | | | | |
| 4 | Teacher gives several examples of rules before explaining grammar points | | | | |
| 5 | Teacher presents activities with context and discourse | | | | |
| 6 | Learners discover the grammar rule by themselves | | | | |
| 7 | Teacher provides communicative activities | | | | |
| 8 | Learners interact by using problem solving and information gap activities | | | | |
| 9 | Learners practice mechanical drills pattern activities | | | | |
| 10 | Teacher emphasizes on balancing form, meaning and use | | | | |
| 11 | Learners are engaged in extensive production of utterance containing the new structure. | | | | |
| 12 | Learners do substitution and transformation activities with control practice | | | | |
| 13 | Learners are provided authentic material | | | | |
| 14 | Grammar activities are integrated with other skills | | | | |
| 15 | Teacher used variety of activities | | | | |
| 16 | Teacher writes the error and gives feedback and correction cognitively after learners' communication | | | | |
| | Part Two: Participants Organization | | | | |
| 17 | Whole class | | | | |

| | | | | | |
|----|--|--|--|--|--|
| | A. Teacher to Student/class or vice versa | | | | |
| | B. Student to Student/Student to class or vice versa | | | | |
| 18 | Individual work | | | | |
| 19 | Pair work | | | | |
| 20 | Group work | | | | |

Source: COLT observation scheme slightly adapted and modified from (Frohlich, et al., 1985)

Appendix 3

Result of classroom observation rated by two observers (Four times each)

| Item No. | Part one: The way that grammar activity was implemented in the classroom | Response | | | |
|----------|--|----------|------|----|------|
| | | Yes | | No | |
| | | F | % | F | % |
| 1 | Teacher provides new grammar points inductively | 3 | 37.5 | 5 | 62.5 |
| 2 | Teacher used charts, picture or visual materials | - | - | 8 | 100 |
| 3 | Teacher relates lesson with learners' personal experience, background information or their real-life situation | 1 | 12.5 | 7 | 87.5 |
| 4 | Teacher gives several examples of rules before explaining grammar points | 5 | 62.5 | 3 | 37.5 |
| 5 | Teacher presents activities with context and discourse | 2 | 25 | 6 | 75 |
| 6 | Learners discover the grammar rule by themselves | 2 | 25 | 6 | 75 |
| 7 | Teacher provides communicative activities | - | - | 8 | 100 |
| 8 | Learners interact by using problem solving and information gap activities | 3 | 37.5 | 5 | 62.5 |
| 9 | Learners practice mechanical drills pattern activities | 8 | 100 | - | - |
| 10 | Teacher emphasizes on balancing form, meaning and use | 1 | 12.5 | 7 | 87.5 |
| 11 | Learners are engaged in extensive production of | 2 | 25 | 6 | 75 |

| | | | | | |
|----|--|---|------|---|------|
| | utterance containing the new structure. | | | | |
| 12 | Learners do substitution and transformation activities with control practice | 8 | 100 | - | - |
| 13 | Learners are provided authentic material | 1 | 12.5 | 7 | 87.5 |
| 14 | Grammar activities are integrated with other skills | 2 | 25 | 6 | 75 |
| 15 | Teacher used variety of activities | 5 | 62.5 | 3 | 37.5 |
| 16 | Teacher writes the error and gives feedback and correction cognitively after learners' communication | 3 | 37.7 | 5 | 62.5 |
| | Part Two: Participants' Organization | | | | |
| 17 | Whole-class | | | | |
| | C. Teacher to Student/class or vice versa | 6 | 75 | 2 | 25 |
| | D. Student to Student/Student to class or vice versa | 5 | 62.5 | 3 | 37.5 |
| 18 | Individual work | 4 | 50 | 4 | 50 |
| 19 | Pair work | 3 | 37.5 | 5 | 62.5 |
| 20 | Group work | 1 | 37.5 | 7 | 87.5 |

Appendix 4A

The result of communicative and mechanical drills activities counted by three individuals from ELT material

| | Nature of activity | J1 | J2 | J3 | Average | % |
|---|---------------------------|-----------|-----------|-----------|----------------|----------|
| 1 | Communicative | 8 | 14 | 12 | 11 | 81.03 |
| 2 | Mechanical drills | 50 | 44 | 46 | 47 | 18.97 |
| | Total | 58 | 58 | 58 | 58 | 100 |

Appendix 4B

The result of activities suitable for individual, pair and group work counted by three individuals from ELT material

| Nature of activity | J1 | J2 | J3 | Average | % |
|---------------------------|-----------|-----------|-----------|----------------|----------|
| Suitable for | | | | | |
| A. Individual work | 49 | 54 | 46 | 49.7 | 85.7 |
| B. Pair work | 6 | 2 | 9 | 5.7 | 9.82 |
| C. Group work | 3 | 2 | 3 | 2.66 | 4.58 |
| Total | 58 | 58 | 58 | 58 | 100 |

Appendix 5 A

Criteria to Analyze Grammar Activities or Exercises in the Material

| | | | Nature of activity | Activity suitable for |
|--|--|--|---------------------------|------------------------------|
| | | | | |

| | Topic | | | Contextualized or Communicative | Sentence level or form focused | Appealing to learners' interest | Integrated with other skills | Isolated from other skills | Individual work | Pair work | Group work | Role play | |
|-----|---------------------------------|------------|----|---------------------------------|--------------------------------|---------------------------------|------------------------------|----------------------------|-----------------|-----------|------------|-----------|--|
| 1 | Gerund | A | 8 | √ | | | | | | | | | |
| | | B | 9 | √ | | | | | | | | | |
| | Common nouns | 1.1 | 9 | | | | | | | | | | |
| | Proper nouns | 1.2 | 10 | | | | | | | | | | |
| | Abstract nouns | 1.3 | 11 | | | | | | | | | | |
| | Collective nouns | 1.4 | 11 | | | | | | | | | | |
| | Countable and uncountable nouns | 1.5 | 12 | | | | | | | | | | |
| | Compound nouns | 1.6(I, II) | 16 | | | | | | | | | | |
| | | 1.6(III) | 15 | | | | | | | | | | |
| 1.6 | | 16 | | | | | | | | | | | |
| 2 | Verb | 2.1 | 20 | | | | | | | | | | |
| | | 2.2 | 28 | | | | | | | | | | |

Appendix 5B

Criteria to Analyze Grammar Activities or Exercises in the Material

| Unit | Topic | Activity or exercise | Page Number activity found | Nature of activity | | | | | | Suitable for | | | | |
|------|-------|----------------------|----------------------------|---------------------------------|--------------------------------|---------------------------------|------------------------------|----------------------------|-----------------|--------------|------------|-----------|------------------|--|
| | | | | Contextualized or Communicative | Sentence level or form focused | Appealing to learners' interest | Integrated with other skills | Isolated from other skills | Individual work | Pair work | Group work | Role play | Whole class work | |
| | | | | | | | | | | | | | | |
| 2 | Verb | 2.3 | 30 | | | | | | | | | | | |
| | | 2.4 | 32 | | | | | | | | | | | |
| | | 2.5 | 34 | | | | | | | | | | | |
| | Tense | 2.6 | 36 | | | | | | | | | | | |
| | | 2.7 | 37 | | | | | | | | | | | |
| | | 7 | 38 | | | | | | | | | | | |
| | | 8 | 38 | | | | | | | | | | | |
| | | 9 | 38 | | | | | | | | | | | |
| | | 10 | 39 | | | | | | | | | | | |
| | | 11 | 39 | | | | | | | | | | | |
| | | 12 | 40 | | | | | | | | | | | |
| | | 1 | 40 | | | | | | | | | | | |

Appendix 5C

Criteria to Analyze Grammar Activities or Exercises in the Material

| Unit | Topic | Activity or exercise | Page Number activity found | Nature of activity | | | | | Suitable for | | | |
|------|-----------------------------|----------------------|----------------------------|---------------------------------|--------------------------------|---------------------------------|------------------------------|----------------------------|-----------------|-----------|------------|-----------|
| | | | | Contextualized or Communicative | Sentence level or form focused | Appealing to learners' interest | Integrated with other skills | Isolated from other skills | Individual work | Pair work | Group work | Role play |
| 2 | Passive | - | 48 | | | | | | | | | |
| | | 2 | 49 | | | | | | | | | |
| | | 3 | 49 | | | | | | | | | |
| | Modal auxiliary | 4 | 55 | | | | | | | | | |
| | | 5 | 56 | | | | | | | | | |
| | | 6 | 57 | | | | | | | | | |
| 3 | Adverbs | 1 | 70 | | | | | | | | | |
| | | 1 | 73 | | | | | | | | | |
| | | 2 | 73 | | | | | | | | | |
| | | 1 | 80 | | | | | | | | | |
| 4 | Preposition and conjunction | | 84 | | | | | | | | | |
| | | | 90 | | | | | | | | | |

Appendix 5E

Criteria to Analyze Grammar Activities or Exercises in the Material

Declaration

I declare that this thesis is my original work; has not been submitted for any degree in any university or college, and all the references that were used for this research purpose have been properly acknowledged.

Name: Amanuel G/Medhin Meles

Sign: _____

Place: Mekelle University: Department of Foreign Languages and Literature

Date of submission: _____

