

# Innovations

## **English Teachers' Conceptions of Grammar Teaching Methods and their Classroom Practices in EFL Context: The case of West Shoa Zone Secondary schools, Oromia Regional State, Ethiopia**

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**Abstract:** *The study aims to investigate the teachers' conceptions of grammar teaching methods Oromia Regional state West Shoa Zone. Ethiopia, Teachers' conceptions of grammar teaching methods has a great impact on teaching plan and teaching strategies used by the teachers in actual teaching practice. The subjects of the study were one hundred twenty English language teachers selected by using census technique/available population from eighteen government Secondary schools West Shoa Zone of Oromia. A concurrent mixed research design was employed to achieve the research objective. The data were collected through questionnaire and interview from secondary school EFL teachers. Then, the data were analyzed both qualitatively through transcriptions by verbatim and quantitatively by using descriptive statistical tools such as frequency mean and percentage. The results showed those teachers' conceptions about grammar teaching methods. The teachers are following the traditional way of grammar teaching methods where they play role as a source of knowledge And the students are considered passive learners who receive knowledge from the teachers*

**Keywords:** *EFL, Teachers', conceptions, Grammar, methods, classroom practice*

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### **Introduction**

This paper investigates the high school English teachers' conceptions of 'grammar teaching 'methods and their classroom teaching practices. The fact that teachers' beliefs influence their classroom behavior and pedagogical practice is well-established (Nespor 1987; Pajares 1992): beliefs help teachers to 'interpret and simplify' information (Calderhead 1996), guiding decision-making by acting 'as a filter through which a host of instructional judgments and decisions are made' (Fang

1996). For grammar teaching, the study of beliefs has particular relevance: Nespor has suggested that beliefs are particularly important in helping to deal with 'ill-defined' situations where teachers have to deal with a number of simultaneous and competing interactions, demands and priorities in the classroom (1987), and Borg and Burns add that 'in the absence of uncontested conclusions about what constitutes good practice, teachers base instructional decisions on their own practical theories' (2008,). Grammar-teaching constitutes just such an 'ill-defined' and 'contested' domain, so the beliefs held by teachers are likely to have a particularly strong influence on their practice.

Success in education requires students to have effective communication skills using the basic language skills in English language. Achieving effective communication skills requires active participation in the language skills. Students are expected to read longer texts critically and take notes properly. They are also required to listen to lectures and take notes accordingly. Making oral and written presentations effectively and writing academic essays of different purposes appropriately are also their academic activities. Grammar is a means for carrying out these all communicative activities. In line with this, (Camp and Satterwhite, 2002) state that using all communication skills strengthens the ability to communicate effectively and promotes success in academic and work career.

Language teaching, a teacher-oriented term, consciously attempts to merge teaching with the practicality of learning. The outcome of teaching is realized in the arena of various classroom situations. The pedagogy or the art of teaching aims to establish teaching as a self-conscious enquiring enterprise on the part of the teachers. On the other hand, classroom activities are the realization of the theoretical principle, which the teachers need to incorporate to meet the demands of teaching. Any language teaching theory needs to be made explicit if its relevance to

pedagogy is to be effectively assessed, however; theories are nothing but abstractions. These abstractions are actualized techniques employed in particular circumstances of the different classrooms. The importance of the role of the individual cannot be denied in this regard. The researcher establishes a hypothesis and sets up experiments to test it. The result may either support the hypothesis or reasonably reject it. In this case, the researcher has designed techniques to test and reformulate the hypothesis. Likewise, the principles adopted by the language teachers. Correspond to their hypothesis and their techniques to experiments (Richards & Rodgers, 2014)

**2. Literature Review:** To deliver effective teaching, teachers decide on methodologies and locate the areas where adjustments need to be made to cover abstraction with actual. This will convert language teaching to a Problem-solving

activity. The central task of pedagogy is to find a framework which is most effective for learning; such a framework of language teaching makes a distinction between the philosophies of language teaching at the approach level and a set of derived techniques at the procedure level. Teachers' classroom instructions are varied. One fundamental reason the teachers' classroom practice differs is teachers' conceptions (belief, knowledge, learning experience and assumptions). In English Language Teaching, the beliefs about how language should be learned and taught are the significant factors that involve different strategies, materials, media, and evaluation, Richards and Richards cited in (Das, 2010).

There is an agreement in the writing that educating is a complex psychological action, and it is broadly acknowledged that the teachers' origination shapes their instructional choices in the study halls (Tillemma, 2000). As such, what teachers do in their study halls is situated by their conception of training, which are gotten from their convictions, including related involvements, school rehearses, and the teacher's character.

Conceptions and perceptions have been used interchangeably (Kember, 1997). In a more recent study, conceptions and beliefs are stated as different things; it is asserted that conceptions are more accessible; they can be formed consciously, and they carry personal meanings, while beliefs are "driven by emotions" (1997, p. 10), and they are at a more intangible and unconscious level (Entwistle, Skinner, Entwistle, & Orr, 2000). What a teacher believes teaching is about can determine how he/she will teach in the classroom and what teaching strategies will be adopted, and this may, as a result, affect how learners go about their learning and achieve their learning outcomes (Gao & Watkins, 2010; Kember & Gow, 1994; Watkins & Biggs, 2001). The accumulation of an individual's experiences of a particular phenomenon in a particular environment or context constitutes that person's conception (Pratt, 1992)—meaning that the conception of teaching is constructed on one's own through personal experiences.

From the different ideas explained above, teachers' conception is the teachers' mental construction that shapes the teachers' observable practice of teaching. Conception is a mental cognition that may not be observed but reflected in observable one's actions. Hence, teachers come to the class not only with observable teaching materials but also with a pre-conceived understanding of the world that can sometimes affect their teaching activities. Keeping this in mind, better to trace back to the highlight of the history of English Language in Ethiopian that can help us to see EFL teachers' conception of ELT in the EFL context.

Consequently, according to the local context, the English language has a long history and a prominent role in the Ethiopian education system. The Education and Training Policy of Ethiopia (NETP) states it is mandatory to develop students' academic English language skills ranging from primary school level based on a learner-centered approach (NETP, 1994). Moreover, the changes in education policy, such as lowering the age or grade level, reflect the concern given to English language development (NETP, 1994). This is due to the assumption that if students develop their English language competence at a lower grade level, they might easily pursue their secondary and tertiary education with fewer proficiency challenges. To this effect, it was decided to focus much on teachers' training, particularly on teachers' English proficiency. To this end, many pre-service and in-service training programs set by the Ministry of Education in collaboration with British Council and regional governments. In addition, many reforms in curricula and textbooks have been made based on the communicative language teaching approach (NETP, 1994).

Moreover, some investigations have been made around English to improve English language teaching in Ethiopia at all educational levels (Alemu, 2004; Amlaku, 2010; Berhanu, 2000; Birhanu, 2014; Eba, 2014; Adinew, 2015; Fasika, 2014; Haregewain, 2008; Tadesse, 2012; Tamene, 2000 *inter alia*). However, despite the many efforts exerted, teaching English in such a foreign context is difficult because authentic input is non-existent beyond the classroom, especially in public schools in remote areas. In this scenario, English is learned as a subject from grade one through secondary school and used as a medium of instruction from secondary school through tertiary education, which is still considered insufficient for students to master the language effectively to attend their academic study properly.

However, the paradox is that despite all the attempts, the improvements observed in students' academic English skills remain critical even after studying the language for many years. More specifically, students' poor academic English competence in schools where the medium is English is becoming more demanding to different stakeholders, including university instructors (Birbirso, 2013). The situation currently observed among most high school students is worsening from time to time. It is, therefore, possible to argue that high school students' English language proficiency seems to have failed to enable them to meet the academic requirements expected of them.

To the researchers' best knowledge, conducting a study on teachers' conceptions of grammar teaching methods is paramount in an EFL context like Ethiopia. This is because, in Ethiopia, most teachers claim that they implement methods that fit their learners' needs. However, they were observed when they were hardly enough to

implement the appropriate teaching methods that help the students learn in the classroom.

The research into the conception of conceptions of teaching methods teaching is still in its infancy in Ethiopia. Ganjabi (2011) investigated effective English teaching from the students' and teachers' perspectives and found some differences between teachers and students regarding their beliefs about effective language teaching. However, by searching the existing literature, the researcher could not find any study on effective teachers and the relationship between teaching conceptions and teaching practice. Because what counts as practical in one context may not be so in another (Brown & Atkins, 1988, p. 4),

Thus, from my observations of English teachers teaching in surrounding high schools, I noticed that the teachers' methods of teaching grammar is traditional which do not encourage students to actively and actually practice grammar in their learning as much as expected during the teaching-learning process. My teaching experience also confirms a gap between what is expected from English language teachers and what is actually going on in the class. Thus, the researcher felt the need to investigate teachers' conceptions of grammar teaching methods and classroom practice the case of West Shoa zone high schools. The primary goal of the study was to investigate teachers' conceptions of grammar teaching methods and practices among teachers in West Shoa Zone Secondary schools: Therefore, the current study is intended to answer the following research question:

**RQ:**What is Secondary School English language Teachers' Conception of Grammar Teaching Methods?

The study examines teachers' conceptions of grammar teaching methods. The specialist accepts that teachers' conception/mental build has an extraordinary job in their actual practice. Successful teaching, therefore, comes not only from developing good syllabus, text books or policy, but also changing the teachers' held conceptions, convictions and demeanour toward the policy made and the curriculum designed is the first and the preeminent activity to bring educational quality. Ultimately, this research was conducted in the context of Ethiopia, where, for different reasons, high school is a crucial and determining stage in students' life.

Implicit grammar and explicit grammar teaching

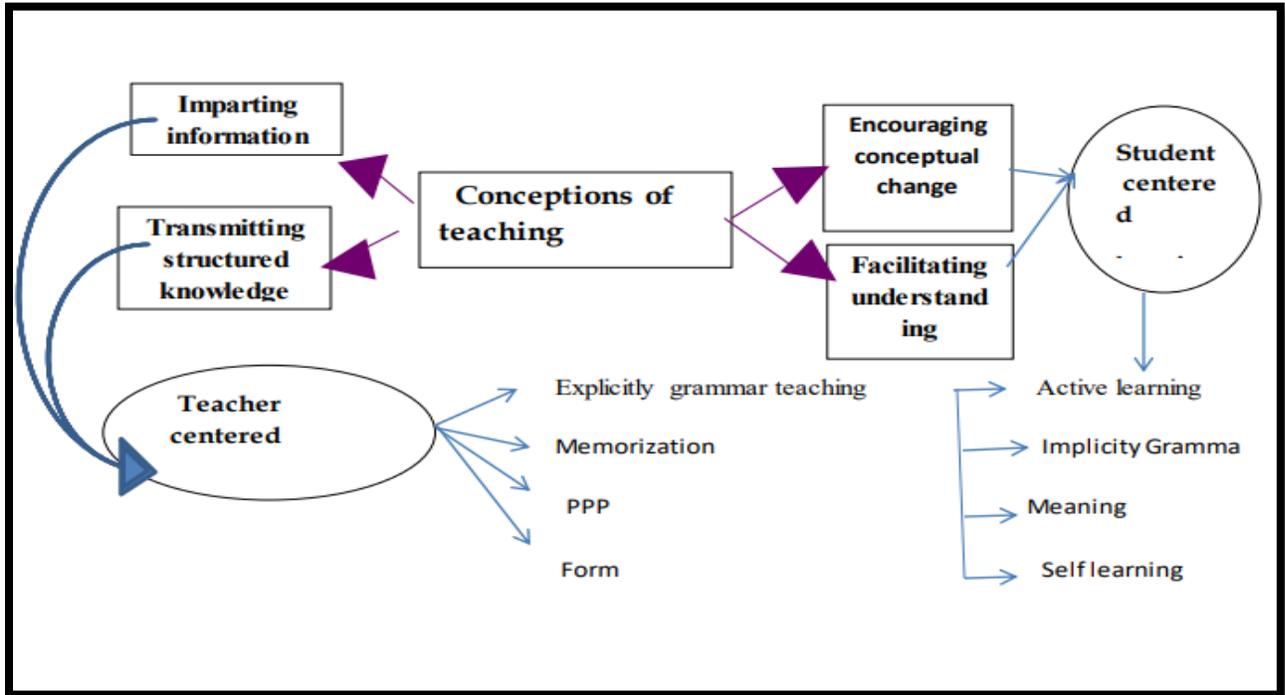
In the field of teaching, two concepts of grammar have been generalized, and also underlie the most frequent definitions of general dictionaries and handbooks of linguistics (Fontich & Camps, 2014; Tuson, 1980).

The first concept of grammar is that of implicit grammar, understood as the system of form combinatory that the speaker commands and that allows the producing and

understanding of a certain language (i.e., learning to speak involves learning the verbal elements and their combinatory in a largely unconscious way). It can be said that the child learns (some authors would say that she acquires) the grammar of her language (cf. Lantolf&Poehner, 2014). So do adults when they learn a second language or additional languages in a natural situation, although, as we see later, it would be necessary to clarify what it means to learn unconsciously. The interpretation of the origin of this internalized grammar is different according to linguistic schools. On the one hand, some approaches adopting a cognitive perspective (e.g., generative studies) consider it to have an innate component, which according to Bronckart (2008) requires that “the processes of noesis(of pure thought) are primary with regard to the processes of semiosis and independent and autonomous with respect to the latter” (p. 7, italics in original) This natural foundation underpins the stability of units of thought and the actual languages would be assumed not to play any part in their formation (i.e., the actual languages would be epiphenomenal). Contrariwise, some other approaches (e.g., rooted in a sociocultural framework) consider that grammar is, on the other hand, constructed in a process of progressive structuring of the input that learners receive from the environment. It could be said that while for the former perspective grammar allows for communication, the latter entails that it is communication that triggers a sedimented set of rules that we call grammar knowledge—that is, while rules may help to explain how a language works, rules are not the origin of languages (see Hopper, 1998; and see also Fontich, 2016 for a discussion).

The second concept of grammar falls into a different perspective. Languages have been the object of study and theorization, and such study and theoretical systematization of the structure of languages is also called grammar (Bernárdez, 2008 and 2017; Harris & Taylor, 1989). This is the case of explicit grammar conceived as the science that studies and describes the structures of a certain language (e.g., French grammar, Spanish grammar), as well as, more restrictively, the theory or model of analysis of the structure of languages (e.g., structural, generative, cognitive... as well as pedagogical grammars; Cuenca, 1992). Thus, it is applied to the elaborated and systematized knowledge about the language, its structure and its functioning. According to Taylor (1997), the possibility of such systematization is afforded by languages themselves via reflexive meta-discourse for which “Language could be said to have, not an internal, but an external skeleton” (p. 12). This grammar is conscious and it implies conceptualization and systematization as well as the use of specific terms to name the concepts. Furthermore, it is not learned spontaneously or naturally, but must be taught.

To sum up, teachers' conceptions are likely to impact their practice in one way or another. The following figure reveals the conceptual framework of Teachers' conceptions of grammar teaching methods.



### 3. Research Methods

#### 3.1. Research Design

The study used a concurrent mixed-research design to provide significant insights and thoughts of the participants regarding Teachers' conceptions of grammar teaching methods and classroom practice. A pragmatic worldview combines deductive and inductive thinking by integrating quantitative and qualitative inquiry. It provides a practical and outcome-oriented method of inquiry. It offers a method for selecting methodological mixes that assist researchers in addressing their research objectives in the best possible way (Anteneh, 2012). These epistemological assumptions rely on abductive reasoning by moving back and forth between induction and deduction. Therefore, it helps the current study crosscheck quantitative and qualitative data to arrive at valid and reliable conclusions. Besides, practitioners can use the conceptions of pragmatism as orienting perspectives for critical thinking and decision-making in real-life practice situations (Kaushik & Walsh, 2019). In line with such a worldview, a mixed-methods approach was adopted to perceive that quantitative and qualitative methods can construct a

complete picture of human behavior and experience. The philosophy of pragmatism thus frames the research approaches of the current study.

### **3.2. Population and Sample Size**

The Population of the study comprises of –West Shoa Zone secondary schools grade 11& 12 available Samples of 120 secondary school EFL teachers were selected. The teacher samples were included using the census /complete enumeration technique in which the whole subjects were required to be included. These were the sample sizes for the survey questionnaire.

Sampling for qualitative design is an area of considerable confusion for researchers (Marshall, 1996). Some qualitative researchers state that there is no fixed way to determine the sample size of the population in a qualitative study; however, most qualitative researchers follow the widely accepted model of data sampling known as data saturation (Saumur and Given, 2008). Therefore, classroom observation and an interview were used as data-gathering instruments to substantiate the survey questionnaire. The interview and observation also help the investigators/ researcher understand a given population's deep feelings, perceptions, and values. As a result, a semi-structured interview and observation were employed to gather relevant information from teacher participants who filled in the questionnaire

### **3.3. Data Collection Instruments**

**3.3.1. Questionnaire:** In the present study, questionnaire was used as primary data collection tools. The questionnaire is a widely used data collection tool in educational research to obtain information about the views, attitudes and opinions of individuals or groups within a short period (Best & Khan, 2003). It's simple to complete, helps keep participants focused, is comparatively objective, and can be easily tallied and evaluated. The need to use the questionnaire as a research instrument in this study was related to the following reasons. First, the researcher enables to obtain information about the thoughts, feelings, attitudes, beliefs, values, personalities and intentions of the research participants; hence, different kinds of characteristics from the participant's perspective can be measured by questionnaire. Second, the questionnaire enables the researcher to collect data involving a large number of participants in an efficient way.

Finally, the five-point Likert Scale question was developed for the closed-ended questionnaire to elicit information about English Language Teachers' conceptions of grammar teaching methods The need to use this scale stems from the high coverage of all significant aspects of the content and permits detailed and accurate

comparability between sets of data (Sarantakos, 2005). The researcher developed the questionnaire to obtain information from teachers about their conceptual understanding of Effective Teaching Methods in EFL and actual practice in the classroom. The questionnaires were designed in such a way that Part I can help collect information on personal background of respondents, and part two items that describe how they feel about various aspects of Teaching Methods in EFL classrooms. Likert scale type with five options (strongly agree, =5 agree, =4 undecided, =3 disagree, =2 strongly disagree=1). The open-ended question items request overall suggestions from the teachers. In order to secure the data through five points Likert scale measurement, each response category of positive items was assigned with scores 5, 4, 3, 2, and 1, and reversed for the negative statements, respectively.

### **3.3.2. Interview**

An interview is a commonly used method that helps to gather the required information verbally and in a face-to-face manner, which in turn helps to get verbal and nonverbal communication through reading the interviewee's non-verbal expressions (Best and Kahn, 2003). Further explain that an interview permits a researcher to obtain data that cannot be acquired through other data collection instruments. Hence, with this understanding, face-to-face interviews were held with ten English teachers. Thus, ten teachers were selected for the interview. The interview was conducted based on corresponding research questions and interview guide items set.

To avoid anxiety and encourage the participants to provide honest responses, they were informed of the study's objectives and ensured absolute confidentiality. During the interviews, participants were asked to explain their conceptions on grammar teaching methods.

### **3.4. Methods of Data Analysis**

The quantitative data gathered using the questionnaire was analyzed using descriptive statistical tools. The latest version of SPSS (Version 26) available data analysis) was used to analyze the questionnaire data. In line with the guidelines suggested by Harry & Deborah (2012), frequency percentages, means, and grand means were used to report a series of questions that collectively measure a particular trait. The qualitative data collected through the semi-structured interviews and classroom observation were analyzed thematically in line with the phenomenon graphic approach advanced by Creswell (2012), Marton (1994) as well as Trigwell and Prosser (2004). According to the phenomenon graphic approach, the transcription of interviews should be done verbatim and their analysis iteratively

(Marton, 1994; Trigwell & Prosser, 2004). Hence, based on these guidelines, the data obtained using the semi-structured interviews were transcribed verbatim, and their analysis was conducted iteratively. For easy analysis and anonymity, the participants were coded 1 to 10, using T1- T10. "T" stands for teacher, and the numbers stand for random numbers assigned to the 10 study participants who constituted the primary data sources for this study.

## **4, Results and Discussion**

### **4.1. Discussions**

This article focuses on the first specific objective of the study. The first specific objective of the study is to assess about English teachers' conceptions about grammar teaching methods. The data for achieving this objective is obtained from both questionnaire and interview. The finding result of data from these both instruments showed that English teachers have different understanding about conceptions of grammar teaching methods.

English teachers have different conceptions about grammar teaching methods as it is evident from their response to questionnaire and interview. The conception they have about teacher-centered methods of teaching grammar is greater than the conception they held about student-centered methods of teaching grammar. Most EFL teachers' attention is geared towards the traditional method of teacher-centered methods of teaching grammar through lecturing grammar rules to their students by using memorization of grammar rules directly and explanation of grammar rules explicitly which does not encourage students to use grammar in actual communication situations like writing and speaking activities in different contexts. The other disadvantage of this method is that it does not encourage students to actively participate in the teaching-learning activities which in turn does not encourage independent learning of the students by one's own efforts apart from their teachers' direct contributions. The English teachers' actual classroom practice is highly influenced by their conceptions they firmly held about grammar teaching methods which has a negative impact on students' learning in the actual classroom setting. The teachers have more exposure and experience in teaching grammar through teacher-centered methods than teaching grammar via student-centered methods. The conception they held is contrary to what the English textbook prescribes.

**Table 4.1. Demographic Characteristics**

No	Variables		No	Percent
1	Sex	Male	106	88.3
		Female	14	11.7
2	Qualification	BA/BED	28	23.3
		MA	92	76.7
3	Service Years	1-11 months		1.7
		1-5 years	2	20.8
			25	
		6 & above years	93	77.5

As in table 4:1 indicated about 88(%) of the respondents were male and the rest 12%) female. Regarding their qualification were about 24 % were BA/BED and about77% of the participants were Masters,degrees. It is possible to have conclusion that most of the high school English teachers are master’s degree holders

Regarding year of experiencesonly 1% of the respondents were under 1 year service and 20% of the total participants were year 1-5 teaching experience and the rest 77% were 6 and above teaching experience from this one conclude that majority of Teachers in secondary schools in the study area were more of experienced teachers. But the implementations ofEnglish teachers' Conceptions of Grammar Teaching Methods in Writing and their Classroom Practices in EFL context were below the level.

**Table 4.2. Teachers' Conceptions of Grammar Teaching Methods**

No Item		SA		AG		N		DAG			SDA		Total	(X=Σ)	Mea n
		F	%	F	%	F	%	F	%	F	%				
	Teachers' conceptions of grammar teaching methods in EFL												120		
1	I think Teaching English grammar is a manageable and a rewarding activity that anyone is interested and can do it.	28	23.3	37	30.8	16	13.3	26	21.7	13	10.8	120	401	3.34	
2	I feel Students will learn grammar better if they understand grammatical Terms.	64	53.3	34	28.3	12	10.0	4	3.3	6	5.0	120	506	4.21	
3	I feel that it is essential that students are familiar with the correct grammatical terminology	60	50.0	31	25.8	17	14.2	8	7.0	4	3.0	120	495	4.12	
4	The main role of the teacher in a grammar lesson is to explain the grammar point.	64	53.3	40	36.6	15	12.5	1	0.8	0	0.0	120	527	4.39	
5	It is important to focus on grammar in all lessons.	45	37.5	60	50	9	7.5	6	5	0	0.0	120	220	1.8	

6	Teachers should begin a grammar lesson by explaining how the structure works.	67	56	48	40.0	3	2.5	1	0.8	1	0.8	120	220	1.8
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**Key:** Scale: strongly agree (5); agree (4); neutral (3); disagree (2); strongly disagree (1) Grand mean=3.53

As indicated in table 4.2 above, the EFL teachers' rating of the various aspects of grammar writing Teaching Methods is positive. Only three items were rated negatively by the participant. However, it should be noted that the items included in this section to cross-validate the other items elicited overall positive ratings. The items corroborated the findings of the interview concerning the teachers' conceptions of Grammar Writing Teaching Methods. To this effect, the interview data showed that the teaching methods favored by teachers are mainly learner-centered.

In the same way, the teachers' rating of a similar item in the questionnaire, which has a mean score of 4.65, confirmed this finding. However, the findings of the self-reporting mechanisms are not generally consistent with the findings of the classroom observation. This is because two-thirds of the EFL teachers employed the lecture method to teach the lessons contrary to the learner-centered conceptions of Teaching Methods they held.

Referring to individual items in the Table above, it is evident that the EFL teachers conceived that language teaching aims to develop learners' communicative competence. This can be explained by the 84% of the EFL teachers who agreed with the statement. This result corroborates the interview finding as most of the EFL teachers articulated that developing the learners' communicative competence is the main goal of language teaching. Contrary to the same concept that the self-reporting mechanisms captured, most EFL teachers were preoccupied with lecturing grammar rules to their students in classroom situations. In response to the question that language teaching methods have their theoretical assumptions about teaching and learning, the teachers expressed their agreement in varying degrees. The mean score of 4.65 is evidence thereof. Another principle of teaching English language is for much of class discussion. The majority of the teachers expressed their strong agreement and agreement to this item. Its mean score of 4.59 demonstrates that the EFL teachers believe that English should be used as a normal and expected communication tool and interaction in classroom situations.

**Table4. 3. Teachers' Conceptions of Grammar Teaching Methods**

No	Items	Always (5)		Often (4)		Sometimes (3)		Rarely (2)		Never (1)		Total no.	$(\sum V \times f)$	Mean $\frac{\sum V \times f}{N}$
		F	%	F	%	F	%	F	%	F	%			
	How teachers explain language teaching methods	F	%	F	%	F	%	F	%	F	%	N		
1	I devote time to memorizing grammar rules (on syntax, morphology, orthography, etc.).”	20	16.7	60	50	20	16	15	12.5	5	4.2	120	435	3.3.625
2	I finish my explanations by asking the students to sum up through a metalinguistic grammar phenomenon we have worked upon.	15	12.5	46	38.1	33	27.5	15	12.5	11	9.2	120	399	3.325
3	Attention to grammar ensures that students become aware of how the language works	17	14.2	39	32.5	29	24.2	29	24.2	6	5.0	120	392	3.26
4	I ask questions to stimulate discussion in my teaching than giving	7	5.8	34	28.3	42	35.0	30	25.0	7	5.8	120	364	3.03

5	I give students the opportunity to work out rules from examples.	3	2.5	27	22.5	36	30.0	32	26.7	22	18.3	120	31 7	2.64
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As indicated from table 3, the participants agreed more with items 1, 2, 3, The participants repeated similar responses as they responded in the questionnaire data showed that teachers' conceptions of grammar teaching methods favor the traditional grammar teaching, and they also confirmed in the teachers' self-report items. English language teachers' conceptions of grammar teaching methods were not found to encouraging students to learn grammar through student-centered methods. Rather they were observed in their actual teaching encourage their students to memorize grammar rules than to use grammar in actual in the actual teaching. They give grammar explanation of the rules explicitly through deductive approach than encouraging their students to learn grammar implicitly through inductive approach of problem solving. In this respect, student-centered methods like: discussion and group works for problem solving activities were given less attention than memorization and explanation. This has a negative impact on the students' grammar learning in that it encourages discrete units of using grammar but it discourages students from using grammar for communication. In this regard, the teachers seem to have conceptions about grammar teaching methods in writing through student-centered methods like discussion, group works and problem solving but more of their attention is geared towards the traditional method of teacher-centered methods of teaching like memorization and explanation which discourages students from learning grammar successfully by using it in different kinds of writing activities.

**Table 4.4. Teachers` Self-report Conceptions of Grammar Teaching Methods**

No	Items	Always		Often		Sometimes		Rarely		Never		Total.	$(\sum V \times f)$	Mean $\bar{X} = \frac{\sum v \times f}{N}$
			%		%									
1	I present information to students in lecture format.	38	31.7	50	41	17	14	13	10.8	1	.8	120	468	3.9
2	I use my knowledge of grammar rules to explain complex English sentences to students.	18	15.0	51	42.5	32	26.7	18	15.0	1	.8	120	427	3.55
3	I present patterns in English language for my students to deduce grammar rules on their own	12	10.0	35	29.2	40	33.3	23	19.2	10	8.3	120	376	3.13
4	I do not impede student learning through over use of mother tongue	28	23.3	39	32.5	39	32.5	8	6.7	6	5	120	435	3.62
5	I get students to self-correct their errors	24	20.0	36	30.0	45	37.5	15	12.5	0	0	120	429	3.575
6	Explain the grammar structure; make students participate; and then practise by using the structure.	47	39.2	55	45.8	10	8.3	8	6.6	0	0	120	501	4.17
7	I base my work on problems found in students' productions (e.g. related to	53	44.2	47	39.2	12	10.0	6	5.0	2	1.7	120	503	4.10

	morphology syntax orthography punctuation, etc.).													
8	I help my students to practice language learning skills and strategies.	62	51.7	43	35.8	43	35.8	6	5.0	0	0	120	623	5.19
9	I modify the textbook activities whenever I feel appropriate and necessary for students' learning	17	14.2	29	24.2	57	47.5	15	12.5	2	1.7	120	404	3.36
10	I use the textbook as the primary source of activities for the class.	45	37.5	35	29.2	30	25.0	10	8.3	0	0	120	475	3.95

As seen from table 4 items were designed to gather data on teachers' responses to their actual classroom instructions. These items were categorized into two instructional dimensions: teachers' claimed conceptions of grammar teaching methods and their classroom challenges. Thus, the teacher's self-reported classroom instructions showed those items, 5, 8 and 9 30.0%, 35.8%, and 24.2%, of the participant favored learning strategies that help students whereas the others opposite to the above idea. The English teachers self-report about the conceptions of grammar teaching methods indicate that the teachers use teacher-centered method particularly the lecture method through which students are not encouraged to integrate and then use grammar. Rather their grammar lesson focused on the product approach of learning grammar than on the process of learning grammar through writing activities. The teachers use knowledge of grammar rules to explain complex sentences than encouraging their students to deduce grammar rules from the patterns provided for them by using the textbook as the primary source of activities.

<b>Table 4. 5. Instructional Dimensions</b>														
No	Items	Always (5) (f) %		Often (4) %		Sometimes (3) %		Rarely (2) %		Never (1) %		Total no. particip	$(\sum V \times f)$	Mean $\bar{X} = \frac{\sum V \times f}{N}$
1	In my teaching I encourage participation from the students.	20	16.7	14	11.7	41	34.1	45	37.5	0	0	120	369	3.075
2	I present activities that require application of grammar content as previously introduced.	40	33.2	53	44	10	8.3	15	12.5	3	2.5	120	475	3.95
3	I encourage my students to consider solutions to problems without my help.	26	21.6	30	25	62	51.6	2	1.6	0	0	120	512	4.26
4	I am a resource person in English , primarily in terms of giving and sharing information	31	25.8	43	35.8	16	13.3	17	14.2	13	10.8	120	422	3.51
5	I feel responsible for providing and controlling the flow of content and students should receive it.	25	20.8	35	29.2	45	37.5	15	12.5	0	0	120	430	3.58
6	I act as a role model by demonstrating skills and processes and then as a coach/guide in helping students develop and apply skills	20	16.7	49	40.8	32	26.7	18	15.0	1	0.8	120	429	3.575

	and knowledge													
7	I follow up each student's individual progress in writing grammar	21	17.5	29	24.2	47	39.2	20	16.6	3	2.5	120	453	3.775

**Key:Scale:** Always (5); Often (4); Sometimes (3); Rare (2); Never (1) Grand mean=3.57

As table 5 indicate items were categorized into two instructional dimensions: teachers' claimed conceptions of grammar teaching methods and their classroom teaching practice. Thus, the teacher's self-reported classroom instructions showed none of the of the participants favored learning strategies that help students. Regarding to the English teachers` responses to the instructional dimensions, students are encouraged to participate mostly in student-centered grammar learning activities like problem solving and application of grammar rules. The English teachers on their part provide feedback and content for their students by acting as a role model, a coach and guide during the process of learning grammar which is again part of student-centered method of teaching. According to the result from the above table the teachers rarely found to encourage the students participate in their learning on the contrary the teachers were found to share information through the lecture method being as the resourceful person to the students who are also the sources of knowledge. The fact that the teachers sometimes provide and control the follow of content for the students to receive shows that they are also using the teacher-center method of teaching. This is the indication that their conceptions are mostly inclined towards the traditional grammar teaching methods than the communicative methods of teaching.

The data from the questionnaire generally indicate that English teachers have conceptions of grammar teaching methods wereshown that teacher-centered of teaching grammar with varying degrees. This can be related to their learning experience,teaching experiences and extensive exposures were mainly through the traditional method which has an impact on their today`s classroom actual practices. Though some of the teachers were claiming that they act as facilitator the method the favor is still traditional grammar teaching methods which has rare room for students' independent learning. In other words, grammar lesson is not taught in a communicative approach.

#### **4.2. Analysis of Teachers' interview**

The analysis of data gathered through interview has also shown consistent results with findings of the questionnaires. It has also signified that teachers believe that the teaching method that student centered way of teaching is important. As mentioned in chapter three, an interview was held with ten teachers using a semi structured interview schedule. In order to address these themes, the seven leading questions presented below were raised with relevant probes.

1. Do you think teachers should present grammar to learners before expecting them to use it?

2. How do you see grammar teaching in developing language skills?
3. How do you think the practicability of grammar teaching in your classrooms?
4. What, do you think, should the role of the teacher be in grammar teaching?
5. Would you mention some of the techniques and activities you used in grammar class?
6. What is your opinion on traditional grammar and communicative grammar teaching classroom?
7. Do you try to make your class participatory?

In this section, the interviewees' responses to the above major questions and to respective probes are described, and where possible, an attempt is made to link the findings from the interview, with the results obtained through teachers questionnaire. The interview data proved that teachers have adequate understanding of grammar teaching methods. The interview participants highlighted the conceptions grammar teaching methods in EFL as follows.

Q1 Do you think teachers should present grammar to learners before expecting them to use it?

Seven of the respondents answered

*Yes, and said students need to have the basic concept of the grammar they supposed to learn before asking them on what they have no idea before. The grammar should be first presented to the student and explained in depth. On the contrary the three of them said it is better to begin from students background that means let the students talk about the topic from what they know or guess about the grammar elements they are going to learn and the teacher can use as a feedback and the students may feel learners autonomies*

Q2 How do you see grammar teaching in developing language skills?

The purpose of the second interview question was to elicit information pertaining to the interviewees' perception to the role of grammar teaching in students' language skills development, communicative skills. All of the interviewees considered that grammar help them realize how important oral or writing skills in language. Furthermore, the interviewees believed that it is essential to expose the students to the target language grammatical elements such as parties of speech in order to acquire the language in the way the native speaker believe it is correct.

*One of the interviewees said grammar is the base for all the language skills so as a teacher I teach my students the parts of speech like the noun, verb adjective... before I get them speak or write. The other respondent also said "I focus on the*

*grammar and the grammar item that is essential in the task given; whereby the particular grammar item could impact on the effectiveness of the skills to be completed.”*

*On the other hand, the rest of the teachers believed that language should not predominantly learned as grammar rather it should be studied as a means for engaging in communication. They expressed that skills could be integrated even before introducing the structures as isolated items to teaching how to use the language for communication.*

**Q3. How do you think the practicability of grammar teaching in your classrooms?**

*I used to separating grammar lessons from teaching other skills. However, I encountered some problems: The grammar sessions were boring and mechanical, which reduces students' chances to use the language in life-like situations. Students memorize the rules but still don't know when to apply which rules. Students quickly forget the rules after some time. One of the respondents said. In the same fashion other four respondents claim as teachers teaching grammar has no question because students are most of the time exam oriented and the large part of the exam system is grammar and grammar related questions but, the practicability in the other language skills are vague*

**Q4 what, do you think, should the role of the teacher be in grammar teaching?**

*The respondents emphasized that the role teacher is crucial in language classes. A teacher, in expressing his views of teachers' role in grammar teaching, highlighted points as follows. The roles of language teachers in grammar classrooms are: -providing different language structures  
-Facilitating the teaching- learning process  
-Giving feedback and corrections.  
-Encouraging students etc.”*

This clearly shows that all the respondents have a clear awareness about the role of the language teachers. However, its effectiveness are yet not proved. But, four of the teachers believed that language teachers play a controller role. However, in grammar teaching one of the major roles of language teacher should be an important presenter with in the teaching/ learning group. In addition, he/ she facilitate the communicative process between all participants in the language classroom, and various activities and texts.

**Q5. Would you mention some of the techniques and activities you used in grammar class?**

All of the respondents said that *they follow the inductive or deductive, based on the lesson presented in the text book this means the text book is the authorized material, and the text book sometimes presents the lesson explicitly or sometimes let the students learn by themselves implicitly. What is more is the students' exam orientation can shape the method to be followed*

Q6. What is your opinion on traditional grammar and communicative grammar teaching Classroom?

*One of the respondents said as to me the two have different teaching theories set in different time, traditional and communicative. The first is teacher centered and form focused and the second is said to be student centered which is meaning focus. The extended question to the respondent was which one you follow? She said the curriculum promotes the communicative as the effective approach to follow but students do not favor this method because of their low proficiency and their exam time type.*

Q7. Do you try to make your class participatory /student centered?

The participants use the two terms interchangeably

Although all the participants stated that Student-centered could be a very effective and beneficial teaching technique, their attitudes towards its applicability ranged from possible, doubtful to impossible. The participants seemed to be aware of the benefits of Student-centered; some of the benefits which they named were enhancing social relations among students, motivating students and encouraging them to talk, helping each other to learn, increasing their self-confidence. However, they were also aware of the so many challenges they might face that could make its implementation difficult if not impossible

*I don't know how much it is applicable in my context, in which more than 75 students in one class and the students' exam orientation most of the time grammar and language structure is as well the text book is time bounded and expected to be completed within academic time frame. I as a teacher will be evaluated on portion coverage.*

Almost all the participants named students dependency on others to do the work, noise, and arrangements of seats as other problemsfacing them when implementing

.The interviewees ' responses to the major questions and to respective probes are described, and where possible, an attempt is made to link the findings from the interview, with the results obtained through teachers questionnaire.

The interview data proved that teachers use the deductive approach of grammar teaching methods. On the other hand, most of the participants highlighted that the most recent teaching methodology is the student-centered approaches, but for them this was found to be unattainable due to the class size exam orientation and students' low proficiency on language learning. . This was verified in questionnaire data as most of the informants said those factors do not allow them to conduct the participatory class.

## **5. Conclusion**

The overall findings which are drawn from the analysis and discussion showed that English teachers' mind is mostly dominated and monopolized by the conception of the traditional methods of teaching grammar which does not go with the existing current situation of the English language curriculum requirements and the policy of the government. This traditional method involves the lecture method particularly memorization of grammar rules by the students and explanation of grammar rules by the subject teacher which help students to have only knowledge and understanding about grammar rules rather than encouraging them to practice and use grammar in actual learning activities. The teachers are merely transmitting knowledge directly for their students through the lecture method. In this way, students are required to memorize grammar rules when the teachers teach grammar through explicit grammar explanation. Even though the English teachers have conception about student-centered methods of teaching grammar, they are in favor of teacher-centered methods of teaching grammar. The teachers are forced to employ teacher-centered methods of teaching grammar because of different constraints like: English textbook, students' language proficiency, exam orientation and the seating arrangements in the classroom. Some of the participant teachers claim.

In short, although the English text book and other relevant teachers' guide and syllabus present grammar lesson, the teachers were found to be following the traditional grammar teaching. Moreover, the teachers were observed practicing the traditional teacher-centered and as result the students have no participation in the class. This problem may emanate from different factors which have an impact on the quality of teaching grammar methods. This may be related to problems to large class size, availability and quality of teaching materials including textbook, students' language proficiency, exam orientation and the seating arrangements in the classroom.

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