

AN INVESTIGATION OF EFL TEACHERS' BELIEFS ON TEACHING GRAMMAR AND READING AND THEIR PRACTICES IN SECONDARY SCHOOLS IN ETHIOPIA

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An Investigation of EFL Teachers' Beliefs on Teaching Grammar and Reading
and their Practices in Secondary Schools in Ethiopia

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ABSTRACT

Teachers' beliefs, as one important area of English language teaching, have attracted several investigators in EFL and ESL contexts in the last three decades. Understanding teachers' beliefs enables researchers to explore the way in which teachers make decisions and how those decisions are reflected in teachers' classroom practice (Borg, 2006). This dissertation reports on a study to assess EFL teachers' beliefs and practices for teaching grammar and reading in secondary schools in Ethiopia. The study is also the first of its kind in Ethiopia to explore the effects of using the Learning to Read: Reading to Learn/L2R:R2L methodology.

The original contribution of this research was to investigate the causes of incongruence between teachers' beliefs and practices and explore the importance of integrating grammar and reading in the classroom. Employing qualitative and quantitative approaches, the data were obtained by means of Focus Group Discussions (FGD), classroom observations, document review and questionnaires. The questionnaires and the FGD were designed to elicit EFL teachers' beliefs about teaching reading and grammar, whereas the classroom observation was used to investigate teachers' practices. Training and intervention were combined with pre- and post- classroom observations to assess the effect of introducing a new teaching methodology (L2R:R2L). In addition, a document review of lesson plans and the student textbook was used to explore the content of the teaching and learning material. In total, ten EFL teachers were engaged in the qualitative aspects, and 42 in the quantitative. The study showed that teachers held strong beliefs about teaching grammar and reading, while the observation revealed that teachers lacked the skills to implement their beliefs. Reasons included: poor methodology, lack of grammar knowledge and integration of skills and misunderstanding of a Communicative Language Teaching (CLT) approach in relation to grammar teaching. In relation to the question about EFL teachers' beliefs and practices, the study also found that EFL teachers' beliefs and practices of teaching grammar and reading, concerned with what secondary teachers know about, and their epistemological positions relating to. The implications of these findings lead to recommendations that R2L should continue to be developed and be adapted to the Ethiopian context, and that it should be implemented by EFL teachers across all the skills. Further training is needed to help teachers put their beliefs into action. The study also contributes the advice for the teachers to not downplay the grammar teaching at the expense of Communicative Language Teaching (CLT). In sum, this study adds to existing research on teacher beliefs and practices with implications for policymakers, practitioners, and future researchers.

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DECLARATION

“I declare that *An Investigation of EFL Teachers’ Beliefs on Teaching Grammar and Reading and their Practices in Secondary Schools in Ethiopia* is my own work, except where due acknowledgement is made and that it has never been presented for obtaining any degree or in another context and that it constitutes the result of my personal research. This dissertation is submitted in fulfilment of the requirements to obtain the PhD degree in Linguistics, at Ghent University, Faculty of Arts and Philosophy”.

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LIST OF ABBREVIATIONS

CLT Communicative Language Teaching

EFL English as a Foreign Language

EGRA Early Grade Reading Assessment

ELT English Language Teaching

EMI English as a Medium of Instruction

ESL English as a Second Language

FGD Focus Group Discussion

FL Foreign Language

L1 First Language

L2 Second Language

MoE Ministry of Education

L2R:R2L Learning to Read: Reading to Learn

PPP Presentation Practice Production

READ Reading for Ethiopia's Achievement Development

TEFL Teaching English as a Foreign Language

TELL Teach English for Life Learning

TESOL Teaching English to Speakers of Other Languages

TTI Teachers' Training Institute

INTRODUCTION

1.1. Background

In this era of internationalisation and multiculturalism, teachers are the key work forces of the noble profession with a role of making hard things easy (UNESCO, 2015). This position of responsibility is based on their beliefs and values about learning, teaching and the context in which they work (Pajares, 1992). The key to educational improvement in any country at whatever level lies in the improvement of teaching (Burns, 1999), and among these keys to being successful for EFL teachers, issues related to their beliefs and practices of teaching grammar and reading are noticeable. Recent developments in English language teaching have raised new issues and ideas concerning the teaching about grammar and reading skills.

Although scholars agree on the importance of grammar in language (Celce-Murcia, 1991, 2002, 2007; Ellis, 1998, 2006; Larsen-Freeman, 2001, 2003; Nassaji and Fotos, 2004, 2011; Norris & Ortega, 2000; Thornbury, 1999), they do not reach consensus on many questions. For example, why, how and what grammar should we teach are among these questions. These questions are likely to be more challenging in the countries where English is used in a foreign language context e.g. Ethiopia. In many countries, English has assumed a new role as a second or official language. In Ethiopia, although English has been used as a medium of instruction at secondary and university levels for decades, it still serves as a foreign language and is limited to the classroom (Heugh, et al. 2007, p. 107). Some East African countries have also experienced some English influences, but these are relatively insignificant and used as EFL, not ESL (Schmied, 2006).

Recent studies have shown teachers' beliefs affect the way teachers analyze, plan, play an influential role and implement their teaching and learning activities (Pajares, 1992). Beliefs are important because "teachers are not agents to learn and apply methods, but they are professional decision makers" (Nassaji & Fotos, 2011, p. 140). According to scholars (e.g. Lim and Chan, 2007; Northcote, 2005), instructional practices are influenced by teachers' beliefs about teaching and learning. Borg (2003) states what teachers think about teaching grammar and the degree of their language awareness have an influence on how they teach grammar (Borg, 2003, pp. 96-108). On one side of the spectrum, after the introduction of communicative teaching approaches in the 1970s, some scholars (e.g. Mitchell, 1994; Rutherford, 1987) objected to the teaching of grammar. They stimulated teachers to consider grammar as out-of-date and uninteresting, urging them to ban it from their classrooms (e.g., Mitchell, 1994). According to Krashen (1981, 1985, 1993) and Krashen

and Terrell (1983) teaching grammar has very little contribution since it has no significance to the development of students' communicative competence. For this reason, Krashen and Terrell (1983) suggested grammar should be avoided in L2 classrooms.

On the other side of the spectrum, according to Ellis (2006), students who receive grammar instructions “generally achieved higher levels of grammatical competence” (p. 85). For teaching English as a second or foreign language, Ellis claims that “[t]here is ample evidence to demonstrate that teaching grammar works” (p. 102). Likewise, Kuzborska (2011) conducted a study on English for Academic Purposes (EAP), focusing on what teachers believe about teaching, learning, reading and the practice of instruction. The study by Kuzborska showed that there was a relationship between EAP teachers' beliefs and classroom practices when teaching reading. These all show EFL teachers play an indispensable role in supporting students with poor reading skills and low grammar competence, though learning to read in contexts of English as a foreign language (EFL) is considered challenging among learners (Ellis, 1996). Chali G. (2011) also found a complex belief system about reading and teaching reading among these EFL teachers. However, there are deficits of work in this area. This study will look into the beliefs and practices of teachers regarding teaching grammar and reading. Not much attention has been given to teachers' beliefs and their influence. Raising teachers' awareness of teaching reading and grammar in an integrated way and implementing an emerging methodology (Learning to Read: Reading to Learn) will be done in this thesis. Moreover, this study will explore teachers' perceptions about CLT in relation to grammar teaching. Finally, on the basis of the findings, this study will make recommendations on how to improve teaching grammar and reading in secondary school in Ethiopia.

1.2. The Research Problem

Today, the question of why teachers lack adequate quality to teach English language has become a major focus of attention in the entire education system in Ethiopia. Harris concluded that English language teachers had serious proficiency problems while teaching English (2015). A study performed by Vujcich on the Ethiopian context stated “that more attention must be given to the understanding of English teaching proficiency in Ethiopia as a foreign language subject” (Vujcich, 2013, p. 21). Different researchers document the deteriorating effect of teaching grammar and reading in Ethiopia. For example, students have a scarcity of grammar (Geremew Lemu, 1999; Italo Beriso, 1999; Mamo Keefe, 1981; Yonas Adaye, 1996 as cited in Haregwoin, 2008), and likewise, the reading quality is declining in Ethiopia (EGRA 2010 and 2011; Eshetie, 2010; Jha, 2014; Medihanit, 2010; National Agency for Examinations (NAE), 2010; Smith et al.2012;

USAID, 2014). It has also been shown that teachers' English was substandard, and they could not be of great assistance to their students (Alamirew, 2005; Jha, 2014; MoE 2002, 2010, 2017). Ethiopian teachers are poor at English because English is not taught as ESL but rather as a foreign language (Schmied, 2006) and, hence, "they have no opportunity to practise" (Heugh et al. 2007, p. 107). Research has shown that Ethiopian language teachers are not providing sufficient language teaching to their students. Although the teaching of reading and/or grammar depends on a number of different skills which trainee teachers ought to master in their early years of training, teachers have low quality of teaching reading and grammar (Smith et al. 2012).

"In 2002, the Ethiopian Ministry of Education (henceforth- MoE) pointed to the weaknesses in the teacher performance as a principal factor" (Birbirso, 2014, p. 39). In order to improve the language teaching, a Teacher Development Program (TDP) was established by allocating a cost of €60 million (Birbirso, 2014, FDRE, 2008; MoE, 2002). In addition, the American Institutes for Research (AIR) conducted a research on Ethiopian students' reading literacy in 2012. The study's finding echoed that students do not understand what they read (Cristine S. et al. 2012). According to the study, one of the causes for the failure of students is that teachers are not taught the basic components of reading and how to teach the students (ibid.). The US Embassy also sponsored a workshop, the English Language Improvement Program (ELIP), and more than 150,000 teachers had already benefited in 2012. "As a part of the new ELIP, 45,000 English teachers were provided with training to improve their English proficiency in a tailor-made process known by MoE as the Cascade Model" (Birbirso, 2014, p. 39). In order to improve the problem, USAID and the MoE launched a project called Reading for Ethiopia's Achievement Development (READ) in 2012. However, despite all these programs and enormous amounts of donor funds and efforts, scholars (e.g. Birbirso, 2014; Heugh, et.al., 2007; Jha, 2014; MoE, 2017) state that the general education is still in crisis, and EFL teachers and students' English proficiency, from primary through secondary to tertiary levels, are still 'poor', 'extremely disappointing' or 'declining'. Despite the emergence of abundant teaching theories and methods like Communicative Language Teaching (henceforth-CLT) and one to five collaboration (MoE, 2017), Ethiopian English language teachers have still adhered to the traditional teaching approaches centered on grammar translation and reading-oriented instructions for examination. Furthermore, Jha (2014) comments that, although students are expected to perform several activities and drills, these exercises are perceived as mind-numbing and unproductive.

Another triggering rationale to explore this problem is from the current researcher's own researching and teaching experience. 1) The researcher prepared a module for teaching reading

under the supervision of the British Council and MoE in 2013 and 2014. 2) The researcher researched practices and challenges in teaching English under MoE in 2015/16. 3) The researcher trained some selected EFL teachers on teaching the language. 4) The researcher taught primary and secondary EFL teachers from 2011 until now in University. Regarding points 1 and 2, the study reported teachers need more support from professionals to teach the language effectively (MoE, 2017). The researcher's observation on points 3 and 4 revealed most of the teachers lacked methods/strategies to teach reading and grammar effectively.

Moreover, the researcher articulated the depth of the effect of teachers' beliefs while conducting his MA thesis on EFL teachers' beliefs in 2011. Based on the aforementioned experiences and discoveries, the researcher of this study concludes that teachers' beliefs of teaching grammar and reading play a significant role, but little attention is given to this in the literature. Scholars such as Pajares (1992) state that it is a challenging task to fathom the association between what teachers believe and what they do in the classroom. This shows studying language teachers' beliefs and practices of teaching grammar and reading is paramount. Despite severe problems, there is scanty research conducted on the effect of teachers' beliefs and practices of teaching grammar and reading in Ethiopia. It is justifiable to conduct this study to investigate the teachers' beliefs and practices of teaching grammar and reading in secondary school.

Thus, the rationale of the current study is to fill some of the gaps in this area by providing a full picture of some selected teachers' beliefs and practices concerning the teaching of grammar and reading. This could be achieved by introducing a newly emerging teaching methodology, raising awareness of the teachers to teach grammar and reading in an integrated way, justifying the causes of the incongruence between beliefs and practices, and reorienting the clear picture of CLT in relation to the grammar. The aim, therefore, is neither to criticize the existing controversies, nor to present new arguments on teaching grammar and reading. It is rather to provide an alternative strategy for the teachers which helps to lessen the existing problems while teaching grammar and reading in the context of Ethiopia. Lastly, this study provides recommendations on how to improve teaching English grammar and reading in Ethiopia.

1.3. Objectives of the Study

1.3.1. General Objective of the Study

The general objective of the study is to explore the beliefs and practices of EFL teachers teaching grammar and reading in secondary school. This study is intended to create an awareness to teach

grammar and reading in an integrated way by inspiring the teachers to use an effective teaching methodology (L2R:R2L). It also suggests that grammar should not be rejected at the expense of CLT, but rather that we should revolutionize the role of grammar. The study also seeks to formulate policy advice towards an improved linguistically informed pedagogy.

1.3.2. Specific Objectives of the Study

The specific objectives of this study are the following:

- To explore the major beliefs of EFL teachers in secondary schools (Grades 9 and 10) regarding the importance of teaching grammar and reading skills.
- To discover the major factors (if any) that impede teachers implementing their stated beliefs in the classroom.
- To investigate awareness and techniques of EFL teachers for teaching grammar and reading in an integrated way.
- To assess whether teachers prefer communicative Language Teaching/CLT or grammar teaching.
- To assess possible changes to methods of teaching reading after the introduction of L2R:R2L strategy.

1.4. Significance of the Study

This study should provide useful insight for the following groups: teacher participants in secondary schools, language teachers and students, the curriculum designers, researchers, and scholars. These benefits are significant for a number of reasons. Firstly, there is no work done which evaluates this method of teaching grammar and reading that amalgamates such key language elements (grammar and reading) in the context of Ethiopia, so this study therefore helps teachers and researchers. Secondly, the permanent training document (see Appendix E) has been prepared for the participants to use as a long-term reference in future. The techniques in the training manual will help both teachers and students to address the challenges of teaching grammar and reading. Next, the study is the first of its kind to introduce the recent methodology for teaching reading called Learning to Read: Reading to Learn (L2R:R2L) in an adapted form.

The L2R:R2L strategy adds value to teachers' ability to assist both the struggling students and the effective readers as well. The study benefits the teachers by providing an awareness and techniques of teaching grammar and reading by integration. The study also seeks to inspire teachers to develop a clear understanding of CLT in relation to grammar teaching. Moreover, the study offers a good

opportunity for the selected secondary school teachers to express their feelings about the imposition of a curriculum. This paves the way for the curriculum designers to maximize the contextualization of reading material and minimize the need for importing texts from abroad. Some reading texts that teachers use are irrelevant to students' backgrounds and even contradict with their culture. Hence, the study creates a fertile ground for researchers to conduct further studies in the area. Since this study also used a case study to investigate a teacher's experience, it can give teachers valuable tools to ascertain their knowledge, confidence, practices, methodology, and pedagogy to alleviate the problems of teaching reading and grammar.

Finally, the findings of this study have contributed to the body of knowledge in English language teaching in general and more specifically, to the teaching of grammar and reading in secondary schools in Ethiopia. Thus, the study is significant theoretically, practically and methodologically.

1.5. Scope of the Study

The purpose of this study is to investigate EFL teachers' beliefs and practices for teaching grammar and reading in a secondary school in Ethiopia. To achieve this aim, Jimma zone, one of the 18 zones of Oromiya region, was selected for the study. The subjects of this study were EFL teachers who taught Grades 9 and 10 in secondary schools in the Jimma zone. More detail about this part of the methodology will be given in chapter 3, but here is a brief overview of the reasons for choosing these samples: Firstly, the Ethiopia Ministry of Education (MoE) had previously surveyed the Oromiya education showing that there were a number of challenges in teaching in the secondary schools (MoE, 2001, 2010, 2017). The study found teachers in secondary and preparatory schools showed a poor quality of teaching and low motivation (ibid.). The second reason for choosing this sample is that in Grade 9, students start learning all subjects through the English language for the first time. Since this is a new experience for the students, teachers are highly responsible to familiarize students with the English. The other reason for choosing Grade 10 is that it is the turning point where the teachers are responsible for preparing students for national examinations where grammar and reading contents are more dominant. Succeeding in these examinations would improve the future life of students, e.g. for getting scholarships and a good job. Last, but not least, a reason for choosing Grades 9 and 10 is that their contents are more or less similar. Therefore, there is evidence that the English language teachers who are assigned to Grade 9 or 10 should have adequate knowledge, experience and competence to help their students.

1.6. Ethical Considerations

Above all, Stutchbury and Fox (2009) state “research deals with the principle of respect for persons, respect for knowledge, respect for democratic values and respect for the quality of educational research” (p. 503). The research was conducted in line with ethical research principles as established by the University of Ghent and Jimma University. Firstly, to contact all the teachers, the researcher got the letter of permission from the relevant offices of Oromiya Education Office in Ethiopia and Department of Linguistics in Ghent University. Unless participants made an agreement to participate in research, it would be unethical to involve them (Creswell, 2003). Then, the researcher met in person with those subjects who fulfilled the sampling criteria to explain the nature of the research and informed them of what was required of them during the study. Next, the researcher briefed the participants on the data collection methods, benefits of participating in the study, confidentiality and gave assurance of no risk to their career. Since the research mainly used qualitative methods, these ethical considerations were important for developing trust. Otherwise, this type of research would not have achieved its aim, since the research was based on the respondents’ beliefs about language teaching in general. Of course, the participants were informed that their withdrawal from the research at any time would be possible and that this would have no impact on their work.

1.7. Limitations of the Study

As with any research, there have been various difficulties, so this study is not free from limitations and at the time of the research, there were two major limitations. First, the current situation of civil unrest or external limitations, and second, research-related or internal limitations. With regard to the external limitations, in Ethiopia there has been critical turmoil since 2013/14 due to political conflicts. Since the Oromiya region (the research site) has been the center of the revolution, there were various challenges faced when meeting the objectives. For instance, transport blockades, school shutdowns and participants’ reluctance to communicate were among the challenges. Thus, this psychologically affected the ability of the researcher and the assistants when collecting the data.

The second limitation is related to the research methodology, sampling size, techniques, instrumentations, and the span of the research. Had it been possible to extend and invest more in the time of the research, the quality would have been further maximized. The researcher minimized these limitations by trying to “triangulate the beliefs expressed within responses by using different data gathering tools” (Pajares, 1992, p. 316). However, although two groups of Focus Group

Discussion (FGD) were conducted, only the first group was used for the analysis in this dissertation. This had, in fact, a positive implication for the study and the data triangulation as it helped keep the consistency and uniformity with the classroom observation, for example. It meant data was reliable as members of the first group were all observed individually for at least 90 minutes each. However, not using the data from the second FGD group could also be a limitation. Since the data were mostly generated from the qualitative sources, the findings of the project might be less generalized. However, as it is based on a case study, this research is limited because it involved only a small number of participants in a limited context and therefore possibly is not generalizable anyway (Basturkmen, 2012). Despite the small number of participants, the teachers in the government school almost all share similar features in Ethiopia (training, curriculum, materials).

In addition, this study is limited not only by the complex and the dynamic nature of the language but also by the fact that studying reading and grammar in itself was challenging if not impossible for some participants. Moreover, because this study has not been done with large groups of participants, its results only represent teachers' beliefs and practices of teaching reading and grammar in the Ethiopian EFL context; therefore, replication of the study in different teaching contexts and with different participants is suggested. Lastly, in this research, the researcher's lack of personal expertise related to relevant software was a limitation. For example, although it would have been possible to use Voice Walker or Nvivo to decode the qualitative data, this was not carried out for certain reasons.

1.8. The Structure of the Thesis

This dissertation comprises six chapters. The content of each chapter is as follows. Chapter one mainly describes the background, the statement of the problem and the research setting (overview), but with some additional elements, such as the significance, the objectives and the limitations of the study. Chapter two of this study intends to review the relevant literature based on objectives. The main topics here are teachers' beliefs, teaching grammar and reading, Systemic Functional Grammar (SFG) and Learning to Read: Reading to Learn (L2R:R2L). It also provides an outline of the theoretical framework of the study. This chapter also draws on previous studies on teachers' beliefs related to the Ethiopian context, although there is little work in the field. Chapter three explains the research methodology and design for the study, as well as the research paradigm and research methods (quantitative and qualitative). Despite the predominance of qualitative data gathering tools, the study also made links between different research methods by means of triangulation. Chapter four describes the results and the discussion of the study. This chapter shares

the findings of the data obtained from the questionnaire, FGD, classroom observation, and document review. Chapter five presents the case study of a single teacher's beliefs and practice of teaching grammar and reading. Lastly, chapter six discusses the summary, conclusion, recommendations and the pedagogical implications of these results. Finally, although the dissertation is being presented in monograph form, this material is set to be published in at least four scientific articles. Accordingly, one article has been published in *Afrika Focus Journal*. The second article was accepted for presentation at the ESFL Conference in Sheffield, UK though it was cancelled due to COVID-19. The third article was presented at LinGhentian Doctoral Conference and is under review for publication.

1.9. The Research Setting: An Overview of Education in Ethiopia

1.9.1. The Sociopolitical and Linguistic Situations of Ethiopia

In order to better understand the cultural context of the research, this section gives an overview of the Ethiopian education system and socio-political issues relevant to understanding it. Ethiopia, officially known as the Federal Democratic Republic of Ethiopia (henceforth-FDRE) has been under the rule of Ethiopia People Revolutionary Democratic Front (EPRDF) for three decades. Before coming under the autocratic rule of EPRDF in 1990s, it was ruled by the military junta of the Dergue regime for 17 years and by the Atses (autocratic rulers) for a century. Currently, Ethiopia is undergoing holistic reform, although it is still under the shadow of the previous social, political and economic disasters. Although the current prime minister of Ethiopia has won 'the 2020 National Peace Prize', there have been abundant crises at home. Ethiopia is an ancient country located in the Horn of Africa, known for its multilingual, multiethnic and cultural pluralism. It is identified as one of the Sub-Saharan African countries, located between 3°N and 15° N and 33°E to 48° east, in the tropical area, with a total area of 1,100,000 km². It borders Eritrea to the north, Kenya to the south, Djibouti and Somalia to the East and South East respectively and Sudan in the West. "Ethiopia is a multilingual country with more than 80 languages and people with diversified linguistic and cultural backgrounds" (Heugh, et al. 2007, p. 42). "The country mainly comprises the Afro-Asiatic super family, which includes four major language phyla: Cushitic, Semitic, Omotic and Nilotic" (Jeylan, 2008, p. 32). Of the Afro-Asiatic Super family, the Cushitic language family is the largest and is mainly used in the Horn of Africa (ibid.). All of the subjects of this study are categorized under users of the Cushetic language family. Today, the estimated population of Ethiopia is about 104,957,438 according to the World Bank report from 2017, making it the second highest population in Africa next to Nigeria (World Bank, 2018). The present research

focuses on an area populated by the Oromoo people who constitute more than 45 million of the population. Hassen stated that the “Oromoo make up about two-thirds of the Cushitic language speakers” (1994, p. 78) and all of the subjects of this research are indeed first-language speakers of Cushitic languages.

1.9.2. From Traditional to Modern Education in Ethiopia

This section presents the educational system from the reign of Atse Menelik II, starting in 1908, to the current government Reformist EPRDF. Government reports, guidelines and policies have been used as sources for information about the educational activities alongside scholarly works as well where available. In doing so, the major contributions of traditional education (from 330 A.D to 1908) and the modern education systems (1908 to now) are briefly presented one after another.

1.9.2.1. Traditional Education (330 A.D to 1908)

The history of traditional education in Ethiopia stretches from 330 A.D to 1908 (Birhanu and Deneke 1995; Seyoum, 1996; Ta’a, 2012). A number of religious institutions, such as the Orthodox Church, the Waaqqeffanna religion of Oromoo, Quranic, and Missionary influences contributed to the traditional education of Ethiopia. In this study, the contributions of the Orthodox Church, the Waaqqeffanna religion of Oromoo, the Quranic education and the Missionaries to traditional education of Ethiopia are important as background information for understanding this research, and so are presented in sequence below. The Orthodox Church made a number of contributions to Ethiopian traditional education starting in 330 A.D (Birhanu and Deneke, 1995). The Church introduced young Ethiopians to the Ge’ez (a language spoken in the church of northern Ethiopia) and Ethiopian alphabets and also to reading the Old and New Testaments in Ge’ez (ibid. 1995). In this system, a distinction was made between reading and writing. In Orthodox schools, youngsters were taught how to read the sacred texts, but no emphasis was placed on teaching them how to write (ibid.). Moreover, most of the chances for education were given to young boys. The Orthodox Church was well known for its basic level as ordinary level and characterised the curriculum by ‘rote memorisation’ with infrequent encouragement for the ‘creative and imaginative mind’ (Wodajo, 1959 cited in Fantahun, 2017). Zema Bet and Qine Bet or musical compositions were considered education at the time (ibid.). However, it has been suggested that the Orthodox Church did not unequivocally designate the Ethiopian language; rather the Church was the icon for the Abyssinians (north Ethiopia). The main reason for this was that the Orthodox Church mainly served as the religion of the palace (Birhanu and Deneke, 1995). The Orthodox Church used the Amharic language as the king’s tongue “Lisane Nigus” (Birhanu and Deneke, 1995; Bulcha, 1997). Not only

that, beyond its ecclesiastical roles, the Ethiopian Orthodox Church acted as the bedrock of the nation's social, political, and cultural fabric. However, Islamic groups and Missionaries contributed as well (Birhanu and Deneke, 1995), alongside the Orthodox Christianity, and the three groups aimed for political assimilation and integration (Ta'a, 2012). Although the then feudal ruling system – henceforth the Neftegna – was fully biased toward the Orthodox religion by the seventeenth century, evidence showed that the Waaqqeffanna religion of Oromoo also made a significant contribution to the traditional education of Ethiopia (Bulcha, 1997). At that time, the Neftegna system was suppressing the indigenous religion, languages and identity, converting populations to become Orthodox, and displacing the nations forcefully (ibid.). Those who refused to do so were massacred, tortured or jailed. Not only the Oromoo, but also the majority of the nations from Cushitic families were denied their language and religion by the Neftegna e.g. Sidama, Somale, Agawo and others. On the other hand, the Amhara nation got the upper hand in politics and were able to preserve their language and culture (Benson et al. 2010). The Orthodox Church aggravated the destabilization of the other groups' cultures and languages due to the support of the feudal leaders. Although language was one of the windows to developing education, Afaan Oromoo was forced to dismantle, and the Oromoo were forced to favour the Amharic language because of the Orthodox Church (Jelyan, 2008).

Despite this history of suppression, Waaqqeffanna – the Oromoo religion – has also contributed to the history of Ethiopian traditional education. Rotimi (2011) comments that the Waaqqeffannaa religion is one of the oldest indigenous religions in Africa, present before the coming of Abrahamic religions. The Oromoo explain how the Waaqqeffannaa institution is resourceful in language to shape and teach society at different stages. The Oromoo teach their children to learn how to count by associating numbers with the creation of God. For instance, *two teats: for cows; two teats: for sheep; two teats: for goats, and five fingers: for humans* etc... Jelyan (2008) states that indigenous education also plays a significant role in transmitting linguistic and cultural identity from one generation to the next. The lesson is strong enough to teach abstract concepts and literacy through associations with God's creatures (ibid.). Furthermore, the Waaqqeffannaa religion enables children to learn how to become leaders in the council alongside adults through election every eight years in the Gadaa System, which is similar to the modern democratic governing system (Ta'a, 2012). In the Waaqqeffannaa religion, there are different educational philosophies for children, girls and married women. The children were taught how to tell stories and discover their environments. Lastly, young boys and girls were taught poems and expressions to transmit different messages at different ritual ceremonies e.g. funerals and weddings.

In Ethiopian traditional education, the mosques also played a crucial role in teaching Quranic education to Muslims. According to Ferguson (1970a, 1970b as cited in Dereje, 2010), Arabic contributed to the Ethiopian linguistic fabric since its position as a lingua franca for the majority of Muslims in Ethiopia who use different mother tongues. Geographically, Ethiopia is surrounded by Arabic speaking countries (Somalia, Djibouti, Eritrea, Sudan and South Sudan). However, in Ethiopia the number of people who use the Arabic language is not large. Bender et al. (1976 as cited in Dereje, 2010) stated Arabic, as a religious language of Islam, becomes the most important for teaching in Ethiopia Quranic schools. The contents of Muslim education is theologically similar to that of Christian education. It was in the time of Prophet Mohammad when his followers obeyed their master's command during a period of persecution in Arabia and took refuge to the Ethiopian empire that early associations were made between the Islamic groups and Ethiopians.

Islamic education in Ethiopia historically had two levels: Tahaji, the lower level, which characteristically was the stage when students identified Arabic letters and memorized texts; and Mejlis, the higher level, in which the students studied grammar, religion, politics and civic concepts (Bender et al. 1976 as cited in Dereje, 2010). Lastly, missionaries made contributions to the expansion of traditional education in Ethiopia (Tekeste, 2006). In the early 17th Century, the Jesuits were responsible for opening mission schools with the aim of converting more people to Catholicism (Fantahun, 2017). Already in 1617, the Jesuits were active in the northern part of Ethiopia specifically in Tigray and Gonder focusing on seminaries and mission schools (ibid.). Reading and writing in Amharic and Portuguese were important subjects in these Jesuit schools in order to allow students to read and comprehend the Bible more completely. Nevertheless, other subjects were also taught, providing students with a full elementary education. However, the curriculum varied from school to school depending on the educational practices of the specific country of origin of its missionary teachers. The Portuguese were mainly attracted to Ethiopia to make Ethiopia a Catholic state as part of their ambition to control the Red Sea region (Pankhurst, 1974 as cited in Fantahun, 2017).

According to Bowen (1976, as cited in Dereje, 2010), when compared to some other countries, the expansion of missionaries in Ethiopia was less. However, there is a clear influence of the western missionaries in today's education in Ethiopia (ibid.). One of the reasons the missionaries were unsuccessful was the Orthodox Church was very strong in the North of Ethiopia. Neftegna rulers sent the missionaries to the south for two reasons. First, to stop the missionaries from replacing the king's religion (Orthodox) in the north while still sustaining the diplomatic relationship with the missionaries; and second, to dismantle the indigenous religion of the south and southwest including

Waaqeffannaa religion of Oromoo by facilitating the population's indoctrination into the new religion. It was believed that the north of the country (Amhara and Tigray) were the fortification of the Orthodox Church. Although the intention of the Neftegna ruling system was to dismantle the identities and language of the nations, the settlement of the missionaries in the south actually helped the advancement of the society (e.g. through the expansion of schools).

Although large efforts were made by the missionaries to convert many students, it was less successful in converting many students to the missionary and training them so that the students could qualify to convert the other people (Ta'a, 2012). Finally, it was in the 1850s and 1860s, that many people were converted into Protestant than the Catholics because of certain conducive environment e.g. the then king of Ethiopia allowed them. In the time, emperor of Ethiopia was called Tewodros who reigned from (1855-1868) and it was said to be he was passionate to familiarize his country to the European technology and he became intimate with Protestant missionaries (Fantahun, 2017).

In general, the Orthodox Church, Quranic teaching, Missionary and the Waaqeffanna Oromoo religions had remarkable influences on the linguistic, social, political, spiritual and psychological life of the people. The institutional religions' sources are broad and their expansion of systematic education is far larger (Jelyan, 2008). Nevertheless, traditional education was biased towards the Orthodox Church. One of the devastating effects of the Orthodox Church in Ethiopia was the impact it had on children's language development and on children as social beings. Since Orthodox Church used to favour only Amharic language, other Ethiopian languages were neither given a chance to compete with Amharic nor teach their linguistic homogenization (Bulcha, 1997). Although UNESCO's (2015) study showed children became effective when they used their mother tongue, children in Ethiopia were prevented from attending school in their first language till the 1990s (Jelyan, 2008). As stated by de Silva and Freez (2016) in Halliday's understanding of language, in order to develop a child as a social being, it is obvious that language plays a crucial role: "Language is the main channel through which the patterns of living are transmitted to him, through which he learns to act as a member of a 'society' [...] and to adopt its 'culture'" (Halliday, 1978, p. 9, cited in de Silva and Feez, 2016).

In conclusion, traditional education, which is connotated as the Orthodox Church system of Ethiopia, has influenced today's education in some ways although it prevented children from using their local languages.

Dereje (2010) summarizes Girma's point of view succinctly: "traditional education in Ethiopia could not accomplish its missions because of the following: a) lack of standard system; b) low level

of enrollment, especially of girls and women; c) longer study time (years required at school); d) lack of emphasis on innovation and critical thinking; e) reliance on memorization; and f) little attention to secular culture and languages” (p. 28).

1.9.2.2. Modern Education (1908 to present)

The year 1908 is especially remembered as it marked the beginning of modern education. King Menelik II (known for trying to unite Ethiopians by force) opened the first state supported educational institution in his palace compound in Addis Ababa for the sons of the nobility and dignitaries (Last, 1980; Pankhurst, 1976 as cited in Dereje, 2010). The curriculum in this school was designed to support the traditional education system in the government schools. The main objective was to deliver education to certain groups of students to foster relationships with foreign countries by better educating the elite, and so, the curriculum there focused on the development of students’ foreign languages. However, this school remained the only one of its kind in Ethiopia until 1929 when it was widened to the community (Bender et al. 1976, p. 120 as cited in Dereje, 2010). Menelik did not introduce any special variations on education, except for further supporting the previously held upper hand of the Orthodox Church, i.e. sustaining one language and one religion across the country. “Emperor Haile Selassie founded a Ministry of Education and Fine Arts in Ethiopia to run an education system comprising six years of primary (1-6), six years of secondary (7-12) and four years of university education with a special emphasis on teacher training and agriculture” (Dereje, 2010, p. 26). In fact, modern education was an import from the western world, mainly France, Italy, Britain, Canada, Sweden and America (Dereje, 2010). Despite all these efforts, the invasion of Ethiopia by Italy in 1936 disturbed the sustainability of those modern schools.

Most of the schools closed at that time while some of them changed into military camps, barracks and hospitals (Abir, 1970 as cited in Dereje, 2010). The Italian aggression affected Ethiopian education in a number of ways, worst of all in that 75 percent of all Ethiopian university graduates who had studied abroad were assassinated (Jeylan, 2008). There was a critical scarcity of educated entrepreneurs in the economy and less fund-raising capacity, so this encouraged the government to improve education at that time (ibid.). As a result, the government began to look for assistance from other countries, such as the British and America, but to no avail, as material and personnel resources were not provided (Pankhurst, 1976; Teshome G/Wagaw, 1979 as cited in Dereje, 2010). The first university in Ethiopia was established under the name University College of Addis Ababa in 1950 by the Emperor (Bowen, 1976 as cited in Dereje, 2010). From 1952-1974, Americans and Canadians made a critical impact on the Ethiopian education system. Jeylan’s (2008) states “the

structure is “6+2+4” i.e. students stay six years of primary education and two years in junior secondary education and the remaining four years was in senior secondary education” (p. 47). In 1962, English was replaced by Amharic as a medium of instruction up to Grade 6 (Dereje, 2010; Jelyan, 2008; MoE, 1996). The Military Dergue Regime took power from 1974-1991, and new principles were introduced. The primary aim of the regime was to expand education services in the rural areas and more importantly to propagate their socialist ideology (Last, 1980 as cited in Dereje, 2010). Although the structuring is similar with that of Haile Selassie’s, i.e. “6+2+4”, this time the first six years include the education policy of the military government, whereas the two years contain junior secondary and the four years of secondary and four years of tertiary education are divided accordingly (Jelyan, 2008). Attention was given to polytechnic education in this regime (Dereje, 2010). There were different literacy campaign programs to motivate people to become literate. Yet despite the reforms, the problem that still exists in education in Ethiopia was already evident: namely, the quality (ibid.).

Educators connected the failure of the quality of education to the failure of the medium of instruction, English. According to some researchers (Dereje, 2010; Jelyan, 2008) there were various causes for the low quality in education. There was failure to provide up-to-date English training for teachers and lack of new strategies. Besides, Ethiopia was unable to provide mother tongue instruction at the primary level. There is evidence that shows students’ poor performance in English, under-funding of the education system, lack of teachers’ training, large class size and inadequate teaching resources were other causes for this failure. It is believed that these issues are so significant that they even aggravated the overthrow of the Dergue regime in 1991.

After the overthrow of the Military Regime in 1991, Ethiopia has started a New Education and Training Policy (henceforth NETP) in 1994 in order to improve its educational system. Proponents claim that this policy is supposed to be qualitatively different from the old education system. However, the question of the quality of education is still a hot issue among the community staff. The policy is for eight (i.e. 4+4) years of primary education, with a first cycle (1-4), and a second cycle (5-8). Secondary education also has two cycles (i.e. 2+2). The first cycle entails years 9-10 (the population for the current study). The major aim of this cycle is to enable students to identify their interests and acquire useful academic knowledge that will prepare them to enroll in various either vocational training or preparatory programs. The second cycle (years 11-12) enables students to choose subjects to prepare them for higher education. Tertiary education enables students to be able to tackle problems thus becoming professional leaders in different fields of study (MoE, 2001; NETP, 1994).

In the early history of Ethiopia, indigenous languages other than the Amharic language (palace tongue) have been incorporated in the school curriculum (Jeylan, 2008). As a result of this, students obtained the opportunity to learn in their first language or their mother tongue in primary education (Jeylan, 2008). Currently, primary education is being given in the nationality languages (MoE, 2001). With regard to the national languages, the NETP states:

cognizant of the pedagogical advantage of the child in learning in the mother tongue and the rights of nationalities to promote the use of their languages, primary education will be given in nationality languages (MoE, 2001, p. 12).

Furthermore, the subjects of this study teach students who have no background of English. Despite the huge budgetary investments in the area of education, there is no strong system that can control and regulate the improvement of education in Ethiopia in general (Birbirso, 2014). The current study suggests this problem directly affects teaching language in Ethiopia.

1.10. Oromiya and the Oromoo Nation

This section gives an insight into the Oromiya and the Oromoo people, in particular the site of the present research, Jimma Zone. This general information will be important to enable readers to understand the context of language education in the region and to raise the majority of the subjects of this study that are connected to the Oromoo. The Oromoo are distinguished from the Abyssinians by their political tradition, linguistic pedigree and religion (Asmerom, 2006). The Oromoo's political traditions are largely egalitarian contrary to the deep-seated hierarchic tradition in Abyssinia (Bulcha, 1997). As observed by Asmerom (2006),

there is adequate historic evidence showing that the Oromoo had a highly developed democratic political-legal system during the past five centuries and that the system has endured the Borana in Southern Ethiopia until the present time and the majority lives in rural areas, as peasants on what they produce on small plots, as pastoralists, or in other rural professions (p. 30).

The Oromoo live predominantly in the south, central and western parts of Ethiopia and also in some neighbouring countries. Finfinnee (changed to Addis Ababa), the capital, is serving both all of Ethiopia and Oromiya specifically, as it is the center for Oromiya. Below are maps showing Ethiopia, Oromiya and the research site (Jimma Zone) from left to right.

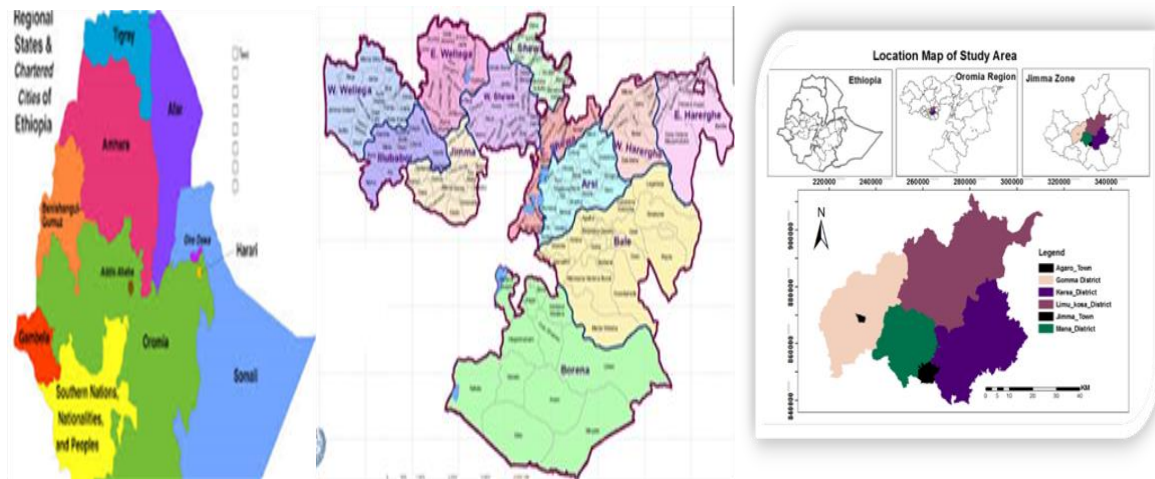


Figure 1-1: Ethiopia, Oromiya and Research sites in Jimma

The land of Oromiya is fertile and conducive for agriculture, horticulture, animal breeding and forestry, except for a few areas of dry land. Agriculture is the livelihood of the community, though it is traditional way of farming. To date, land grabbing has become a serious issue and was an immediate cause for revolution in 2014/2015 in the country. Oromoo say “Dubbiin Lafaa, Dubbii Lafeti”, which in English would translate as “our land is our identity; it is our life”. The immediate cause for the revolution was land grabbing, and property looting in the name of ‘master plan’ in Oromiya was pervasive from 2014-2018.

Lefort (2016) states that there is every sign that Ethiopia is plunging into a whole scale crisis with multiple and interdependent drivers that is unprecedented since the founding of the regime in 1991. The revolution enjoyed almost universal support amongst the Oromoo. The main frontline soldiers of the Oromoo Protest Movement were the youth, called the Qeerroo and Qarree. The autocratic EPRDF regime tortured, jailed and killed thousands of Qeerroos and Qarrees (Lefort, 2016) and most of the subjects of this research taught some of these groups.

With regard to religion, as explained above the Oromoo had practised Waaqqeffannaa long before the introduction of the two major religions, Christianity and Islam into Northeast Africa (Ta’a, 2012). Waaqqeffannaa embodies a sense of human dignity, equality and respect, which are essential for societal interaction and integration with a strong belief in one supernatural power, Waaqa (God), which cuts across several religions (Ta’a, 2012). In addition to the Waaqqeffannaa, nowadays, the Oromoo also belong to various Christian denominations and Islam.

With regard to the Oromoo language, Oromoo shares several basic cultural traits with the other Cushitic languages in the Horn of Africa. The Oromoo language is called Afaan Oromoo and it is one of the five major languages spoken in east Africa (Bulcha, 1997). It is the lingua Franca in the

southern half of Ethiopia and northeastern Kenya, used by several ethnic groups as a means of trade and communication (ibid. 1997). The Afaan Oromoo language is used for the medium of instruction from grade one to grade eight and has served as a working language in the region for the last three decades. However, even though speakers of Afaan Oromoo outnumbered first-language speakers of Amharic in Ethiopia, they have long been marginalized (Benson. et al. 2010). It thus seems that building Afaan Oromoo's status as the federal language and launching the correct administration based on a Gadaa System remain the decisive tasks for the population. "Gadaa System is the critical and comprehensive understanding of the classical Oromo civilization, which embraces the historical, cultural, political, philosophical, religious, linguistic, and geographical foundations of Oromo society" (Asafa, 2012, p. 131).

Overall, in building modern Ethiopia, the contributions of the Oromoo have been significant. Wendy James even strongly emphasizes the role of the people in southern Ethiopia as indispensable to keep the country in peace. For instance, the case of the Battle of Adwa in 1896 is unforgettable in the history of traditional Ethiopia. The sacrifices made by these southern peoples were valuable contributions that helped Menelik II to build empire Ethiopia (James, 1986 as cited in Bulcha, 2017).

1.11. The Role of Teachers and Teaching English as a Foreign Language/EFL

The specific role of teachers in EFL in Ethiopia is discussed in chapters two and three of this study in detail; however, this section gives a general overview of EFL teachers and English language in the Ethiopian context. When Italy left Ethiopia in 1941, after five years of occupation, the Ethiopian government established a strong relationship with Britain (Tekeste, 2006). This is because emperor Haileselassie was in exile in Britain for five years (ibid. 2006). Thus, the English language became the dominant means of interaction in diplomatic relations with the outside world. The dominant position of the English language serving as a medium of instruction in all levels of education and of communication in diplomacy and commerce was observed during the Imperial period, mainly from 1940 to 1960's (Tekeste, 2006). However, currently English serves as a medium of instruction only in secondary and tertiary levels, whereas in primary classes English is given at subject level. Today, knowing English very well has become an advantage for different reasons. "The English language in Ethiopia is not promoted to the second language as English is not used in daily communication, it is still to be a foreign language" (Heugh, et al. 2007, p. 107). The reasons are that there is no English communication outside the classroom, the curriculum rarely sees other subjects being taught in English and there are no adequate good quality English training institutions

in Ethiopia. Therefore, in practice, some teachers are forced to use their native language in class, and learners receive limited target language input, unlike in optimal second language teaching situations.

The poor level of English amongst teachers of course has historical causes. The attention given to each language has always depended on the political situation. For instance, English was paid more attention to after the Italians were defeated with the support of Britain in 1941 (Tekeste, 2006) and subsequently different European languages were practised in Ethiopia during the 1940-1960. More recently, however, the teachers' lack of exposure to English for the last four decades caused a decline in English standards. In addition, the reasons for the inadequate level of English proficiency of the teachers were not only connected to historical reasons. For example, the lack of teaching materials and training have contributed to the decline of language facilities. Teachers at secondary education do not seem to have involvement or share any responsibility in the recurrent revisions and preparations of textbooks.

These historical and practical elements hinder the effectiveness of English teaching in general, and they have an impact on teachers' beliefs and practices. In the course of this study, it became evident that English teachers, especially in secondary schools, pay little attention to their beliefs and practices of teaching even though these play a significant role in their classroom behaviors (Borg, 2003; William and Burden, 1997; Woods, 1996). Therefore, this study seeks to uncover their beliefs and practice of teaching reading and grammar. The idea of beliefs and practices here includes: teachers' awareness and techniques of teaching grammar and reading in an integrated way, their perception of CLT in relation to grammar teaching, the factors that hinder beliefs from becoming practices, the appropriate application of grammar methods and reading strategies, and how familiar teachers are with the newly emerging methodology.

1.12. Chapter Summary

Chapter one has addressed two major issues. First, this chapter presents the background of the study from the Ethiopian context and the statement of the problem and what the study wants to do. The statement of the problem clearly stated the gap of the Ethiopian teachers' beliefs and practices of teaching grammar and reading and it suggested how to fill the gap in a scholarly way. The chapter also described the significance, limitations, delimitation and the objectives of the study in detail. The second main issue of chapter one was presenting the overview of the context of the study. It summarized the general overview of education in Ethiopia and the role of English as a foreign

language. The following chapter critically reviews literature on teachers' beliefs and practices about teaching reading and grammar.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter intends to review the relevant literature of the study divided into four parts. The first part of the literature deals with grammar teaching, presenting the types, methods and function of grammar, and whether grammar is teachable or not. Part two presents literature about teaching reading in English. The third part discusses teachers' beliefs about teaching grammar and reading in an integrated way. Lastly, the fourth part briefly presents Systemic Functional Grammar (SFG) and Learning to Read and Reading to Learn (L2R:R2L). Overall, chapter two aims to critically review the status of research into teachers' beliefs about teaching grammar and reading in language teaching in general, and in the context of Ethiopia in particular.

2.2. Part one: Grammar Teaching

2.2.1. A Brief History and Definition of Grammar

For several decades leading up to about the year 2000, in many schools in England grammar has not received much attention and students are taught English without grammar, even currently students end school without obtaining any profound knowledge of grammar (Hudson and Walmsley, 2005). However, it has survived in some places. In an earlier version of their 2005 paper, they state:

for example, in Russia, children learn the parts of speech in their first year of compulsory schooling and the main elements of clause structure in their second year; while in most countries whose state language is a Romance language grammar is also studied seriously at secondary school. Historically, too, grammar has often loomed large in school teaching; for example, grammar – i.e. Latin grammar -was part of the ‘trivium’ of grammar, rhetoric and dialectic (Hudson and Walmsley, 2004, p. 1).

In fact, according to Rutherford (1987) grammar has been tightly connected to foreign language teaching ever since Classical Athens. In the Western world, “foreign” language learning in schools was synonymous with the learning of Latin or Greek (Celce-Murcia, 1991). Latin was taught by means of what has been called the Classical Method: “focus on grammatical rules, memorization of vocabulary and of various declensions and conjugations, translation of texts, doing written

exercises” (Brown, 1994, p. 16). Grammar is generally thought to be a set of rules for choosing words and putting words together to make sense.

Several language researchers (e.g. Ellis, 2006b, 2008; Celce-Murcia, 1991; Richards, 2006; Thornbury, 2001; Zheng, H. 2015) have questioned the role of grammar history in the last two decades. As mentioned above, “in the first half of the twentieth century, grammar teaching disappeared from the curriculum in most schools of England” (Hudson and Walmsley, 2005, p. 594). However, it began to be conceptualized in the 1960s under the influence of linguistics (ibid.) as linguists argued that it is not a challenging process to form the meanings in the absence of formulating grammatical and linguistic structures (Frodesen and Holten, 2003). Although the command of English is important for both learners and teachers, grammar continues to deteriorate in schools, colleges universities and training institutions are increasingly under criticism from the public and stakeholders (Hudson and Walmsley, 2005). When it comes to foreign languages, certainly, effective communication would severely be hampered without the role of grammar to put the language into use in a variety of situations (Batstone, 1994a; Widdowson, 1990). Indeed, these situations seem quite reasonable for “... language learning is essentially learning how grammar functions in the achievement of meaning”, (Widdowson, 1990, p. 97). This implies that grammar has a huge function in foreign language teaching.

In the Ethiopian education system, the curriculum has never forgotten grammar teaching; albeit with challenges in methodology, content and weight of teaching time allocated to grammar. Overall, poor methodology and a lack of treatment of grammar can still be seen as the least successful part of the curriculum (Heugh et al., 2007). In Ethiopia, although there is a large demand of foreign language teaching, the quality of its teaching needs much improvement. Therefore, in order to satisfy the demand of quality in foreign language teaching in Ethiopia, teachers’ knowledge of grammar should be enhanced in the curriculum. This study of teachers’ beliefs and practice will also focus on the importance of grammar teaching, not in isolation but rather by integrating it with reading.

“In order to make informed decisions about what grammar to teach and how best to teach it, one should take stock of the various schools of grammar that seem to speak in very different voices”, (Bourke, 2005, p. 85). Although it is essential to define the word grammar, it is impossible to define it in a straightforward way. Mayhill et al. (2013) indeed argue, “one challenge confronting any researcher of grammar is the multiplicity of meanings and connotations that the word evokes” (p. 103). Stern (1992) defines grammar from a narrow sense that grammar is all about morphology and syntax. Lock (1996) defines grammar as “the arrangements of words and the internal structure

of words” (p. 4) and Ur (1996) states that “grammar is a set of rules that define how words are combined or changed to form acceptable units of meaning within the language” (p. 87). These narrow definitions of grammar later began to extend to attract broader views from psychologists and other linguists who pointed out that the issue of morphology and syntax in the field of language of English might go beyond the narrow definitions of grammarians. Grammar is not a simple structure, they argued, but structures in contexts of use (Batstone, 1994; Ur, 1996). Batstone (1994, p. 03) states “language without grammar can leave you handicapped”, whereas Larsen-Freeman et al. (1991) remind us that grammar is best seen as involving interrelationships among form, meaning and contextualization including the dimensions of semantics and pragmatics into the scope of the grammar. Celce-Murcia (1991) also takes the view that grammar interacts with meaning, social function, or discourse and does not stand alone as an autonomous system that should be learnt for its own sake. Nunan (2015) revised his own original work that grammar is beyond syntax and morphology. He points out that English is ever changing and people constantly break prescriptive rules, for example the rule for countable and uncountable nouns:

the prescriptive rule is that we use ‘fewer’ with countable nouns, and ‘less’ with uncountable nouns. Thus, we say, “There are fewer people going to the movies these days” and “Doctors say we should eat less salt.” Well, guess what? Only yesterday, I heard a commentator on television assert that, “There are less people going to the movies these days.” In fact, the use of ‘less’ with countable nouns is becoming increasingly common. (Interestingly, I have yet to hear anyone say, “doctors say we should eat fewer salt.”) The challenge for descriptive grammarians is to come up with an explanation for the use of ‘less’ with countable nouns (Nunan, 2015, p. 122).

More specifically, grammar goes beyond syntax and morphology (Leech, 1994). Leech (1994) defines communicative grammar as “an approach to grammar in which the goal is to explore and to formulate the relations between the formal events of grammar (words, phrases, sentences, and their categories and structures) and the conditions of their meaning and use” (p. 19). In linguistic terminology, this means relating syntax and morphology to semantics and pragmatics. Batstone (1994) comments that “at its heart, then, grammar consists of two fundamental ingredients— syntax and morphology – and together they help us to identify grammatical forms which serve to enhance and sharpen the expression of meaning” (p. 4). In general, the table below summarizes grammar from three broad categories: traditional, formal and functional grammar based on various scholars’ definitions which, as we will see, are reflected in different teaching approaches. The definitions are summarized from Nagyne (2006, p. 7).

Grammar	Broad definition
Traditional	According to Brown (1994), the prescriptive theory perceives the language as a set of roles which are composed from written classical languages, Greek and Latin. The Latin was divided into parts of speech, such as noun and pronoun, adjectives and verbs, adverbs and preposition, conjunction...).
Formal	Prescriptive, but sees language as a cognitive and psychological process that goes to the brain and develops starting at birth. Chomsky is a well-known proponent of this view.
Functional	Descriptive. It perceives grammar as how meaning is created in different cultural and social perspectives. Halliday is a well-known proponent of this view. “Grammar not only consists of rules which govern form; it consists of knowing when to use these forms to convey meanings that match the person’s intentions in particular contexts” (Larsen-Freeman, 2002, p. 105).

Table 2-1: Grammar definitions compiled by the researcher

In conclusion, from the above definitions of grammar, we can conclude that there are two broad perspectives. According to scholars (e.g. Batstone, 1994; Crystal, 2004; Larsen-Freeman, 2002; Ur, 2009), the first one conceptualizes grammar from a structural point of view, restricting the focus to syntax and morphology, while the main focus of the second perspective is more comprehensive in nature, broadening the scope to levels above and below the purely morphosyntactic level. After briefly defining grammar above, the next section will highlight whether grammar is teachable or not.

2.2.2. Is Grammar Teachable?

The purpose of this section is to explore whether grammar is teachable or not. Since how to teach grammar is debated among scholars, the question of whether and most importantly, how grammar should be integrated in an L2 curriculum has generated different viewpoints (Myhill, 2000; Lock, 2010). Among the positions, some believe that grammar is very important in language teaching, whereas others strongly oppose grammar teaching in language (Burgess and Etherington, 2002). In their study, Jean and Simard (2011) conclude that grammar teaching/learning is necessary, but that teachers and learners do not enjoy doing it. Some EFL teachers think that grammar is full of word terminology in which students or teachers should work to split those words (Batstone, 1994).

In addition, some still do not enjoy grammar teaching, finding it boring, and do not like the baggage of rules. Although teachers seem to be split into a group who wants to abolish grammar teaching and a group who wants to put it at the heart of teaching English (Thornbury, 2005), Rahuma (2016) maintains that “[i]t cannot be denied that grammar teaching helps learners understand the nature of language and that language consists of complicated patterns that are combined through sound or writing to create meaning” (p. 50). De Capua (2008, p. 1) reflects on this, stating that:

[f]or native speakers of any given language, grammar teaching often represents to them the great “mystery” of language, known only to language specialists or those of older generations, the ones who really know what is “right”. Many feel that “grammar” is something that they were never taught and they feel they therefore “don’t know.” Grammar is also often linked to both explicit and implicit criticisms of people’s use or “misuse” of language, which may have created a sense of resentment or frustration with the notion of grammar.

Loewen et al. (2009) conclude that there is a perceived usefulness of grammar teaching for language production, while Bernat and Lloyd (2007) and Mohamed (2006) actually state that the most important part of learning a language is the learning of its grammar. Van Patten argues that attending to form and meaning simultaneously is cognitively more demanding, but that grammar must be taught communicatively to learners who are engaged in speaking and writing (1993, 1996). The opinion above by Loewen et al. (2009) asserts the usefulness of grammar teaching by engaging in speaking and writing, but the current study will focus on grammar teaching by integrating it with reading. Fotos and Ellis (1991) suggest that grammar tasks should encourage communication about grammar. Ellis proposes a new approach (Interpreting input) for people to learn grammar by processing the target structure and not producing it (1995). Ellis (2006) also raises the question of whether one should teach grammar, or simply create the conditions by which learners learn naturally. Ellis further goes on to question, if grammar is to be taught, then what exactly should be taught and how does one go about it (Ellis, 2006)? As we saw above, there is a variety of conceptualizations of grammar that can be adopted for teaching, ranging from structural to generative to functional, but it should be noted that students do not need to know all items and all types. Ellis is also known for arguing the case for grammar teaching as consciousness-raising (2002), and he underlined the fact that consciousness-raising constitutes an approach to grammar teaching which is compatible with current thinking about how learners acquire L2 grammar. Richards and Schmidt (2002) defined consciousness-raising as “techniques that encourage learners to pay attention to language form in the belief that an awareness of form will contribute indirectly

to language acquisition” (p. 109). However, Ellis believed that consciousness-raising has many limitations too (2002), for instance, consciousness-raising does not involve the learner in repeated production. This is because the purpose of this kind of grammar teaching is not to help learners to perform structures correctly but to help them to gain some knowledge about it (Fotos, 1994).

Moreover, Lin (2010) states that “grammar is the central heart of language (Kerr, 1996), and is a tool to help learners’ comprehension of the target language. Because grammar provides systematic rules of structure and word order, learners can create their own spoken and written discourse using these grammatical structures” (p. 23). Different scholars (e.g. Canale and Swain, 1980; Nagyne, 2006; Rutherford, 1987) agree that if there was no grammatical structure, it would be either impossible to use a language or to understand each other. Furthermore, Nunan strongly supports grammar teaching because grammar helps learners perform their target languages better (1991). In the opinion of the current researcher, grammar is important for non-native foreign language teachers not only to teach the language as a subject, but also to enable their students to be competent in other subjects.

Different studies (e.g. Ellis, 2001, 2002a, 2006; Fotos, 1998; Nassaji and Fotos, 2004, 2011) have shown that grammar teaching is essential for foreign language learners because grammar knowledge can affect the learners’ capabilities to express themselves in the target language. Brown (1994) explains that “for adults, the question is not so much whether to teach or not to teach grammar, but rather, what are the optional conditions for overt teaching of grammar” (p. 349). Others recommend for grammar to be taught by using a communicative approach (Batstone, 1994). Ellis (2002a) and Fotos (1994) studied form-focused instructional activities which are regarded as the most effective when embedded within communicative contexts.

For Halliday, when grammar is taught the focus should not be on how language is formed, but it should be on how language is used (1985b). This is somehow different with Meiring and Norman (2001) who concluded that “the place of grammar was not diminished because of the demand for grammatical accuracy in the O level examination” (p. 59). Krashen believes the study of grammar promotes knowledge about language, but studying grammar is not the same as how to use the language (1982). Thus, a mere theoretical knowledge of the rules of grammar will not be of any help for the student who should be taught to understand how to use the rules in communicative situations. Krashen’s claim was that language should be acquired through natural exposure, rather than being learned through formal instruction (1982). However, the Krashen model of language theory was not practised in some places due to a number of reasons. It is important to ask what will

happen to learners who have less or no exposure to natural language practice, as in the Ethiopian case.

The current study suggests, based on literature that neglecting to teach grammar is not an option in the context of Ethiopia. The world is fast becoming more competitive and more globalized, where the role of English grammar is crucial as well. For these reasons, EFL teachers are encouraged to improve their knowledge of grammar teaching to improve their learners' accuracy and proficiency. As the importance of grammar teaching has been discussed above, the next sub-topic will address different types of grammar.

2.2.3. Teaching Different Types of Grammar

Literature shows there are different types of grammar; however, many people are not aware of this (Crystal, 2016). According to Rahuma (2016) “[g]rammar still generates plenty of interest as evidenced by the extensive literature” and “a multi-faceted concept with countless nuances and complex types” (p. 55). Myhill et al. (2012) “state a descriptive, contextually-based, functional grammar has been shown to make a positive impact on pupils’ writing through research conducted in secondary schools during the last five years” (p. 3). Moreover, there are different ways of dividing grammar, for example, it is divided into traditional or prescriptive grammar, structuralist applied grammar, modern descriptive grammar, formalist generative grammar, and systemic functional grammar. On the other hand, Crystal (1998, p. 118) differentiates grammar into descriptive, prescriptive, pedagogical, reference, theoretical and traditional, whereas Helbig (1992) explicates the following grammar types of different groups of users (summarized in Nagyne, 2006, p. 79). These are often called schools of grammar.

- Linguistic grammar and pedagogic grammar;
- Grammar for foreign language learners and grammar for native speakers;
- Descriptive and prescriptive grammar;
- Contrastive and non-contrastive grammar;
- Production and receptive grammar;

Bechoua (2012) adds to this Woods’ (1995) categorization of grammar: “prescriptive and descriptive, traditional, phrase structure, transformational-generative and functional-systemic” (p. 21). She adds that “each type implies a different perspective on analyzing and describing a language. This in turn influences the way grammar is taught” (Bechoua, 2012, p. 21). The target of the current study in this section is not to present the major variations on the types of the grammars, but to assess teachers’ contributions to teaching the grammar. The range of frameworks

for understanding grammar enables teachers to devise mechanisms to be flexible and use contexts, as there is no best type of grammar in the opinion of the current researcher. Larsen-Freeman (2001, 2003) suggests the term “grammaring” was used to convey that grammar should be taught as the fifth skill (added to reading, writing, speaking and listening). The major grammar types are explained below with the aim of exploring how these frameworks offer teachers flexibility in the classroom.

2.2.3.1. Traditional Grammar

Traditional grammar refers to grammar as it was understood and conceptualized by scholars in Ancient Greece (Haussamen, 1997). Burns et al. (2011) define traditional grammar “as a set of rules which were originally taken from the written classical languages, Greek and Latin” (pp. 76-77). Indeed, it was a Greek scholar in the second century BC, Dionysius Thrax, who was among the first to divide language into eight parts of speech (Kornfilt, 2020). We commonly know them now as nouns and pronouns, verbs and participles, articles and adverbs, prepositions and conjunctions. Castro et al. (2016) explain that “it was taught deductively through an explicit explanation of rules, with memorization and translations of texts from the L2 to the L1” (p. 8). It is these parts of speech that make up a sentence. As has been said, this approach to grammar deals with how words relate to one another in a sentence such as subject, object, adverbial, etc. to show the differences between types of clauses. For example, in English, SV (He was running), SVO (She reads a book), SVA (The ship stood in the harbor), SVOA (She reads the message), etc. are some different ways of structures used in a sentence.

Historically, the first use of grammar books was in teaching Homeric Greek to non-Greeks, and later, Latin to non-Romans (Haussamen et al., 2003). Afterwards,

in the eighteenth century in England, some educators believed that they needed to correct the “flawed” language of working class children and adults and so adopted the same classical tools and models (they complained, for example, that perhaps sentences should not end with prepositions because they never did so in Latin), and teachers of English have used the same approaches ever since (Haussamen et al., 2003, p. 10).

According to traditional grammar as commonly accepted the basic structure of an English sentence is subject + verb + object. Although traditional grammar is criticized for being rule-oriented, evidence shows the importance of these rules for EFL teachers and students (Nunan, 2015). The traditional grammar position has some characteristics in common with prescriptive grammar. If a

student is not in the right position to use appropriate concord, for instance, the prescriptive approach would claim that the sentence is wrong (Nunan, 2015). The prescriptive group argues that this type of sentence is grammatically incorrect. In traditional grammar, syntax rather than semantics is a central component of a language.

Although traditional grammars are considered the old type of grammar, they play a crucial role as a base for modern grammar teaching (Vandenberg and Taverniers, 2010). In many contexts, there is evidence that traditional grammar is still important in language teaching, and this is certainly true in the Ethiopian context, in particular in language classes at secondary school level. The author of this research has an unforgettable memory of his own education, where he was taught English grammar like mathematical formulas as seen in the Figure below.

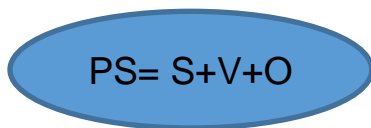


Figure 2-1: Teaching grammar by formula

Key: PS means present simple; S is subject; V is a verb; and O is an object.

Despite being a traditional way of teaching, the current researcher feels that traditional grammar teaching like this is effective as a method in foreign language teaching. In order to further give a brief overview of the traditional grammars, it is effective to present some of approaches of traditional grammars separately as follows.

A) Grammar Translation Method (GTM)

The Grammar Translation Method (GTM) was introduced towards the end of the eighteenth century and then spread throughout the world in the nineteenth century. Sara (2014) reveals that foreign language education in secondary schools had slowly abandoned Grammar Translation Methods by 1970. Larsen-Freeman (2000) explains, “GTM claims grammar rules are presented with examples” (p. 20). In the 1890s-1930s, GTM was used to teach classical languages (Greek and Latin) and later adopted for teaching modern languages such as English (Haussamen et al., 2003). The direct influence of traditional grammar theory on language teaching can be seen in the grammar translation method of language teaching.

A typical lesson conducted using this GT method bears the following characteristics. Firstly, the ultimate purpose of this type of foreign language teaching is to read materials written in the foreign language, such as reading foreign classics, and so written language is emphasized over oral skills.

The goal of this type of foreign language learning is to translate that foreign language into one's mother tongue, and if a student can do this, he or she is considered to be successful in their foreign language study (Larsen-Freeman, 1986; Sara, 2014; Stern, 1983). Again, oral language ability is not the goal of GTM and this results in many learners who have even been learning for more than ten years still not being able to use a language to communicate with native speakers (Larsen-Freeman, 1986). In GTM, teachers are the absolute authorities in the class, while students are just absorbers, and the process is always teacher centered (ibid.).

The main advantage of GTM is that rules are explained quickly. In contrast, its disadvantages are that it is an unnatural method neglecting speech, and impossible to make good translation, and that it pays no attention to pattern practice (Larsen-Freeman, 1986). Finally, the target language was segmented into various parts of speech, which were taught deductively through explicit explanation of rules, with memorization and translations of texts from L2 to L1. With a focus on written language, other purposes of this method included exploring the literature of the target language, preparing learners to develop an understanding of the first language, and training learners' academic capacities (Nassaji and Fotos, 2004).

B) Audio-Lingual Method/ALM

The audiolingual method, also called the Army Method, is also a type of learning based on traditional grammar. The ALM approach represents the first attempt by U.S. structural linguists to influence the teaching of modern foreign languages (Fries, 1945; Lado, 1964 as cited in Celce-Murcia, 1991). In this method, grammatical structures are very carefully sequenced from basic to more complex (based on linguistic description), and the vocabulary was strictly limited in the early stages of learning (Celce-Murcia, 1991). Thornbury (1999, p. 21) reveals "ALM derived its theoretical base from behaviourist psychology", and the ALM is an example of structural grammar which can be learned building up habits mechanically. The ALM method used to react to these demands led to audiolingualism becoming the most common approach to teaching ESL in the United States by the 1950s-1960s. With America's entry into WWII, ALM was used to help make army personnel fluent in German, Italian, French, Chinese, Japanese, Malay, etc.... responding to a critical need for quick training for wartime language programs. America's emergence as a world power then meant that immigrants to America from all over the world were in search of jobs and thus in need of quick training. Proponents of the audio-lingual theory often criticized the GTM, and the ALM did not present grammatical rules in the same rigorous way as the GTM did. However, "the focus was still on learning grammatical structures and not on the development of real-life communication skills" (Larsen-Freeman 2000, p. 44). In the ALM, language learning was

considered as a set of habits, and this method accepted speech as the primary skill. As a result, writing was sometimes either excluded or only included at a later stage of the program to reinforce what has been learned in spoken medium. Richards and Rodgers (1986) stated there are certain shortcomings in the audio-lingual method. For example, the students' native language should never be used in the class (as cited in Nagyne, 2006). Classroom activities should be structured so as to avoid the possibility for a student to make a mistake. Furthermore, the work of behavioral psychology influenced the ALM (Skinner, 1957 as cited in Nassaji and Fotos, 2011). In behavioral psychology, contrastive analyses of the structural differences between the native and target languages provided the basis for the careful selection, gradation and presentation of structures. Second language writing instruction also focused on students' production of formally correct sentences and paragraphs (Rivers, 1991 as cited in Nagyne, 2006). Behaviorist psychology also described all learning as being the result of conditioning related to the formation of habits through responses to outside stimuli. Accordingly, it was believed that language could be learned through 'mimicry and memorization' (Larsen-Freeman, 1986; Richards and Rodgers, 1986; Stevick, 1982). After analyzing the major limitations of the two GT and AL Methods, several further grammar-based methods emerged as alternative language teaching methods. Among the major ones are the Reading Approach, the Oral and Situational Method, Suggestopedia, the Silent Way, and Total Physical Response (TPR). Although they have shown their own specific features, their basic assumptions about how to teach/learn language in terms of syllabus were no different to GT or AL. All are types of grammar-based teaching. For instance, the assumption behind suggestopedia is that learners should be helped to learn in a relaxed environment by minimizing anxiety, while the silent way method involves motivating the students to think and say the appropriate sentences to accompany actions performed under the guidance of the teacher. For both methods, classroom content was mainly based on analyses of language forms with little focus on language functions or real-life communication.

In conclusion, traditional grammar teaching plays an important role in the study of EFL teachers' beliefs about grammar teaching. However, Lefstein reports that traditional grammar teaching is still criticized for being "typically taught through teacher transmission, whole class recitation, and individual pupil practice of grammar exercises" (2009, p. 379). Despite its disadvantages, we will see that traditional grammar may have its uses in language teaching when combined with the teaching of grammar and reading in an integrated way.

2.2.3.2. Prescriptive and descriptive grammars

“Prescriptive grammar is defined as the grammar which is taught in schools, discussed in newspaper and magazine columns on language, or mandated by official language academies as found in Spain or France” (DeCapua, 2008, p. 1). As the name suggests, this type of grammar prescribes to people what is considered correct in terms of structures, words, register choices, and so on, even if this does not correspond with what speakers feel is natural. According to prescriptive grammarians, grammars lay out what is grammatically correct and incorrect (Nunan, 2015). Prescriptive grammar deals with being right or wrong, good or bad language use of grammar (ibid.). In addition, linguists believe that prescriptive grammar tries to preserve the ‘standard language’ by informing people what rules they should know and how they should use English in their writing and speaking (Stern, 1983; Batstone, 1994). This means that the teaching of grammar is seen as enabling learners to produce the ‘correct’ way of speaking and writing (Nachiengmai, 1997; Nunan, 2015).

On the one hand, prescriptivists repeatedly raise the issue of being “correct” or “incorrect” or “wrong language” versus “good language”. As Haussamen et al. (2003) put it, it is important to remind ourselves “that the simplistic and absolute judgment that a piece of language is right or wrong can be, at its root, an attempt to judge people” (p. 11). Halliday (1985b) strongly disagrees by stating that language in itself is neither bad nor good. Rather, it is functional because it explores how language is used rather than how language is formed (Halliday (1985b). Halliday argues that it is the context or the situation in which we try to use the language which makes it wrong or correct.

On the other hand, descriptive grammars articulate a language as it is already used. “Descriptive grammar rules, in contrast to prescriptive rules, describe how adult native speakers actually use their language” (DeCapua, 2008, p. 1). This type of grammar focuses on patterns that are meaningful and systematic. Such patterns are the very fabric of a specific language, although they often remain under the surface to its speakers. Nevertheless, taking a step back often helps those who are interested in them, to discover them quickly. Some might find it strange that this distinction is made, i.e. descriptive vs prescriptive. In teaching English as a Foreign Language and outside English-speaking contexts, the knowledge of grammar prescriptions is one of the top requirements in the grammar-translation method of instruction (Hinkel and Fotos, 2002). Finally, although the descriptive and prescriptive grammar have their own disadvantages, the current researcher feels both prescriptive and descriptive grammars have an important role to play in foreign language teaching. In general, to be effective and practical, grammar teaching has to address the prescribed rules of syntactic constructions to enable learners to succeed in education in Ethiopian context.

2.2.4. Pedagogical Implications

Pedagogically, knowing the history of grammar and categorizing grammar into different stages would be important for teachers and students. The target of this research is neither to compare one type of grammar with another nor to explain their limitations. However, it is important to be aware of the theoretical backgrounds of each type of grammar before choosing which one to put into practice (Celce-Murcia and Larsen-Freeman, 1999). For example, the traditional or prescriptive grammar approach is described by Bourke (2005) “as often inaccurate and subjective and tends to ignore actual usage. It ignores the fact that a living language is constantly in flux, and it tries to preserve features and distinctions that have long since fallen by the way” (p. 86). In contrast, the descriptive type of grammar encourages readers to accept what is refused in prescriptive approaches; Bourke (2005) illustrates this point as follows: “the COBUILD grammar says that splitting the infinitive is common even among educated users of English, whereas usage manuals still castigate it as a grievous error” (p. 86).

According to Bourke (2005), Chomsky, in contrast, was not thinking about teaching English when he developed his grammatical theory. Nevertheless, aspects of his theory such as phrase structure rules and tree diagrams do feature in the work of applied linguists. Language teachers more remember Chomsky for his work on the mental rationale and minimalist program, whereas Halliday is known for providing a social rationale of language teaching in Systemic Functional Grammar (SFG) and the maximalist grammar (Halliday, 1994). With this brief explanation of the pedagogical implications of grammar teaching, the next section will provide grammar-teaching methods.

2.2.5. Grammar Teaching Techniques/Methods

Many methods were developed, applied and discarded in order to try and find the most effective method of grammar teaching. Although scholars (Celce-Murcia, 1991; Ellis, 1998, 2006; Larsen-Freeman, 2001; Nassaji and Fotos, 2011; Norris and Ortega, 2000; Thornbury, 1999) have now arrived at a consensus on the importance of grammar teaching, there are controversies on how to teach grammar (and which method to use). Long (1991) and Ellis (2008) outline two grammar teaching approaches (Focus on Form and Focus on Forms). The former refers to an approach to teaching grammar primarily during moments when errors occur during a meaning-focused activity, whereas the latter refers to a method of teaching grammar in isolation. Focus on the forms, as Ellis (2008) indicated, refers to a type of instruction that seeks to isolate linguistic forms in order to

teach them one at a time, for example, when language teaching is based on a structural syllabus. In addition, Doughty and Williams (1998) noted “(t)o be clear, it should be borne in mind that the traditional notion of formS always entails isolation or extraction of linguistic features from context or from communicative activity” (p. 3). Burgess and Etherington (2002) found there is evidence to support a favorable attitude to Focus on Form approaches, whereas Long and Robinson (1998) as cited in Ellis (2008) pointed out that:

[f]ocus on form often consists of an occasional shift of attention to linguistic code features of the teacher and/or one or more student-triggered by perceived problems with comprehension or production (p. 23).

Since there is no one accepted grammar teaching method, teachers can employ various types of methods to improve the knowledge of their students. Indeed, there is also a recently emerging teaching approach dubbed the “eclectic approach” (Richards and Rodgers, 2002) which refers to a teaching approach that is not based on a single method (e.g. task-based teaching, or content-based teaching) but rather draws on several different method principles that are made use of in practice (ibid.). It is said to be a problem-based approach to teaching. Although there are different methods of grammar teaching, the researcher will focus on the following methods of grammar teaching one after the other.

2.2.5.1. Deductive grammar teaching

Deductive grammar teaching is one method of grammar teaching in which the teachers explicitly present the grammar rules (Larsen-Freeman, 2000; Richards and Rodgers, 2002). Explicit, overt, top-down or teacher-centered grammar teaching are interchangeably used as terms for deductive teaching though there are slight differences. Ellis (1991) argues that explicit/deductive grammar instruction is necessary for the students as it enables them to notice features in the input that they receive, and this can become part of their acquired knowledge. Some call it a deductive approach to grammar teaching or rule-driven learning (Thornbury, 1999). Moreover, grammar explanations could be presented in simple and clear language. Other scholars (e.g. Nassaji and Fotos, 2004; Nachiengmai, 1997, p. 3) have concluded that many second and foreign language learners gain a better comprehension from a systematic explanation of grammatical items. In a deductive method, teachers explain grammar rules so that students can make more grammatically accurate sentences (Sysoyev, 1999). This method is very helpful for most adult foreign and second language learners (ibid.).

Tasks in a deductive grammar teaching method are generally accuracy focused. However, as Ellis (2001) suggests, understanding or focusing on the form of the language by itself alone is not helpful to achieve communicative competence. So, according to Ellis it is productive to design tasks, such as meaning-focused or fluency-focused activities, so as to enable learners to increase their engagement on tasks without reservation because they are afraid of committing grammatical errors. Nevertheless, Ellis comments this never encourages to conclude that explicit grammar teaching does not contribute to the enhancement of communication. It does contribute in one way or another. For example, scholars agree (e.g. Azar, 2007; Ellis, 1993; Mohamed, 2006; Thornbury, 1999) teaching grammar in an explicit way assists the learners to understand at least the simplest level of the language. For this reason, these scholars (e.g. Ellis, 1990, 1994, 2001, 2002 and 2006; Long, 1991; Mohamed, 2006) have reported on the contribution of explicit grammar teaching in different research findings. Evidence reveals that unless one has this basic linguistic knowledge, it would be impossible to combine words to form larger meaningful units of language, and then fluency-focused or meaning-focused language instruction could not exist. This linguistic knowledge base can be achieved through an overt explanation of rules for learners. Fotos, for example, stated that “explicit instruction increases learner awareness of the target structure and improves accuracy in its use as well as providing opportunity for meaning focused comprehension and production of the target structure” (1998, p. 301). More recently, Norris and Ortega (2000), in a meta-analysis of (quasi-)experimental studies of instructed L2 acquisition published between 1980 and 1998, reported strong evidence to suggest that explicit instruction (i.e. where learners’ attention is focused on the form of the language) is significantly more effective than implicit instruction (i.e. where no attention is paid to form).

However, there are criticisms of the explicit grammar teaching. One of the criticisms of deductive grammar teaching comes from Krashen’s theory. Krashen argues that explicit knowledge of grammar cannot be converted into implicit knowledge, and this condition will adversely affect students’ productive skills (1982). Krashen (1993) also regards the effects of grammar instruction as “peripheral and fragile” (p. 725), and argues that explicit grammatical knowledge (about structures and usage rules) may never become implicit knowledge which can form a basis for unconscious language comprehension and production. In fact, Krashen’s view in this regard undermines the role of exposure. Fotos and Ellis (1991) state that “inductive knowledge about language refers to knowledge that is intuitive and procedural, consciously available to learners” (p. 606). In contrast, explicit knowledge allows students “to say what it is that they know” (Fotos and Ellis, 1991, p. 606) and it can be analyzed consciously on an abstract level. The current study, in

fact, does support the importance of deductive grammar teaching in the EFL classroom context although these deductive methods have been heavily criticized.

2.2.5.2. Inductive grammar teaching

Unlike deductive grammar teaching, in inductive approaches grammatical rules and forms are not presented. Harmer (1995) describes the concept of teaching grammar inductively/covertly would mean teaching grammar without revealing grammatical issues directly to students while they learn the language. During class activities such as reading texts and gap-filling exercises, students focus mainly on the activities per se whilst grammar is learnt subconsciously. This enables students to obtain various examples in different forms, for instance through conversation and reading texts. This could be done by using materials that contain new grammatical forms or rules. Once these forms or rules are identified, students are expected to find other instances of the newly introduced linguistic pattern in the text. Some scholars call this rule-discovery, or learning through experience (Ellis, 1993, 2004; Sysoyev, 1999; Thornburg, 1999). Harmer (1987, p. 4) as cited in Tsehay (2020) describes this grammar teaching as ‘covert’ teaching:

where grammatical facts are hidden from the students even though they are learning the language. In other words, students may be asked to do an information gap activity or read the text where new grammar is practised or introduced, but their attention will not be drawn to the text and not to the grammar (Harmer, 1987, p. 4).

Here, the teachers present grammar items to students through examples and ask them to explore or discover the rules for themselves under the supervision of teachers (Tsehay, 2020). Sysoyev (1999) explained that the inductive method involves cognitive learning as students spend time discussing and discovering grammatical structures in order to help them understand the rules. The inductive approach is appropriate for young language learners who have not yet developed fully the ability to think in abstractions. They will enjoy learning through active application, and students can take time to assimilate the language through use (Sysoyev, 1999).

There is no irrefutable that proves either inductive or deductive teaching is most effective (Thornbury, 1999). Scholars such as Thornbury (1999) suggest that both approaches may be successful as long as we can select a method that fits the situation at hand and based on the kind of linguistic item in question. Despite the above merits of the implicit grammar teaching method, there are also criticisms, however. For example, Thornbury (1999) stated that “the time and energy spent in working out rules may mislead students into believing that rules are the objective of language learning, rather than means” (p. 54). Rahuma (2016) maintains that “[t]his method may

frustrate the learners if their personal learning style, or their past learning experience (or both) lead them to prefer simply to be told the rules” (p. 68). Furthermore, she explains that the inductive method suggests a lesson should start with presenting some examples of the grammar in sentences. In conclusion, combining the deductive method with the inductive method can be seen as strengthening educational practices. This in turn may lead to enhanced grammar teaching in EFL in the Ethiopian context.

2.2.5.3. Presentation-Practice-Production (PPP)

According to Harmer (2001), PPP is advisable as one important language teaching step for trainee teachers. However, Larsen-Freeman (2003) does not recommend PPP since this type of grammar teaching hardly improves the important components for grammar acquisition. Ellis (2003) also criticized PPP as it views language as a series of products that can be acquired sequentially as accumulated entities. In order to minimize the criticism of grammar teaching for the lack of the integration of form, meaning, and use, some linguists came up with a solution. Sysoyev (1999) proposed a new method of grammar teaching called the EEE method (Exploration, Explanation and Expression) which is nearly synonymous to Presentation-Practice-Production (PPP) (Harmer 2001; Richards, 2006). Unlike in the presentation time of PPP, students are somehow engaged during the exploration in EEE, but with limited activities. Both EEE and PPP are sometimes called integrative ways of grammar teaching. There is also evidence that these methods seem effective in the context of EFL. Teachers present grammar (deductively or inductively or in an eclectic way); students then practise it in a controlled way before moving on to a production or expression stage where students have a chance to use the language in real situations. Therefore, it is important for English teachers to strictly follow these steps in order to give an effective grammar lesson. There are several versions of the PPP model in textbooks for training teachers in second and foreign language teaching e.g. Celce-Murcia and Hilles, 1988; Harmer, 1996; Ur, 1988 as cited in Nassaji and Fotos (2004).

As Willis and Willis state (1996), a lesson plan based on PPP should have three phases as follows. In the **presentation or exploration** stage, the new grammar rule or structure is introduced. Ur (1996) states the teacher, in this stage, could prepare some reading materials (e.g. a story, a dialogue) that contain the structure under focus. Then, students are encouraged to read the text aloud since its aim is to assist the learners both with knowledge of grammatical structure and to develop their short-term memory. In the **practice or explanation** stage, the focus is on getting the learners to concentrate on the structure at hand and then proceed to less controlled practice with more open-ended activities. Once it has been assured that students obtained adequate knowledge

in the practice stage, they can move on to the production or expression stage. In this final stage teachers assist students to use the newly learnt rules.

In conclusion, the evidence shows that the deductive and inductive type of grammar teachings are not dichotomized. Ellis (2006) believed teaching students by explicitly creating awareness of grammar helps to make a foundation to gain implicit/inductive knowledge, and most SLA researchers agree it is implicit knowledge that predominantly defines communicative competence in an L2. A teacher who is more effective in deductive and less in inductive, or vice versa, will not be successful in grammar teaching. Again, if the teacher properly handles the PPP/EEE methods, students will benefit, while the eclectic approach is also highly encouraged. Overall, grammar methods are not the end of grammar teaching; rather they are the means to facilitate grammar teaching.

2.2.6. The Implications of the Methods

All grammar-teaching methods do have teaching implications. While there has been much debate over whether implicit or explicit instruction is superior, the research to date suggests that both approaches have the potential to promote L2 grammar acquisition (Nassaji and Fotos, 2011; Ortega and Norris, 2000). Larsen-Freeman (1992) “sees grammar as a resource for speakers to communicate in accurate (form), meaningful (meaning) and appropriate (use) ways. “Form” has to do with the morphosyntactic properties of a construction, “meaning” with the semantics of the construction and “use” with the appropriate context for that structure (p. 251). Larsen-Freeman supported her finding in (2003) that the “use” dimension is the one that teachers must implement through effective pedagogical activities. Finally, teachers have to be proficient to exercise the methods that benefit their students.

2.2.7. The Role of Grammar in English Language Teaching

It is a timely issue to review the role of grammar teaching in Ethiopia in particular and in Africa in general. In Africa, the way English language teaching itself is designed has been called irrational and illogical (Bamgbose, 2000; MoE, 2006). For the last twenty years, there is clear evidence that the quality of English language seems declining as the government is the main responsible for the decline. (Bamgbose, 2000; MoE, 2006). For example, a report by the Ethiopian Ministry of Education (MoE) deals more with English as a foreign language than a second language in Ethiopia (2006) but it contains no tangible evidence to improve the language situation. The main reason for

this is that students have no opportunity to exercise the language in their daily life outside of their English classroom (Heugh et al., 2007).

There is no doubt about the fact that grammar is important in language teaching. Nevertheless, the debate on what to teach, how to teach and why to teach seems to receive increasing attention from scholars, and most agree that grammar is fundamental to language (Fotos and Nassaji, 2011; Spada, 2007; Stern, 1992). Scholars (e.g. Ur) remarks grammar has been used in second/foreign language for several years, even though how to teach grammar is a crucial agenda. Due to numerous controversies over methods, approaches and documentation of grammar teaching in the syllabus, different scholars have been drawn to question its role in language teaching in recent decades. Grammar teaching is still an area where research is needed in order to satisfy the needs of experts, politicians, curriculum designers, teachers and students (Aarts, 2019).

While discussing the role of grammar teaching, it is important to raise the contributions of Rod Ellis who is a world-renowned researcher in the field of Second Language Acquisition in ESL context. Ellis (2006) for his part tries to answer various questions on the role of grammar in language and puts forward his argument on methods for grammar teaching. He raised different questions:

- “Should we teach grammar, or should we simply create the conditions by which learners learn naturally?”
- “What grammar should we teach?”
- “When should we teach grammar? Is it better to teach grammar when learners first start to learn an L2 or to wait until later when learners have already acquired some linguistic competence?”
- “Should grammar be taught in separate lessons or integrated into communicative activities?” (pp. 83-84).

In most of his findings, Ellis (2006) reveals that grammar teaching is influential in language teaching but that the method needs frequent improvements as well. Ellis argues grammar should be taught not for everyone, but for those who have some lexical knowledge and are able to understand message-focused tasks (2006). He also argues that grammar should be taught in isolation, and not as integrated with task-based activities (the issue of integration will be raised later in detail). According to Ellis, grammar should be mainly taught just to foster students’ awareness of explicit knowledge. Whatever the degree of the importance of grammar in language learning, Ellis maintains that grammar is an essential factor in mastering a language. Finally, as a

result of this, Ellis concludes that the role of grammar in language teaching is unquestionable and it continues to play a role (Ellis, 2006).

Nassaji and Fotos (2004) responded to Ellis' question of "why teaching grammar is important to learners". Gaikwad (2013) summarizes as follows:

first, awareness of form in the target language plays an important role in language learning; second, L2 learners pass through developmental sequences and grammar instruction could be advantageous depending on learner readiness; third, a large body of research has pointed out the inadequacies of language instruction which focuses on communicative aspects neglecting the teaching of grammar; and fourth, the evidence provided by classroom-based studies of the positive effects of grammar instruction (pp. 32-33).

While discussing the importance of grammar, Aarts (2019) describes how grammar is becoming more important in the politics of England. In regard to grammar importance, Aarts states:

[f]irst, grammar is part of the language that we all use to communicate with each other. To have some awareness of how communication works should be part of our general knowledge, in the same way that knowing about important events in history and key literary works is important. Second, learning about grammar can help pupils enjoy using language in both spoken and written form. Third, because the study of grammar involves studying structure, pupils will acquire important key analytical skills. That will be very valuable wherever their futures lie. Fourth, studying grammar makes learning foreign languages easier. Finally, learning about grammar can improve pupils' critical reading and writing skills (Aarts, 2019, p. 1).

While focusing on the role of grammar, it is very important to know the contributions of teachers and students to distinguish different uses of grammar in language teaching. For instance, Larsen-Freeman (2002), in her work entitled "The Grammar of Choice", suggests teachers and students should rethink the variety of uses of grammar. She also gives examples of how syntax can be constructed to express different attitudes, to express power, to establish identity, and speech acts where grammar choice can be used to express widely differing pragmatic stances (Fotos, 2001). Hinkel and Fotos (2002) summarize Larsen-Freeman's conclusion as a question to teachers "to rethink prescriptive approaches to grammar, emphasising that grammar is not a rigid set of forms to be taught solely for accuracy, but rather a way for learners to express their personal thoughts and voice in their choice of syntax" (p. 101).

Another example from Larsen-Freeman is the uses of modal verbs expressing a must, necessity, advice, command, and request: they are often marked by *please* and *kindly* to show politeness (ibid.). Similar to Larsen-Freeman's study the current researcher articulates the role of various grammar teaching needs to be clearer for the teachers and teachers need to be motivated towards those various types of grammar teaching in the Ethiopian context.

The role of grammar is significant in Ethiopia for several academic and nonacademic reasons. One of the reasons is that students need good grammar to pursue further study abroad and scholarship. It is mandatory to know English in general and grammar in particular, if anyone wants to apply for MA/Sc or PhD and other training abroad (TOEFL and IELTS). Therefore, there is evidence that an intensive course in grammar is needed to succeed in English exams at international level, including English proficiency tests: listening, speaking, grammar, vocabulary, reading comprehension and a short composition on a given topic. In Ethiopia, findings showed students could not follow their studies in different academic institutions because their knowledge of English grammar was below expectation and the teachers were also poor in this regard (Alamiraw, 2005). Similarly, international research such as that of Nachiengmai (1997) pointed out that the knowledge of grammar is what separates the educated from the uneducated. Therefore, it would be difficult to think of passing exams (IELTS or TOEFL) if grammar teaching is overlooked in Ethiopia. Similar to Azar's (2007) conclusion that grammar is the first and most important building stone for all other language skills, the current study raises awareness that grammar plays a vital role in the academic life of teachers and students in the Ethiopian context. While the above section has presented the role of grammar teaching, the next subtopic will highlight the causes of decline in grammar teaching in the Ethiopian context.

2.2.8. Is Grammar Declining?

This section gives insight into the reasons for the decline of grammar teaching in the Ethiopian context, a development which was already mentioned earlier in the history of grammar (cf. 2.2.1. for further detail). The decline of grammar in schools was linked to a similar gap in English schools of the world at the time (Hudson and Walmsley, 2005). This made its own effect in declining grammar teaching in Ethiopia though there has been no in depth research on this. As there is no single consensus on the issue of grammar teaching (Celce Murcia, 1991; Larsen-Freeman, 2001; Thornbury, 1999), it is also difficult to decide which features caused the decline of grammar-teaching in Ethiopia. However, one of the reasons is the training policy introduced in 1994 and the recent redesigning of the existing educational system, where emphasis has been laid on changing

the curriculum and methods of teaching to improve the quality of ELT in Ethiopia. The Ethiopian MoE report in 2010 boldly reported that the year 1994 was a turning point in educational policy, with a shift from the Traditional Approach or Teacher-centered-Approach (TCA) to a Student-centered-Approach (SCA). In addition, the Ethiopian MoE outlined problems of relevance, quality, accessibility, equity, and mode of delivery, teacher training, teaching resources and facilities (MoE, 2010). The government attempted to address these problems by issuing a new education policy, the Ethiopian Training and Education Policy (ETEP), in April 1994.

Part of the reform was that the Ministry of Ethiopian Education made a shift from a teacher-centered to student-centered teaching approach. This shift to SCA was reflected by the introduction of a recommended theory called Communicative Language Teaching/CLT in 1996. Although CLT is different for different teachers, Richards (2006) “defines CLT as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom” (p. 1). We will learn more details in the next section about this set of principles and the way they are used in Ethiopia. According to Savage et al. (2010), one could say grammar teaching fails when grammar is not seen as an enabling skill, as a motivator or as a means of self-efficacy which directly affects students’ communication. This study has some evidence to show grammar teaching in Ethiopia has been declining because of the following two reasons: the introduction of CLT combined with teachers who are non-native speakers.

2.2.8.1. Communicative Language Teaching (CLT) vs grammar teaching

The evidence shows that EFL teachers in Ethiopia seem to confuse CLT and grammar teaching and this in turn contributes to the decline of grammar. There is evidence that most of the subjects of this study felt that CLT could replace grammar teaching by engaging students into pair and group works instead of grammar exercises. Nassaji and Fotos (2004) summarizes the work of Widdowson (1978) that “CLT-based approaches define the aim of language learning as acquiring a communicative ability, which means the ability to use and interpret meaning in real life communication” (p. 20). For example, students will participate in conversation on how to use English in their daily life. Although CLT is good for real life communication, it has a number of disadvantages for language teaching including lessening the role of grammar in language teaching. One particularly problematic aspect of CLT is that some curricula mistakenly focus on speaking skills almost exclusively to the disadvantage of the other language skills (Burns 2009; Rahuma, 2016). Furthermore, CLT starts from the learner’s responsibility for learning, but leaves the role of

the teachers and their expertise underdefined. Since most of the subjects of this study taught a large class, it was problematic to implement CLT.

The current study has also found most of the subjects in the study have no clear understanding of CLT though they called themselves communicative teachers. Richards (2006) states many language teachers are confused about what “communicative” means when teaching a language because when asked about the methodology they use in their classes they commonly answer “communicative”, but they do not know exactly what it means. Although CLT seems accepted and believed to be effective in enabling students to use language for communication purposes (Richards, 2006), CLT fails because EFL teachers are confused by it, and lessened the role of grammar teaching. One of the reasons for the teachers’ confusion seems to have emanated from teachers’ beliefs and conceptions about CLT, “as beliefs are a central construct in every discipline that deals with human behavior” (Pajares, 1992, p. 307). The other reason for the confusion of teachers arose from introducing CLT methodology in the secondary schools in Ethiopia in the 1990s. This was considered to be an innovation although CLT had appeared on the stage in the 1970s in Europe. Indeed, the time of CLT introduction to Ethiopia was almost the same as the time of CLT’s disappearance in language teaching in the world. This implies the introduction of CLT has a negative impact on grammar teaching as was already seen in the world of language teaching elsewhere (Hudson and Walmsley, 2005). Furthermore, even if CLT was supposed to be very helpful in EFL classrooms, literature (e.g. Stern, 1992) suggests that it is now more successful in classes where English is taught as a second rather than a foreign language. Stern’s finding is consistent with the current research because, as we will see, the subjects of this study gave little attention to grammar teaching because of CLT.

There are some principles teachers need to follow while presenting CLT. One of the important principles of CLT is the teaching of grammar items in contexts rather than teaching grammatical rules using isolated sentences so that students can see the use of target grammar items in real situations. In other words, CLT recommends the use of awareness-raising grammar activities that enable learners to practice the use of grammar items from which they draw rules by themselves rather than receiving explanations of grammar rules through isolated sentences. For instance, Richards (2006) comments that teachers are responsible for preparing tasks that involve learners in real communication. In CLT, teachers must prepare activities that enable learners to complete tasks which are meaningful to them as this promotes learning (*ibid.*). However, the uses of awareness-raising became unsuccessful in Ethiopia, as EFL teachers had no training on the implementation of CLT in secondary school (Heugh et al., 2007). We will see that, similar to the

above finding, most subjects of this study reported they had no effective training to implement CLT, instead they taught grammar in a more traditional way.

Teachers need more than policies and training in order to implement CLT and improve language teaching. Not only the lack of training, but in Ethiopia factors such as large class sizes, and students' lack of proficiency background. Thus, these influenced the effectiveness of CLT and teaching of grammar in contexts (Smith, 2012). Moreover, although the policies and curricula support the adoption of CLT in Ethiopia, only the teachers can decide what really happens inside their classrooms. This is supported by the literature, for instance, Bax (2003) found that CLT is now having a negative effect on grammar teaching and Spada (2007) argues that the thought that CLT means an exclusive focus on meaning is a myth or a misconception.

In conclusion, although CLT encourages interactive language learning through the process of real life communication in a meaningful way (Richards, 2006), CLT is not meant to hide the role of grammar teaching especially in a situation where teachers have no background to implement grammar in a context. In order to avoid the confusion between CLT and grammar teaching in EFL settings, teachers need to be competent to use CLT so that it never lessens the role of grammar, but it exposes learners to communication. After this brief description of CLT as one cause for the decline in grammar teaching, the next section will present the second cause for grammar's decline in Ethiopia.

2.2.8.2. Non-native English speaker (NNES) Vs grammar teaching

This subsection discusses whether being a native or non-native becomes a cause for the decline of grammar teaching. There is a large assumption among teachers in Ethiopia that being native or non-native speakers can affect language teaching in Ethiopia. Medgyes (1992) explained that there are advantages and disadvantages of being non-native English language teachers in ESL context as follows. On the one hand, non-native English speakers can provide a good learning model to their students. They can also teach language strategies very effectively and provide more information about the language to their students. They understand the difficulties and needs of the students and are able to anticipate and predict language difficulties. In an English as a foreign language setting, they can use the students' native language to their advantage (ibid.). In contrast, students might benefit from having native English speakers as teachers in the following ways: native speakers can point out dialectical variations, which a non-native teacher of English might totally ignore. In general, native teachers can provide a model for acquisition of the sound system, providing their students with an excellent role model in terms of pronunciation and helping them build up their

confidence in using language for communication (Medgyes, 1992). Although the subjects of this study are non-native speakers of English, the research feels being a non-native speaker by itself does not affect the quality of grammar teaching. In addition, English, though not exactly an official language has for many years had a special status in Ethiopia (Heugh et al., 2007).

In grammar teaching, native speakers develop grammar as part of their intuition (Burns and Joyce, 1999) which suggests that there are in fact two ways of knowing grammar: “the first knows grammar in order to use it. ... The second way of knowing enables people to explain aspects of the language...” (p. 2). There are obviously expected advantages of native speakers such as better pronunciation, better language use, better linguistic competence and better knowledge of English culture. Medgyes (1992) came to conclude that there are similarities and differences between L1 and L2 English-speaking teachers and, in the opinion of this researcher, this text should be compulsory reading for all foreign language teachers. Like the study of Medgyes, the current study focuses on bilingual teachers. Summarizing Medgyes’ (1992) paper, we may state that native and non-native teachers generally differ in language proficiency, and they are also less similar in their behavior of language teaching. More importantly, as they are hard workers and competent both can be equally good teachers so it is impossible to generalize it from the two types. It seems native teachers tend to be less textbook-dependent and usually more tolerant of student errors, whereas non-native teachers are often able to provide better role models (may as if they are holding a red pen in their hands). Non-native teachers teach learning strategies more effectively and try their utmost best to provide learners with more explicit information than the natives (Medgyes, 1992, pp. 340-349).

It is believed that non-native speakers can acquire native-like proficiency in English as an additional language, whether they belong to the inner circle (English as a mother tongue, e.g., in Australia, USA and UK) or outer circle (English as L2, e.g., in Philippines, Jamaica) or the expanding circle (English as FL, e.g., in Ethiopia). Unlike India, for example, Ethiopia does not have such a historic diplomatic relation with Britain so as to benefit Ethiopia from English language, as there was loose diplomacy and no colonization. However, this does not necessarily affect the pronunciation of EFL teachers of Ethiopia because of globalization. Thus, considering the stereotype that “native speaker is better”, it would seem to be still active (Medgyes, 1992). In conclusion, there are some factors contributing to the decline of grammar teaching including teachers’ wrong perception of CLT with grammar and attitude of non-native English speakers negatively affecting the status of grammar teaching in Ethiopia.

2.3. Part Two: Teaching Reading Skills

2.3.1. Introduction

This part presents the teaching of reading connected to secondary school teachers in Ethiopia context. The main points are the concept, the purposes, the models and process of reading, and factors that affect teaching reading from some scholarly point of views. “Effective teachers of reading are knowledgeable, strategic, adaptive, and reflective” (De Coster et al., 2011, p. 84). Similarly, the current study highlights the role of teachers in teaching reading since “reading is central to learning and the ultimate goal of teaching reading is reading comprehension, a critical proficiency that has a considerable effect on the entire life of the learner” (Nure, 2017. p. 108).

2.3.2. What is Reading?

Like grammar, there is evident that it is rarely possible to define the meaning of reading by one sentence. According to Smith (1988), reading is not special, rather it is almost similar to other common words which we use in language having various meanings. Researchers (e.g. Nuttall, 1996; Wallace, 1992) state that reading is a process by which the reader reads and comes to understand something from the given text. However, reading something and coming to the concept of understanding is an uneasy job for many students, especially for L2 learners. Thus, since reading plays a vital role for students, the present study focuses on how to enhance teachers’ skill of teaching reading comprehension in Ethiopia context.

The reasons that readers struggle vary not only due to the contextual factors (background, environment, motivation, age, psychological, socioeconomic...), but also the capability of their teacher in teaching reading who is the major engine for injecting with enthusiasm the students. In fact, when we say understanding a text, we do not mean that the reader should know all words/vocabularies s/he encounters in the text (Nuttal, 1982, 1996; Wallace, 1992). It is all about enabling the reader to gain new experiences from the reading material.

Reading is not just a skill for the classroom, but it is also a vital aspect of society. Reading plays a key role for the development of nations, in the improvements of societies and cultivating the minds of its individuals, as it is a way of obtaining information and knowledge, satisfying tendencies, gaining experience, progressing in the various subjects. De Coster et al. (2011) argue that:

literacy skills acquired through schooling provide a foundation for pupils’ early and sustained success in school, and their later inclusion and participation in social, cultural and professional life. Indeed, the development of good reading skills usually leads to higher

educational attainment. Conversely, failing to learn to read fluently and with good comprehension may result in difficulties in both learning and developing new skills (p. 1).

Having considered what we mean by reading, let us now turn to the reasons why reading is important in an educational context.

2.3.3. Purposes of Reading

Despite multiple reasons for teaching or learning reading skills more generally, the two reasons for reading in a foreign language context are, according to Williams, comprehensive and generic: students are either reading for information or reading for pleasure (1984 as cited in Nunan, 2015). For Williams, either students read to extract the necessary information, or they read to enjoy themselves (as cited in Nunan, 2015). Now, the point of departure between native speakers and non-native speakers here is that for the former, achieving both of the two reasons (information plus pleasure) might not be a big deal. In contrast, for foreign language instructors, enabling learners to hunt for new information and have pleasure when reading a given text is a daunting task. The current author of this research realizes from his experience foreign language teachers are not confident with such tasks since they are attested to be difficult for the students of non-native English speakers.

Nunan (2015) also identifies two reasons for reading that are connected to the division above. The first one is “reading for communicative purposes, and the second, reading for educational purposes. Reading for communication refers to the ‘real-world’ purposes for reading; think of the dozens of practical reasons why you read every day to conduct the daily business of life” (p. 64). Here is a partial list reproduced from Nunan (2015, p. 64):

- “the Cathay Pacific online flight schedule for flights from Hong Kong to Los Angeles;
- the dosage information on a packet of pills;
- part of the chapter of a novel;
- emails from my daughter who lives in the United Kingdom to find out her plans for the weekend;
- the online viewing schedule of a television program to see what shows were on that night;
- a couple of short stories;
- a book proposal sent to me by a publisher to evaluate whether the book would be worth publishing;
- the online edition of the *International Herald Tribune* for the latest news.” (Nunan 2015, p. 64).

That is, we might read to “increase our knowledge of Chinese history, for example, either because we are interested in the topic, or because we are studying it formally at school or university” (Nunan, 2015, p. 64). In the language classroom too, “students also read to consolidate their knowledge of English and to develop the skills needed to extract information from texts written in English” (ibid.). Therefore, teachers are encouraged to set a purpose, to scaffold the development of each requisite reading skill so that students learn efficiently, and effectively to apply their reading skills. When teachers teach reading with clear and understandable purposes, the students’ tendency to achieve their professional future would get an increase (Nunan, 2015). Having clearly explained the purposes of teaching reading, the next section highlights the models of teaching reading in general and in the Ethiopian context in particular.

2.3.4. Models of teaching Reading

There are three effective models of teaching reading in English language used in general. The first one is a bottom-up model of teaching reading. This is one of the early models that have been developed for the reading process as a mere decoding of graphic prints. According to Fries (1972, cited in Abosnan, 2016), until the 1970s, teaching reading was viewed as an adjunct to oral language skills. The sociocultural factors, such as culture, customs and habits that readers might not be familiar with were recognized as playing a role in reading in an L1 in the 1960s. Nevertheless, they were not considered to play any role in reading for life (RFL), and the focus remained on bottom-up reading strategies to improve oral skills (Carrell, 1988) (as cited in Abosnan, 2016). During the bottom-up reading process, readers are encouraged to begin “by matching individual letters of the alphabet with their corresponding sound and then blending to form words” (ibid. 17). For instance, Nunan (2015) notes that reading the word *cat*, “we mentally sound out the letter ‘c,’ ‘a,’ ‘t,’ then blend these together to form the word ‘cat’” (p. 68). It is noted that the combinations of words will give us phrases and clauses, and it can produce sentences, paragraphs and essays when stretched. While using the bottom-up model of reading, students are familiarized with the much-known reading approach called phonics. It is a way of teaching reading whereby teachers enable their students to decode letters from their written to their aural form and then to blend these to form words along the lines described in the previous paragraph (Nunan, 2015).

EFL teachers also teach their students to decode individual letters into their matching sounds. However, there are several problems encountered in the process of phonics and the bottom-up model of teaching reading in the EFL context. The major problem to mention is the range of the

sounds in the English language by itself. When we compare the individual letters (alphabet) they are not difficult to mention, but the sounds are more difficult to analyze. The following examples in the table shows how the letter or alphabet ‘**ch**’ gives different sounds in different words (see Table 2-2 below). This is more articulated in the training of the methodology of Learning to Read: Reading to Learn/L2R:R2L (cf. Appendix E).

CH spelled and Pronounced as /k/	CH spelled and Pronounced as /tʃ/	CH spelled and Pronounced as /ʃ/
characteristics /kærəktə'ristiks/	Chalk /tʃɔ:k /	machine /mə'ʃi:n/
mechanical /mə'kænikl/	charity /'tʃærəti/	chef /ʃef/
chameleon /kə'mi:liən/	batch /bætʃ/,	brochure /'brəʊʃə(r)/
monarch /'mɒnək/		

Table 2-2: Reading ‘CH’ with different Sound (k, tʃ, and ʃ)

The sources of these words vary in their origin as some are from Greek, Latin, French or originally English. At the same time, we feel how much it is time-consuming and complex, especially for learners in a foreign language context. Teachers have a big responsibility to enable their students to decode all these words. As a result of this, not only the learners, but also the teachers themselves are in confusion over how to handle the ‘CH’, when it should sound as ‘K’ /k/ or as ‘SH’ / tʃ/ or as ‘CH’ /ʃ/. Teachers need to be very systematic and flexible for the learners to read effectively, but it is sometimes difficult to do this. Although the examples are produced with the double letters (CH), it also happens with single letters. For instance, there are cases when the letter ‘C’ is pronounced as ‘K’ /k/ and ‘S’ /ʃ/, for instance in cat / kæt/ and city /'sɪti/ respectively.

Moreover, Nunan (2015) stresses that “traditionally, reading, along with listening is characterized as a passive skill. However, reading, like listening, is anything but passive, and these days we refer to reading and listening as ‘receptive’ rather than ‘passive’ skills” (p. 64). Moreover, many scholars criticize the model that suggests these are only uni-directional, as this implies that there is no active engagement from the students’ side (ibid.2015).

Overall, Abosnan (2016) concludes that in the bottom-up model of the reading process; learning to read is regarded as learning to decode, i.e. “changing graphic characters into phonemes” (p. 17). The bottom-up model is criticized because it is a data-driven type of reading model. The reader knows how to change the printed form into a spoken form during the reading and can convert characters into phonemes. Furthermore, “the reader knows the rules that relate one set of abstract

entities to another” (p. 17). In order to understand this type of reading, what the reader needs is “knowledge of words and grammatical patterns in the sentence” (cf. Abosnan 2016, p. 17). In bottom-up reading model teachers are expected to train the basics of phonics and how to decode words. This, in turn, helps the students to learn complex skills such as reading comprehension can be mastered.

The second model for the reading process is called the top-down reading process. The top-model reading process is mainly meant for addressing the gap seen in the bottom-up reading approach. It emphasizes the role of the reader and the background knowledge s/he brings to the text to negotiate meaning rather than that of the printed page. According to Abosnan (2016),

in contrast to bottom-up models, which are data driven, top-down models of reading processes tend to be ‘meaning-driven’, and the reader is said to start with their background knowledge about the text. Readers are encouraged actively to compare what is read to what is already understood, or to their prior knowledge (p. 17).

In other words, “reading in a top-down model is primarily directed by readers’ goals and expectations” (Grabe and Stoller, 2002, p. 32). With this, Grabe (2009) concludes the reader is characterized on the basis of exposing oneself to reading resources and accessing information either to use or to dumb. Reading in the top-down model is seen as “active processes where the reader builds and creates new meaning from the text, but not a collection of ideas, organized to make sense.” (Grabe and Stoller, 2002, p. 32 as cited in Absonan, 2016).

Furthermore, it is suggested that the top-down approach to reading stresses the contribution of the reader’s background knowledge of the world and the language systems to extract meaning from the text instead of the “word-based” bottom-up style of reading process. Despite its acceptance as a good reading model among many scholars and teachers, there is also criticism of the top-down reading model. Nunan (2015) made the point that “if the reader is constantly having to generate and test hypotheses, reading takes even longer than decoding” (p. 122). Nunan (2015) also criticizes the top-down model by suggesting that “if the reader does not have the relevant background knowledge, then he or she has nothing to draw on to develop and test hypotheses” (p. 122). As Abosnan (2006) argues, “guessing and predicting techniques suggested by the top-down model might not be sufficient to help the EFL students read and understand” (p. 37). This seems relevant for those students with no experience of the reading passages. Scholars also criticize the fact that the top-down reading model neglects the perceptual and decoding process of reading that fluent readers bring into play in processing textual information. Furthermore, in the top-down reading model, there is no clear explanation and representation of the behaviors of the learners.

Due to the limitations to both bottom-up and top-down approaches to teaching reading, researchers have come up with another type of reading teaching model called the interactive reading model (Abosnan, 2016; Nunan, 2015).

The interactive reading model was introduced by Rumelhart, (1977, as cited in Abosnan, 2016), because the two models (top-down and bottom-up reading models) were seen as failing to address a number of issues. As summarized in Abosnan (2016, p. 17), Rumelhart (1977, p. 573 as referred to in Abosnan, 2016) argued that “reading is ‘at once a “perceptual” and “cognitive” process’ in which the reader employs ‘codes’ and background knowledge of the text to produce meaning”. In the interactive model of teaching reading, unlike the top-down approaches, learners attend explicitly to the skills of decoding and word recognition. The interaction model of reading came to exist in the 1980s, where the issue of a communicative agenda was at its climax. Thus, it was considered as a new and effective means to teach reading through the combination of the previous two models. Anderson (2008) as cited in Nunan (2015) justifies the interactive model of teaching reading through combination of aspects of bottom-up and top-down approaches:

the best readers in any language are those who combine elements of both. For example, most readers begin reading by using top-down reading strategies until there is a problem and then they shift to bottom-up strategies. Have you ever read something quickly and suddenly come to several new words? You are required to slow down your reading to decode the new words. When you do this, you are using bottom-up strategies to understand the words (Nunan, 2015, p. 122, referring to Anderson, 2008).

As has been explained, the intention of the interactive model is to use the combinations of the two models to reach further than the meaning level of the text. Brown states that a bottom-up approach (decoding skills) to teaching reading was initially considered to be the best (2001). However, the integration of bottom-up and top-down approaches known as the interactive approach has been proposed as a successful way of teaching reading in the recent years (ibid.). As a result, the interactive reading model “introduced the concept of pattern synthesis in which all semantic, lexical, and syntactic knowledge interacts to produce correct explanations for the graphemic input” (Abosnan 2016, p. 17). In this model then, the teachers teach their students to understand the meaning of the text not only via one direction and students need to employ their grammatical knowledge “to understand the sentence structure, lexical knowledge, semantic information and orthographic visual input to read the text” (Abosnan, 2016, p. 17).

It is possible to recap that the interactive model is the process of reading comprehension through negotiation between the reader’s background knowledge and the textual clues taken up from the

printed page, by means of decoding the graphic display. So, the interactive model is promoting the skill of sandwiching the text, sometimes from the bottom and other times from the top, based on the objectives of the reading.

Unlike the first two reading models, the last one has several advantages for learners of the English language such as those in present study. Students are encouraged to use different options to tackle a reading text. Additionally, “the model also provides an alternative to the top-down and the bottom-up models, allowing the reader to depend on more than one source of information for linguistic and textual comprehension” (Abosnan, 2016, p. 18). Furthermore, the learners are not forced to know all the words in the passage, but they can grasp the entire meaning intended by the writer.

In conclusion, we have seen the three main models of reading, explained to what extent each of them is useful for teaching reading, and, naturally, the more the teacher is successful in integrating these methods the more students will benefit. After raising the three models of teaching reading and its impact on teachers, the next section will focus on factors which hinder teaching reading in education.

2.3.5. Factors Affecting Teaching Reading

This section presents factors that affect the teaching of reading. Among the numerous factors affecting the teaching of reading, this section focuses on factors related to the teachers’ work and skills. This focus has been chosen because research indicates that teachers’ own reading quality affects their students’ achievements. Darling-Hammond (1999) as cited in De Coster et al. (2011, p. 1) “found a correlation between teachers’ certification and students’ reading achievement on the basis of reading scores on the National Assessment of Educational Process”. De Coster et al. (2011) concluded “pupils taught by certified teachers had higher reading achievement scores than those taught by teachers who were not certified” (ibid, p. 84). There seems to be evidence that the following factors related to teachers could affect the teaching of reading in the Ethiopian context: Lack of Training and Authentic Materials (LTAM), Enhancing Independent Reading (EIR), Teachers’ Bias towards Communicative approaches (TBC) and Insufficient Experience to Integrate (IEI).

2.3.5.1. Lack of training and authentic materials

In Ethiopia, teachers rarely get an opportunity to train further after their graduation diploma or any other certificates (MoE, 2011). Reading is improved and mastered neither from the college courses

nor through homework. In order to give appropriate support for poorer readers, the teachers should upgrade their own reading capacity first (Adams, 2011; Hanushek et al., 2014; U.S. Department of Education, 2014b as cited in Turner, 2017). Training for the teachers should not be a kind of one-time task; rather it has to be a life-long process. The needs of struggling reader students in secondary school “vary and present unique challenges, requiring teachers to plan instruction according to the needs of each student” (Hougen, 2014, referring to Fagella-Luby et al., 2008). Teachers who have up-to-date training can be good planners for their students. In addition to dealing with students’ academic needs, teachers must also address the emotional and motivational needs of these learners. Pupils who are struggling readers often “experience a history of failure and frustration and often develop feelings of hopelessness and lack of trust in their abilities” to succeed academically (Hougen, 2014, p. 15). Because of insufficient training, teachers in the present study made less preparation and gave incorrect reasons when correcting errors. However, “when teachers receive appropriate training and support over time, they learn and apply the essential components of reading instruction, and their students make better progress” (Hougen, 2014, p. 16).

Alongside training, materials are also vital. Tomlinson claims that “all levels of materials should provide frequent exposure to authentic input which. . . vary in style, mode, medium, and purpose, and should be rich in features which are characteristic of authentic discourse in the target language” (2011, p. 14). Access to authentic materials plays a great role in students’ achievements in reading and success in life. Learning how to design authentic materials as a part of their training provides to acquire sufficient skills on how to teach a reading and collaborate with the program (Tomlinson, 2011). In relation to providing additional authentic resources, as Jacobson et al. (2003, p. 12) emphasize, authentic materials are crucial “to guide educators in providing candidates with the necessary knowledge and skills”. Another important asset is for secondary school teachers to “become effective with diverse populations of students” (ibid., p. 12). It is also worth noting that while using authentic materials is a good pedagogical goal, beginning-level students often do not have the literacy skills and background knowledge needed to use truly authentic materials. To add some values for the literature for Ethiopian teachers, the current study has given a training for EFL teachers in the new methodology of teaching reading, L2R:R2L (cf. Appendix E). This, in turn, enables the subjects of the study to gain knowledge on how to prepare authentic reading material composed of different activities which are related to the teachers’ and students’ background and culture.

2.3.5.2. Enhancing independent reading

Teachers play an influential role in inspiring their learners to read independently by their choice. Effectiveness of reading is not an overnight task. Enhancing reading is a long process where teachers play a crucial modeling role. De Coster et al. (2011):

refers to reading as learned and mastered not only in school, but in many out-of-school contexts and environments; as such, schooling is not the only influence on reading development. Parents who enjoy reading and want to share this with their children foster positive attitudes towards it (p. 1).

Other scholars (Krashen, 1993; Tomlinson, 2011) note that independent reading is present if students volunteer to read for the others, or if they do recreational reading (Anderson et al., 1988; Greaney, 1980; Manzo and Manzo, 1995; Searls, 1985 as cited in Jofus and Maddox-Dolan, 2003). Teachers can play a significant role in encouraging independent reading by adapting the existing textbooks or trying to create a conducive environment for students to read. It should be said that in the context of this study in Ethiopian schools, the existing reading texts are not all bad by any means (from the textbook review and observations), even though they can be improved.

However, Ethiopian students' reading status is poor. UNESCO (2005) reported in most schools throughout Ethiopia, teachers' practice of teaching reading is both compelling and disturbing. In developed countries, too, "the majority of [American] secondary school students do not have all the requisite skills to read and learn from high school texts and materials. And indeed, dropout rates have been attributed to students' inability to keep pace with the literacy skills demanded by the secondary curriculum" (Norton-Ejnik, 2001, p. 1), and indeed, in Ethiopia most of the learners are struggling with reading as well (UNESCO, 2005). The intent of this study is to support the teachers of reading to present their students to gain knowledge from reading. Teachers are not only responsible for designing appropriate ways of teaching reading and working to upgrade their reading profession, but they need to be good models for their students in independent reading. However, to date, most of the subjects of this study are not good or genuine readers.

2.3.5.3. Teachers' bias towards communicative approaches

As has been already explained, Communicative Language Teaching (CLT) needs appropriate focus to be effective. Fotos' study (as cited in Nassaji and Fotos, 2011) rejects suggestions by ESL authors regarding the decision of purely communicative tasks addressed to "real life" needs by noting that use of such tasks is predicated on abundant out-of-class exposure to the target language. This entirely makes lacking in the EFL situation -and emphasizing that the "real life" needs of EFL

learners are not the development of communicative skills necessary for daily life in the target culture. But rather the development of accuracy for passing entrance examinations and achieving high scores on proficiency tests such as the Test of English as a Foreign Language (TOEFL) (Fotos, 2002).

In Ethiopia, most EFL teachers admire CLT and that is fine. In a CLT approach the current study has also emphasised on speaking and writing in combination with receptive skills. Because of this, this study presents some studies which argue against CLT. Since the goal of CLT is to teach “communicative competence” (Richards, 2006), it seems it rejects the other skills. Bax (2003) boldly declares the end of CLT, and

argues that the dominance of CLT has led to the neglect of one crucial aspect of language pedagogy, namely the context in which that pedagogy takes place. [...] [A]lthough it has served a useful function in the profession, particularly as a corrective to shortcomings in previous methodologies, CLT is now having a negative effect, and needs to be replaced as linguists’ main focus (p. 278).

The intention of this study is to present to what extent EFL teachers are exercising the CLT in Ethiopia context.

Tomlinson (2011) recommends that EFL teachers should be effective in providing materials to their learners so as to enable the learners to communicate for general purposes. Students can interact with peers, their teachers and tourists when they have good communication skills. Learners should have opportunities to express their ideas and opinions about the content they read and the strategies they used during reading. Thus, the teachers can motivate different communication strategies and minimize the difficulties of communication through discussions, small conversations, or through a form of reading story with simple grammar instruction. Richards (2006) characterizes CLT as “a set of principles about the goals of language teaching; how learners learn a language; the kind of classroom activities that facilitate learning; and the roles of teachers and learners in the classroom” (p. 6). Finally, although CLT seemed an important methodology for the EFL context of language teaching, evidence shows that there is a misunderstanding about how to implement it correctly (Stern, 1992). Despite the need to implement CLT among the subjects of this study, the EFL teachers hold misconceptions about CLT in that they limited CLT teaching mainly to the productive skill of speaking.

2.3.5.4. Insufficient experience to integrate

Teaching reading by integrating the skill with others (e.g. grammar), will help students to comprehend a foreign language faster (Grabe, 2009). Clearly, L2 readers “start to read in the second language before achieving the kind of grammatical maturity and the level of oral vocabulary that L1 readers attain before they begin to read” (Shiotsu, 2009, p. 16). Yet although reading and grammar have a strong contribution in language teaching, the fundamental connection between grammar and reading was long overlooked in language arts instruction. Koda (2007) argues presenting grammar to second language learners would seem more challenging since the learners are expected to build and learn phrase construction in that target language. Although solid comprehension of grammar allows students to read effectively, scholars (e.g. Alderson, 1984, 2000; Bernhardt, 2000; Nassaji, 2007; Shiotsu and Weir, 2007; Urguhart and Weir, 1998) complain grammar has received little attention in teaching reading. Jung, (2009) stresses the importance of grammar in reading as follows:

the reader’s knowledge of grammar constrains the entire reading process. More specifically, a parsing process guided by grammar operates on locally assembled text segments, and thus global text comprehension can be severely impaired if readers generate inaccurate and/or incomplete local text representation. Hence, even though reading comprehension is mostly conceptual, it still is affected by the knowledge of grammar either directly or indirectly (Jung, 2009, p. 1).

In addition, effective integration of reading and grammar can help increase students’ standardized test scores. It is also believed that syntactic awareness assists readers in accomplishing their reading comprehension tasks effectively. Koda (2005, p. 4) cited in Akabri (2014) “pointed out that all the difficulties which L2 readers experience are attributable to inadequate linguistic knowledge”. Teachers should play a key role in reading students’ English academic texts since they have a different view towards the role of grammar (ibid.). Teaching in an integrated way would help to cultivate the key role of grammar in reading comprehension. Moreover, this approach minimizes the temptation to see grammar is beyond a memorizing set of rules and patterns for doing exercises. In conclusion, this section has presented the contributions of EFL teachers in teaching reading to improve the knowledge of struggling readers. Then, the next section will focus on teachers’ beliefs.

2.4. Part Three: EFL Teachers' Beliefs

2.4.1. Introduction

This part presents two major areas of teachers' beliefs about teaching the English language in general. More specifically, this section addresses the concept, the sources, the nature, and the effects of beliefs in teaching grammar and reading. This study aims to improve language teaching by considering the teachers' beliefs from the Ethiopian context.

2.4.2. Concepts of Beliefs

Here we will limit ourselves to the concept of beliefs connected to language teaching. As a mental construct, "beliefs" are not easily defined, and indeed most scholars come to the consensus that beliefs are notoriously difficult to define (Pajares, 1992 cited in Nedjah, 2010). Pajares (1992, p. 2) indeed called them a "messy construct that travels in disguise and often under aliases". Richardson (1996) defined beliefs as "psychologically-held understandings, premises, or propositions about the world that are felt to be true" (p. 103). Unlike knowledge, beliefs are not necessarily based on evidence, and may very well defy logic (Richardson, 1996).

In fact, the term is so deceptively simple that some researchers have taken the meaning of the word for granted, leaving it undefined in their studies on teachers' beliefs (e.g. Boulton-Lewis et al. 2001 as cited in Borg, 2006). Scholars define beliefs in different ways, for instance, Pajares (1992, p. 307) observed that the following words had been used to refer to beliefs: "attitudes, values, judgments, axioms, opinions, ideology, perceptions, conceptions, preconceptions, implicit theories, personal theories, and internal mental processes, rules of practice, practical principles, and perspectives". These almost seem synonyms for several psychological terms. Pajares (1992) in his extensive and seminal literature review suggests that difficulties in studying teachers' beliefs resulted from the shortcomings in the definition and use of the term "belief", "arguing distinguishing knowledge from belief is a daunting undertaking" (Pajares, 1992, p. 309). It is also possible to have a fuller definition as used as a loose synonym of beliefs in teacher cognition research (see Borg, 2006). All teachers hold beliefs about:

their work, their students, their subject matter, and their roles and responsibilities, but a variety of conceptions of educational beliefs have appeared in the literature. As belief is studied in diverse fields this has resulted in a variety of meanings and the educational research community has been unable to adopt a specific working definition' (Pajares, 1992, p. 301).

Beliefs are seldom clearly defined in studies or used explicitly as conceptual tools, but the distinction between beliefs and knowledge is common to most definitions (ibid.). As has been said, though it is not easy to define beliefs in one statement, beliefs are, for any working institutions or at the individual level, a kind of driving tool used to realize their inner ideas towards their intended objectives. However, various impeding factors can influence people's ability to exercise their beliefs in action.

Understanding the concepts of beliefs outlined by different scholars (anthropologists, psychologists, philosophers, and educators), helps understand how teachers' beliefs would influence their teaching. For instance, Dewey (1933 as cited in Biesta and William, 2003, p. 6) described beliefs "as the third meaning of thought, something beyond itself by which its value is tested; it makes an assertion about some matter of fact or some principle or law". As Mohamed (2006) puts it, "[w]hether a belief is held consciously or unconsciously, it is always accepted as true by an individual who holds them" (p. 19) (cf. also Pajares, 1992; Haussamen et al., 2003). Borg (2011) defines beliefs as "propositions individuals consider to be true and which are often tacit, have a strong evaluative and affective component, provide a basis for action, and are resistant to change" (p. 371). It is important for research about how teachers learn to consider beliefs, especially in the context of teacher training, as they are "a measure of a teacher's professional growth" (Kagan, 1992, p. 85). To this end, having considered beliefs in general we will now focus on the role played by beliefs in language teaching.

2.4.3. Teachers' Beliefs

According to Stern (1992), teachers of language have a huge responsibility in education and their beliefs on teaching are crucial. As asserted simply by Williams and Burden, "a teacher's beliefs will influence their actions in the classroom" (1997, pp. 48-9 cited in Zheng, 2015). What teachers do in the classroom reflects what they know and believe about issues related to their professional practices. Zheng (2015) argues:

the study of the teacher's beliefs has emerged in the past thirty years as a major area of inquiry in the field of teaching and teacher education. The growing influence of constructivism and cognitive psychology in education in the 1970s led to a paradigm shift in research on teaching from studies of teacher behavior. This, in turn, led researchers to adopt a process-product approach to the study of teaching, leading them to investigate teachers' thought processes (p. 8).

In L2 teaching, the importance of teachers' beliefs has been discussed by many scholars, (Borg, 1998b, 1999, 2001; Kagan, 1992; Pajares, 1992; Richards, 1996; Woods, 1996). Furthermore, Woods (1996 as cited in Zheng, 2015) summarized the strong effect of teachers' beliefs on their classroom practice and the close relationship between beliefs and knowledge. Richards (1996) comments, "beliefs and values serve as the background to much of the teachers' decision making and action and hence constitute what has been termed the culture of teaching" (p. 284). Thus, teachers' beliefs are a critical foundation for students to receive the knowledge and skills that they need to fulfill their potential.

In order to comprehend teachers' beliefs, researchers should investigate the psychological processes by which they make sense of their work (Calderhead, 1996 cited in Zheng, 2015). In addition, Borg (2003) suggests, "teachers are active thinking decision-makers who make instructional choices by drawing on complex, practically oriented, personalized, and context sensitive networks of knowledge, thoughts, beliefs" (p. 81). Several studies on teacher beliefs have yielded relevant insights into the role and meaning of beliefs in classroom practices. Among those, Nespor (1987) and Pajares (1992) noted that beliefs are the most significant index to teachers' decision-making processes throughout their careers. It is emphasized that beliefs can have an impact on teachers' decisions on actions in specific classroom practices, so studying beliefs is likely to enhance our understanding of how teachers may enhance their teaching knowledge and practice.

Research has indicated that teachers possess a large set of complex beliefs about various aspects related to their teaching, including beliefs on pedagogical concepts, on their students and on specific classroom actions (Borg, 2003). Teachers' beliefs exist as a system in which certain beliefs are core and others peripheral (Pajares, 1992 cited in Liu et al., 2019). Core beliefs are stable and exert a more powerful influence on behavior than peripheral beliefs (ibid). This is a strongly influential system and it is not easy to try to change it. The study of relationships, differences, or tensions between teachers' beliefs and practices can be enhanced by paying attention to the distinction between these belief sub-systems (Phipps and Borg, 2009). Richards and Schmidt state that teachers' beliefs are:

... ideas and theories that teachers hold about themselves, teaching, language, learning and their students. Teachers' beliefs are thought to be stable constructs derived from their experience, observations, training and other sources and serve as a source of reference when teachers encounter new ideas, sometimes impeding the acceptance of new ideas or practices. Beliefs also serve as the source of teachers' classroom practices. Beliefs form a system or

network that may be difficult to change. In teacher education a focus on belief systems is considered important since teacher development involves both the development of skills and knowledge as well as the development or modification of belief systems (Richards and Schmidt, 2013, p. 586).

Pajares is repeatedly cited on the topic of teachers' beliefs. He supports the assumption that "beliefs are the best indicators of the decisions individuals make throughout their lives" (1992, p. 307). Watson explored beliefs about teaching grammar held by English teachers in secondary schools, and argues that:

in a time of curricular change it is all the more important to be aware of teachers' beliefs. How teachers respond to policy is, in a large part, determined by their own values and beliefs, and particularly the 'degree of congruence', which they perceive between the beliefs which underpin the policy and their own "belief system" (Watson, 2012, p. 20).

Kuzborska (2011) also states "teachers' beliefs are thought to have a profound influence on their classroom teaching of reading" (p. 3). Basturkmen et al. (2004) described discrepancies between teachers' beliefs and their classroom practices in connection with form-focused instruction, suggesting that "it may be better to view the stated beliefs of teachers to be potentially conflictual rather than inherently inconsistent" (p. 98). Hence, understanding teachers' beliefs in order to help teachers in improving their pedagogy is a complex process that requires careful examination (Farrell, 2019).

Over the years of research on teachers' beliefs, it has become clear that their beliefs do affect their classroom practice (Pajares, 1992). Whether a teacher is presenting a grammar or reading skill lesson, "beliefs help teachers to interpret and simplify information" (Calderhead, 1996, p. 719), and these beliefs influence teachers' decisions by acting "as a filter through which a host of instructional judgements and decisions are made" (Fang, 1996, p. 51) and the same ideas were echoed by Chali (2011). Nespor (1987) argued that beliefs are especially relevant in steering teachers' decisions in "ill-defined" situations, in which teachers are faced with simultaneous and competing interactions, demands and priorities in the classroom (cited in Watson, 2013, p. 4). Because beliefs are unobservable, what happens during teaching of reading skills might happen in grammar class in one way or the other. This idea was echoed by Borg and Burns (2008) who state that "in the absence of uncontested conclusions about what constitutes good practice, teachers' base instructional decisions on their own practical theories" (p. 458). As we have seen, many scholars have attempted to delineate and define the notion of 'teachers' beliefs' (Calderhead, 1996; Pajares, 1992), and there is no generally-agreed overarching definition (e.g. Zheng, 2015). Because

of this, the researcher of this study could summarize that teachers' beliefs have their own content proposition that are accepted as true by the person holding it (ibid). Finally, teachers' beliefs directly or indirectly manipulate the classroom decision and the entire teaching in general and the reading and grammar in particular.

2.4.4. Areas of Teachers' Beliefs

There are some significant areas of beliefs that teachers hold "including beliefs about learners and learning, beliefs about teaching and teachers, beliefs about their subject, beliefs about learning to teach and beliefs about self and the teaching role" (Calderhead, 1996, as cited in Zheng (2015, p. 25). The next section discusses the areas of teachers' beliefs that are key for this study.

2.4.4.1. Beliefs about English as a Foreign Language (EFL)

When we deal with EFL, the definition of EFL is open to the instructors, the learners, the language, and the curriculum designers and so on. Calderhead (1996, p. 719) argued that "each subject area within the school curriculum tends to be associated with a range of beliefs concerning epistemological issues: what the subject is about, what it means to know the subject or to be able to carry out tasks effectively within that subject domain". As Zheng (2015) remarks, referring to Woods (1996), "the teachers' conception of subject matter in a language class is quite different from one in a history class or a mathematics class" (p. 21). There are several reasons why EFL teachers' beliefs can be conceived of in different ways. One reason could be that the definition hinges on how the nature of classroom practice and the role of the teachers are conceptualized. The impact of teachers' own experiences as a language learner or teacher and the status of their education could be the other reasons.

Richards and Lockhart (1994, p. 33) explain that "although teachers' beliefs about English may sometimes represent stereotypical impressions, these beliefs do nevertheless express the realities, which may influence classroom practices". Having a similar profession and similar certifications (degrees, MAs/MScs or PhDs) do not guarantee that colleagues will have like beliefs. Based on this, teachers' beliefs about EFL can be divided into two major groups. According to Zheng,

here are teachers' beliefs about EFL as a subject, and beliefs about the language itself. Teachers who hold different beliefs about the nature of the English language may well behave differently in their classroom teaching. Teachers' beliefs about language inform both the approaches and methods used by the teachers in teaching the language (Zheng,

2015). In this case, teachers' beliefs about EFL can be regarded as the major source from which their beliefs about language teaching and learning arise (2015. p. 15).

2.4.4.2. Beliefs about EFL teachers' roles

In this study, the issue of beliefs about EFL teacher's role in their students' learning will be thematized. This notion, too, has not received a generally accepted definition. Zheng (2015, p. 22) states that "there has been no systematic examination of the EFL teachers' beliefs about how they influence the various areas of endeavor within teaching". Teachers have clear roles to play in the language classroom; for instance, the teacher is responsible for shaping her/his students in a way that students work not only for good grades (exam result) but also for success in their later career (deep knowledge). However, the desire for good grades is inevitable. Zheng (2015) summarizes earlier research by Calderhead (1996) in stating that some EFL teachers, for instance, "may view teaching more in terms of developing social relationships, while others may see their task as much more academic in character" (p. 22). Thus, the EFL teacher plays an influential role in inspiring the students to build their knowledge, though the importance of the grade plays a role.

EFL teachers' values can motivate them to examine and clarify taken-for-granted biases and assumptions, worldviews and theoretical orientations, either individually or in a group (Burns, 1999). Their knowledge and beliefs provide them with the underlying framework guiding their classroom decisions, behavior, and actions – all founded on the goals and values as language practitioners. Zheng (2015) presents Richards and Lockhart's (1994, p. 33) argument that "although teachers' beliefs about English may sometimes represent stereotypical impressions, these beliefs do nevertheless express realities, which may influence classroom practices".

This study also thematizes the role of EFL teachers' contributions to the curriculum. There is evidence in the current study that some English language curricula are hardly connected to the prior knowledge of the learners and are even odd to the teachers sometimes, and that several teachers approach their teaching from top-down or teacher-centered approaches. In language teaching practice, beliefs of teachers' roles contribute in significant ways. Thus, how teachers understand their beliefs on the teaching role affects their classroom.

2.4.4.3. Beliefs about EFL learning and learners

Theories of learning could also affect beliefs about learning and learners (Pajares, 1992). Richards and Lockhart (1994) state the 'good' or 'bad' behavior of students can influence what teachers do in the classroom. From the social constructivist point of view, learners come to school with knowledge, whereas the behaviorist and cognitivist approaches reach different conclusions about

beliefs of learning and learners. The behaviourists, for example, as Zheng (2015) states on the basis of the work of Brown (1987), approach “language learning as the acquisition of a set of appropriate positively reinforced mechanical habits”, which as we saw above provided the “psychological foundation of audio-lingualism which regards foreign language learning as a mechanical process of habit formation” (p. 22). Unlike behaviorism, the cognitivists “shifted the goal of learning from that of getting the right answer under controlled conditions to one of using the right processes” (Zheng, 2015, p. 22).

Larsen-Freeman (1986) also states that language teachers believe that learners act themselves in meaning negotiation and in attempts to make themselves understood, so they learn to communicate. Richards and Lockhart (1994) found teachers’ decisions can have influences on their approach of teaching, and learners also bring their own beliefs, goals, attitudes, and decisions to the learning environment. Therefore, no matter how skillful or knowledgeable the teacher is, if the teacher is unable to acknowledge the students’ role, he or she will not be effective in teaching.

In short, three areas of beliefs have been elucidated here: beliefs about EFL, teachers’ teaching and students’ role as learners. These beliefs are highly interrelated and sensitive because limitation in one area can affect the other. As can be seen from the figure below, beliefs are the common feature that teachers and students share, and this shows interconnectedness of the areas of teachers’ beliefs.

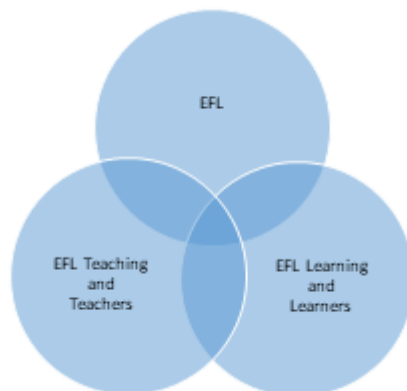


Figure 2-2: Three generic areas of beliefs

2.4.5. Sources of Teachers’ Beliefs

Beliefs do not come from nowhere; they have their own sources and teachers’ beliefs are mainly established on goals and values the teachers hold on the basis of the materials they teach (Pajares, 1992). This does not guarantee, however, that teachers always work in line with their intended goals or values as there might be forces against them. According to Richards (2006) beliefs and values function as the foundation to the teachers’ decision-making and action, and thus make what

has been called the ‘culture of teaching’ (p. 8). Although there are different sources of beliefs, two sources are the focus of this study (teachers’ experience as language learner and teaching).

2.4.5.1. Teachers’ experience as language learners

The experience of teachers as students plays a significant role in their current teaching process. For example, if a teacher has a good learning experience of a second language, there is probably a tendency to successfully and comfortably teach e.g. by memorizing vocabulary lists or through conversation to students. Several teachers in the current study understand that the way they were taught in the school had negatively or positively influenced their beliefs about teaching (Pajares, 1992; Nespor, 1987). It has been established that language teachers often experience influence from the way they were taught themselves as pupils (Freeman et al., 1996) and that these notions are resistant to change (Tillema, 1994; Almarza, 1996; Pickering, 2005 as cited in Zheng, 2015). For instance, the number of the specific grammar courses stuffed in a module course by itself plays an influential role.

In the Ethiopian context, the experience of learning the English language might be divided into two based on the time phase. Those teachers who learned during the period of ‘traditional methods’ experienced the structural views of language learning, whereas after the so called ‘paradigm shift of the education policy’ from the Teacher-Centered-Approach to Student-Centered-Approach of 1994 the ‘modern views’ came to be implemented (MoE, 2001).

2.4.5.2. Experience of teaching

A teacher’s experience as a student has a key role; however, their own teaching experience is another main source of teachers’ beliefs (Pajares, 1992). The way a specific method is used for a specific group of learners may result in them developing beliefs about that method. Most teachers have experiences of language teaching which change over time, whereas some do not. Teachers’ experience of teaching can be a source of their beliefs in several ways.

Finally, gaining and shaping the teaching experience as a source of belief is not something of an overnight task, but “[t]eachers’ belief systems are built up gradually over time and consist of both subjective and objective dimensions” (Richards and Lockhart, 1994, p. 30).

2.4.6. EFL Teachers’ Beliefs about Grammar and Reading

Obviously, teachers’ beliefs have influenced the teaching and learning process. Since values could be personal or shared, what EFL teachers teach about grammar and reading in their secondary schools also reflects the culture of the institution. For example, ways of thinking and doing things

are valued and have an effect in an institution, as well as collective decisions and beliefs of individual language teachers (Basturkmen, 2007; Borg and Burns, 2008; Pajares, 1992; Richards, et al. 2001); not only beliefs of the institution but also from the country or cultural context could have an influence.

Although research on beliefs about language learning is well-established (Borg, 2006), no studies have examined the beliefs of EFL teachers in teaching reading and grammar in Ethiopia. Moreover, many researchers have conducted studies separately on teachers' beliefs of teaching grammar and reading but as far as the current author knows, there is no pure research on integrating grammar and reading. Since methods for teaching grammar have been a debatable issue in EFL/ESL (Basturkmen, H. et al. 2004; Ellis, 2003; Thornbury, 1999; Zain and Rohani, 2007, p. 1), teachers also hold various views on grammar. Some of the views of teachers relate to teaching the meaning of grammar, its importance in language teaching, its methodology and approach. Borg (2006) offers insight into how teachers do grammar, practically and cognitively, by giving a qualitative account of what teachers understand about grammar, the sources that give them that understanding and the way in which this may influence teachers' practices in an interactive way. As explained above, "it is widely acknowledged that a teacher's classroom behavior and teaching practices are influenced by his/her teaching beliefs" (Ghasemi, 2020, p. 23). Teachers' beliefs will therefore influence the instructional method of language teaching, and hence the learners' results. Nonetheless, it is still not clear what impact different teachers' beliefs have on the grammar and reading knowledge of students. As explained above, teachers' beliefs are formed through a combination of upbringing and their own experiences as a student (Borg, 2003). Celce-Murcia (2001a) argues that until the 1970s grammar was the center of language pedagogy, so much so that grammar teaching was commensurate to language teaching. The researcher of this study believes that teaching language in the absence of grammar could lead the students without knowing the destination.

With regard to teaching reading, teachers have different beliefs about the bottom-up, top-down, interactive models of teaching reading processes. Williams (2006), for instance, is critical of bottom-up models stating "they cannot account for context effects" (p. 365). With this, the researcher believes some teachers of reading L1 might wrongly approach the models of reading. In Ethiopia, there have been fewer studies on teachers' beliefs and practices of teaching reading and grammar in an integrated way, but, one previous study (Regassa and Teshome, 2015) found that teachers' beliefs about reading development do vary from their actual practices. The target of this study is to explore teachers' beliefs about teaching grammar and reading to maximize students' comprehension and grammar function so as to fill the gap in the literature.

2.4.7. Teaching Reading and Grammar in an Integrated way

The present research aims to explore teachers' beliefs about teaching reading and grammar, and after an intervention will also assess their beliefs and practices related to teaching in an integrated way. This section explains what an integrated way is, and what the benefits of this intervention may hopefully be. There are several benefits of teaching reading and grammar in an integrated way. First, in natural language teaching, skills integration is inevitable in any case. If all skills are introduced through an integrated approach, it would be easier for the learners to catch up the natural process of language development. Second, language classroom skills need to be practised in integration by both the teachers and students. This is because teaching language in an integrated way by itself is natural. Third, integrating grammar and reading gives more purpose and meaning to learning, because teaching becomes more coherent, communication is facilitated and educational practices are more diversified (Deneme, 2010). With these benefits in mind, one of the aims of the current study is to advocate the necessity of integrating grammar in the teaching of reading skills. It is recognized that the role of grammar and reading is invaluable for language learning. Moreover, different researchers (e.g. Alderson, 1984, 2000; Bernhardt, 2000; Nassaji, 2007; Shiotsu and Weir, 2007; Urguhart and Weir, 1998) have argued that grammar plays an essential role while teaching reading; however, little attention has been given to support its essentiality in language teaching.

In order to further improve teaching of language, teaching reading comprehension by integrating with grammar is much important. That is to say, "grammar plays a very important role in understanding texts, both for the first language (L1) and for the other languages (L2 or L3) acquired (e.g. Grabe, 2005, 2009; Jeon and Yamashita, 2014)" cited in Akbari, 2014, p. 2). However, there is evidence that there are no adequate research works on the role of integrating grammar and reading. Thus, this study intends to present the effect of teaching grammar and reading in an integrated way in Ethiopia context.

In former years, language-teaching professionals mostly focused on the teaching of micro-skills (Nassaji and Fotos, 2004); but many seemed unaware of the possibility of combining reading and grammar. However, the integration of grammar with reading benefits teachers and students at large. For example, when writing or speaking on a given issue (e.g. the current COVID-19 pandemic) a teacher might use a different descriptive: cause effect relationship, argumentative, compare and contrast with Sars-Cov-2, synthesis... For such an exercise, it also makes a difference if students use present perfect tense or passive/active or progressive or any other grammar items. Thus, the teacher could use this aspect of the reading text to teach grammar, be it on the COVID-19 or other texts. Then, the teacher presents how and where to use the cohesive devices for cause and effect,

compare and contrast analysis. Students would be expected to employ various grammar items (noun, verbs, transitional words, prepositions, subordinates....) very simply in the passage. Thus, the ability to make a link between the grammar and the reading or the grammar with the other skills can pave the way to improving language skills.

In learning the first language (L1) or any other additional languages (L2 or L3), Grabe (2005) states that knowledge of grammar plays an important role in processing and understanding texts. A grammar should not be simply a collection of rules, but should also include “reasons” or explanations for why writers and speakers might choose one grammar structure over another (Celce-Murcia and Larsen-Freeman, 1999; Larsen-Freeman, 2003, p. 49). Researchers (e.g. Celce-Murcia and Larsen-Freeman, 1999; Larsen-Freeman, 2003) reported the benefit of grammar knowledge in the production of the language as speaker and writer, but this holds true from the receptive (reader and listener) point of view as well. Understanding a text is all about reading comprehension, which enables us to comprehend the given information in a text to interpret. According Jung (2009) when the focus turns to second language (L2) reading, the role of grammar becomes more important. For one thing, L2 reading differs from L1 reading in that L2 readers “start to read in the second language before achieving the kind of grammatical maturity and the level of oral vocabulary that L1 readers attain before they begin to read” p. 4). According to Ellis (2006):

ESL or EFL teachers thus need to be proficient users and skilled analysts of English language; the teacher must possess the ability to speak and write English as a competent user and s/he must be knowledgeable of English from an analytical perspective: its phonology, grammar, syntax, lexical properties, generic structures, pragmatic realizations and literacy (Ellis 2006, cited in Akram and Malik (2010, p. 232)).

It has already been noted that teaching grammar and reading in an integrated way could have various advantages (Grabe, 2005). From the Ethiopian perspective, teaching reading and grammar in an integrated way could indeed benefit teachers and students in at least four key ways (arguably more than that). First, students can learn uses of grammar more thoroughly through reading, albeit implicitly. For instance, the teacher never asks the students to define passive voice or present simple during the reading passage, for instance, ‘when robbers rob a bank’ to the police. Second, through an integrated approach students could get the opportunity of understanding the gist or the specific idea of a passage while working on some grammatical items in the text. For instance, a teacher asks the students to identify verbs of reporting or prepositions in paragraphs. This helps students notice the relationship between ‘reporting verbs and that’ (e.g. ... say that ..., ... report that ..., ... claim

that...). Third, teaching in an integrated way uses diversified elements. Students learn better from differences rather than always from homogeneity. Lastly, both teachers, students and curriculum designers effectively use their time, energy and space by minimizing, if not avoiding, discrete ways of teaching and learning.

Since there are few studies that examine teachers' beliefs and practices of teaching reading and grammar in an integrated way, this small-scale research project is an attempt to add to the literature about some issues of teacher beliefs and practices of teaching grammar and reading in Ethiopia. Teaching through integration also benefits both teachers and students in exams. Teachers can easily design a final exam based on a reading passage to assess the learners' grammar knowledge or comprehension. Aarts (2019) concluded teaching skills in an integrated way improves students' knowledge as well. To this end, the focus of the current study is to encourage EFL teachers to practice teaching reading and grammar in an integrated way.

2.5. Part four: Systemic Functional Grammar and Learning to Read: Reading to Learn

2.5.1. Introduction

This last part of this literature review presents two language teaching models: Systemic Functional Grammar (henceforth-SFG) and Learning to Read: Reading to Learn (henceforth- L2R:R2L) which were crafted by Halliday and Rose respectively. L2R:R2L, which is the main focus of this study, is a methodology that has emerged relatively recently within the framework of SFG.

One of the specific objectives of this study is to enable EFL teachers in Ethiopia to use the newly emerging language teaching methodology, L2R:R2L. According to Rose (2006), L2R:R2L

is a literacy teaching program designed to enable all learners to read and write at levels appropriate to their age, grade and area of study. It has been developed with teachers of primary, secondary and tertiary students of all backgrounds, across Australia and internationally, to support reading and writing across the curriculum (p. 1).

The current research has adapted Rose's models of teaching as to be a means of improving secondary school teachers' beliefs about reading and grammar, and through their awareness of functional grammar (the framework in which L2R:R2L is embedded), facilitate their EFL students' success in academic registers.

Therefore, this section will give an overview of this method which was an integral part of the intervention stage of the project. First, next subsection will briefly highlight the larger framework

of SFG. Since one of the points of focus of this research is to teach reading and grammar in an integrated way, presenting the contributions of SFG before L2R:R2L will enable the participants to understand the significance of grammar in reading.

2.5.2. Systemic Functional Grammar (SFG)

The main target of this research is to reveal how EFL teachers are utilizing grammar to improve their teaching activities in secondary schools in Ethiopia. In order to improve students' communication capacities, it is necessary to encourage teachers to improve their teaching methods of grammar. Thus, this study highlights the importance of grammar activities practised by EFL teachers connected to teaching grammar and reading in an integrated way. SFG is a functional model of language, which originated in Michael Halliday's linguistic research in the 1960s. Because of its applicability (called 'applicability' in SFG, cf. Matthiessen, 2012) it has aroused great interest for researchers as a possible framework for enhancing awareness of the "communicative purpose of EFL students learning the English language and as providing an opportunity for EFL students to recognize the linguistic features of the language, which they need to learn for success at school" (Schleppegrell, 2004, p. 5).

As summarized in Caffarel (2010) "Systemic Functional Linguistics (SFL) is a theory of language that is strongly oriented to the description of how language makes meaning in context (Halliday 1978; 1994; 1996; Halliday and Hasan 1985; Halliday and Matthiessen 1999; 2004)" (p. 1). So, also in relation to language teaching, which is one of the most important areas of application in SFG, SFG highlights that meaning is always made in a context.

In short, Halliday's view (1994) of SFG is as follows:

Systemic theory is a theory of meaning as choice, by which a language, or any other semiotic system, is interpreted as networks of interlocking options: 'either this, or that, or the other', 'either more like the one or more like the other', and so on. 'A message is either about doing, or about thinking, or about being; if it is about doing, this is either plain action or action on something; if acting on something it is either creating or dealing with something already created', and so on. [...] Whatever is chosen in one system becomes the way into a set of choices in another, and we go on as far as we need to, or as far as we can in the time available, or as far as we know (Halliday 1994: xiv).

Functional Grammar is alive when the components are interwoven, i.e. Functional Grammar focuses on the ways in which language functions to assist the meaning, but it also recognizes the

knowledge of language learners. Functional grammar places less emphasis on correcting the grammatical errors of students' syntax, instead trying to expand the learner's capacity to use language effectively, which means appropriately, in a variety of contexts (Martin and Rose, 2003 as cited in Hinkel, 2016). Nonetheless, this approach could be meaningful when grammar teaching is designed in a way that it describes the possibilities to what extent a particular word can be changed. Thus, this study focuses on grammar to be functional when there are systematic combinations and changes from a sentence to a paragraph or vice versa, as seen in Figure below.



Figure 2-3: Combinations in Functional Grammar

It is worth paying attention to this view on the type of role that grammar must play in the analysis of texts and the development of teachers' overall understanding of language. The focus is on the meaning-making function of language rather than on formal correctness. The way grammar ought to be used and the way it is actually used focus on meaning making. Systemic functional grammar

emphasizes the way spoken and written language operate in different social situations. In particular, it is very useful in showing how texts work beyond the level of the sentence, how different texts are structured, and how language varies to suit the purpose of the users. It takes on a descriptive approach and focuses on groups of words that function to make meanings (Feng, 2013).

Eggs (1994) recommends the following three questions to understand the nature of SFL:

- “How is language structured to enable interpersonal meanings to be realized? Here, we explore how different Mood structures allow clauses to realize different interpersonal meanings in the text.
- How is language structured to enable experiential meanings to be made? This describes how different Transitivity structures allow clauses to realize different experiential meanings in the text.
- How is language structured to enable textual meanings to be made? Here, we examine how different Theme structures allow clauses to realize different textual meanings in the text” (p. 143).

In short, this theory highlights how language problems pertain to language function (rather than language structure, which is focused on in traditional grammars), explored in text analysis (rather than sentence analysis, which is the focus in many other grammars).

Linguistic signs (which are relations between language functions and their expressions) are regarded as “related through a paradigmatic network, called a system network. A system network is thus a model of the choices of meaning that are available and the way in which these meanings can combine with other options in a given socio-cultural context”. (Eggins, 1994, p. 143). For example,

in greetings, there is a system network consisting of a set of possibilities of which one is chosen: *How do you do? Hello, Hi, What’s up? and Good morning? Good afternoon? Good evening?*, amongst others. Depending on how a speaker evaluates or assesses the whole context, including their relationship with listeners and their current state of feelings, he or she chooses one of these expressions. Likewise, there is a choice between a sentence such as, *To whom did you give this book? and Who did you give this book to?*, for instance. Both sentences are grammatically correct but depending on the social context and the relationship between speaker and listener, both are used in different situations. We usually use the former in a formal situation and the latter in an informal situation (Eggins, 1994, p. 138).

In SFG the way in which language is able to function is explained in terms of three metafunctions: the ideational metafunction, which is language in its role to construe a meaningful reality, the interpersonal metafunction, which is language in its role of enacting relationships between persons, and textual metafunction, which pertains to how the interpersonal and ideational come together in the construction of cohesive texts (e.g. Halliday, 1994). The three metafunctions share one thing: language use is put first, and grammatical rules are supposed to be taught in a meaningful context. In other words, language forms are chosen to express certain meanings for certain communicative purposes. In contrast, traditional grammar teaching focuses on the mechanical rules and students are required to recite grammatical rules in a separate situation. If they learn purely using traditional means, although students seem to understand the theory of grammar, they cannot use it in its proper context. Myhill et al. (2013) found that there are a lot of grammatical mistakes in students’ writing and translation exercises. Therefore, grammar teaching cannot have an effective result if it happens in a non-contextual situation. It is important to comprehend grammatical concepts, but this cannot be achieved only by reading, using a grammar book and reciting grammatical rules. Grammar should also be practised in a context. This is possible, for instance, by teaching grammar and reading in an integrated way which is the target of this study. Consequently, the aim of the current

study is to inspire secondary school language teachers to implement the teaching of grammar in a meaningful context without rejecting the role of grammatical rules.

2.5.3. Theoretical bases for Learning to Read: Reading to Learn

This section presents the role of reading in literacy from the perspectives of three scholars' in whose theories learning and literacy play a central role: Bernstein, Vygotsky and Halliday. The importance of those three frameworks (Bernstein's notion of pedagogic discourse and hidden curriculum; Halliday's model of language in context; and Vygotsky's model of scaffolding) for the L2R model, as developed by Rose, will be explained. In general, Bernstein, Vygotsky and Halliday explicated the issues of language teaching for different scenarios and the teaching of reading in a wide range of contexts, and its importance for a better understanding of language. Their works also support one another and are highlighted complementary in the study of teaching language skills. In this section, therefore, their major works and the reasons for choosing them as foundational for the current study are presented one after the other.

The first theoretician is Basil Bernstein, who proposed the model of teaching and learning as pedagogic discourse in the 1990s. A study conducted by Bernstein, revealed that learners at the stage of secondary school could independently read as a means of learning (Rose, 2005). In fact, the major tendency of Bernstein's model is to assess the reading development curriculum at any stages from primary to higher levels (Bernstein, 1996). Rose (2005) stressed "that it is possible for all learners to rapidly acquire skills in reading and writing at any stage of the curriculum, by teaching them explicitly instead of leaving them for tacit acquisition" (p. 139). This model has also revealed to what extent the socio-economic background and other inequalities among learners affects the students' learning reading capacity. Rose also engaged with Bernstein's concept of the 'hidden curriculum', which for Bernstein refers to "invisible forms of control characteristic of progressivist pedagogies" (Rose, 2005, p. 136), and which others (e.g. Muller, 2000) have extended to the "positioning of learners through ideologically loaded curriculum" (Rose, 2005, p. 136). A 'hidden curriculum' aspect that Rose (2004) elucidated specifically in relation to reading development is the overt content focused curriculum sequence: "processing large quantities of curriculum 'content' in class and homework, rather than explicit literacy teaching" (Rose, 2004, p. 92).

Bernstein divided the stages of reading development into four sequences (Rose, 2004). The first one is before school in which the student is learning to engage with reading. Then is a junior primary stage. At this stage, independent reading is encouraged. Next, upper primary, where the

students are expected to learn other subjects from reading. The last development of reading is secondary in which students are expected to use reading for their independent learning. In the Ethiopian context, however, secondary school students are mostly dependent on teachers for different reasons. Since one purpose of Bernstein was to address the issues of student-teacher relationship in the principle called hidden curriculum, this study is also helpful to motivate Ethiopian language teachers to create conducive teaching environments by forming positive bondage between a teacher and their students. To that end, creating awareness in EFL teachers in the areas of Bernstein's model of teaching reading is important.

The second theoretician is Vygotsky, who is known for the model of social learning theory. This type of learning in general is based on systematic development. "Learning is presumed to happen within individuals in increments as they master one step after another. The incremental learning model did not originate as a theory, but was a tacitly held view that appears to have evolved with the vocation of school teaching" (Rose, 2004, p. 8).

In this model of learning, teachers are more responsible for assessing the changes of the learners continuously. Again, teachers' follow up as to when some learners fail where others succeed is essential, yet here Rose argues:

there is little teachers can do beyond individual remediation. Since learning is assumed to occur through independent activity, and assessment is continuous, learning activities and assessment tasks are not clearly differentiated. What teachers perceive as learning activities, learners may perceive as evaluation tasks, particularly those learners who are less successful. No matter what instructional intent they have, from formal reading and writing tasks, through maths and other short exercises, to the question-response feedback routines of classroom interaction, all learning activities serve to produce and maintain learner identities as more or less successful (2004, p. 8).

Generally, Vygotsky introduced the idea of a 'zone of proximal development', which was conceptualised as a gray area between what students already know very well and what they still need teacher support for. It is in this gray area, Vygotsky claims that learning can take place. This 'zone of proximal development' is defined by Vygotsky as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). This idea, together with its implications for the role of the teacher, is incorporated in L2R:R2L. According to this model, the teacher uses 'scaffolding'. This is in opposition to the Bernstein model: in the Vygotskian approach, Rose (2005) maintains,

“[r]ather than developing in incremental steps, learners acquire independent competence through repeated practice with high level tasks, and the scaffolding support is gradually withdrawn as learners take control” (p. 142). Although this is important in this theory, it could not work in Ethiopia as Ethiopian teachers rarely assess their students’ reading capacity.

The third theory is the Hallidayan model of language teaching in context, explained by Rose as follows:

central to Halliday’s theory is the notion of realization, where meaning is realized as wording (i.e. ‘Expressed/ symbolized/ manifested’), and the wording is realized as sanding or lettering. Theories of reading in early schooling tend to be polarized between those that focus on comprehension of meaning, often advocating ‘immersion’ of learners in whole texts (‘whole language’), versus those that advocate explicit teaching of sound-letter correspondences, followed by words, phrases and sentences (‘phonics’ and ‘basal readers’) (Rose, 2004, p. 143).

A central premise in this dissertation is that, in order to enhance EFL teachers of Ethiopia towards the teaching of grammar and reading in an integrated way, exposing EFL teachers to the models of SFG and L2R:R2L will be much helpful.

2.5.4. Learning to Read: Reading to Learn/L2R:R2L

2.5.4.1. Background

This subsection briefly discusses the language teaching methodology called Learning to Read: Reading to Learn (L2R:R2L). The methodology is relatively new and has not been expanded to many countries in general and is still unknown in Ethiopia in particular. R2L: L2R is a methodology developed by David Rose and was first used to teach reading and writing for indigenous Aboriginal communities in Australia. In principle, the methodology shows teachers how to incorporate reading and writing into the regular classroom, across levels and subjects, by offering them interventionist tools for struggling students. It was first applied in Australia and was later also extended to Sweden, South Africa, Argentina and Chile.

In Australia, where the R2L:L2R began, there were improvements for poorer and less proficient readers. However, Rose (2006) adds that students who are doing well may benefit from the methodology and may “develop language understandings well beyond their independent competence” (p. 1).

For R2L:L2R to be successful, there are six stages of the curriculum cycle based on the Hallidayan model of language and Genre-based pedagogy from the Sydney school (Rose, 2006). Following Halliday, Rose concludes that those stages enable us systematically to “deconstruct the complexity of the reading and writing task and support learners to practise each component in turn, but always starting with meaning” (Rose, 2005, p. 146). The R2L:L2R methodology is built up in four steps: ‘preparing before reading’, ‘detailed reading’, ‘preparing for writing’, and ‘joint reconstruction’. For detailed description of the stages, the reader is referred to Rose (2004, p. 12) and to Appendix E for a description of how they were adapted to the Ethiopian context. Figure 2-4 below shows the six stages of reading (Rose, 2004).

From all the stages of the reading curriculum development, one can understand that stages one to three are most likely to be the focus in primary schools. However, in today’s world of teaching reading, it is clear that the students of secondary school also have problems with basic reading skills, i.e. skills situated here at the initial curriculum stages.

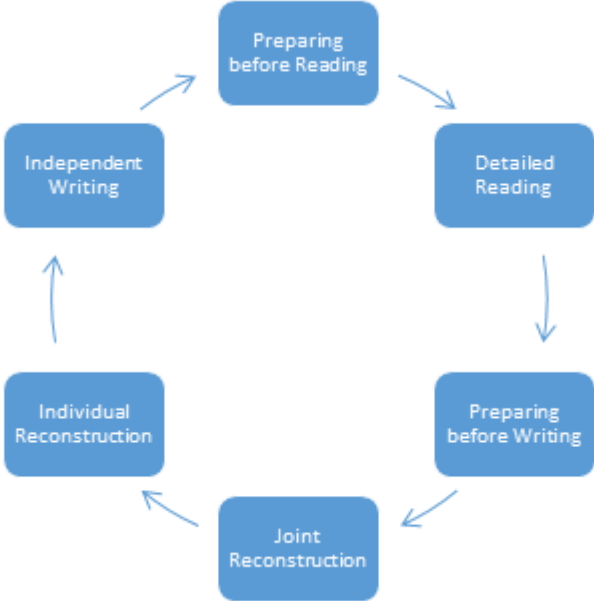


Figure 2-4: Reading stages in L2R:R2L

In conclusion, the main aim of presenting the theoretical points of view developed by Bernstein, Vygotsky and Halliday is to show how they stressed the role of the teachers in improving the students’ knowledge and skill of reading. Whether it is through identifying the hidden curriculum of Bernstein, or the scaffolding of Vygotsky or language for meaning by Halliday, all three scholars reached an agreement on the view that teachers play an indispensable role to (further) improve students’ reading ability. Therefore, the current study uses those perspectives as a baseline in

adapting L2R:R2L methodology as a means to improve the skills for teaching reading in secondary schools in the Ethiopian context.

2.5.4.2. Opportunities and challenges for L2R:R2L in Ethiopia

This section focuses on the favorable conditions but also the challenges for implementing the L2R:R2L methodology in secondary schools in Ethiopia. Despite the numerous problems, there are promising possibilities and conducive environments for implementing L2R:R2L in the Ethiopian context. The accessibility of this method has been checked, albeit in a very small range and sampling. Therefore, it is hoped that implementing L2R:R2L will mitigate the problems in teaching reading as well as grammar. There are three decisive factors for implementing L2R:R2L: (1) language curriculum; (2) teachers' profession and creativity, and (3) language class size. These three issues will be decisive as to whether the method serves as a good opportunity or is a potential hindrance to improving standards. First, by language curriculum, we mean a curriculum which is relevant and familiar in terms of students' background and prior knowledge. This methodology provides a good opportunity for the curriculum designers to minimize, if not avoid, the issue of curriculum importation or copying and pasting the curriculum from other countries. Second, with regard to the teachers' profession, we know that teachers have to be trained and interested in teaching (MoE, 2017). This need points to the issue of teachers' selection and the quality of training institutions. It is evident that not everybody can be a teacher, but a teacher can be anybody. Nassaji and Fotos (2011) state that teachers do not simply convey messages to learn and apply methods, but they are experts who can make a decision in the classroom. Teachers are not simply in the classroom to present someone's opinion; rather they make decisions on the basis of their own beliefs and pedagogical creativity in relation to the students' culture in the lesson. Lessons should thus be authentic and attractive to the students and fitting to their age and background. Lastly, class size: although a large class size by itself is not a block to employing L2R:R2L, large class size in general does affect language teaching in practice. For instance, it is challenging to achieve feedback, presentations and conversations continuously in large classes. So, we must bear in mind that curriculum, teachers' profession, creativity, and class size each have an impact on the implementation of the methodology.

As has been reported in various studies from Ethiopia (EGRA, 2004, 2010, 2014; MoE, 2017; Smith, et al. 2012), students' poor reading levels affect the potential for the language teaching and general learning in Ethiopia. Most of them (e.g. EGRA, 2004; Yenus, 2017) echo the finding that students are facing challenges to comprehend the reading texts. Further, Nure (2017), a local researcher, has found that reading capacity of students in secondary school in Ethiopia declines

over time. He added that a number of students hardly understand their lesson since their reading ability is poor. Nowadays, evidence shows that this type of problem applies to the teachers at an alarming rate as well. “Although Ethiopia’s need for the English language is becoming more intensified as globalization is the agenda of the era, the depressing picture of English language teaching never improved” (Eshetie, 2010, p. 13), and teachers’ knowledge of the language is poor (Heugh et al. 2007; Alamirew, 2005). If teachers truly lack the “necessary skills to teach students to read fluently and with comprehension in English as their second language, the implications will be far-reaching” (Gidalew and Van, 2018, p. 3). This is especially the case as higher education is organized entirely in English. As a result, if teachers are not able to help their students develop proficiency in English, students run the risk of failure in their academic and professional careers. On the basis of a field survey in Ethiopia, Stoddart reported on the students’ English problem as follows:

students do not possess sufficient English even to understand what they hear from their teachers or read in their textbooks, let alone to participate actively through their own speaking and writing. [...] as a result of the inability of students to function through English, the quality of teaching and learning in schools has been very adversely affected. At best, it means that mere rote learning often prevails, with no critical and creative participation of students, and little enough of even simple comprehension by them of what they are being told. And at worst it means that some – possibly many – students whose English is not sufficient even for rote learning spend most of their class hours copying down notes that the teacher has written on the blackboard and transforming them in the process into complete nonsense. In such a situation it is no longer appropriate to call English a medium of instruction; rather it has become a medium of obstruction (Stoddart, 1986, pp. 18-19).

In order to benefit from this methodology (L2R:R2L), there are various factors that the concerned bodies should be aware of. First, the priority should be distinguishing and alleviating any possible impeding factors. For example, even if the teachers are trained in the newly emerging methods, the imported language curriculum could demotivate the teachers. Unfamiliarity with technology such as computers and software, and insufficient resources also affect the implementation of the strategies. Lack of clear knowledge and usage of the reading strategies (e.g. skimming, scanning, guessing, predictions, making inferences and references and seeking information) could also affect the effectiveness of L2R:R2L.

Since 2000, L2R:R2L has been developed substantially to create opportunities for struggling learners in all levels of education all over the world (Rose, 2005). However, it remains unfamiliar

in Ethiopian education in general and in relation to language teachers in Ethiopia in particular. It is, therefore, a good opportunity to share this experience with secondary school teachers of Ethiopia to enable them to see how students can successfully acquire the course content through set readings. The hope behind the intervention in the present study is that giving this training to the teachers will better assist those students who are not well prepared to read.

The main aim when introducing/implementing this new reading methodology in Ethiopia was twofold. The first was to make the secondary language teachers aware of this emerging and effective teaching model and encourage them to benefit from it. The second aim was to equip them with strategies to implement the model. The quality of education in general, and that of English reading skills in particular, is deteriorating, and therefore some sort of intervention is necessary (MoE, 2006). This was done in the present project by fully working on the capability of the teachers through training.

To give some context about the situation in Ethiopia, local scholars (e.g. Eshetie, 2010; Jha, 2014; Medihanit, 2010) have reported on the failure of teaching English language in general and of teaching reading in particular. The quality of teaching and learning about reading is deteriorating (The Institute of International Education ISE, 2012; National Agency for Examinations NAE, 2010; USAID, 2014; EGRA, 2010, 2011). Although the teaching of reading and/or grammar depends on a number of different skills, which trainee teachers ought to master in their early years of training, teachers have low quality of teaching reading and grammar (Smith et al. 2012). One reason suggested for why Ethiopian teachers are poor in English is because English is “a foreign language and, hence, they have no opportunity to practice” (Heugh et al., 2007, p. 107).

A survey conducted by the Ministry of Ethiopian Education reported that secondary school teachers in general showed an overall poor quality and low motivation for the job of teacher (MoE, 2017). In addition to that, the MoE has been conducting research under the title of the Ethiopian Education Roadmap (2018-2030), in which the author of this research took part. The executive summary of that project concluded the following about secondary school teachers:

the participants in the interviews and FGDs have consistently expressed their concern in the overall poor quality and low motivation of secondary school teachers. Teachers lack the energy to motivate students to learn. The teachers’ turnover greatly exacerbates the poor quality of teaching learning in secondary schools of the country (MoE, 2017, p. 26).

All the researchers (e.g. Alamirew, 2005; Jha, 2014; MoE 2002, 2010, 2017) urgently recommended that the quality of secondary school teachers in general, and that of language

teachers in particular, should be improved. Thus, the importance of introducing such an emerging methodology for Ethiopia secondary school is paramount not only to train the teachers in the areas of teaching reading. Nevertheless, it is hoped that this method will also indicate a way forward for the schools which struggle with literacy education.

As reading is a mental process, it is not simple for foreign language learners to understand a given text in the intended occasion (Nunan, 2015). Evidence shows this seems more problematic for foreign language learners than for native speakers. For one thing, foreign language learners do not only read for information or pleasure. Foreign language learners work on reading for two reasons. The first one is to learn other subjects via reading, and the second is to learn the English subject itself through reading. That is why the responsibility of EFL teachers in secondary schools in Ethiopia seems double that of other teachers. The strategies they employ play a significant role. Therefore, it seems reasonable for the teachers of secondary schools to upgrade their skills with a new methodology of language teaching.

Different scholars and concerned institutions (e.g. Adams, 2011; Hanushek et al. 2014; Kamil et al. 2008; NAEP, 2013; U.S. Department of Education, 2014) complain that students have inadequate language skills to achieve their education in college. Even when they are supposed to be college and/or career ready, many students lack the foundation of being able to comprehend what they read. In turn, secondary school teachers claim that students are poor decoders and “comprehenders” since they hardly obtain the necessary basic skills in the lower classes (Kamil, et al. 2008). In the Ethiopian context, dozens of researchers have found students are poor readers (Alamirew, 2005; Harris, 2015; Smith et al. 2010). However, nowadays, this critical problem gradually affects the teachers as they are becoming less proficient in the English language (Alamirew, 2005). The result is becoming chronic and frustrating. For instance, a study conducted by EGRA (2010) for elementary first cycle schools of Ethiopia showed that there are problems with oral reading fluency, while the reading comprehension level of the mean was about 0%. The reading problem is part and parcel of the linguistic deficiency of Ethiopian teachers and students at different levels. The reading problem may be more serious than issues in the other skills because students learn content area subjects and the English language itself through reading. The students’ linguistic problem in general and their problem with reading in particular may influence their conceptions and approaches to reading (Chali, 2011).

In Ethiopia, EGRA revealed that students are not meeting the Minimum Learning Competencies of the MoE in terms of literacy (2010). Therefore, it is hoped that teachers can play a crucial role

in alleviating the existing problems, but this will only be possible when they are trained and equipped with recent methods of teaching such as L2R:R2L.

2.6. Conceptual Framework

The literature and background information contained in this section can now be synthesised into one cohesive conceptual framework. The conceptual framework in Figure 2-5 below has revealed how the mixed methodology is used to explore teachers' beliefs and practices in teaching reading and grammar. As can be seen from the center of the diagram the hinge, grammar is used as the center of the research. Then, this is designed by integrating grammar with reading, using the L2R:R2L model. Furthermore, it addresses the objectives and instructional practices required in the teaching of grammar and reading. Moreover, the top two arrows reveal how this study investigates the Ethiopian EFL teachers' beliefs and fills the gap by providing the teaching reading methodology, L2R:R2L. Whereas the bottom two arrows show how this study formulates recommendation based on the analysis.

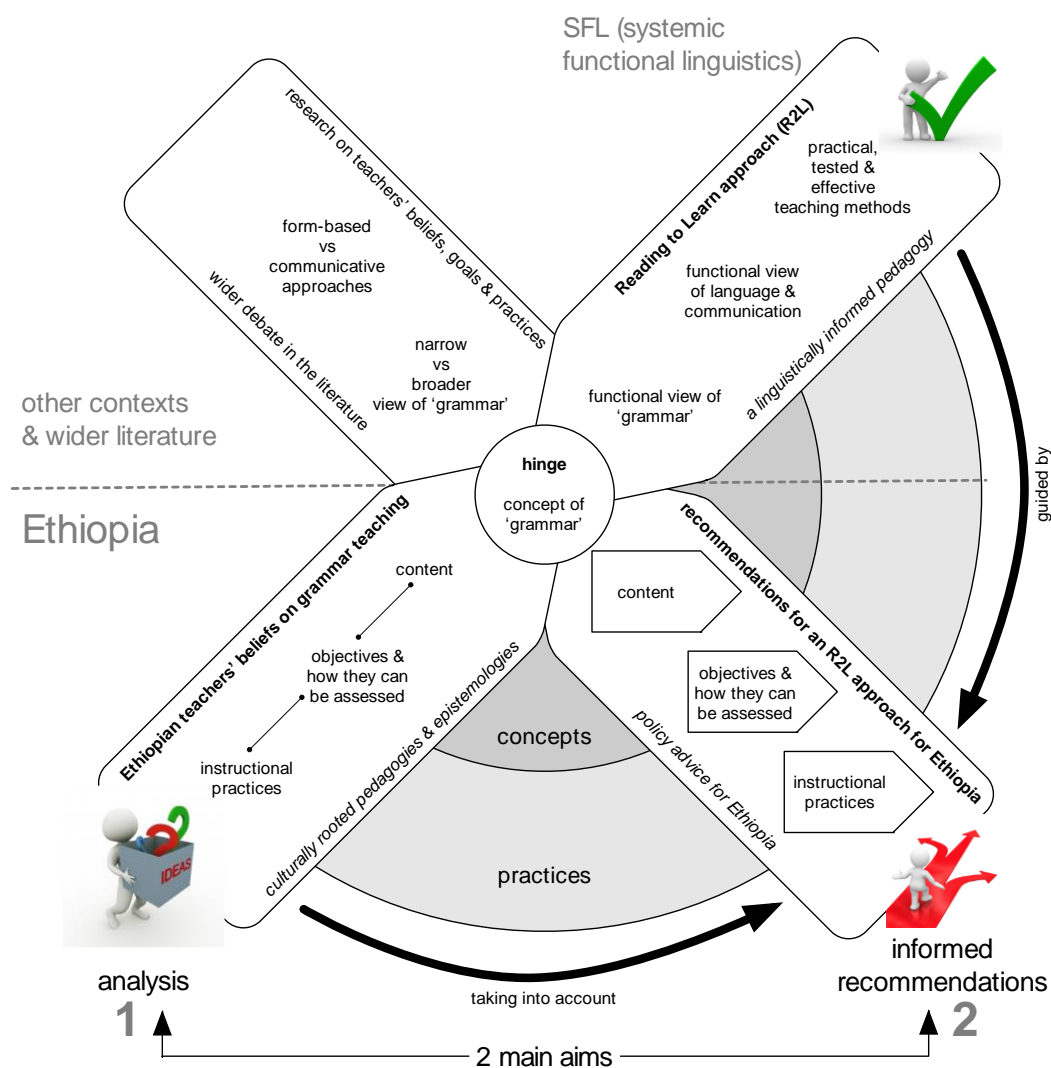


Figure 2-5: Conceptual framework

2.7. Chapter Summary

This literature review comprises four main parts which serve as background and components for the structural framework of the research. The first part focuses on grammar and grammar teaching in an EFL context. It has become clear that the very definition of what grammar is, is still subject of debate, although several authors have tried to list some of the characteristics of the concept (e.g., Celce-Murcia, 1991, Ellis 1998, 2006, Larsen-Freeman 2015; for a thorough overview, see Rahuma, 2016). Similarly, teaching grammar remains a sensitive and contested issue; we saw a range of methods of grammar teaching, with the conclusion that there is no single best method. The second part of the literature review describes teaching of reading skills in general and the possibility of making an integration with grammar in particular. The third part of the review literature embraces the issue of teachers' beliefs. We saw how beliefs can lead to change and they also determine what teachers do in the classroom. The last part of the literature review presents the

Systemic Functional Grammar (SFG) language model and the Learning to Read: Reading to Learn (L2R:R2L) methodology and considers advantages and difficulties for implementing this in Ethiopia. L2R:R2L is a newly emerging language teaching methodology which will be presented in detail through the fieldwork activities. Overall, the literature review of this dissertation focuses on four main topics: (1) grammar teaching, (2) teaching reading, (3) teachers' beliefs, and finally (4) L2R:R2L and SFG. The next chapter illustrates how the literature here has guided the theoretical and methodological stance of this study.

CHAPTER THREE: RESEARCH METHODOLOGY

3.1. Introduction

The research methodology chapter first presents key points based on the chosen philosophical underpinnings and assumptions of mixed methods, i.e. a combination of qualitative with quantitative methods, within the context of this study. It subsequently describes the methodology that was adopted in this study, focusing on the overall design, the instrumentation, sampling, population, procedure and analysis that was used in this study. The methodology of this study also embraces the training and intervention process given to participants. Before revealing the details of the methodology used, the research paradigms will be discussed. This chapter is to argue that pragmatism has the potential to closely engage and inspire language teachers who have inadequate methodology of teaching grammar and reading in an integrated way within EFL context. Therefore, for this study, the researcher used a pragmatism paradigm combined with mixed methods in order to research teachers' beliefs and practice of teaching grammar and reading in Ethiopian context.

3.2. Research Paradigm

Denzin and Lincoln (2005) characterize research paradigms as belief systems which contain four types of beliefs: axiological beliefs (on the nature of ethics), epistemological beliefs (on the nature of knowledge), ontological beliefs (on the nature of reality), and methodological beliefs (on the nature of inquiry). Pragmatism arose as a philosophical movement in the early 1900s. The term pragmatism comes from the Greek word *pragma*, meaning 'action'. Also practice and practical are derived from this Greek root (Pansiri, 2005 cited in Creswell, 2007). In order to explore teachers' beliefs and practice of teaching reading and grammar in Ethiopia context, pragmatism paradigm is chosen for some reasons in this study. First, pragmatism allows researchers to employ any method of data gathering and analysis process based on the objectives of the study (Denzin and Lincoln, 2005; Creswell, 2007). Second, the researcher believed the pragmatism paradigm helps to alleviate the practical problems in the areas of teachers' beliefs about teaching grammar and reading in the existing situations, actions, and under real influences. With this, Creswell (2003, 2007) comments finding a solution to existing problems is more concerned in pragmatism paradigm. Third, using pragmatism paradigm enables to discover new knowledge to bridge the gap, providing strategies to tackle the problems of teaching reading in Ethiopia. It also helps to capacitate teachers' skills to teach reading and grammar efficiently and effectively. "Pragmatist researchers focus on the "what"

and “how” of the research problem” (Creswell, 2003, p. 11). According to this conceptualization of knowledge, researchers do not simply want to know how the world “out there” is (Biesta and Burbules, 2003), but they also want to discover those natures and situations by designing their own way of questions (Creswell, 2003). Researchers want a type of knowledge that can inform their actions and activities.

As Mackenzie and Knipe (2006) emphasize, “it is the choice of paradigm that sets down the intent, motivation and expectations for the research. Without nominating a paradigm as the first step, there is no basis for subsequent choices regarding methodology, methods, literature or research design” (p. 194) (cf. also Creswell, 2007). Creswell (2003) points out that researchers “draw liberally from both quantitative and qualitative assumptions when they are engaged in research” (p. 12), and that this applies equally to mixed methods researchers. In this vein, it can be argued that the pragmatic paradigm is suitable for the purpose of social and educational research ventures. Similarly, the mixed quantitative and qualitative method as approached within the predisposition of “practitioner-based” research (Creswell, 2003) is suitable. Finally, this study has partly used a descriptive paradigm as it aims to carry out case study and observe and describe accurate and factual information. The next section of the methodology will highlight the research design based on the importance of the pragmatism paradigm and the mixed method approach.

3.3. Research Design

In order to further achieve the aim of this research, it is noteworthy to define the meaning of mixed-method approach. Creswell and Plano Clark (2007) characterize mixed methods research as “a research design with philosophical assumptions as well as methods of inquiry” (p. 5), and further define it as follows:

as a methodology, it involves philosophical assumptions that guide the direction of the collection and analysis and the mixture of qualitative and quantitative approaches in many phases of the research process. As a method, it focuses on collecting, analyzing, and mixing both quantitative and qualitative data in a single study or series of studies. Its central premise is that the use of quantitative and qualitative approaches, in combination, provides a better understanding of research problems than either approach alone (Creswell and Plano Clark, 2007, p. 5).

The current study chooses to employ the mixed method research approach for the following reasons. Firstly, there is precedent for using a mixed method approach within this field, as this has been an alternative to the qualitative and quantitative traditions which was developed throughout

the 20th and 21st centuries in social and behavioral sciences (Creswell, 2009). The focus here EFL teachers' beliefs of teaching grammar and reading skills and their practices can be seen as part of the domain of behavioral sciences in part, and the use of mixed methods in research has played an indispensable role in producing a new direction and knowledge to map culturally-grounded pedagogies and epistemologies held by EFL teachers. As such, the mixed methodology here is used to investigate teachers' views in the following areas: (i) The content of grammar and reading teaching, (ii) their objectives, (iii) instructional practices required in the teaching of grammar and reading, and (iv) how these three can be aligned (cf. 2-6 conceptual framework).

The second reason for using the mixed method approach in this study is to seek strategies that can bridge teachers' lack of knowledge about methodology for teaching grammar and reading in an integrated way. Thus, while there is no self sufficient method, using the mixed method helped not only in tackling the existing problems, but also enables to ensure the study where there is no work existing in the area. This was done by giving a broader insight into the field by triangulating data from questionnaires, FGD, observations and document reviews. For example, Pajares (1992) recommends that belief inventories should be supported with other data gathering tools, such as interviews and observing the situation. The last reason is since there is no self-sufficient data gathering method; the researcher believes that employing the mixed method has more advantages than its disadvantages.

Figure 3-1 below presents how the researcher attempted to process the mixed-method by integrating with quantitative and qualitative evidence. For example, the researcher prepared three questions i.e. Q1, Q2 and Q3 in which Q1 and Q2 asked the qualitative and quantitative questions (see Appendix A). Whereas Q3 was prepared in a way that the question addressed by mixing the two previous questions (Q1 and Q2). It is noted that the Q3 is mixed method. The above examples are adapted from (Tashakkori and Teddlie, 2003 as cited in Creswell, 2007). The Figure 3-1 below shows how mixed methods were used to gather data in this study.

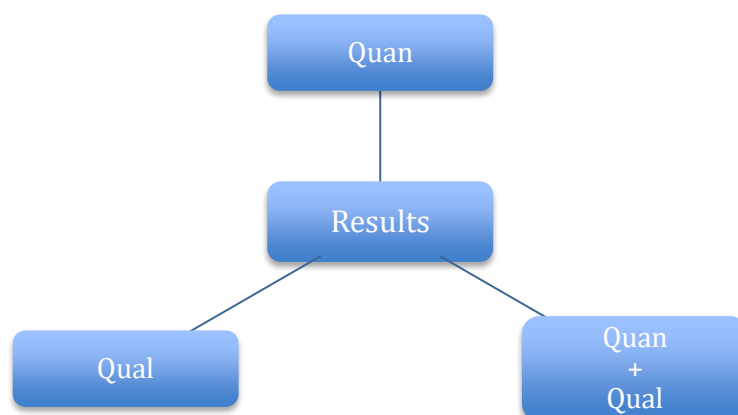


Figure 3-1: Mixed methods of data collection compiled by researcher

As a social linguist, Robson (2002) concludes that no clear-cut way of decision to choose one method as effective and reject the remaining as poor and therefore it was very decided to employ both mixed methods for this study. This approach was supplemented by a case study design which provides a detailed and qualitative description of one teacher's beliefs on teaching grammar and reading.

Despite several advantages of mixed methods research, it is not free from disadvantages. As Brannen argued, the “[i]n so far as the choice of a mixed method research strategy is determined by practical rather than disciplinary influences meaning, then approaches to theory becomes [sic] more eclectic” (p. 5) and this may be a problem for the researchers (Brannen, 2005, p. 5). However, the current researcher has made efforts to make a connection between theory and practice by formulating the questions that can address both of them. For example, the questionnaire was designed to gather the beliefs of teachers, whereas the observation wanted to reveal their actual presentation (see Appendices A and B). The next paragraph will present the differences between quantitative and qualitative in research education.

Best and Kahn (1998) summarize the differences between qualitative and quantitative approaches as description and reliance on numbers respectively. Although researchers can choose their methods of research, employing quantitative research is necessary when the researcher's aim is to generalize and to report quantitatively the data. In contrast, researchers are expected to employ qualitative research if their aim is to describe situations and individuals in detail with no quantities.

(ibid.). Using both qualitative and quantitative ensures to have a general understanding of the given situation in the given time and context of study. Under investigation from an emic perspective Mackenzie and Knipe (2006), on the other hand, argues:

another way of thinking about these terms by defining qualitative and quantitative as adjectives for types of data and their corresponding modes of analysis, i.e. qualitative data as data represented through words, pictures, or icons analyzed using thematic exploration; and quantitative data as data that is represented through numbers and analyzed using statistics (p. 99).

This definition suggests that the notions ‘qualitative’ and ‘quantitative’ pertain to the methods of data collection, analysis and reporting, and not to the theoretical approach to the research.

Although both have qualities in research activities, they are not free from limitations. For example, Creswell (2003, 2007) states that a quantitative approach is described as exploring precise relationships with numerical data in controlled conditions. However, quantitative allows for less focus on human opinion that cannot be represented by numbers. Whereas, others appreciate employing a qualitative method, as it helps to explore the field of study and to construct an ontology that sees reality as social (Dereje, 2010; Nagyné, 2006; Sara, 2017). However, this has the consequence of lacking generalizability.

3.4. Sources of Data

In order to generate the data for this study, six counties (henceforth Aanaa – plural Aanaalee) were purposively chosen from Jimma Zone, Oromiya Region. Those selected Aanaalee were considered representative of Jimma Zone based on the requirements of the zone’s education i.e. distance from city, infrastructures, number of students, educational achievements and number of populations in the Aanaalee. The selection was guided by the fact that each Aanaa has a different number of schools with unequal distributions of EFL teachers. In some study sites, there were no female teachers while in the remotest schools there were no experienced teachers. This is because teachers would leave these sites after serving for a few years to transfer to a less remote school. The only exception would be when teachers were assigned to the remotest areas because of a breach or misconduct. These anomalies meant that purposive and availability sampling selection of the schools and the teachers was made. This would enable to ensure a mix of remote and less remote teachers would be included. In addition, it enables to include teachers of different levels of experience and genders. The researcher employed a purposive sampling to distinguish six schools within six Aanaalee in Jimma. These schools were chosen on the basis of their service as a centre

of coordination (clustering) for the other schools in each Aanaa. Those schools are assumed to have better service providers (e.g. computers, meeting hall) when compared to other schools. Most of the teachers were transferred from the remotest Aanaalee. Thus, getting those cluster schools would suffice to collect better experience when compared to the others though a few novice teachers were also there. The samplings were done to balance female participation, experience, certification and qualification. To that end, 50 teachers for the questionnaire, 24 teachers for FGD and 10 teachers for classroom observation were selected as sources of information.

Jimma Education office reported there were 65 secondary schools in the area Grades 9 and 10 count as secondary schools. Whereas, Grades 11 and 12 are called preparatory although the Ethiopia Ministry of Education (henceforth- MoE) is currently proposing a new curriculum to merge them with secondary school. Because of the scarcity of language teachers, two subjects of the study taught Grades 11 and 12 along with Grades 9 and 10. The participants of the study were EFL teachers who taught in Grades 9 and 10. The rationale for choosing teachers in Grades 9 and 10 to investigate the EFL teachers' beliefs and practices of teaching reading and grammar is as follows. Grade 9 students start learning all subjects (e.g. chemistry, biology, history...) in English only for the first time in English. Previously, they used their native language (which most often is not English) as a language of instruction. Since this is a new experience for the students, the EFL teachers are highly responsible for familiarizing and encouraging the students with the language. Moreover, the teachers will need to make a particular effort with English at this point for, as Harmer (2001) argued, specific attention should be paid to improving students' knowledge of English. With this, the intent of this study is to foster teachers' capacity of English at the first stage of secondary education by focusing on their perception in learning English as a foreign language.

Furthermore, choosing Grade 10 in this study has some reasons. Grade 10 is a critical period for students' future prospects regarding English and education. Grade 10 is a turning point for the students since they take a national examination of ten subjects prepared in English. Succeeding in this examination will help students to join a university and compete for a scholarship. Therefore, there is a huge responsibility given to the EFL teachers of Grade 10 to prepare the students for these examinations: not only do they carry responsibility for teaching English; they are also responsible for preparing the students to function in the English-based higher education system. Knowledge of the English language in general, and reading and grammar in particular, play an indispensable role in achieving good results in the examination. Moreover, as it seemed clear from the evidence that the English language examination has been dominated by grammar and reading parts, it was therefore logical to focus on these within this study. A final reason to focus on these

Grades (9 and 10) is that similar teachers taught both Grades since there is scarcity of teachers across the country.

While raising reasons for employing Grades 9 and 10 in this research methodology, it would be impossible to separate Grades 9 and 10 from teachers. To this end, there was a survey conducted by the Ethiopian MoE that reported secondary school teachers in general showed an overall poor quality of English and low motivation for their work as teachers (MoE, 2017). Because EFL teachers' status was among the priority concerns of the MoE in that survey, the current study wants to focus on EFL teachers in general. Therefore, it seems justifiable to explore the EFL teachers' beliefs and practices of teaching reading and grammar in secondary school. After revealing the reasons for choosing Grades 9 and 10, the next section entails the population and sampling used in this study.

3.5. The Population, Sampling and Study Sites

The sample for teachers' beliefs and practice for teaching grammar and reading questionnaire survey consisted of 50 English teachers in Jimma, Oromiya. The observation and FGD were each based on 10 participating teachers. Table 3-1 and Figure 3-2 below give an overview of the participants' profiles, sampling and the study sites. Ten EFL teachers were purposely selected to participate in the FGD and classroom observations. The reason for choosing 10 EFL teachers was to manage the data gathering in time, to represent a minimum of one teacher and maximum of two teachers from each Aanaa. Ten teachers were chosen based on purposive sampling to include teachers of different levels of experience and gender. In selecting the teachers, the research also tried to include one third of the schools from each Aanaa on average for the FGD and classroom observations. The respondents to the questionnaire were located across the Aanaa in the zone, and all of them were non-native speakers of English.

No	Aanaa (county)	Number of schools	Selected Secondary Schools	Number of Teachers	Selected Teachers for observation, FGD and questionnaire	
					Observation and FGD	Questionnaire
1.	Gommaa	7	Aggaroo SC	8	2	1
2.	Maannaa	5	Yabbuu SC	6	1	1
3.	Qarsaa	6	Sarboo SC	5	2	1
4.	Gumaayi	6	Gembee SC	6	2	1
5.	Jimmaa	4	Jireen SC	5	2	1
6.	Saqqaa	2	Saqqaa SC	3	1	1
7.	Others	11	Others	15	---	44
	Total	30		48	10	50

Table 3-1: Population of the study

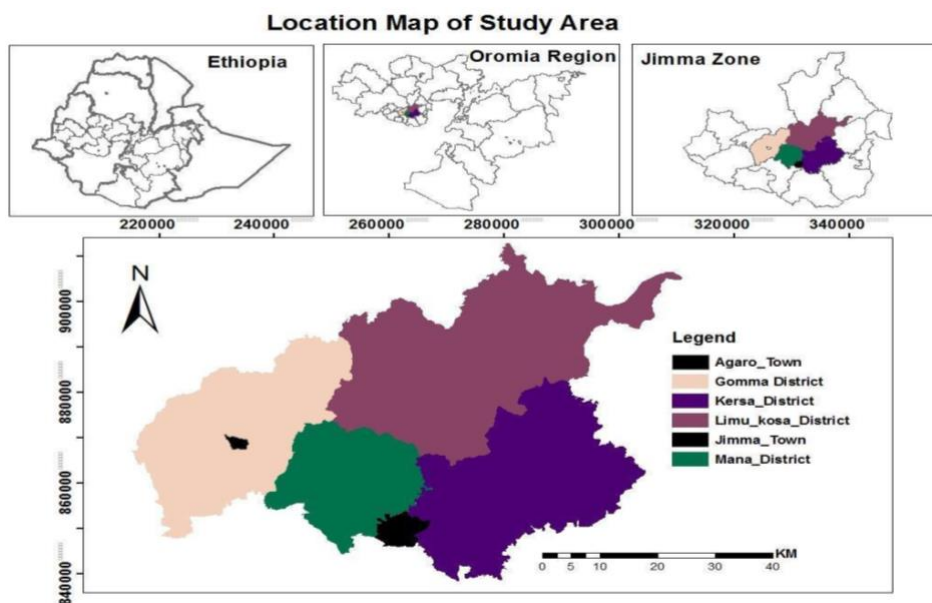


Figure 3-2: The study sites

3.6. The Researcher's Position

In exploring the teachers' beliefs and practices around teaching grammar and reading, the researcher's position as a participant or non-participant could play its own role. Although trust is a key issue between the observer and the research subjects (McDonough and McDonough, 1997), as

far as possible the researcher positioned himself as a non-participatory observer during the classroom observations. This is notable in that the non-participatory principle is concerned with the interaction between the researcher and the subjects during data generation. In order to avoid confusion from the students, the researcher clearly introduced the aim of his classroom observation on the first day. Then, he usually sat at the back of the class to observe the entire scenario of the class. Although the researcher was not allowed to interfere in non-participatory observation, he would ask some questions after the classroom. Despite a language teacher himself, he played a facilitative role even after the classroom observation. Since some of the research participants were familiar with him, he was acting as a colleague not as a university teacher. He also encouraged the respondents to express their real opinions rather than provide the answers in a way they thought he expected. That is why pragmatists supported flexibility in data collection enabling them to work with the participants without a lesson interference. The assistant researcher also attempted not to disturb the teaching process while videotaping and taking pictures.

Being a non-participatory observer was important for the following reasons. First, the observed teachers were more likely to continue their daily activities according to their teaching culture and trends, approaching 'business as usual'. Becoming a non-participatory observer, thus, gave the researcher an opportunity to observe the live practices in participants' specific context. He believes that non-participatory can minimize any tendency to make the teaching unrealistic. Second, non-participatory observation enables the researcher to see the full preparation and confidence of the teacher, whereas in the participatory observation there might be a sort of doubt and frustration. Third, the non-participatory observation is less time-consuming when compared to participatory observation. Lastly, the non-participatory observation seemed more effective in large heterogeneous large classes and with insufficient teaching resources. Finally, the researcher believed that his personal background as the teacher of EFL, researcher and his professional knowledge of teachers' lives have affected the process and outcome of the research.

3.7. Data Collecting Tools

Based on the research paradigm (see 3.2. in detail), attempts were made to employ multiple methods of data collection to achieve the objectives of this study. In line with Cohen's view of the qualitative researcher as a 'methodological omnivore' (Cohen et al. 2005, p. 76), the study employed four data gathering tools: questionnaire, FGD, classroom observations and document review. Employing such a variety of instruments helps the researcher to 1) recognize the relationship among data collecting methods; 2) address respondents in different situations e.g. those

in the remotest areas and with varied experience. 3) minimize dependence on one method. 4) increase the flexibility of data collection. In addition to the written notes, videotaped and audio recordings were used to support the analysis. This also helped the researcher to view and describe participants' body language and gesture expressions. All participants were allowed to use their first language (Afaan Oromoo) during the FGD and when filling out the questionnaire. Similarly, they were also oriented to use languages i.e. Afaan Oromoo or English that they used before. The reasoning behind this was that limiting them to using English might impede them in describing and explaining in detail their beliefs and feelings about this study. More details on the four data collection tools will be given in the sections below.

3.7.1. Questionnaire

Questionnaires were used to generate information about teachers' personal characteristics and professional background on teaching grammar and reading. This was appropriate because questionnaires can help economically and speedily obtain data from many respondents (Brown, 2001). The collected questionnaires were computed using the descriptive statistics on SPSS version 20. Although questionnaires are often used, they do have some shortcomings that researchers have to take into account, especially during the assessment of beliefs of the participants (Brown, 2001). First, they might spawn superficial answers and do not always allow for in-depth explorations of particular points, as they do not allow one to measure actions themselves, but only how participants report on their actions (Borg, 2006). Also, responses may be influenced by "social desirability bias" (Dornyei, 2003), which is "the tendency to give answers that are felt to be socially acceptable" (Borg and Burns, 2008, p. 8). These inadequacies can be mitigated through the use of complementing tools. A questionnaire is also a flexible data gathering tool as it can be used for qualitative research as well, and thus fits the mixed method approach of this research as it allows the researcher to seek both quantitative and qualitative data. To achieve this, some questions with close and open-ended questions were designed using a five-point Likert scale. They were rated from strongly agree to strongly disagree. Alongside these close-ended questions, the open questions allow for a detailed qualitative analysis.

The questionnaire had six different parts: Part one: general background information; part two: teachers' opinion about grammar and reading; part three: teachers' beliefs about teaching grammar and reading; part four: teachers' experience; part five: teachers' practices for teaching grammar and reading; part six: teachers' preferences for teaching grammar or Communicative Language Teaching/CLT. After composing the questionnaire, it was administered during the first phase of

the school visit simultaneously with the pre-observation session. To minimize the chance of superficial replies, questionnaires were distributed after the pre-observation. The researcher believes administering the questionnaire before the observation might push the teachers to modify their original presentation.

3.7.2. Focus Group Discussion (FGD)

Focus group research can be defined as “a way of collecting qualitative data, which essentially involves engaging a small number of people in an informal group discussion (or discussions), ‘focused’ around a particular topic or set of issues” (Wilkinson, 2004, p. 177). This type of data collecting tool has many advantages. For instance, as Onwuegbuzie et al. (2009) point out, “[f]ocus groups are less threatening to participants, as this environment is helpful for the participants to discuss perceptions, ideas, opinions, and thoughts” (p. 2). The current study employed FGD as one of the methods of eliciting teachers’ beliefs about teaching grammar and reading. It would be a norm that teachers were more able to share their feelings openly to others with similar professions rather than with people in other professions. As such, the FGD helped offer more in-depth insight into the beliefs of teachers compared to the other methods in two groups. One of the groups comprised ten members, whereas the other had fourteen members. Based on participants’ interest, pseudonyms were given to each of them for reasons of confidentiality. The first group included the teachers who were involved in the classroom observation. Their number was limited to ten partly for time and data management and it enables to keep consistency with the observed participants. Although FGD is time consuming and sometimes be a tiresome task, in this case the researcher attempted to give adequate time to all participants to discuss their beliefs and practice about teaching reading and grammar.

However, like questionnaires, FGD also has some limitations. Some participants spoke very less and it was sometimes hard to stay on topic as some participants diverged from the main topic. The researcher did try to minimize these obstacles through probing questions e.g. do you mean this work for teaching English? The FGDs were audio-recorded (in MP3 format) with the subjects’ permission. Finally, the researcher transcribed and translated the conversations into English based on their themes. After presenting the FGD, the next will describe classroom observation.

3.7.3. Classroom Observations

Although the questionnaires and FGD were important, the main data collection tool used in this study was classroom observation. The main purpose of employing classroom observations in the

study was to assess the teacher's practices, e.g. their actions, decisions made, tasks given in class etc... In addition, classroom observation is a good tool for investigating the teachers' level of proficiency and English teaching skills as well as the kind of English environment which students are exposed to in order to practice the language. This is in line with the work of Kuzborska (2011) who attempted classroom observation as an instrument to explore what teachers practise in their classrooms. Moreover, in terms of the aim of assessing teachers' language skills, according to Nunan (1992), "there is no substitute for direct observation as a way of finding out about language in classrooms" (p. 76). One additional advantage of classroom observation tool is that it enabled the researcher to also assess the students' way of learning grammar and reading.

The researcher identified which lessons were most suitable for observation in advance based on teachers' weekly lesson plan and students' textbook. It was made clear to teachers that the purpose of observation was neither to evaluate the teaching process, nor to criticize their teaching style. This was mentioned in the letter written to the schools and orally to the participants as well. Rather, the focus during the observation was to focus on the teaching of grammar and reading using approaches focusing on forms vs meaning, the different methods of presenting grammar, and use of terminology, error correction, strategies and stages of reading and implementation of new methodology. Classroom observation in the study served different purposes. Since people do not always do what they say they do, observation is an important instrument for getting direct information about teachers and classroom events (Cohen et al. 2005). For this reason, an observation checklist was employed for recording qualitative classroom observational data (Creswell, 2003; Dornyei, 2007). The observation checklist was used to guide the researcher to capture data on teachers' overall command of the English language and also their teaching skills, focusing on their actual teaching of grammar and reading. Furthermore, the checklist assisted the researcher in comparing teachers' activities with what they have said about their beliefs of grammar and reading. This also helped to distinguish if their beliefs are (in)congruent with their practices. Each of the ten participants was observed for at least 90 minutes in two phases i.e. pre- and post-observations. The post-observation took almost twice as long as the former (see Table 4-1). The post-observation was in not only time coverage, but it also differed in terms of content coverage from the former one. In between the pre- and post-observations, the observed teachers were provided with a training called Learning to Read: Reading to Learn as a potential resource to improve their methodology in teaching (see 3.10). Data collection during the classroom observations happened by means of audio, video and picture recordings alongside the researcher's own note-taking based on observation checklist.

3.7.4. Document Review

Document review is a qualitative tool, essential to the collection of information (Robson, 2002). In this study, the documents reviewed include textbooks, teacher-made notes and lesson plans. Document review has a number of advantages when compared with other methods of data collection in qualitative research. First, it reduces the impact of potential bias as was the case here since the textbook is used. Second, by including the textbook used in Grades 9 and 10, the researcher was able to gain a fuller insight into the teaching practices under investigation. A textbook can be a rich resource when assessing teaching and learning, as it presents the material, and it is also a source for learners to practise several domains such as grammar, vocabulary, pronunciation, listening, reading, speaking and writing. Moreover, as Richards (2001) points out, any learning program is likely to fail to meet the presupposed educational aims if it does not have textbooks, since they indicate contents arranged on a structured basis. Harmer (2007) adds to that a central purpose of textbook use is for teachers to try and engage their learners with the content that they will be covering. Reviewing the textbooks here thus allowed the researcher to assess the quality of the books as well as seeing how they fit with the current teaching principles.

To that end, the textbook review was carried out by using the techniques of adaptation from (Borg and Burns, 2008) (see Table 4-4). The focused points were on: teachability of grammar and reading in an integrated way; clear objectives to distinguish grammar teaching from CLT; and whether the textbook fits with the teachers' experience. The document review analysis provided further information about the actual practice of teaching grammar and reading English. In addition, the document review enhanced the researcher's understanding of the curriculum and also of the teachers' ways of teaching grammar and reading in Grades 9 and 10. Finally, the document review helped to make a triangulation among the FGD, questionnaire and classroom observations.

3.8. Data Collection Procedure

Collecting data is a long process and requires several steps. Firstly, a letter of cooperation was written to the Education Office of Oromiya Region. The letter briefly explained that the researcher was working under the supervision of Professor Miriam Taverniers, main promoter, from Ghent University, Belgium and Dr. Getachew from Jimma University, Ethiopia, starting from 2016. After procuring permission, school visits and fieldwork in different Aanaa was made. Three basic tasks were done during the first school visits: pre-observation, collecting consent and distributing the questionnaire. However, even before the official visits for the pre-observations, most of the schools had already been visited to submit the permission letters by the researcher in 2017. The pre-

observations were then performed between May 8, 2018 and June 19, 2018. Research assistants and guides were recruited to assist the researcher, and they helped to administer the questionnaire and guide the working routes.

The second step constituted an important feature of this study: not only was data collected from the participants, but some selected secondary school EFL teachers were also offered training (see 3.10). This training was called 'Introducing Learning to Read: Reading to Learn Methodology (henceforth- L2R:R2L) which is adapted from David Rose. Training teachers on a part of the methodology was based largely on the fact that the lack of trained teachers of English is a recurring problem in Ethiopia (Heugh et al., 2007). The training was held in Jimma city since it was most convenient in terms of transport, training rooms and hotel accommodations. While the researcher presented the training, the assistant researchers were recording and taking pictures of the session. The textbook for the training contained 26 pages, and was prepared by the researcher, and edited by the researcher's main promoter, and was distributed to the trainees in advance (see Appendix E). The training was accompanied by practical sessions called intervention in which the trainees learned from each other and the researcher a lot (see 3.10).

The third step in the data gathering procedure was the FGD which was held in two groups with 24 EFL teachers as described above still the part of training. The main purpose of the FGD was to elicit information from the respondents about their beliefs, views, perceptions and attitudes about reading and grammar teaching. Once the researcher introduced a point of discussion in the session, the respondents were free to discuss it with one another. The discussions were not completely free as there were probing questions and a few interferences when some of the respondents deviated from the main topics. Their seating arrangement was a circle, so it was convenient for teachers to discuss among themselves, and the number of leading questions was kept to a minimum. The data collected lasted some 11 hours that was the last day of the training session.

The final step was going back to the field for post-observations between October 30 and December 5, 2018 to assess whether changes could be seen in the majority of the subjects in their teaching due to the intervention. Additional observational checklist (see Appendix E) was prepared in order to discover whether there was an effect of training or not.

The data gathering tools offered a variety of approaches. For instance, in observation each teacher was observed twice for at least 90 minutes, whereas the FGD happened once but lasted much longer. The questionnaire was administered to 50 respondents in person in their schools, although they were working in different and challenging locations, and was collected back before launching the training, the FGD and the post observation in order to minimize interference with the data from

those later interventions. Teachers were allowed to use their first language in all the data gathering tools, meaning they spoke Afaan Oromoo or English. Despite this variety in approach, all the data gathering tools were directly relevant to the research aims, giving a full and rich picture of Ethiopian EFL teachers' beliefs and practices.

Jimma Zone Education Office Coordinator, Secondary Schools Principals, Heads of English Language, and the EFL teachers were very committed to helping the researcher; however, many obstacles were faced during the fieldwork and other research activities. These were mainly due to the political instability at the time of data collection, the geographical locations of the schools, the shortfall of the allocated budget, and the rainy seasons. For example, in some areas there were no roads due to the rain, while some schools shut down and transport blockades were put up due to political conspiracy in the country. To alleviate these problems, the researcher often travelled on horseback and introduced a more flexible schedule to adapt to the conditions. Table 3-2 below summarizes all procedures and activities in the fieldwork.

Main Tasks	Time	Places of events	Responsible person
Pre-observations	May 7, to June 10, 2018	In classrooms	Researcher
Questionnaire	May 8, 2018 to June 19, 2018	In the respondents' schools	Researcher
Training/intervention	July 23 to 27, 2018	Jimma City	Researcher
Focus Group Discussion	August 1 to 2, 2018	Jimma City	Researcher
Post-observations	October 30 to December 5, 2018	In classrooms	Researcher

Table 3-2: Steps in the fieldwork

3.9. Data Analysis

As the main purpose of this research is to investigate EFL teachers' beliefs about teaching grammar and reading, a mixed approach data analysis was employed. Already while collecting the data, the researcher simultaneously worked on data structuring, thematization and organization of the analysis. The data explanation of qualitative was made based on the participants' characterization of the situation, recognizing patterns, themes, and categories. Categorizing the data into themes

allowed the researcher to obtain a detailed picture of why the participants might present in the way they did and how they felt about these actions in observations.

The transcripts of respondents' participation in the FGD were first analysed to categorise the opinions of the participants into six major themes, and then and the classroom observations were examined inductively through meaning interpretations. Recordings were transcribed and translated immediately after the FGD and the observation, and then the transcripts were sent back to the participants to check whether their opinions were correctly transcribed. Each data set (i.e. field notes, interview transcripts, etc...) was read several times, in order to obtain an overview of the central ideas being voiced and enabled to organize the data thematically. The procedure for analysing all qualitative data was also more or less uniform for all data from the FGD, interviews and observations, i.e. categorizing and thematization. The only exception was the document review. Here, tasks were chosen from the English textbooks of Grades 9 and 10 and the teacher's lesson plan. The choice was done selectively and purposefully. The participants' profiles were entered into a table to give a clear image of the distribution of the schools, experience, age, level of certifications and others. Pseudonyms were used instead of their real names.

Regarding the quantitative data analysis of the questionnaire, the questions were categorized into two stages. First, the research aimed to elicit the general backgrounds of the EFL teachers and next the second part probed the teachers' beliefs and practices about teaching grammar and reading. Then, the responses were fed into the data filing process and statistically analysed carefully using SPSS version 20. Finally, the validity of the study was checked through a variety of means including: participants' checking transcripts; triangulation of data from the tools; clear and rich description of the participants' responses, especially in the qualitative data; assuring the confidentiality of the data. The next step will be to prepare the reports, which will be done by disseminating the research work in the form of publications, conference participations and poster presentations.

3.10. Training and Intervention

3.10.1. Introduction

This section presents two main parts of the activities done in fieldwork with EFL teachers in secondary school. The first part entails the delivery of training for selected participants on the newly emerged methodology called Learning to Read: Reading to Learn/L2R:R2L. The training mainly presented the general theoretical background of reading and teaching reading for the

participants in Ethiopian context. The second part of this section demonstrated the intervention to the participants. It was more of practical activities and presented how teachers could improve teaching reading by giving explicit techniques to improve teachers' methodology. In the intervention session of the study teachers had to conduct several activities and were encouraged to contribute actively to the discussion. In general, three days for training including FGD and two days for intervention were used.

3.10.2. Training Delivery

A training course entitled "Introducing Learning to Read: Reading to Learn/L2R:R2L and its effect" was delivered to 24 EFL teachers in Ethiopia in July 2018. It is a newly introduced teaching methodology to improve reading and writing of disadvantaged students at any stages coined by David Rose in the 1990s. The training methodology has been adopted from the work of David Rose who leads a literacy research program which is applied in school and university programs across Australia and internationally, called *Learning to Read: Reading to Learn*. His project mainly focuses on improving the reading and writing capacity of disadvantaged students by giving supportive training for their teachers. However, his works also include the better achiever students. He has provided training for several language teachers e.g. teachers from Europe and Australia. The project of Rose includes all students and teachers at different stages and levels of education. After gathering experience of Rose, the current study has made an intervention on some selected English language teachers of secondary schools in Ethiopia.

The sessions were given in a workshop style and 24 participants from six counties (Aanaalee) were invited to participate and were encouraged to contribute actively to the training at theory level. Accordingly, the first day of the training (July 24, 2018) focused on discussing the challenges teachers face when teaching reading and outlining the advantages of training. Prior to the training, the participants held a general discussion about teaching reading, brainstorming the challenges they encounter and sharing ideas on how to address them. These challenges included the difficulty of teaching their students only how to answer teacher-made questions from the reading, but not encouraging their students to generate their own questions. This session gave the chance for the participants to introduce themselves as well, including their educational background. More importantly, they were asked to consider the importance of teaching reading and what strategies they could use to improve how they teach language. Finally, they were asked if they were familiar with the methodology, L2R:R2L.

All of them agreed that teaching reading is an integral part of language teaching. However, with regard to L2R:R2L, none of them had complete or accurate information about it. Some participants said that they did not have the opportunity to practise new ideas like L2R:R2L with their students. Several participants reported they had no training on teaching reading except in college. The participants agreed that poor reading is having an alarmingly negative effect on students. Students were reported as performing at a low level in learning reading and this was attributed to their poor reading skills. Indeed, as Nurie (2017) summarizes on the basis of earlier research projects (Eshetie, 2010; Jha, 2014; Medihanit, 2010), “reports from secondary school teachers, experts and the larger educational community suggest that too many students have a limited ability to understand reading texts. Further, local research has continued to show that the reading ability of Ethiopian secondary school students is deteriorating over time (p. 109). The author of this research believes that these problems can be alleviated if teachers are able to genuinely exploit an alternative teaching model of comprehension instruction properly (L2R:R2L).

The second day of the training (July 25, 2018) continued with a presentation on L2R:R2L by the researcher. The researcher’s presentation covered two main points: the theoretical underpinnings of L2R:R2L; and implementing the methodology through reading strategies. The theoretical introduction discussed briefly history and benefits of the newly methodology. The second part focused on the extent to which teachers’ reading strategies can help improve reading comprehension and enhance efficiency in reading. For example, it was discussed how reading strategies can help students to process a text actively and how it helps them if teachers monitor their comprehension. Furthermore, it was pointed out that efficient reading strategies would also enable teachers to teach more effectively by supporting them in explaining and discussing the concepts and facts within reading texts and by better engaging students in the reading tasks.



Figure 3-3: Participants in the L2R:R2L training

3.10.3. Intervention Process

One of the aims of this study was to conduct an intervention to introduce and implement the L2R:R2L methodology. Although the intervention seemed the part of the training, it focused only on the practical perspectives of L2R:R2L for two days. They were also asked to discuss their experiences in groups and discussed in pairs or small groups. The researcher presented the newly emerging methodology by connecting with the existing Ethiopia language-teaching context. This intervention process was based on four principles for providing services to the participants to further enhance their language competencies for supporting students, both those who struggle with reading in particular and those who struggle with learning the language in general. The intervention session was made between the pre-and the post-observations of the study. Participating teachers from secondary schools in Jimma Zone received a detailed module (cf. Appendix E) on how to apply the newly teaching methodology L2R:R2L. This module was mainly developed to help teachers implement new reading strategies in their classrooms, including examples for how to plan a lesson's sequence and guidance on how to implement the strategy. The module was designed in such a way that it would help teachers to thoroughly implement the new reading methodology in their classes. The main concept is that teachers would explicitly teach their students cognitive and metacognitive reading strategies as well as self-regulation techniques.

In intervention, teachers tested the technique by applying it to specific passages of texts of Grades 9 and 10 English language sometimes with adaptations. The participants were allowed to use any of the texts from the textbooks or to develop their own passages if possible. Each teacher worked

with reading passages from each of the textbooks as a sample. These passages were chosen on the basis of participants' presumed interest and of their readability. The intervention was done based on the following four principles below which are adapted from (Brown and Rodgers, 2002, p. 12):

Principle one: a preparation/adaptation of a reading text/story.

- The text was reasonably challenging.
- It had to be attractive and be familiar to the students.
- It provided practice in different reading strategies.
- It was possible for other language competencies to be integrated e.g. grammar, writing...

Principle two: work on students' cognitive strategy.

- Think how to use the text to activate students' prior knowledge.
- Prepare smart questions to ask students what they knew before.
- Use integrated skills to give detailed information about the text.
- Familiarize the students with different structures of the text.
- Help students to distinguish different reading texts, such as argumentative, descriptive, narrative, expository, problem solving...
- Encourage the students to develop some important strategies.

Principle three: improve students' metacognitive strategy

- The teacher provided various strategies to help the students to understand the text.
- Based on that, students read and understand by tackling the difficult words.
- The teacher assisted the students in seeing how grammar plays a role to understand the reading.
- The teacher monitored the students to know the meaning of keywords.

Principle four: make summary or in-depth text analysis. With this strategy, the teacher helped the students to:

- find important pieces of information from the passage;
- assemble the information together to better understand;
- distinguish text's genre so as to comprehend the meaning;
- Teachers also guided the students to form and ask questions from the passage;

In conclusion, in this present study the researcher wanted to address the issue of a lack of training with EFL teachers by introducing the participants to the newly emerged teaching methodology called L2R:R2L. The study investigated the extent to which the intervention made an impact on

teachers, since the intervention was made in between the pre-and the post-observation on selected secondary school teachers. Thompson (1992) stated that after going through in-service training teachers' attitudes change positively, increasing self-confidence and ability to face a variety of difficult situations. The impact of the training and intervention in this study revealed the subjects of the study improved their methodology of teaching reading in post-interventions when compared to pre-reading (see chapter 4 in detail).

3.11. Ethical Considerations of the Study

Amongst others, Dorneyi (2007) has emphasised the importance of including ethical concerns to protect the rights and interests of participants in education studies. The research was conducted according to the principles of research ethics of Jimma University (Ethiopia) and Ghent University (Belgium). In general, the study considered all the ethical considerations, including protecting the participants, and the integrity of the schools. For example, the researcher obtained a consent letter from the educational office of Oromiya, Jimma University and Linguistics Department of Ghent University. These permission letters demonstrated that the participants showed informed consent to work with the researcher. Moreover, because this research is funded by a BOF project in Ghent University, it was very important to finish the research on time (i.e. so that the results could be reported on within the time span of the project). To achieve this, a plan of activities was made to include gaining consent, analysis, as well as data collection.

Indeed, the issue of ethical considerations explicitly or implicitly affects the validity and reliability of the research as those who are made the subjects of research are entitled to have their personal information treated confidentially. To this end, all participants were given an informed consent form orally during the meeting which included detailed information about the research (e.g. purpose, process etc.) and about their rights (e.g. anonymization, discontinuation etc.). All data gathered during the study was kept and will remain confidential and is stored according to the universities' regulations. The researcher must prevent any use and communication of information that might inflict damage on the subjects included in this research.

As a pragmatic researcher, "the focus is on the 'what and how' of the research problem" (Creswell, 2003, p. 11). In order to further achieve the data triangulation, FGD was scheduled both during the training session and afterwards at intervals of approximately three months. Similarly, the two phases of the observations were scheduled based on the teachers' lesson plans and at their convenience so as not to have an impact on their already large workload. Observations were also

organized as sensitively as possible so as not to cause needless distress. In order to minimize stress, the researcher only made observations on the basis of the participants' interest. For instance, Barite and Chaltu all of a sudden cancelled the observation session that was scheduled with the researcher. Participants' right to anonymity was respected. This is in fact a delicate issue since, as Dörnyei (2007) points out, the mere use of pseudonyms will not always automatically protect the identity of participants. To guarantee anonymity more, the researcher hid information related to participants. All data, including recordings and transcriptions, were labelled according to pseudonyms in the researcher's database and kept securely to avoid any outside access so that all data assembled in the study is kept and will remain being kept confidential.

3.12. Chapter Summary

This chapter has presented the research design, research instruments, and data collection procedures used in this study whose aim is to investigate teachers' beliefs and practices of teaching grammar and reading. It discussed the methodology and paradigm within which the research was conducted in order to answer the research question(s). The chapter opened by outlining the philosophy underpinning the methodology followed by a description of reasons for using pragmatism paradigm. This research has adopted a mixed method approach and used intervention for some selected teachers in between pre- and post-intervention to measure the effect of the newly introduced teaching reading methodology. The chapter has given a detailed insight into the instrumentation of data gathering tools, i.e. a questionnaire, FGD, classroom observation, document review and transcripts (see Appendix B). In order to address the aim of this study, in general, decisions made at the different stages of the research have been justified. Briefly concluding this section, the next chapter will present the data analysis and discussions.

CHAPTER FOUR: FINDINGS AND DISCUSSIONS

4.1. Introduction

Chapter four presents the results and the discussion of the study on EFL teachers' beliefs and practices for teaching grammar and reading in secondary schools in Ethiopia. The analysis discloses the results obtained using four methods of data collection: classroom observations (both pre- and post-training), Focus Group Discussion/FGD, document reviews and questionnaires. The results of the questionnaires are analysed in order to support and triangulate the findings of the qualitative data. The results of the questionnaires have been presented in tables and graphs, whereas the FGDs, classroom observations, and the document reviews have been transcribed and presented thematically in words.

4.2. Results of the Qualitative Findings

This section presents the results of FGD and observations. There was first an overview of the general physical conditions under which the observations were done, such as the classroom buildings and the teaching situations, followed by a section that unveils the major results of the classroom observations. These major results have been organized and presented according to six themes or categories adopted to reflect the focus of the textbooks (Grades 9 and 10), literature (Creswell, 2009) and key features of respondents' contributions. These themes are:

1. Grammar teaching methods
2. Focus on form/s, meaning and terminology
3. Error correction
4. Linking grammar with reading
5. Teaching reading in phases vs students' motivation
6. Assessing the effect of L2R:R2L as a methodology

4.2.1. The Physical Condition and Classroom Observations

In order to understand the results of the observations fully, it was necessary to first understand the physical conditions in which the classes were conducted. This information reflected the situation during the two phases of research (the pre-and the post-observations). The pre-observation phase

was held from May 7 to June 10, 2018, whereas the post-observation was conducted from October 30 to December 5, 2018. The observed classes were in different Aanaalee (counties) in Jimma Zone, Oromiya Regional Government State. First, one should note that it was challenging to reach the schools at all due to geographical features and political unrest. The turmoil caused by the political instability at the time of the research rendered the situation very precarious in the Oromiya region of Ethiopia where the research was due to take place. Although the conditions were uncomfortable for performing the observations as per the schedules, the key features of the physical observations can be presented as follows.

Despite the differences between the sections in schools, almost all shared similar features of building and class size. For example, three out of ten classrooms were constructed from chunks and bricks, whereas five of them were made up of local muds, while the remaining two were made from cement. All the classrooms were almost the same size, with a rectangular shape and a narrow space. In each space, the desks were arranged in four rows with eight desks with almost no space left at the front for the teacher. On average, the desks were arranged in a way that they could accommodate 96 students (8 desks x 4 rows x 3 students), meaning that the rooms were overcrowded and difficult for the teachers and students to move inside. Two of the rooms had immobile desks placed in rows by four to five columns, which served three to five students. The desks were old and not conducive for students to either sit or write on them. A few desks had folders to keep students' materials. In addition, most of the windows were broken and did not have curtains to keep the sun out. Consequently, this might distract students' attention while attending the process of teaching and learning. The rooms were not ventilated, and they were full of dust and pests on the floors. Because the floors were made up of muds, they trapped different insects. Since some of the schools had no fences, domestic animals e.g. sheep entered the classroom whilst teaching and learning was ongoing. Regarding the nature of the geography and environment of the classrooms, eight of the schools are found in the middle of indigenous coffee trees.

Research shows that the classroom setting and also students' ability to learn depend on the arrangement of chairs and tables, including the nature of furniture, group size, task type and space available (Cohen, 1972 cited in Chali, 2011). In nine sections, the students' seating arrangements were similar, with students sitting facing towards the blackboard. The seating arrangements forced the students to depend only on their teachers' presentation, explanation, feedback and dictation with few other means of engagement. Since the classes are dominated by teachers' lectures, students rarely learn from each other. There were slogans in English and Afaan Oromoo on the wall of six classrooms. One of the texts, for instance, said, "Barumsi Bu'uura Beekumsaati" which

translates into English as “Education is a key to knowledge”. This slogan was taken from Sarbo Secondary School of Aanaa-Qarsa in Jimma.

The findings of the classroom observations focused on the classroom practice of ten EFL teachers. These observations focused on teachers while they were teaching grammar and reading in Grades 9 and 10. As has been discussed in Chapter 3, the classroom observations were performed based on an observation checklist (Appendix C). In this study, observation fulfilled several research needs. Firstly, it allowed one to crosscheck the beliefs of the EFL teachers involved in the study with respect to teaching grammar and reading against their actual practices. Secondly, it provided an opportunity to gauge the actual teachers’ presentation of the teaching matter related to reading and grammar. Furthermore, the observations also shed light on how the teachers implemented different methods of grammar teaching and reading strategies and what effects it may have to teach these in an integrated way. More specifically, it offers the possibility to reveal how teachers implement CLT practically in connection to grammar. Finally, observation was used to triangulate the results of the data with the other data collection tools.

More time was spent on the post-observation than on the pre-observations (cf. the Table 4-1 below). This was mainly in order to measure the effects brought on by the training and the intervention techniques to the teachers. The names of the schools and Aanaalee (counties) have not been changed, but pseudonyms were used for the teachers’ names to protect the participants with their consent and to respect ethics. Similar pseudonyms were used for the FGD as well (see 4.2.2).

N o.	Name of teacher	Sex	Secondary School	Aanaa (county)	Grade	Pre-observation	Post-observation
1.	Dadhi	M	Yabbu SS	Maanna	9	45 min	90min
2.	Jaba	M	Gembe SS	Gomma	9	40 min	90min
3.	Barite	F	Gembe SS	Gomma	9	37 min	* 35min
4.	Tola	M	Aggaro SS	Gumayi	9 &10	40 min	90min
5.	Kadir	M	Sarbo SS	Karsa	9 &10	40 min	90min
6.	Ganame	F	Sarbo SS	Karsa	9	45 min	90min
7.	Bontu	F	Jiren SS	Jimma	9	45 min	90min
8.	Lense	F	Saqqa SS	Saqqa	9 &10	38 min	90min
9.	Hora	M	Aggaaro SS	Gumayi	9 &10	45 min	90min
10.	Chaltu	M	Jiren SS	Jimma	10	40 min	90min
Total						450min	810min

NB: * No post-observation was performed here, only a second interview since the teacher had left for a transfer.

Table 4-1: Summary of the teachers observed

From Table 4-1 it is clear that the number of the observations and timing were equal for all participants, except with some minor variations. Regarding the variations, firstly, one teacher, Barite was previously observed at Gembe secondary school but was then transferred to the capital of Ethiopia, Addis Ababa/Finfinnee during the post-observation period. As a result, the post-observation with Barite would have been less essential as her place of work was now outside the scope and the context of the current research. Although she was observed in the post-observation, only her pre-observation result will be presented. Secondly, three observees were transferred from Grade 9 to Grade 10 or vice versa during the post-observations. In fact, having the observation of those teachers who possess the experience of teaching the two Grades (9 and 10) had more advantages than disadvantages. This is because those teachers do have similar opportunities to discuss the two Grades.

The observation revealed that the seven observees were impressed for being observed, friendly and expressive with the researcher while performing their daily tasks. They were more relaxed during post-observations than pre-observations, and the implication here is that they were more relaxed later in the process because the pre-observation showed three of them to be nervous. Unlike the pre-observation, the participants' showed 'smiling face' during post-observation might be because of the training.

The analysis of the six themes was uniform and systematic, although there was flexibility for particular reasons. For example, the presentation of the last theme (L2R:R2L) was slightly different in its approach and reporting. This is because the L2R:R2L is a newly emerging area of teaching and unfamiliar to the observees. This is not only the case for Ethiopian language teachers as this is a new teaching methodology for many EFL teachers (see Appendix E). For this reason, the analysis of the last theme (L2R:R2L) relies not only on the observations, but also on training, intervention and research, and the results of the document review are also sometimes used to supplement the findings of the observations. The rest of this section presents the analysis of the six themes in order.

4.2.1.1. Grammar Teaching Methods

This section presents the results of the observations with respect to the methods of grammar teaching used by ten teachers of English language in this study. The results of the pre- and post-observations as they relate to grammar teaching methods are presented side by side in Table 4-2. The observations revealed that the participants employed different grammar teaching methods, even though the topics they were teaching were similar. It seemed that some of the teachers were unaware of the existence of other approaches to teaching the grammar which was the focus of their observed lesson. This situation of lack of awareness may be interpreted as evidence of teachers' focus on the grammatical issues at hand rather than on the ways material could be taught. For example, although some teachers employed a deductive or explicit grammar teaching method, they seemed unaware of the effects this may have on the learning process. Nevertheless, the results of the post-observations showed eight out of ten teachers changed their methods of grammar teaching. It seems the changes might be the results of the intervention and the training in L2R:R2L.

Item	What are the grammar teaching methods used by EFL teachers?	
Phases	Pre-observation (May 7- Jun10, 2018)	Post-observation (Oct 30- Dec 5, 2018)
<p>Observed tasks in class related to grammar:</p> <p>Active and passive voices, adjective, adverbs, verbs, prepositions, tenses</p>	<ul style="list-style-type: none"> ● 8 of 10 teachers wrote and explained the rules (deductive type). ● They were formS focused (FoNs). ● 7 of 10 asked the students to reproduce the correct terminology. ● 3 teachers gave a few examples before writing the rules on bb. ● 1 observee used Presentation-Practice-Production (PPP), but the production stage was omitted. ● 8 of 10 controlled the class by talking and writing on the blackboard. ● 7 of 10 asked a question but then answered it themselves without giving adequate time for the students. ● 9 of 10 used examples only from the textbook, although these examples were not connected to the students' background. ● Translation to L1 was done by 9 of them. ● 7 teachers taught explicitly. ● 7 of 10 used traditional, deductive or prescriptive methods of grammar teaching. ● 2 of them used the Grammar Translation Method/GTM 	<ul style="list-style-type: none"> ● 7 of 10 gave some examples without explaining the rules. ● 6 of 10 tried to make a connection between forms and meaning. ● 6 of 10 gave a clear and uncomplicated example. ● 5 of them used PPP, but the 3rd P, production was central. ● 1 observee used story to teach grammar (considered mixed methods). ● 7 of 10 minimized the chalk and talk. ● 6 of 10 minimized translations; instead they increased context usage. ● Switched to L1 reasonably and inspired the students to participate. ● 5 of them gave students the opportunity to answer. ● 6 of 10 used examples that were not from the textbook or contextualized the examples, which were connected to students' prior knowledge. ● 5 of 10 of them taught implicitly but mixed with deductive. ● 7 of them used inductive, implicit ways of teaching. ● 2 of 10 used a problem solving and creative way of grammar teaching.

Table 4-2: Grammar teaching methods

As can be seen from the Table 4-2, the results showed that eight of the observees changed their method of grammar teaching in the post-observation when compared to the pre-observation.

During the pre-observation, eight observees (all except Tola and Kadir), predominantly used a top-down/deductive method of grammar teaching.

Moreover, in the pre-observation eight of the teachers, moreover, employed Presentation-Practice-Production/PPP, but this method was incomplete: they focused only on the first P (presentation stage) and less on the 2nd and 3rd Ps (practice and production stages respectively). However, changes were observed during the post-observation. During the post-observation, three teachers spent a lot of time focusing on the production stage as well. In the post-observation, the results showed seven of them teaching by engaging the participation of the students. Tola employed an eclectic method of grammar teaching during the post-observation: he did not only use one method, but engaged different methods based on the situations and contexts. Two teachers appeared to not employ any of the known methods nor did they present the grammar. For example, Chaltu on post-observation wrote a topic on the black board, asked students to sit in groups, and told them to open a textbook. After that, she spoke to some of the groups individually, she gave the assignment and left the room. In conclusion, the observation revealed that the observees employed different methods for teaching grammar, such as inductive vs deductive, PPP, and the eclectic method.

4.2.1.2. Focus on Forms, Meaning and Terminology

This subsection addresses the question of how teachers focus on forms, meaning and terminology during grammar teaching. This information too was gathered in two phases (pre- and post-observations). The pre-observation revealed that two out of ten participants favoured focus-on-forms (FonFs). They paid attention to spelling, changing verbs (V1/present, V2/past and V3/past participle), suffixes/prefixes, regular and irregular verbs, plural and singular nouns... Seven of them seemed to put little or no effort into engaging students with the tasks. The observation revealed most of their classes to be devoted to rote learning/drilling, e.g. requiring students fill in and copy tasks mechanically. Two observees wrote the forms on the blackboard and set students the homework of changing adjectives into adverbs by adding 'LY' and adding 'ING' on verbs. Furthermore, four observees taught the structure of present perfect tenses by giving formulas: subject+ has/have+ past participle/V3. Two of the observees taught that verb1 (present) changed into V2 (past) and verb 3 (past participle) in three ways. For the first one, they told students to add 'd' or 'ed' for regular verbs e.g. *play*, *cook*, and *jump*. Three of them taught a number of different techniques to change the irregular verbs into past which seem to have no rule e.g. *speak*, *sing*. However, in the other teachers' lessons no techniques were given for changing those irregular verbs. The observation revealed that the two observed teachers gave some examples of unchangeable verbs where there was no difference between V1 and V2 and V3 e.g. *put*, *cut*, *let*.

The results showed that teachers did not teach any systematic pattern for modifying the verbs but focused on the forms. Three observees taught students about prefix and suffix, but the observations evidenced few clear examples connected to meaning. Instead, the teachers were observed drilling the activities. According to the pre-observations, four of the observees lacked confidence to clearly present those unchanged verbs e.g. *put*, *cut* and prefix *dis-*, *in-*, *un-* and suffix *-er*, *-al*, *-ly* in sentences. The observation revealed this lack of confidence resulted from inadequate knowledge of grammar.

The pre-observation revealed that observees presented a series of grammatical tasks dominated by forms/patterns. To illustrate this, the researcher will discuss one situation briefly. Tola was observed teaching the active and passive voices, providing clear rules and structures. His focus was on how to change active constructions into passive ones, which he did by instructing the students to change some sentences into passive voices. He told them the sentences were already in the active voice and in the simple past tense.

To summarize the approach of the teachers during pre-observation on forms and meaning, the study showed that the observees invested more time in teaching the forms of grammatical items and terminologies than connecting the form to the meaning. Three observees are more worried about the correction of the structure than with engaging the students with the meaning of the grammar. On the other hand, the result of the pre-observation depicted that three teachers loosely explained the meaning of adjectives, adverbs and passive and active voices. Eight of them were observed focusing on the forms separately, while the remaining two focused on meaning and forms side by side. Overall, the pre-observation revealed the observees predominantly focused on the forms of the grammar in question.

This being the case for the pre-observations, the post-observations revealed that six observees changed their presentation format by forming connections between FonFs and the meaning. Of the ten participants, six teachers now gave attention to improving the accuracy and fluency of the students' grammar simultaneously. The analysis showed that two teachers clearly presented the meaning and uses of prefix and suffix with examples. For example, they focused on whether the prefix or the suffix changes the meaning and the parts of speech e.g. suffix: *nation* + *al* + *ise* + *ation*; prefix: *dis-*, *in-* *un-*. Significantly, one observee concluded that prefixes change the meaning of the words, whereas suffixes change the parts of speech, which shows a concern with meaning as well as form most explicitly. Three teachers were also observed teaching about the word 'result' with different prepositions e.g. *resulted in* used as a verb; *a result of* used as a noun. Although two of the teachers did not totally avoid focusing on the structure, the post-observation showed

evidence of seven of them motivating their students to produce examples focusing on meaning in every lesson. The analysis revealed that the teachers gave different hints to their students to make meaning clear and not only to let them write the appropriate forms. For example, during the post-observation one teacher, Kadir, taught about the present simple without mentioning the forms. He prepared a short and attractive story by adapting the text from the textbook of Grade 10 and asked his students to underline the simple present verbs while reading. The post-observation confirmed that most of the students showed a 'smiling face' and were enthusiastic towards the tasks and answered questions. This happiness of the students was not the case in general because of the changes in presentation methods by the teacher.

The post-observation showed there were also changes in the treatment of forms and meaning for seven teachers with regard to the terminology. Of these, six focused on the meaning of the grammar in their post-observation, rather than only the structure and defining the terminology. It was evident that they did not reject the forms and terminology, but they did not focus on it as much as in the pre-observation. The post-observation varied from the pre-observation in that teachers used terminology more freely and flexibly. Nevertheless, three observees were observed taking much time to define terminology. Of these, two were seen not only defining and changing an adjective into an adverb by adding 'LY', but they also connected these parts of speech to their meaning e.g. *hard* and *hardly*; *fast* and "fastly"; *strong* and *strongly*. One of the observees stressed that the meaning of *strong* and *strongly* were nearly similar unlike the case of *hard* and *hardly*. Nonetheless, the same observee added 'ly' onto "fast" as if the word "fastly" exists. This observation revealed that the observed teacher assumed all adjectives would change into adverbs by adding 'LY'. The observation revealed that ten of the observees changed the adjectives into adverbs by adding 'ly'. However, the observation showed two of them failed to pronounce the meaning. This failure, in turn, revealed that two of the observees demonstrated inadequate knowledge of grammar. Lastly, the results of the post-observation revealed the observees attempted to make a link between structure/forms with the meaning of the grammar when compared with the pre-observations. The findings also revealed the observees gave a reasonable focus on terminology in the post-observation as well. The observation revealed that most of them gave appropriate attention to form, meaning and terminology while presenting grammar lessons. To sum up, the post-observation showed observees focused on developing students' skills to improve form, terminology and meaning unlike the pre-observation, which focused on giving the skill in a practical way. The post-observation also revealed that two observees were less skilled in recognizing exceptions when changing adjectives to adverbs.

4.2.1.3. Error Correction in Grammar Teaching

This subsection addresses the question of how the teachers handle error correction in grammar teaching. It is clear that there is no single definition for the word 'error', as various scholars have given different names. For example, Long (1991) states that errors are pervasive, systematic, remediable, and persistent second-language forms. Every language teacher will have different views on error-correction and different ways of correcting their students. The details of the results of the pre- and the post-observations with respect to error correction are here presented consecutively.

The results of the pre-observations showed that observees took different actions when their students made errors. The observations showed that three observees encouraged their students to make use of grammar and explained that grammar cannot exist without error. The pre-observation showed that these teachers advised students to proceed whatever the kind of the errors they encountered. On the other hand, the analysis revealed that four observees were sometimes aggravated by the mistakes. For example, two observees were observed asking additional questions that might have a confusing effect before correcting the former errors. One, for example, said in class: "Students, change the following verbs into gerund and past simple by adding '-ING and -ED'. Be careful, all the verbs end with 'y': carry, say, play, study". The observation revealed that one of the students answered: 'CARRING and CARRIED', but rather than answering the student's question, the observee responded with another question about whether 'y' was a consonant or a vowel. Although each of the given verbs changed in different ways (i.e. according to the given verbs the way *carry* and *say* changed to past is different), the observation revealed that the observee paid no attention to this distinction. The observation showed the observee jumped to the second question without any correction to the first one, although changing those verbs into past seemed tricky for students i.e. *carry-carried; say-said; play-played*. Consequently, it was perhaps because of the second question that the students became silent. In another lesson, the second observee interrupted a student while he read/spoke a sentence. The student said: "Teacher let I ask you a question, please", and the teacher then asked whether 'LET' is followed by MINE, I, MY, ME. After the teacher immediately interfered in this way by saying there was the error, it was then observed the student stopped asking the question. This observation showed the teacher lacked patience not to allow the students to ask the question may be because of the wrong choice of 'I' instead of 'me'. The observation showed that eight observees offered immediate correction on grammar structure errors, and some of these corrections were confusing. One of the observees immediately stopped when students had made a mistake in pronunciation and subject verb agreement. On the other hand, three

of the teachers never reacted although students made errors. One of the observees asked the students to add a prefix to the word 'honest' with the choices in the brackets *dis-*, *in-* *mis-* *un-*. The observation showed some students verbally added *un-* but most of them answered *dis-*. The observee was observed agreeing with the students though they answered both *dis-* and *un-* on the word *honest*. The observation indicated that the observee seemed confused and lacked confidence on this point. The observation showed this teacher was not quite sure about the prefix because of their low knowledge of grammar. Furthermore, the observations revealed that of the observees neither gave the correction nor allowed the students to correct their own mistakes or in peers. These examples suggest that some teachers lacked knowledge, while others were hyper-vigilant in correcting errors, and neither approach promoted students' confidence.

The observation also revealed that five observees did not offer correct answers after completing an exercise and jumped to the next task immediately. This reluctance to give feedback was not only seen in grammar, but during teaching the reading skills as well, for two teachers. The results of the pre-observations showed that two of them escaped and postponed some parts of the error correction. The observation thus seemed to suggest that those observees felt insecure about their own level of grammar. For example, the pre-observation revealed one observee was presenting about the *Conditional Type II* from the grammar section. The observation captured the observee explaining *Conditional Type II* as a past tense. Her example: "If she were a bird, she would fly". The observation revealed she did not clearly teach the meaning of this conditional sentence. Instead, she focused on the structure of the sentence and more or less explained it as if it was a past tense because of the verb *were*. The observation revealed that she refused to answer students' grammar questions, instead she requested the students to see the examples. This observer's own reflection that "teaching grammar is boring and exhausting for both teachers and students" demonstrated that her lack of content knowledge of this specific grammar completely affected the style of her instruction. In general, the observation revealed five observees had low levels of grammar knowledge and that this, in turn, created problems for the observees in handling error corrections on prepositions, passive voices, tenses and prepositional phrases.

The teachers' reactions to errors in the pre-observation also revealed how six observees lacked contextualization and knowledge of exceptions in English grammar. For example, Bontu asked the students to change the following adjectives into adverbs and make a sentence for each: *large*, *strong*, *hard*, *fast*. She gave them the instruction to add '-LY' onto adjectives to form the adverbs. However, she was not observed giving them a useful correction (i.e. she did not explain that 'ly' cannot be added to all the adjectives in the list). The observation showed the form was clear to the

students, but the instruction lacked contextualization and exceptions necessary to minimize the errors. Another teacher was observed while giving correction on a prefix and a suffix, but there was no significant attention paid to the issue of changing the meaning of parts of speech. The pre-observation revealed that eight teachers focused on language forms, accuracy and the rules of the grammar while their error correction was rarely based on meaning. In general, the pre-observation portrayed five teachers intervening while the students made an error in the following areas: subject-verb disagreement, verbs, spelling, plural and singular nouns, adding 's' on third person, capitalization and pronunciation. One of the observees wrongly spelt the words on the blackboard e.g. *pronunciation* as *pronosation*; *equalization* as *equalization*. Similarly, the document review found the students failed to change verbs into V2 and V3 correctly. However, the observation indicated that two of the observees did not provide error correction though the students committed errors. The observation also showed that the teacher used gerunds (V₁+ing) instead of present simple (V₁). This could be connected to the insufficient knowledge of the teacher in grammar teaching. The data confirmed that the students copied the questions whether wrong or correct from the blackboard without the teacher providing the answers. From this observation, one can deduce that when observed teachers lacked knowledge about grammar teaching they were unable to provide appropriate error corrections to their students committed an error.

Moreover, the document review showed that students were unsure about modal auxiliaries, irregular verbs, reported speech and prepositions since three of their teachers were unable to teach these topics effectively. The observation revealed there was no feedback given on these topics from the observees. No clear improvements were seen from them in this respect during the post-observation either. This observation showed that the observed teachers were unable to provide correct error correction for their students.

However, the post-observation results revealed that eight of the observees changed to the way they handled error correction compared to the pre-observations. The major changes were manifested in the position, focus, method, body language, timing of the error correction and students' engaged practice. Three observees moved physically nearer to the students to make them aware of the error without any intimidation and pressure. The observations showed five of them focused on the error systematically, such as by underlining, repeating, using colour chalks and circling the errors. The post-observations showed that two observees favoured implicit error correction. Again, the analysis found four of the observees used very attractive body language to enable the students to improve their errors e.g. raised eyebrows and shrugged shoulders. The results showed that eight of the

observees gave their students the opportunity to improve their errors in self-correction, peer-correction and lastly with the teachers.

Moreover, the post-observations revealed that four observees covertly corrected students' errors as much as possible. This seemed to inspire the students to be confident and continue the dialogue with no frustration. It was evident that students showed 'smiling face' though they were told their errors. However, there were difficulties in overseeing all the errors, as can be seen in the document review. Because most teachers taught a large class size, it was challenging for at least six of them to give any individually based error-correction. Instead, they wrote down answer keys on the blackboard and asked students to correct each other. Although there were changes with respect to error correction, frequent correction was seen with three observees who might have developed correction as a habit. From this frequent correction students seemed not benefited out of the target language.

The results indicated that the way in which the observees handled error correction alleviated some of the problems of grammar teaching. For instance, the post-observation revealed that teachers who employed students' engagement in the error correction process seemed to benefit their students. This, in turn, changed students' learning engagement and led them to take up responsibility. On top of that, the post-observation results showed that six of the teachers focused on correcting the errors from the perspective of language use. Although they did not cease focusing on forms, and alignment between the forms and the meaning, they did focus more on error correction.

Overall, the results of the observations with respect to the observees' error correction in general showed two points. Firstly, the observations assessed the extent to which the ten EFL teachers handled error correction in grammar teaching. Secondly, the observations revealed the effect of error correction in language/grammar was vast. This is because when speakers make grammatical errors; this affects their communication as well. It was evident that grammar had a practical effect in language teaching. The observation revealed that a significant proportion of teaching time was spent on immediate and direct error correction of grammar during the pre-observation. However, the post-observation revealed that six observees made more focused error correction when it affected the meaning of the language.

4.2.1.4. An Integration between Grammar and Reading

This subsection presents the results of the classroom observations with regard to the question of whether observees taught grammar and reading in an integrated way. As was presented above, one aim of the L2R:R2L methodology is to achieve such an integration between grammar and reading.

During the observations, it became clear that this was especially challenging for the teachers may be for different reasons. On the one hand, it appeared the teachers were unfamiliar with integrating grammar and reading. On the other hand, the document review also exposed the textbook as another hindrance to accommodating an integrated approach since it appeared not to be designed with this purpose in mind. However, the document review showed there were a few possibilities for integrating grammar and reading in a small way, for example, some texts offered the opportunity to focus on cohesive devices on the level of the paragraph, the essay and the story. However, the pre-observation revealed that teachers failed to do this. Table 4-3 below summarizes the results of a typical way in which a teacher in this study taught grammar and reading in an integrated way during pre-observation. It presents data from one lesson from the pre-observation. The framework for the breakdown skills are prepared by the researcher based on students' textbook and the page numbers are related to Grades 9 and 10.

Table 4-3 presents the classroom activities of one of the observees while he taught a reading exercise, entitled 'The World in Danger'. According to the pre-observation results, the observed teacher started his presentation as follows: "Yesterday, we learned about life and situation under the subtopic of speaking. We discussed what is life and situation". He revised the previous topic this way before raising the topic of the day's lesson. He reminded the students that an activity was assigned as homework, but no feedback was observed. "Have you done it?" he asked. There was no clear reply heard from the students. Then, he immediately introduced the day's lesson entitled 'The World in Danger'. After he had written the title of the text on the blackboard, he asked the students to pronounce the words 'world and danger' one by one after him. "Say world", he said, and the class shouted the word 'world'. He also asked them to repeat the word 'danger' after him. After that, the teacher explained the meaning of some words related to the reading exercise rather quickly: he explained the reading passage and talked about animals threatened by extinction.

Item	How teachers taught grammar	How teachers taught reading	
Phases		Reading type	Teacher's activity
Observed tasks grammar: Active and passive voices, adjective, adverbs, verbs, prepositions	<ul style="list-style-type: none"> ● 8/10 teachers wrote and explained the rules (deductive type). ● They focused only on forms. ● 7/10 asked the students to reproduce the terminology. ● 3/10 teachers gave a few examples before writing the rules on the bb. ● 1/10 tried the PPP, but the production was left out. ● 8/10 dominated the class by talking and writing on the bb. ● 7/10 asked a question but answered it themselves. ● 8 of them used examples only from the textbook. ● The teachers provided examples which were not connected to the students' background. ● Translation to L1 was done with most classes. ● 6 of 10 taught with themselves as the only source of information. ● 7 teachers taught explicitly. ● 7 of 10 used a traditional, deductive or prescriptive method of grammar teaching. 	Causes/effect (Because of, as a result...)	<ul style="list-style-type: none"> ● Media, TV and Radio, Gr9, p. 239 ● "Read at home and do the comprehension questions."
		Process (firstly, then)	<ul style="list-style-type: none"> ● Ghana, Gr10. p. 229 "do the vocabularies at home"
		Exemplification (as example, for instance)	<ul style="list-style-type: none"> ● Facts about Hong Kong, Gr9, p. 241 "read in pairs and groups and gave homeworks"
		Classification (Firstly, then, next...)	<ul style="list-style-type: none"> ● Different forms of energy Gr10, p. 247 "just read it yourself and do the comprehension" ● The world in danger, Gr9, p. 198. "What is the meaning of the world in danger?"
		Description	<ul style="list-style-type: none"> ● People and traditional culture Gr9, p. 2 "What is tradition?" "What is culture?" ● Ceremonies around the world Gr10, p. 212 "read at home."

Table 4-3: Teaching through integration

The observation revealed the teacher mentioned the animal called ‘rhinos’ as a good example of animals facing extinction. The observation showed he also listed some connecting words from the passage e.g. *firstly, then, next, today*. He tried to touch upon different language competencies (e.g. vocabulary, pronunciation, comprehension and different grammatical items) albeit briefly and superficially. However, there was no evidence showing him teaching reading and grammar in an integrated way. Even though he summarized much information from the text in a short period, the observation showed he rarely checked the progress of the students. For example, he did not investigate whether the students correctly pronounced the words *world* and *danger* or not. Although he listed connecting words, he did not show their use in sentences. The observation confirmed that most of the students had no textbooks to follow him, complicating the task even further. The results of the pre-observation revealed he was teaching different language competencies, but it seemed he did not address them in an adequate and a clear manner. Lastly, the teacher gave assignments and advised students to refer to a dictionary in case they needed word explanations. The observer also noticed that students were hardly participating.

As the results of the pre-observation revealed, the observees encountered challenges in integrating grammar and reading successfully, and so preparations were made to tackle the issue through intervention. For instance, the training module which presented ‘Introducing R2L:L2R Strategy’ (cf. Appendix E) was distributed to the trainees. Then, based on the evidence from the pre-observation, the observees were trained to use the guidelines/techniques on how to integrate grammar and reading. The techniques (cf. Table 4-4 below) were adapted from (Borg and Burns, 2008).

One purpose of the intervention following the pre-observation was to enable the teachers to prepare or adapt to teaching reading and grammar in an integrated way, which would help them to bridge the gaps observed during the pre-observations. The document review justified this by showing that some of the reading passages in the textbook were suitable for presenting the lesson in an integrated way. For this, during the intervention, different working examples were taken from the lesson to practise integrated activities. The cohesive devices were used in reading to enable the trainees to articulate meaning in the combined sentences, and this helped the observees, for example, to teach their students the role of cause-and-effect relationships or contradicting ideas. These cohesive devices *because, although, despite* were used in the reading, and by incorporating these, most of the observees seem to have changed their way of teaching reading and grammar to be integrated in the post-observations.

Ways of integration	Descriptions
· Descriptive essay/text	· Present verbs, vivid adjectives and adverbs are mainly used;
· Narrative essay/text:	· The past time expressions, phrases and connectives are used;
· Cause and effect essay or Process/problem solving:	· The role of prepositions (e.g.V1/2 resulted from ..., ...V1/2: resulted in Affixes (changing the meaning-prefix; changing parts of speech-suffix);
· Future planning text:	· Distinguish the future verbs (will/shall with ‘going to + infinitive’;
· An investigative story:	· passive/active voices; reporting verbs-V1+that, say that, claim that, report that...
· Reactive focus on grammar:	· Focusing on grammar in response to errors, questions and difficulties that arise during skills work; recasting, echoing, elicitation ...
· Presenting grammar through texts:	· Presenting grammar through texts chosen to illustrate grammar;
· Grammar in context:	· Presenting and practicing grammar by placing it in meaningful contexts;

Table 4-4: Techniques used for integration — based on Borg and Burns (2008, p. 468).

Overall, in fact, the results of the post-observations showed teachers had changed their teaching remarkably when compared to the pre-observations. The analysis revealed that they were enthusiastic about teaching grammar and spontaneously taught in an integrated way, and this might be because of the contribution of the intervention and the training. For example, in the post-observation seven observees had totally changed their style of teaching reading and grammar. Unlike in the pre-observation where teachers taught in isolation, five teachers worked through the reading comprehension in the classroom with the students, whereas three of them presented grammar and reading in an integrated way. During the pre-observation, seven of them showed that they had no clear idea about integration nor about how to teach grammar and reading in an integrated way. However, in the post-observation eight teachers practised it by making an alignment between grammar and reading e.g. distinguished tenses in the passage. Although in the pre-observation four observees had no awareness of teaching in an integrated way, their understanding of the principle seemed to have deepened in the post-observation, and as will become clear from the evidence below, all teachers showed different techniques to enhance integration by applying them on the level of the sentence and the paragraph.

Below is the reading text sample taken from Grade 9 (page 32) in which the observes implemented integration on the original text (left) and practised it (right).

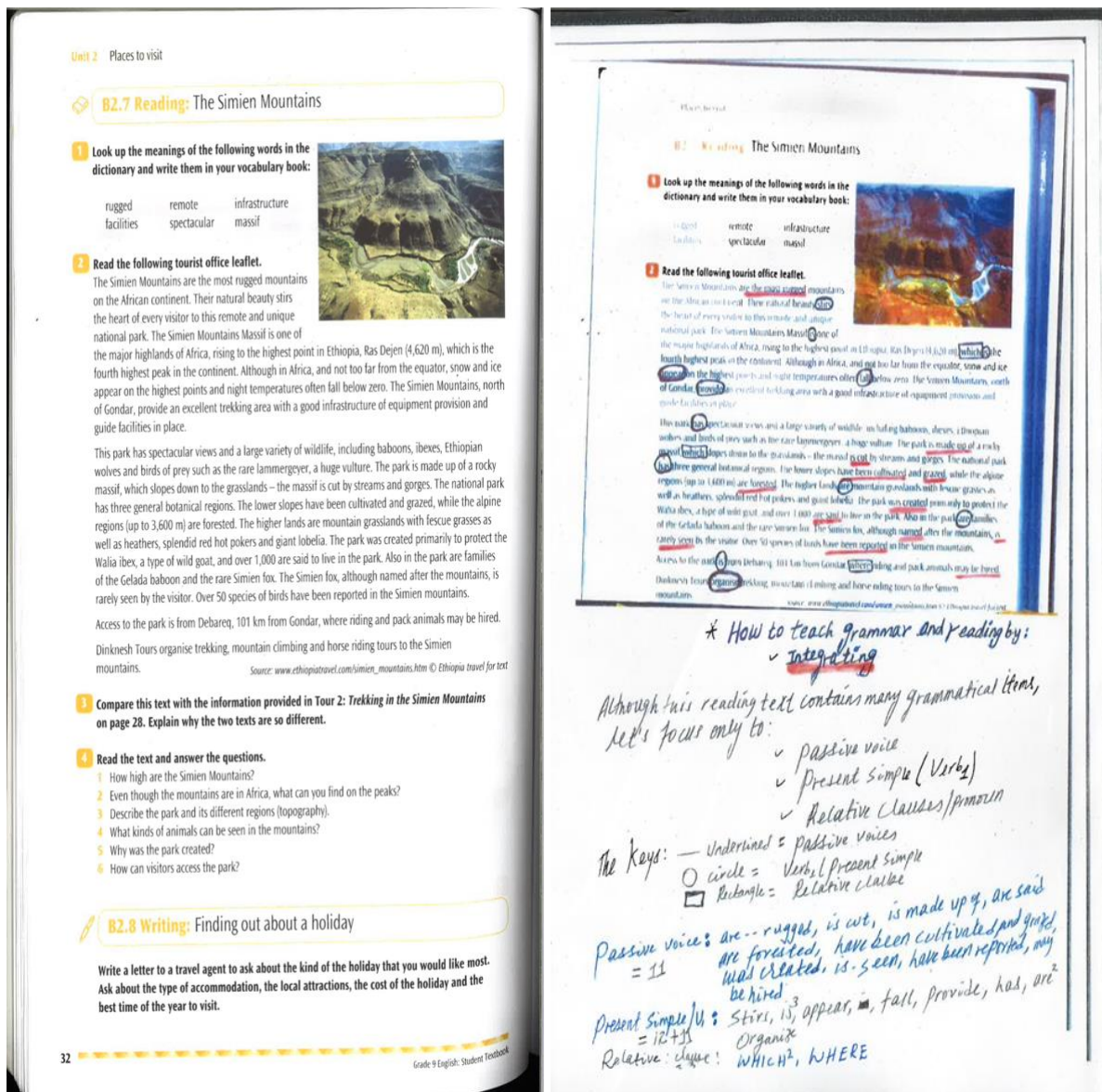


Figure 4-1: Reading text sample for integration

Table 4-5 below summarizes the results of the post-observation regarding the integration of reading and grammar as practiced by two teachers. The text was adapted from page 32 of the Grade 9 textbook (cf. Figure 4-1 above).

Teacher: Dadhi			Teacher: Kadir		
	DGRT	IGRT		DGRT	IGRT
“Have you ever heard about Simien mountain?” (Prior knowledge).		X	“Reading about Simien Mountain” verbal. Activating.		X
“Be in a group of 5 to read and understand”	X		“Where is Simien Mountain?” guessing		X
“Left and middle row reads the 1 st paragraph and the right row read the 2 nd paragraph”.		X	“Today, you learn about description and very important tense to read description”.		X
“This passage contains some tenses. So, identify the tense in the passage.”		X	“Now, you have 15 minutes to read.”	X	
“Can you count the number of verbs in that tense?” Explicitly asking.	X		“Now, how many sentences do you read in the first paragraph?”	X	
“Why the writer dominantly used present verbs to describe?”		X	“Can you write down the verbs in each sentence and understand the meaning?”		X
“Do you know the difference between past and present verbs?” Why the writer uses the present verbs to describe? Why not past?		X	“Very good: are, is, appear, fall... Do we use them to narrate stories or to describe places, people?”		X
“Why the writer dominantly used the present verbs in the text?”		X	“What about the verb for the second sentence? Which one is it?”	X	
“The main purpose of the writer is to describe the Semien mountain using narrative. Is that True?”		X	“Their natural beauty... Their refers to?”		X
“Can you describe your village using present verbs?” New knowledge Vs the existing.		X	“Very good! The verb is stirs. What is the meaning of stirs?”		X
“Just use only present verbs to tell us about your village... Tell means to describe”.		X	“Does the writer talk/narrative about the past/ present/ the future?” Why?		X
“Present verbs are formed from V1. Their use is to describe and talk about the realities in the passage”.		X	“Do you remember about passive and active voices? How do you form them? What is the difference?”	X	
Conclusion: The teacher pointed out that the author used many descriptive words; present verbs; active and passive.	The teacher invited students to ask questions.				

Table 4-5: Overview of how two teachers implemented integration after intervention

DGRT- Discrete Grammar Reading Teaching — IGRT-Integrated Grammar Reading Teaching —

x-refers to what is observed

In conclusion, the result of the post-observation revealed that the observees were interested and motivated to teach reading and grammar in an integrated way. As can be seen in Table 4-5, the two teachers prepared the integrating well and succeeded in the implementation. The observation revealed that teachers benefited from the integration not only as it enabled them to coach students, but it also helped lay down a foundation for effective teaching literacy. Lastly, the post-observation revealed that such training document could enable teachers to alleviate the challenges of teaching reading skills and inspire the teachers to try out the recent teaching methods. To sum up, the observations confirmed that the teachers in this study did not explicitly integrate teaching grammar and reading before intervention, but they improved following intervention and used more effective techniques to further such integration.

4.2.1.5. Teaching Reading in Phases and Students' Motivation

This subsection presents the results of classroom observations with regard to the question of what teachers implemented during the reading stages and to what extent they motivated their students. Widodo (2009) argues that there are five crucial roles for teachers when teaching reading. One of the crucial points for Widodo is facilitating pre-, while-, and post-reading activities, commonly known as reading stages. Grabe and Stoller (2002) state teachers should apply the reading strategies correctly and Acevedo (2010) in his study shows how teachers can arouse students' curiosity in teaching reading. Each strategy in the reading phases reflects a significant mental process in students' learning when teachers contribute effectively in each stage. The current results report 12 lessons where teachers were observed dealing with reading passages: five in the pre- and seven in the post-observation phases.

The result of the pre- and post-observations regarding what the observees implemented during each reading stage is summarized in Table 4-6 below.

Do the teachers practise the reading stages effectively to arouse the students' reading interest?		
Stages	Pre-observation results	Post-observation results
Pre-reading	<ul style="list-style-type: none"> ● No observees made a text adaptation or selection. ● 2/10 linked a text idea to the real life of students. ● No observees practised scaffolding to make a link between the prior knowledge and new information presented in a text. ● 3/10 observees activated students (schemata theory). ● Only a single teacher tried to help with brainstorming and reviewing familiar stories. 	<ul style="list-style-type: none"> ● 3/10 observees tried to adapt and select the text. ● 7/10 linked the text to students' real life. ● 6/10 presented the reading text as connecting to prior knowledge of students (schemata). ● 8/10 gave the opportunity to brainstorm and review from the previous reading.
While reading	<ul style="list-style-type: none"> ● No observees were seen helping the students to gain meaning from what they read by bridging the gap. ● 7/10 ordered their students to read aloud and in groups. ● No clear direction from 4 teachers on how to read. ● 5/10 of the observees helped class connect the new knowledge to students' prior knowledge. ● 7/10 of the observees gave the reading passage to read at home. ● 2/10 of them requested students to read in groups, but silently. ● 1/10 of the observees read a passage and gave students reading comprehension as assignment. 	<ul style="list-style-type: none"> ● 6 observees were near to the students and gave them some hints to get the meaning. ● 6/10 encouraged students to read independently and silently, minimizing side discussion. ● 7/10 explained the strategies: (guessing by word clues, word formation, contexts, scanning, skimming).
Post – observation	<ul style="list-style-type: none"> ● No observees checked the students' comprehension and deep text analysis. ● No observees tried to connect reading to other skills, such as grammar. ● Observees were not seen inferring, summarizing, guessing, predicting the text. 	<ul style="list-style-type: none"> ● 7/10 did comprehension questions and gave others as assignments. ● 2/10 observees summarized the text in depth and asked their students to review the author's point of view.

Table 4-6: Teachers' implementation of reading stages and techniques for raising students' motivation

The results of the post-observation regarding what the teachers implemented during the reading stages show differences from the pre-observation to some extent. Eight of the observees managed to do every activity under each reading stages. The results confirmed that eight observees planned and set objectives in each stage of teaching reading during the post-observation more so than in the pre-observations where only three teachers did so. They also considered how to engage the learners in the post-observations by preparing engaging tasks. Unlike in the pre-observations, most of them minimized the bulky assignments and were less likely to postpone lessons for the following day in the post-observations. Although the content of some texts was unfamiliar to the students and challenging, the teachers made adaptations in the post-observations. One cause for the challenging nature of the reading texts was the fact that they were imported from other countries (e.g. a text dealing with the culture of Asian people in Grade 10). The observations revealed that this type of text lessened the interest of the teachers and the students and the students' acceptance was poor since it was not connected to their prior knowledge. Commenting on this issue, one teacher said, "some of the textbooks are beyond the understanding of our students". In addition to the pre- and post-observations, the document review revealed that some of the messages in the reading texts were provoking and full of bias against most nations and nationalities of Ethiopia. Lastly, the post-observations revealed that the observees facilitated different activities under each stage and motivated the learners in a better way than during the pre-observation. The post-observation revealed the participants became more aware of engaging and raising their learners' motivation towards reading activities.

4.2.1.6. *Learning to Read: Reading to Learn (L2R:R2L) strategy*

This section concisely addresses the question of whether the teachers made changes to their teaching practices because of the *Learning to Read: Reading to Learn (L2R:R2L)* intervention which occurred between the pre- and post-observations. The section also explores how the newly introduced methodology inspired the teachers in the study to implement alternative ideas about teaching. The analysis in this section is somewhat different from the last five thematic areas of the analysis. Unlike the previous themes, the main focus here is to outline the effects of the training as could be seen in the post-observations.

Although the purpose of the methodology (L2R:R2L) as it was set up by Rose (2006) was to help weak readers, the observations from the current study revealed that the teaching method benefited good readers as well. The results of the observations pointed towards an improved way of language teaching in general after training the methodology. The observations showed that seven observees planning to scaffold their learners. In the interviews, six observees pointed out that the

methodology, L2R:R2L helped them alleviate the major problems in reading (e.g. engaging learners in reading comprehension) and grammar (e.g. tackling grammar items in reading). Furthermore, based on the observations, it seemed that implementing L2R:R2L made it easier to the teachers involved to select from a repertoire of reading strategies and to understand when and in what way integration may be beneficial. The analysis found that the methodology assisted the teachers in addressing all learners, regardless of their background, ability and learning preferences. The major findings *before* the intervention of the new methodology are the following. Five observees had attempted to teach comprehension on a regular basis and devoted little time to effective reading instruction. Seven of them did not seem aware of the teacher's responsibilities in teaching reading effectively. Four of them indicated that they thought teaching reading was teaching how to decode a text, syllabification and utterances, despite the fact they were teaching in secondary schools and these topics are generally treated at elementary level. Six of them left reading to the students assuming that reading is an individual task. Three of them advised the students to identify the main ideas of text and draw inferences from the information after reading on their own. Three of them suggested students should use different reading strategies (e.g. skimming, scanning, inferring, predicting), but they did not practically use them. It is clear that from experience learners follow what teachers do, not what they said. The observation revealed that two of the observees showed that they seemed not satisfied while teaching reading. For example, the pre-observation revealed they wrote incomplete words and sentences on the blackboard. Six of them preferred students to be in groups and read loudly. The pre-observation depicted students generally seemed not active, unenthusiastic and remaining silent on their seats throughout the lesson. They made little interaction with each other or with the teacher.

The pre-observation results also depicted that despite using different techniques, teachers shared no 'genuine methodology'. For instance, seven of them were concerned about the pronunciation, spelling and the punctuation, rather than effective reading comprehension and instruction. They also gave several pieces of homework but offered no feedback on previous homework. In addition, the pre-observation revealed that observees used to teach reading by separating the strategies from the meaning of the text. They taught reading strategy as an end in itself, and the aim of the reading task, rather than as a means to read. The study showed that teachers took more time in explaining the theories of how to read than allowing the students to practise reading. The pre-observations suggest the observees focused on the theoretical concepts of reading strategies and rarely taught about referring, inferring, paraphrasing, summarizing and reporting the text.

During the post-observation, there were indications that the observees had changed their approach to teaching reading. The changes were presented in line with the results of the pre-observation and might be due to getting the training on the methodology between the two observations. For example, the findings revealed that three observees requested the students share ideas (thus practicing listening, pronunciation, vocabulary and speaking) under some stages unlike the previous phase where they were only asking to read. Seven of the observees became beneficiaries of the methodology by enabling the students to develop the skills to use the strategies, which resulted in the students improving their reading. Furthermore, the observations showed that two of the teachers asked students to fill the gaps and do comprehension questions (vocabulary, writing). The observations showed that the observees were working on a lot of language competencies as compared to the pre-observation. For example, two observees exercised the R2L methodology (e.g. they motivated learners to use strategies, help them to identify main ideas, interpreting and inferring from the text). Moreover, three of the observees asked their students to engage in conversation by giving them an integrated task. The study thus revealed the methodology was helpful in getting teachers to embed grammar in the reading.

The results reported that the implementation of the new methodology (L2R:R2L) was successful in teaching the reading. Seven of the observees preferred to work on the reading activities (comprehension questions) in class unlike in the pre-observation session where they only assigned to the students. The results showed that five observees used adequate time in order to assess students' assignments rather than advising about the strategies. This helped them practically to comprehend a text. The finding revealed most of them evolved from being assignment givers into coaches who did the assignment with the students. In the pre-observation, six observees gave many assignments and asked students to complete them with the right answers, but they rarely gave feedback. However, in the post-observation most teachers actually minimized giving assignments, although the observation revealed it was inevitable to give some assignments since assignment is a part of teaching. In terms of technique, the pre-observation showed seven of them were not using techniques nor applying methodology, while three of them had no preparation to teach the reading at all. On the contrary, in the post-observation six of them enthusiastically assisted their students to read the texts and then coached them to understand the meaning. They minimized pushing students to do the tasks at home and avoided postponing the grammar.

On top of that, the post-observation revealed observees were eager and motivated to teach reading in a real-life situation (cf. Table 4-5), and two observees in particular performed this in an effective manner. During the intervention, it was suggested to the teachers that they could adapt textbook

material into authentic text in order to connect to the learners' prior knowledge. The post-observation also indicated the observees had made a lot of preparation in each stage of the reading. In doing so, the post-observation results showed that six of the observees presented their reading lesson as per the emerging methodology and this helped them to improve their approach to teaching reading.

Furthermore, the post-observation revealed that the methodology assisted the teachers in presenting their lesson in an integrated way. It was seen that the intervention of the new methodology confirmed the importance of communication when supported with meaningful word order, subject-verb agreement, vocabulary and others. Finally, the post-observation showed that most of the observees implemented a genuine, targetable and holistic way of teaching language.

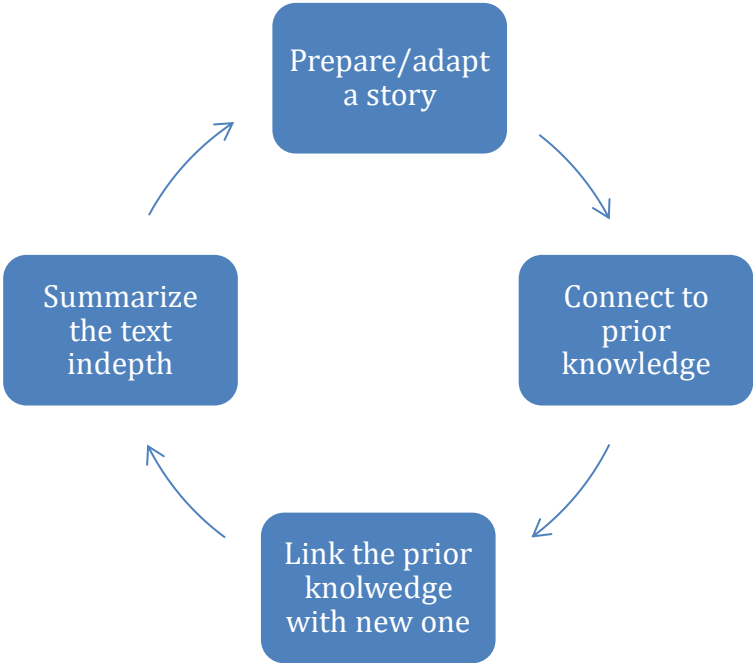


Figure 4-2: Learning to Read: Reading to Learn stages adapted from (Rose, 2004)

In general, the result revealed that the participants were successful in introducing the methodology as explained in the training. The implementation of the L2R:R2L appears to have improved teachers' skills in teaching reading. This was reflected in the improvement of lesson presentations during the post-observations. The finding also echoes the idea that the methodology triggers teachers to focus on the reading comprehension by integrating it with other language competencies. Finally, the post-observations reveal how the training contributed a lot to alleviate the problem of the self-perceived weakness of the teachers in teaching the reading.

4.2.2. Analysis of Focus Group Discussions (FGD)

This part presents the findings of the FGD involving ten EFL teachers. It was aimed to assess the EFL teachers' beliefs about teaching grammar and reading skills. Scholar (e.g. Krueger and Casey, 2000) comment that FGD have not shown a good condition to many research participants. It rather makes them uncomfortable although FGD is helpful for getting participants to discuss perceptions, ideas, opinions, and thoughts. A thematic analysis is considered suitable to deal with this type of data (Creswell, 2009). To perform such an analysis, the results of the FGD were thematically organized into six categories and complemented with evidence from the document review when needed. The analysis of each question is presented below in the following order.

- a. How do EFL teachers view and value their beliefs of teaching reading and grammar?
- b. To what extent do EFL teachers' knowledge and experience affect grammar teaching?
- c. Are the EFL teachers aware of the possibility of teaching grammar and reading in an integrated way?
- d. Do teachers employ effective methods and strategies to teach grammar and reading respectively?
- e. Are the teachers familiar with the L2R:R2L before this training as a methodology and do they implement it?
- f. Are the teachers satisfied with the current syllabi for teaching reading and grammar and Communicative Language Teaching/CLT?

4.2.2.1. Theme 1: Teachers' Beliefs and Values regarding Teaching Grammar and Reading

This part offers an insight into how teachers believe grammar and reading in secondary school should be taught. The discussants explained that they strongly believed in teaching grammar and reading though two of them were less convinced and gave less attention to grammar and reading. Dadhi and Kadir, for example, viewed grammar and reading as crucial for the development of

language skills. Seven of the discussants stated they held a strong belief in teaching grammar and reading though they encountered difficulties in teaching them. Tola said that there would not be a language if grammar was not taught. For him among skills of language, grammar is placed in the first line as every other component built upon the grammar. Another teacher agreed. “When there is no grammar; there is no message”, said Barite.

Another teacher, Lense, also explained that “although some teachers argue against the teaching of grammar, I believe grammar is a base for English and other languages”. She stressed it would be unfair to talk about a language by rejecting the grammar. Eight of the discussants replied that grammar teaching was key although it was challenging to teach in secondary schools. One teacher, Bontu, expressed how grammar was like a big picture in her mind that helped to identify errors and give correction. Seven of them reported they had given a significant amount of attention to it in the language teaching, while six teachers emphasized that a person who reads effectively and uses accurate grammar could be successful (e.g. achieve a good result and get better job opportunities). Eight of them explained that teaching grammar and reading would be more valuable for countries like Ethiopia since here language exposure is limited to the classroom. One of them said the value of teaching grammar is almost on par with the importance of teaching English itself. While expressing the value of grammar/reading in language teaching, Tola said:

teaching grammar or reading in the language is like the central nervous system. With the shortage of grammar, it is impossible to read. In its turn, if there is no reading, there is no way to receive others’ view. Having those skills/abilities would enable to share your knowledge of education to the students. They also help to join the today’s world of communication. For example, you do not need to knock the door/s while it says, “I am open; we are open!”

Faayidaan seerlugaa fi dubbisa jechuun akka faayidaa sirna narvoota qaama keenya keessaa jechuudha. Seerlugni hinjiru taanan dubbisuun hinyaadamu jechuudha. Kanaaf sdandeetti seerlugaa fi dubbisa jabeeffachuun barattootaaf dandeetti jabeessa. Akkasumas waan addunyaan kun itti jirtu akka hubatan taasisa. Fakkeenyaaf, balballi mana tokkoo “banaadha seenaa” otoo jedhuu maaliif qosoqqosuun hinbarbaachisu.

The discussants also discussed several reasons why they believed in teaching grammar and reading. One of their reasons was that grammar and reading play a significant role in preparing for language assessment, the national examinations and international competitions. They admitted their students never succeeded in examinations if teachers do not believe in teaching reading and grammar. “In order to assist our students to answer critical questions and reflect creative ideas, we promote a

positive view on grammar and reading,” said Dadhi who believed that grammatical understanding and reading tasks are foundations for other subjects of education.

The discussants also mentioned the nature of the grammar itself affected their teaching beliefs as well. Two of them said grammar was connected to prescriptivism and descriptivism directly or indirectly. They supported the prescriptive way of grammar teaching focused on the rules and accuracy, which was why five of them liked to teach that way. They connected grammar with accuracy, correctness or being “right or wrong” with respect to their view on grammar. Although the researcher probed the discussants to reflect on descriptivism, they kept silent on this topic. Kadir viewed on the nature of the grammar as follows:

Grammar is the foundation for transferring skills, such as spelling and capitalization, punctuation and subject verb agreement, singular and plural and about the third person. In general, I think about the rule, whereas reading is all about understanding the concept of the given text.

Seerlugni afaan barsiisu keessatti faayidaa kanneen akka sirna tuqaalee fi qubeessuu akkasumas baayyisuufi baaqqessu fooyyeffachuuf hedduu fayyada. Seerlugni seera afaaniin walqabatus dubbisni waan tokko dubbisanii hubachuuf hedduu fayyada.

The discussants agreed that grammar has patterns, rules and constructions. Kadir said the sentence patterns and components could be the other important parts of teaching grammar in reading as well. He mentioned how grammar helped improve students’ ability to construct a sentence correctly. Three of the discussants also supported Kadir, mentioning that grammar was composed of sentences, subjects, verbs, objects and other parts of speech. Bontu’s beliefs about grammar teaching were connected to the rules of the tenses, verbs and word arrangements. However, she confessed that knowing the rules of the grammar alone did not ensure that students would be able to use the English language. Eight discussants believed that grammar teaching was all about the terminology. They said knowing grammar terminology helps students know vocabulary and reading (e.g. interesting vs interestingly; nation vs national). They elaborated by saying the word *interesting* could be a noun, adjective, gerund and present participle.

However, discussants raised certain difficulties regarding implementing teaching grammar and reading in English. Although they believed in teaching grammar and reading, six of them said they encountered difficulties in implementation. For example, Dadhi wished to be the best grammar/reading teacher possible to assist his pupils by implementing his beliefs. However, he regretted that his personal understanding of grammar was not consistent with the current

expectations of teaching the language. Six respondents explicitly admitted that their insufficient knowledge was also impeding them from implementing their beliefs. Three of them described lack of exposure to the language as the reason for difficulties in implementing their beliefs. Although Bontu wanted to implement teaching grammar and reading, she said:

I give a great value for grammar and reading, but honestly speaking I have a confusion with them to teach effectively. Although I have a positive belief and value for them, I am not feeling happy with the way I am teaching. I need to learn more to practise my beliefs.

Ani seerlugaafi dubbisaaf bakka guddaan kenna; haata 'u malee yeroo tokko tokkoo haala gaariin barsiisuun natti ulfaata. Akka isaan baayyee fayyaddan amanus haalan itti barsiisa jirutti gammadaa miti.

Even if they believed it was important to teach grammar and reading, most of them regretted they were not devising appropriate mechanisms to implement their beliefs in an effective way. They also added that students' lack of background knowledge about grammar in the lower classes aggravated the implementation problem. For example, Jaba added that grammar was not taught from an early age as this also affected implementation later in life.

To sum up, the FGD found the discussants believed in teaching grammar and reading as key devices for networking in language teaching. They also showed how teachers' beliefs about grammar and reading has their own nature, reasons, difficulties and background that can all affect the language teaching.

4.2.2.2. Theme 2: Teachers' Knowledge and Experience of Grammar Teaching

The second theme of the FGD questions was designed to elicit information on the teachers' knowledge and experience of teaching grammar. Despite teaching English for several years (see the Table 4-7 below), five of them said their knowledge of grammar was still low. With regret, they admitted their grammar knowledge was not adequate to present effective language competencies for various reasons.

Discussants' pseudonyms	Dadhi	Tola	Barite	Chaltu	Hora	Jaba	Lense	Kadir	Ganame	Bontu
Teaching experience in year/s	4	35	30	13	20	28	30	18	34	24

Table 4-7: Participants' teaching experience

The discussants articulated some of their reasons for having a low level of grammar knowledge teaching. Four discussants reported they had poor knowledge due to a lack of experience sharing on grammar teaching techniques among themselves and training. Three of them admitted that there was no team spirit of cooperative working among themselves to improve their knowledge. Seven of them reflected on the question whether they felt deficient knowledge of the grammar of English was due to their own poor learning experiences: they taught what they were taught. They also added they lacked experience of interconnecting their knowledge. So, this would be one of their reasons for having less knowledge. Six discussants had had little instruction themselves on how to plan grammar material and present it, which affected their grammar knowledge. They said this was due to a lack of organized experience in college learning and shortage of material related to the grammar of English. Dadhi (who has four years of teaching experience) briefly reported his reasons for having a low knowledge of grammar as follows:

while I was in college, I did not learn adequate grammar courses. That is why my knowledge of grammar is not deep, rather shallow. I sometimes get confused when choosing definite and indefinite articles although I knew the consonant and the vowel. Why article ‘the’ with plural and singular? I have no access to English, except in the classroom. My classroom language was more of L1 (i.e. Afaan Oromoo).

Yeroon kolleejjii keessa barachaa ture, seerluga akkaata gahaa ta'een hinbaranne. Kanaaf dandeettiin seerluga ani qabu baayyee cimaa miti. Yeroo tokko tokko maxxannee filachuu fi filachuu dhiisuu, haala kam keessatti matimaa kamiif qeenxee walitti hidhuunillee narakkisa.

Four of them said that a lack of confidence could negatively affect their grammar knowledge. Chaltu explained that when she lacked confidence, she failed to teach different grammatical items (e.g. prepositions, tenses, phrasal verbs, prepositional phrases and passive voice). Six of them claimed that the shortage of on-the-job training and relevant teaching material were the causes of low knowledge and experience. Ganame raised the issue of low salary as another cause for low motivation. This, in turn affected her ability to expand her knowledge; instead, she wanted to seek new job opportunities. Three of them admitted that because of their lack of knowledge they did not participate in daily communication. For instance, Bontu explained her low knowledge of grammar as follows:

as far as my understanding of grammar knowledge is concerned, it is not satisfactory. I have some knowledge of grammatical terminologies, but less in creating the

communication of students to increase accuracy and fluency. That is why I prefer teaching the structure of the grammar.

Akkan yaadutti dandeettiin seerlugaa ani qabu gahaa miti. Jechoota kanneen akka matimaa, antimaafi kanneen biroo beekus haala gaariin ijoollee barsiisuurratti hanqinan qaba. Kanaaf yeroo hedduu seera barsiisuun filadha.

The FGD found that the discussants also explained declarative and procedural knowledge of grammar teaching. Six of them were confident that their declarative knowledge of grammar was better than their procedural knowledge (e.g. explaining the rules and structures). However, they admitted that in today's language teaching situations, a declarative knowledge of grammar alone neither achieved the objectives nor benefitted the learners. Eight of them said that having a good knowledge of declarative and procedural grammar have a crucial role in teaching English language. Tola emphasized limiting grammar teaching to the level of rules had an impact on teachers' metacognitive knowledge (e.g. relative pronouns, phrasal verbs). He explained that grammar goes far beyond the definitions of the metacognitive knowledge. For instance, five of them stressed that grammatical knowledge would not only serve the language teachers, but it would also improve the knowledge of other subject teachers who teach in English as well. Although they dreamed of working more on maximizing their knowledge in both types, they felt that there were deficits of materials, training and lack of exposure. The FGD thus confirmed that teachers stick to traditional grammar teaching because they only feel comfortable with declarative knowledge and not with procedural knowledge, e.g. defining grammar terminologies or rules (see her classroom activity being filled in by one of her students below in figure 4-3).

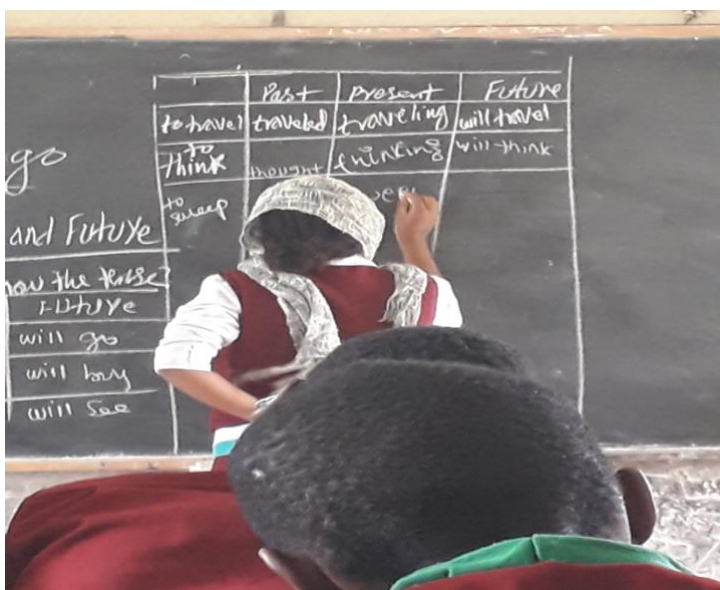


Figure 4-3: Teaching declarative grammar knowledge

The FGD results show that the discussants are aware of some effects of having a low knowledge of grammar. For example, Hora admitted that he sometimes postponed the grammar lesson as a pretext to hide his insecurities. Chaltu switched to students' L1 as a good means to bridge the gap of her knowledge on grammatical problems (e.g. on tenses). However, she had worried that her knowledge of L1 might not give similar meanings with the target language (e.g. present perfect tense). Therefore, the FGD supported the idea that a lack of knowledge of grammar means that a teacher is lacking an integral part of language teaching.

With regard to students' knowledge of grammar, all ten EFL teachers stressed how their knowledge of grammar directly or indirectly affected their students, and for many reasons. For instance, all of them said teachers with good grammar could help students in earning high marks in examinations in different subjects. They added that this paves the way to passing national exams and helps students to communicate effectively with friends and with tourists in English. They noted the other important reason to know grammar was for passing the international examinations, such as TOEFL and ILTES. Four teachers mentioned how grammar teaching improved students' knowledge while pointing out that there were limitations. They reported teachers have become the major sources for the improvements of students' grammar knowledge in the context of Ethiopia, explaining that students had few opportunities to acquire knowledge other than from their teachers due to various factors. Jaba elaborated on these as follows:

there is no library in my school. There are inadequate books and references in most of the schools. No access to technology to refer to. For many students, teachers are the only source of knowledge and skills. Thus, students feel they are lost if I do not teach the grammar knowledge.

Manni barumsaa ani keessa barsiisu mana kitaaba hinqabu. Kitaabolee gahaanis hinjiran. Keessumaa hanqinni tekinoolojii baayyee nurakkisa. Barattoonni hedduun dandeettii isaan kan cimsatan barsiisa cimaa yoo qabatan qofa.

Tola emphasized how teachers had to be competent enough in transferring knowledge for their students although students did not always learn from the teachers. Six teachers admitted that one reason for the failure of the students in their language was the way teachers taught grammar knowledge, and also claimed that having this knowledge of grammar rules was useful for the learners' reading as well. The knowledge of grammar assists the students to compose different parts of speech into sentences. Dadhi says:

words are words until grammar is inserted. Grammar enables the students to build one sentence over another. Then after making connectors it will enable to form paragraphs and text.

Seerlugi haalaan gidduu seene yoo mi'aa itti godhuu baate, jechi waan tokko hinfayyadu. Garuu erga seerlugni jiraate ijoolleen hima ijaaruu danda'u. Kana hinta'u taana jecha walirra tuuluun hiika hinkennu.

Therefore, the FGD results concluded that the respondents perceived their knowledge and experience of grammar teaching had an impact on the students' knowledge of grammar.

4.2.2.3. Theme 3: Teachers' Awareness of Teaching Reading and Grammar in an Integrated Way

This theme mainly presents the aspect of teachers' awareness and techniques for teaching grammar and reading in an integrated way. The question was if the teachers have an awareness of the possibility of teaching grammar and reading in an integrated way, and appropriate techniques to do so.

The discussants were clear about of the target of teaching grammar and reading in an integrated way. Although there were various factors hampering their work, one of them stressed the importance of teaching grammar and reading in integrated way as:

teaching grammar and reading in foreign language is like a backbone. Missing a backbone is dangerous. In a similar way, if there is no reading and grammar in integrated way, it could be difficult to use language as we use it today.

Seerluginii fi dubbisni afaan Ingilizii barsiisuu keessatti akka lafee dugdaattan ilaala. Akkuma lafee dugdaa dhabuun rakkoo fiduu seerluginii fi dubbisni hinjiru taanaan afaan tokko hubachuun rakkisaa natti fakkaata.

According to the teachers, its importance of grammar can only be optimised through the implementation of techniques for integration. Eight of them said teaching in integration improved grammar knowledge leading to the improvement of reading ability. Hora said that teaching grammar in amalgamation with reading improves the overall aspect of the language teaching. Seven of them underlined how teaching reading and grammar in combination has a positive impact. One of them said:

I do have little awareness and techniques to apply before, but I feel now integrating helps to improve my language teaching. If teaching grammar and reading is successful, there is a

chance to improve language education. Teaching in integration seems better than in isolation.

Seerlugaafi dubbisa waliin dabaalanii barsiisuu hamma ammaatti muuxannoo gahaa hinqabu. Haata'u malee seerlugaafi dubbisa waliin dabaalanii barsiisuun guddina afaaniitiif gaariidha. Qeenxee qeenxeen barsiiuurra waliin barsiisuutu gaarii natti fakkaata.

The discussants raised the idea that grammar and reading are just inseparable. Seven of the discussants replied that reading gives a meaning when there were grammatical components in the text and vice versa. However, most of them had never considered the issue of teaching grammar and reading in an integrated way. They strongly accepted grammar played a key role in a sentence, paragraph, and whole-text levels to give meaning. One of them expressed how a given text might give emphasis to describe something or some place through correct selection of nouns/ pronouns and vivid adjectives/adverbs. However, he admitted that he had little exposure with regard to teaching in an integrated way. Lense said when teachers failed to teach grammar and reading in the integrated way, the entire teaching almost failed.

The discussants also discussed the main causes that hinder teaching grammar and reading in an integrated way. For eight of them, the first cause mentioned was having little knowledge about the techniques used for integration (see Table 4-4). The next cause they raised was the fact that the activities in the tasks were not flexible, instead only matching or choosing skills. They criticized how the exercises were prepared to match synonyms or antonyms, or to answer the comprehension questions and vocabularies separately. They assumed that teaching these exercises required no knowledge of techniques for integration. They also said there were infrequent questions about reading comprehension and the technique neglected the grammar items in their textbook. A third reason they mentioned was lack of contextualizing of the grammar and the reading activities. They complained that most of the exercises rarely reflected the culture of the students. Three of them connected the causes of the problem to the emergence of CLT because this affected their view of teaching in the integrated way. They said CLT seemed to focus only on speaking by neglecting other skills and it reflected western traditions rather than indigenous culture and teaching contexts. Seven discussants stressed that their lack of training and experiences hampered them from teaching in an integrated way. "The tradition was teaching them separately," said Kadir. Two of them added that the reading texts were also discouraging to teach in the integrated way because of several factors. "One of the discouraging factors was the irrelevance of the texts to the prior knowledge of the students," said Jaba. The teachers also complained that the imported texts were less convenient

to teach in an integrated way, and the document review also confirmed that some tasks were unsuitable for teaching in an integrated way.

The discussants reported that their understanding of integration might improve after the training and intervention at the thinking level (cf. Appendix E Training module). “I was unfamiliar with integrating and its techniques” explained Dadhi, however, he was happy receiving instruction on techniques to teach. He noticed that some of the reading texts would be adaptable for teaching grammar and reading integrated, and the techniques seemed advantageous to save time, energy and minimized repetition as well. The teachers expressed that they felt they had obtained some techniques that helped them to make an integration from the practices during the training (see Table 4- 4) and they expressed their hope that their awareness and understanding of integrated teaching would improve gradually over time. One of the discussants said “the integration of reading and grammar could be possible in several ways, but the methods are much useful”. However, seven of them admitted that they had been unaware of techniques to achieve integration before the training. Considering they were very much concerned with covering the portion of the syllabus for the year, they were happy to see that integration helped a lot. However, they said integration needs preparation time to adapt or contextualize the text. Dadhi suggested teaching a past simple would be possible through a narrative story or history. He provided the following example:

Chaltu was born in the south west of Oromiya Region in Ethiopia in 1990. She joined elementary school called Yabbu in Jimma. After she completed her secondary school, she got an opportunity to join the university. But she was unable to attend university because of the political situation. She...

Caaltuun kan dhalatte Oromiyaa, Itoophiyaa keessatti bara 1990 dha. Mana barnoota sadarkaa tokkofaa Yabbuu jedhamu seente. Akkuma sadarkaa lamaffaa xumurteen, carraa yuunvarsitii seenuu argatte. Haata’u malee barnoota yuunvarsitii itti fufuu hindandeenye. Isheenis.....

Five of them even said they regretted missing chances to teach reading and grammar in an integrated way in their previous sessions. Hora described how the integration of the two language items would benefit both the teachers and students. He elaborated, explaining that the observees could help students learn different language competencies at a time (e.g. vocabulary, conversation, pronunciation, and writing) and in integration rather than isolation. Six of them articulated the view that language was meaningful when they taught in an integrated way. They believed teaching in integration minimized at least the repetitions of content in the textbook.

Therefore, the discussants concluded that the integration of grammar and reading can play a noteworthy role to inspire teachers to teach the language. The results found that the teachers thought teaching in integration would improve their grammar competencies and reading comprehension. Generally, the result showed the teachers understood that teaching through integration fosters the teaching of grammar and reading.

4.2.2.4. Theme 4: Methods of Grammar and Strategies for Teaching Reading

This theme relates to the results of the methods of teaching grammar and reading strategies used by the discussants, answering the question of what the methods are (deductively, inductively, implicitly or explicitly), and which strategies were used by the EFL teachers to teach grammar and reading respectively.

With regard to the grammar teaching method, the result of the FGD found that discussants applied various methods. For example, nine discussants replied there was no best method to teach grammar, but that it depends on the situation of the students and the content. Five of them said they preferred a mixed method for grammar teaching or an eclectic type. Two of them used Presentation-Practice-Production (PPP) as a successful method for grammar teaching although they argued it was old or a traditional way of teaching. One of the observees described how he used a communicative method of grammar teaching since he sometimes instructed the students to be in pairs and groups. However, a communicative approach to teaching goes beyond pair or group work. The participant seemed unaware of this. Six of them said they employed inductive and deductive methods, but they admitted with no clear differences. Two of them said that they teach grammar in a traditional way. One of them said:

My presentation of grammar is traditional based. What I usually do is just I explain some rules and ask them some questions if they understand what I teach. I also try to translate into Afaan Oromoo. I just help them to focus on rule.

Haalli ani itti seerluga barsiisu haala ammaleefatatamaa ykn seera barsiisuu irratti kan xiyyeefatedha. Waan ani taasisu seeran kennaaf. Isarratti hunda'uun gaaffii tokko tokko akka galeef hingallee gaafachuun adda baafadha. Akkasumas gara Afaan Oromootti nan hiikaaf.

The FGD found the majority of discussants predominantly reported using a traditional grammar teaching method. Hence, eight of them preferred the explanation of the rules on the blackboard, while seven of them reported they usually taught grammar explicitly focusing on the forms. However, despite what they reported about their teaching methods, they said most of them seemed

to have stopped using explicit grammar teaching methods due to the emergence of CLT. According to them, CLT encouraged communication and supported teaching in student-centred approaches, whereas deductive or explicit methods did not. Nevertheless, CLT does not in fact preclude explicit grammar teaching; however, the participants seemed unaware of this dimension of CLT. Seven of them criticized the fact that CLT was pushed onto them by the authorities though they had no training on how to use it. Criticizing this governmental approach, Kadir suggested that the explicit way of grammar teaching was suitable for his students since they were not exposed to English outside the class. Lense also supported that point of view in that she usually taught grammar explicitly as well. She noted the students had less prior knowledge of English. Two of them liked to teach grammar inductively/implicitly (i.e. letting the students discover the rule by themselves), but they did not do so all the time since this method takes a lot of time and energy.

The FGD also revealed how some of the discussants encountered challenges while employing different grammar teaching methods. According to Hora, one of the obstacles to teaching grammar was the challenge of employing effective methods that fit into the objectives of the lesson and students' learning style. Hora admitted that there was no conducive situation to satisfy the students by selecting the methods based on their learning styles. Although he wanted to use the implicit method, it was rarely successful due to students' background and motivation. Moreover, seven teachers criticized the fact that large class sizes affected their methods of grammar teaching as, according to them large class sizes blocked the methods that foster students' participation.

Summarizing, nine participants said their grammar teaching method was not fixed, but rather that they followed different methods depending on the situation. However, they used the following methods regularly and interchangeably: Presentation-Production-Practice (PPP), explicit and deductive teaching, whereas only two of them reported that they sometimes taught implicitly and inductively. In addition, teachers felt restricted in their choice and implementation of grammar teaching methods due to various reasons, such as large class sizes.

With regard to the reading strategies, the discussants identified plenty of strategies (skimming, scanning, guessing, loud and silent reading). Barite, for instance, said she employed the three stages as strategies (i.e. pre-, while- and the post-reading) to teach reading skills. Two teachers said they assigned the students to be in a group and then one student from each group would read a paragraph. Jaba reported, "reading has become the independent job of students in my school", claiming that he employed effective strategies for teaching reading to motivate his students towards reading as compared to grammar teaching. When he was pressed to mention those effective strategies, he came up with the idea of reading the text himself. He said the strategies helped the students to

improve pronunciation and punctuation skills (e.g. asking students to repeat some items of vocabulary). Nevertheless, he complained that students were not amenable to reading materials outside of the classroom. Dadhi, on the other hand, admitted he had not implemented the three types of reading stages in the classroom mainly due to time scarcity. Instead of that, he would introduce the topic of the reading to the students, and then ask the students to read at home. The fact that he criticized the reading passages were not attractive and less contextualized, and therefore less effective at attracting the students to read. Chaltu said she would use any strategy that she thought students could benefit from. She reported that her major strategies were preparing questions on vocabulary, pronunciation and spelling. In order to attract the students to implementing the reading strategy, Bontu did different things. She would prepare a kind of reward as a means to attract the students to read. For example, she used to give 10 marks as a bonus for the students who read and understood the task. “Giving a big applause was a part of my rewards”, said Bontu. However, she said her students were not good at decoding the spellings and comprehending the comprehension, although she admitted that teachers are the main source of the problems in implementing the strategy. The FGD showed a few discussants had experience in using reading strategies in a small range. Kadir said he was passionate about teaching reading by employing reading strategies. He emphasized that students should use scanning, skimming, guessing, predicting, extensive and intensive reading, and raised the example of asking students to identify the age, the name and birthplace of Nelson Mandela in the text, for which he taught them to use skimming strategies to read quickly. He admitted that he did not teach them how to apply the technique explicitly, but let them experience and develop the technique themselves. Unlike other respondents, Kadir put major emphasis on the post-reading phase as a significant strategy. He believed post-reading was the stage where students needed to answer questions and understand the text in general.

The participants reflected that in their experience that teachers became less attracted to reading and improving reading strategies. Six discussants agreed that teachers were not taking enough time and were less motivated to implement reading strategies. Furthermore, they admitted that they did not use some of the reading strategies while teaching the reading, especially before the training (cf. Appendix E). The discussants felt they lacked the skills to implement reading strategies. Five of them mentioned that they were used to teaching the types of strategies but not how to implement them. The data from the FGD showed that the teachers felt reading was pushed to the learners. The discussants admitted that most of them gave reading assignments to the students, but they had problems with following through on a practical level due to the scarcity of reading material and students’ background. Other factors that affect their reading strategies negatively, according to five

discussants were: scarcity of time, large class size, lack of skill and scarcity of materials. Unlike most of them, however, Tola and Bontu believed large class sizes could be a good opportunity for language teaching, and not always a negative factor (e.g. due to noise, problems with management). However, they also believed the training gave them promising improvements. For instance, Bontu witnessed how the current research encouraged her to create better activities for her students by using effective methods and strategies.

Finally, this theme also included an exploration of the strategies and methods used by the teachers to teach reading and grammar respectively. The discussants reported there was no single method/strategy they employed to teach grammar and reading effectively. The FGD discovered the discussants predominantly used traditional grammar teaching methods. They further elaborated that their ability to employ the strategy and method usually depends on the objectives of the lesson, students' background and learning styles. The FGD results found that most of the discussants paid a lot of attention to implementation of effective methods/strategies to teach grammar and reading. However, they appeared to feel restricted in their choice and implementation of strategies for various reasons including large class sizes.

4.2.2.5. Theme 5: R2L:L2R as Methodology and its Effect on Teachers

The fifth theme gives insight into the results of the FGD on 'Learning to Read: Reading to Learn' (L2R:R2L) as a methodology and its effect on the EFL teachers. Firstly, the aim of the training was to inspire and equip the EFL teachers to cope with the reading problems they face. Then, the second aim was to introduce L2R:R2L as a methodology to teachers to improve the reading of all marginalized and disadvantaged students in this study (cf. Appendix E). The training was limited to one specific area, which focused in the areas of teaching grammar and reading. As has been mentioned, at the time of writing the L2R:R2L was a newly emerging concept, which was unfamiliar to the teachers of Ethiopia in general and this was the first attempt in Ethiopia to practise techniques of L2R:R2L to improve the reading skill of secondary school teachers. Hence, the target of the training was to introduce the methodology to increase the effectiveness of the teachers in teaching reading.

The discussants were asked if they were familiar with the emergence of L2R:R2L. They replied that most of them had no relevant information about the methodology and said this was their first time to be offered the opportunity to familiarize themselves with the methodology in a formal training (cf. Appendix E). One said that "teachers need more training about L2R:R2L because reading and grammar are the major emphasis in EFL". The result FGD confirmed that the

discussants enjoyed the opportunity to teach broader skills like sentence structure, word choices, making summaries, comprehension questions and grammar in integration which was made possible by this methodology.

Participants were also asked to discuss their knowledge and understanding with regard to the L2R:R2L as a methodology. Although eight of the discussants were unfamiliar with it, they gradually took part in the discussion and gradually became aware of its aim and advantages. Hence, by the end of the FGD, all of the discussants were convinced of the objective and showed their interest in training other teachers in the future (Teachers Trainers/ ToTs).

They stated the training helped them for several reasons. First, they said it helps them to scaffold the students to do what is expected of them by providing adequate assistance as much as possible for the weakest learners. In addition, three of them did not prepare lesson objectives incorporating the reading before the training, and this training helped them do that. Six of them said the methodology assisted them like a mirror which helped distinguish their own weaknesses and strengthen their skills (e.g. they improved their ability to integrate and to employ certain strategies). Furthermore, six of them stated they gained effective strategies to teach reading so as to improve the knowledge of their students in reading sentences, paragraphs and essays. Five of them said the methodology would help them to enable students to acquire sufficient competence by making adequate exercise, but the exercises should be non-liftable (not easily done tasks). Because of this, the results of the FGD showed that the L2R:R2L methodology became more attractive and workable to the trainees. Although they admitted it was reasonably challenging in practice, nevertheless, they mentioned that this would be a general improvement for their ability to teach irrespective of their previous literacy history or ability.

The result of the FGD found that the L2:R2L had many advantages according to the participants. For instance, eight of them reported the methodology was helpful for both the disadvantaged and the effective students. In addition, five of them replied that the methodology improved their view and motivated their own skills to integrate the teaching of grammar and reading. They elaborated that this emerging methodology helped to strengthen the techniques of teaching grammar and reading in an integrated way. "It is a good motivational injection for the teachers", said Dadhi, explaining the methodology seemed complex at the beginning, but it was inspiring. Six of the discussants said the methodology added value to their thinking skills about language. They pronounced the opinion that implementing this methodology gave them an opportunity to foster the aims of CLT combined with teaching grammar and reading. One of the participants concluded:

my understanding about R2L:L2R before training was shallow and complex. I can see it is important and possible to practise it. I believe this is an essential methodology to inspire our disadvantaged students. In fact, we are also the beneficiaries. I think that is what we should do. So, all concerned bodies need to work on it to improve the language literacy.

Otoon leenjii hinfudhatin dura Dubbisa Barachuu: Barachuuf Dubbisuu/DB:BD naaf hingalu ture ykn hubannoo hinqabu. Ergan leenjii argadhee as garuu haalli itti fayyadamuu danda'u akka jirun hubadhe. Kanaaf malaafi malteen kun Dubbisa Barachuu:Barachuuf Dubbisuu/ DB:BD kun baayyee barbaachisaafi keessumaa barattoota dandeettiin gad aanoo ta'aniif baayyee barbaachisaadha.

Another participant said the methodology was useful because it provided opportunities for the teachers to discuss lingering problems, dwell on possible solutions, and engage in a constructive conversation about reading. He had found the training was the type of reading workshop that he deemed useful and he believed that this would alleviate the problems of teaching reading.

The participants suggest the methodology (R2L:L2R) should be incorporated in the curriculum for language improvements and empowering students. "It really fosters creativity," said Dadhi. Moreover, as language is dynamic rather than static, teachers also need to improve their knowledge of the language in a dynamic way. One teacher emphasized how the dearth of training opportunities to improve teaching methodology affected their practices. Dadhi too stated that this type of training helps to upgrade teachers' teaching approach and maximize their language knowledge in general, and of reading in particular. He added:

the R2L:L2R is a tool which further enhances the understanding of the teachers towards the language. Showing a positive acceptance towards the R2L:L2R alone does not suffice to improve; what matters is to implement the methodology accordingly.

Dubbisa Barachuu:Barachuuf Dubbisuu/DB:BD kun malaafi maltee gaarii barsiisota akka afaan barsiisuu fooyyefatan taasisuu danda'udha. Haata'u malee malaafi maltee kana fudhachuu qofti qofaa isaa hinfayyadu. Wanti baayye fayyadu malaafi maltee kana haalaan hojiirra oolchuudha.

One participant stated that the training encourages them to match their beliefs and practices of language teaching. He added the training fosters their knowledge of reading.

Although the methodology was practised only within a short time, the discussants said that the methodology would enable them to bridge the gap of reading by taking the following steps: a) making a preparation for reading at different levels (e.g. sentence, a paragraph, essay); b) choosing

and deciding what they want to teach on reading (e.g. description, argumentative, narrative, explanatory); c) identifying the dominant grammatical items in the reading (e.g. relative pronoun, active and passive voice); d) identifying and conveying the main message of the reading text (e.g. to convince, to argue, to explain).

Finally, the result of the FGD discussion confirmed that the methodology was perceived as helpful for alleviating the existing problems of teaching reading. The analysis found that training enabled the teachers to identify their own weaknesses and assisted them in devising strategies for their students. Consequently, the FGD results showed the methodology activated teachers to improve their teaching of reading skills.

4.2.2.6. Theme 6: Teachers' Views on Policy and Curriculum

This theme relates to the results of the FGD and the document review on the existing language policy, curriculum and textbook. Since the issuance of the Education and Training Policy (ETP) in 1994, accompanied by an educational sector development program, efforts have been made to improve education in terms of quality and accessibility in general.

As far as the curriculum for English language at secondary school is concerned, the FGD saw the discussants raise some points of discomfort. One of their major complaints was about the use of CLT in the curriculum. Although the curriculum enabled the transition from grammar-oriented pedagogical approaches to communicative approaches, the discussants complained that CLT was found to be problematic in their school. Eight EFL teachers expressed apprehension about this teaching approach. Seven of them criticized the fact that how the authorities set the CLT in the curriculum without giving teachers adequate training on it. Nine of them doubted their own abilities in the target language and expressed concerns with respect to their lack of knowledge about CLT which stopped them developing suitable activities that promote authentic communication. Nevertheless, two of them mentioned their class was called a communicative class.

During the FGD, the discussants raised a number of hindrances to implementing CLT. Eight of them criticized the CLT approach because several sociocultural variables appear to create important barriers to its implementation. They mentioned, for example, large classroom sizes, inadequate resources, students' background and insufficient time to devote to the creation of novel activities. Six of them expressed the fact that CLT could be used only to improve speaking skills but not the other language competencies. All of them emphasized that, despite the fact that the curriculum embraces CLT in EFL settings, they have hardly practised it in the realities of English language teaching. Consider the following quote:

I can demonstrate a theoretical understanding of CLT though I feel that I am still a traditional teacher dominating the class. Many of us scapegoat CLT. I believe CLT continues to pose challenges that are connected to my professional background, classroom realities, my students' background... My own experiences of learning via grammar translation methods heavily influence how I introduce CLT in my own classrooms.

Ani CLT ykn Mala Dubbiirratti hundaa'uun barsiisu jedhu kana yaadrimeesa hmma tokko beekus hojiirra oolchuurratti garuu ammallee ani waanuma ammaleeffatamaa ykn kan barsiisaan hedduu itti odeessun fayyadama. Ta'us CLT ykn Malli Dubbiirratti hundaa'anii barsiisuu kun rakkoo natti uume jira. Sababiin isaas hanqinaa waanan qabuuf. Asirratti leenjiis hinfudhanne. Ani irra jireessan kan ani baradhe Seerluga seera irratti xiyyeeffate malee Mala Dubbiin barsiisuu hedduu hinbeeku.

According to the results of the FGD, the discussants raised concerns about the limitations of the curriculum related to language teaching. Seven of them complained that the curriculum hardly focused on students' deep understanding of the knowledge or the skill of the language. They also stressed that it only loosely encouraged the critical and higher order thinking skills of teaching and learning. Three discussants expressed the critical view that the curriculum should accommodate teachers' ability to apply critical concepts and contexts where students learn about problem solving. Regarding the content of the language in the curriculum, six respondents criticized the fact that the curriculum lacked quality and relevance, complaining that the contents are imported and used with less contextualization. Seven of them strongly criticised the content for being too hypothetical and as a failing to prepare students for the world of work. Eight of them complained the English curriculum was too difficult, and that it was neither horizontally connected to other subjects and nor vertically sequenced in the subject. They added that the content was too bulky and did not allow them to reflect their own teaching or learning experience. Regarding the textbook itself, the books for both Grades 9 and 10 contained 12 chapters, and each of them has more than 250 pages. The discussants heard students speak critically about the fact that the textbooks were too heavy to carry everyday with other subjects. They also mentioned that there was little difference between Grade 9 and Grade 10 in terms of content, and moreover the contents were over repeated and not sequentially ordered. They commented on the lack of contextualization, focus and clarity, which were among the major deficits of the textbook. They criticized the materials for demotivating teachers' and limited students' creativity. Since the book is not printed in colour, it rarely attracts the students to read. Furthermore, Dadhi complained cautiously that grammar and reading were

not well articulated in the book. Most teachers raised the issue that the English curriculum/syllabi for the secondary school rarely motivated either the teachers or the students.

To date in Ethiopia, according to the participants, some capable families or ‘helicopter families’ were opening schools. These families hired international teachers and used the foreign curriculum and textbook, and the teachers in the FGD recognized that students of ‘helicopter families’ received better education and were relatively successful in language as well. However, they complained about education and language education are at risk for the wider community.

The results of the FGD and the document review showed that the syllabi for teaching grammar and reading were not effective. Despite the importance of teaching objectives and outcomes of the lesson, all of the participants lacked clarity on the program. They also complained the curriculum did not include their reflection, but they were forced to achieve lesson items. To sum up, the result of the FGD and document review indicated the place given for teaching grammar and reading in the textbook was not contextualized and lacked clear articulation of objectives and aims. The results also showed that the curriculum lacked not only genuine authenticity, but it also blocked the respondents’ ability to exercise their beliefs of grammar and teaching about the reading.

4.3. Result of the Questionnaire

In order to elicit teachers’ beliefs and practices about teaching grammar and reading, the current study employed a questionnaire to gather data. Respondents were asked closed questions in which they could mark their agreement on a Likert scale with a particular statement. The raw data yielded by the questionnaire was entered into SPSS (the computer software Statistical Package for the Social Sciences). A total of 50 questionnaires were administered by research assistants to teachers with a response rate of 84%. The participants of FGD and classroom observations were included to fill the questionnaires.

4.3.1. The Demographic Features of the Teachers

This study used questionnaires to collect essential data to investigate teachers’ beliefs and practices to do with teaching grammar and reading English. First part of the questionnaire the demographic data of the participants such as gender, age and teaching experience were asked (cf. Figure 4-4 below).

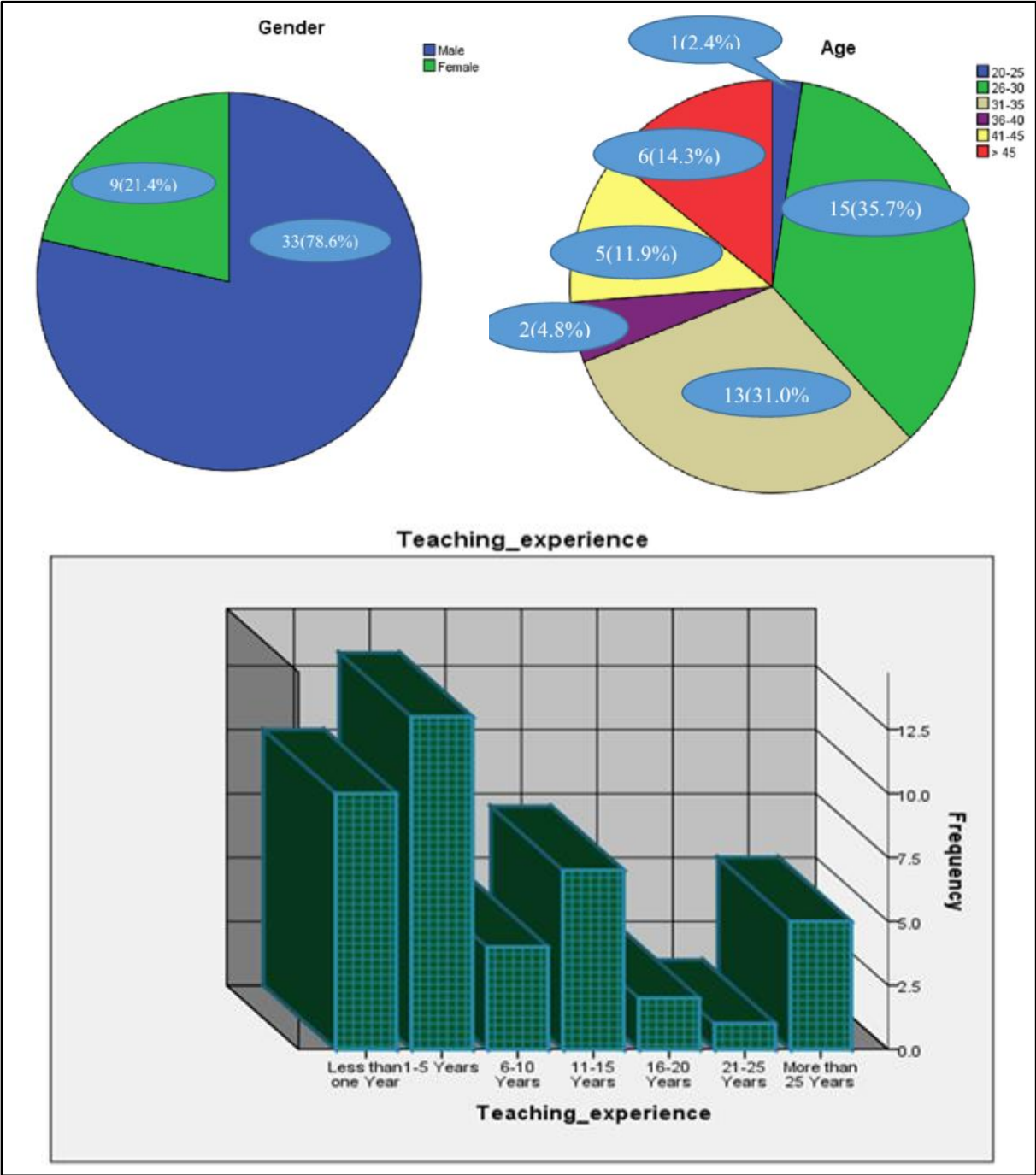


Figure 4-4: Gender, age and teaching experience

As can be seen in Figure 4-4 above, the pie chart on the left (gender) demonstrated that 21.4% of the respondents engaged in the study were female, and 78.6% male. From this sample of schools, the number of male teachers exceeded that of female teachers which indicates there were more male teachers teaching languages than females and there was a scarcity of female language teachers. As has been reported in the pie chart (age) on the right, 66.7% of the respondents were under 35 years old (26 to 30 years: 35.7%; 31 to 35 years: 31%). With regard to the teaching experience (as shown in the graph), the result depicted that most of the respondents (70%) had less

than 5 years of teaching experience. This implied that the majority of the respondents were novice teachers with limited teaching experience.

4.3.1.1. Teachers' Choice of Language, their Qualifications and Grammar courses

Table 4-8 summarizes where English ranked in the teacher's study preferences, the level of participants' qualifications, and grammar courses they took.

The answers in Table 4-8 show information about the teachers' preference for studying English, their qualifications, and number of grammar courses they took. With regard to English, the result indicated that for 57.1% of respondents English was their first choice, for 28.6% it was their second choice and for 11.9% their third choice. This means that 42.9% of them did not choose English as their first choice. With respect to qualifications, the majority of the respondents (76.2%) were qualified as Bachelor of English in Education, BEd. However, the findings showed that 21.4% were qualified in Afaan Oromoo but they are teaching English, thus suggesting that there was a scarcity of qualified English language teachers. Regarding the number of grammar courses they took, 69% of them took fewer than three grammar courses. The results suggest that teachers took the minimum number of grammar courses in their college.

Item	Variables	Respondents N=42	Percentages (100%)
1	English language was the _____ choice of study		
	First	24	(57.1%)
	Second	12	(28.6%)
	Third	5	(11.9%)
	Fourth	1	(2.4%)
	Last	-----	-----
2	Academic Qualification		
	Diploma in English	1	(2.4%)
	Diploma in A/Oromoo	-----	-----
	BEd in English	32	(76.2%)
	BEd in A/Oromoo	9	(21.4%)
	BEd in Amharic	-----	-----

	MA in TEFL	-----	-----
	MA in A/Oromo	-----	-----
	Other field of study	-----	-----
3	How many grammar courses have you studied in college or University?		
	No specific courses	8	(19.0%)
	One course	10	(23.8%)
	Two courses	4	(9.5%)
	Three courses	13	(31.0%)
	More than three courses	7	(16.7%)

Table 4-8: Teachers' study choices, academic qualification and grammar courses

4.3.2. Teachers' Beliefs about Teaching Grammar and Reading with CLT

This section (see Table 4-9 below) presents the data with respect to whether teachers present grammar in reading and what perception they hold about CLT in relation to grammar. The main aims of this section were to collect evidence about the embeddedness of grammar in the reading, and to see if the teachers prefer CLT to grammar teaching.

As can be seen from question 1, it was designed to find out if respondents embed grammar while presenting reading skills. For this, the majority (71.4%) replied 'Yes'; while 28.6% answered 'No'. Item 3 was prepared to know if the respondents prefer CLT to grammar teaching. Here, 69% of the respondents said 'Yes' and 28.6% said 'No'. In general, the data reported that 69% of the respondents have positive beliefs concerning grammar, reading and CLT. However, 31% were neutral regarding the importance of grammar and reading as well.

Questions		Scale (rating)	
		N	%
1. Do you teach grammar while presenting the reading texts?	Yes	30	71.4%
	No	12	28.6%
2. If your answer to question No. 1 is 'Yes', what do you think the main reason might be?			
a) Grammar and reading are important components		4	9.5%
b) Grammar and reading are key to teach other skills		30	71.4%

c) Grammar and reading are tools for effective communication	8	19%
Total	42	100%
3. Do you prefer Communicative Language Teaching/CLT to grammar teaching?	Yes	29 69.0%
	No	12 28.6%
	Total	41 97.6%
	Missing	1 2.4%
4. If your answer to question No. 3 is 'Yes', what would be the reason?		
a) CLT is all about EFL teaching	4	9.5%
b) CLT can replace Grammar Teaching	3	7.1%
c) CLT is a modern approach to EFL teaching and GT is old	22	52.4%
Total	29	69.0%
Missing	13	31.0%
Total	42	100%

Table 4-9: How teachers present grammar, CLT and reading skills

4.3.2.1. Teachers' Beliefs about Grammar as a Rule and Role of Reading in Language Teaching

The next questions focused on teachers' beliefs about grammar as a rule and the role of reading in the language. Table 4-10 summarizes eight items from 42 respondents. Some of the questions were adapted from Nagyne 2006 p. 176.

According to the data in Table 4-10, the majority of the respondents (90.1%), agreed grammar is used as a rule that enables them to use words and phrases to produce sentences (cf. item 2). On item 4, 52.4% agreed that it is impossible to make language most effective without grammar and reading. On item 7, 69.1% of the respondents replied that grammar is a set of the language behaviour which assists to be proficient users of a language. Therefore, from the findings above it can be concluded that most of the teachers do recognize grammar as a rule and believe in its importance for other language skills. The result therefore showed grammar is a fundamental part of language teaching for these teachers.

Description of the Items	Scale (rating)				
	SA	A	N	DA	SDA
1. I believe that my grammar and reading teaching methods have changed since I have qualified.	15 (35.7%)	24 (57.1%)	3 (7.2%)	----	----
2. I believe grammar is a set of rules that enable us to combine words and phrases to produce sentences.	17 (38.1%)	22 (52.0%)	-----	3 (9.9%)	----
3. I believe grammar is more than rules and helps to convey the meaning and ideas of our messages.	9 (21.4%)	22 (52.4%)	1(2.4%)	9 (21.4%)	1 (2.4%)
4. I believe it is impossible to make the language workable without its grammar and reading.	9 (21.4%)	13 (31.0%)	4 (9.5%)	14 (33.3%)	2 (4.8%)
5. I perceive grammar as an internal mental system that generates and interprets utterances.	2 (4.8%)	20 (47.5%)	13 (31.0%)	5 (11.9%)	2 (4.8%)
6. I believe teaching grammar and reading are a difficult task in language teaching.	8 (19.0%)	7 (16.7%)	5 (11.9%)	18 (42.9%)	4 (9.5%)
7. I think grammar is a description of language behaviour by proficient users of a language.	6 (14.3%)	23 (54.8%)	4 (9.5%)	8 (19.0%)	1 (2.4%)
8. I believe there is no need to focus on grammar as I do in CLT.	4 (9.5%)	9 (21.4%)	4 (9.5%)	15 (35.7%)	10 (23.8%)

Table 4-10: Teachers' beliefs about teaching grammar and reading. Key: SA= Strongly Agree; A= Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree

4.3.2.2. Teachers' Experience of Learning Grammar and Reading

The next items in Table 4-11 below describe the teachers' own experience of learning grammar and reading in college.

Description of the Items	Scale (rating)				
	SA	A	N	DA	SDA
1. I was taught to have good awareness about grammar and reading.	3 (7.1%)	1 (2.4%)	15 (35.7%)	12 (28.6%)	11 (26.2%)
2. I was made aware of the role of grammar in connection with reading skills.	7 (16.7%)	2 (4.8%)	6 (14.3%)	12 (28.6%)	15 (35.6%)
3. I have collected a basic knowledge of grammar to improve reading from my professors.	6 (14.3%)	3 (7.1%)	2 (4.8%)	6 (14.3%)	25 (59.5%)
4. Most of the modules in my study gave complete and full attention to grammar and reading.	2 (4.8%)	6 (14.3%)	16 (38.1%)	12 (28.5%)	6 (14.3%)
5. My instructors helped me to acquire a good understanding of grammar and reading skills.	5 (11.9%)	3 (7.1%)	3 (7.1%)	6 (14.3%)	25 (59.6%)
6. The grammar and reading courses I have taken at the college level were adequate to teach them correctly.	—	5 (11.6%)	6 (14.3%)	21 (50.2%)	10 (23.9%)
7. While training as a teacher, I realized that it is impossible to read without grammar.	5 (11.9%)	18 (42.9%)	2 (4.8%)	14 (33.3)	3 (7.1%)
8. I was informed knowledge of English grammar has an indispensable effect on communication.	7 (16.7%)	22 (52.4)	4 (9.5%)	7 (16.6%)	2 (4.8%)

Table 4-11: Teachers' own experience of learning grammar and reading. Key: SA= Strongly Agree; A= Agree; N= Neutral; DA= Disagree; SDA= Strongly Disagree.

Item 1 was designed to know if teachers have a good awareness about teaching grammar and reading. For this, 54.8% disagreed and 9.5% agreed. Likewise, item 2 revealed that 64.3% of the respondents did not agree that they were clear on why grammar is important in learning reading. Item 3 indicated that 73.8% of the respondents did not collect a basic knowledge of grammar to improve their reading from their professors while learning. Similar data were reported for item 5 and 6 in that 73.8% of the respondents for each item believed that they did not collect adequate learning on grammar and reading. Thus, the data suggests teachers had few experiences of and exposure to learning grammar and reading in their college education.

4.3.2.3. How Frequently do Teachers correct Errors and Integrate Grammar with Reading?

The last section (Table 4-12) of the questionnaire was prepared to investigate how frequently teachers focus on error correction and integrate reading with grammar while teaching.

As can be seen from Table 4-12, item 3 focused on how often teachers make an integration between grammar and reading with results as follows: sometimes 33.3%; rarely 28.6%; never 7.1%. Item 4 was designed to collect how frequently teachers focus on the error correction of capitalization-punctuation-spelling/CPS: (frequently 28.6%; sometimes 26.2%; rarely 23.8%; never 4.8%). Item 10 asked how frequently teachers paid attention for the sake of exams. For this, 61.9% of them usually paid attention to grammar and reading for the sake of exams and tests. Item 9 indicated that 38% of them never encouraged their students to read. Overall, this finding reported the respondents rather focused on the error correction of grammar than focusing on teaching by integrating the reading with the grammar.

Description of the Items	Scale (rating)				
	Always	Frequently	Sometimes	Rarely	Never
1. I give clear instructions to avoid ambiguities while correcting errors of grammar and reading.	1 (2.4%)	11 (26.2%)	20 (47.6%)	3 (7.1%)	7 (16.7%)
2. I provide students with immediate feedback/error correction in grammar.	10 (23.8%)	7 (16.7%)	15 (35.7%)	9 (21.4%)	1 (2.4%)
3. I give exercises by integrating grammar tasks with reading texts.	3 (7.1%)	6 (14.3%)	14 (33.3%)	12 (28.6%)	7 (16.7%)
4. During error correction, I focus on punctuation, capitalization, spelling....	7 (16.7%)	12 (28.6%)	11 (26.2%)	10 (23.7%)	2 (4.8%)
5. I encounter problems while I give error correction on grammar items from textbooks.	6 (14.3%)	6 (14.3%)	17 (40.5%)	12 (28.6%)	1 (2.4%)
6. I use students' L1 and present grammar explicitly.	4 (9.5%)	5 (11.9%)	22 (52.4%)	8 (19.1%)	3 (7.1%)
7. When teaching grammar, I teach the forms and the meaning together.	11 (26.2%)	21 (50.0%)	9 (21.4%)	—	1 (2.4%)
8. I use detective reading stories to teach active and passive voices.	1 (2.4%)	8 (19.0%)	14 (33.3%)	11 (26.3%)	8 (19.0%)
9. I encourage students by teaching different reading materials.	—	3 (7.1%)	12 (28.7%)	11 (26.2%)	16 (38%)
10. I pay a lot of attention to grammar and reading in tests and exams.	7 (16.7%)	19 (45.2%)	9 (21.4%)	6 (14.3%)	1 (2.4%)

Table 4-12: Error correction and integrating grammar with reading

4.4. Discussions and Interpretations of the Results

4.4.1. Introduction

This section presents the discussion, interpretation and the reflections derived from the results of the data collection tools of the study, related to the main research aim of investigating EFL teachers' beliefs and practices in teaching grammar and reading in secondary schools (Grades 9 and 10) in Ethiopia. The discussion will be organised around the research questions as presented in chapter one. A number of trends can be discerned regarding teachers' beliefs about teaching grammar and reading, and this discussion will focus on four clusters. First, it explores teachers' beliefs about grammar teaching and causes for mismatching with the practices. Second, it presents the teachers' awareness of teaching grammar and reading in an integrated way. Thirdly, it has also uncovered how teachers downplay the importance of grammar teaching in favour of CLT. Lastly, the discussion embraces the effect of the newly emerging methodology of L2R:R2L on the teachers' teaching of the reading. The target of analyzing the data here is to announce the findings to the current research questions as well as to see from the existing literature perspectives discussed in chapter two.

4.4.2. Research Question 1: What are the teachers' beliefs about grammar teaching? What are the factors that impede their practices?

The first aim of this research was to explore the beliefs of EFL teachers about grammar teaching and the factors that impede putting these beliefs into practice. Previous studies have found that the teachers' beliefs have an impact on their perceptions and judgments, and that those, in turn, influence their actual practice in the classroom (Borg, 2006; Pajares, 1992; Richardson, 1996). What teachers do in the classroom reflects what they know and believe about issues related to their professional practices (Borg, 2003). Furthermore, literature identifies three groups of beliefs about teaching the grammar of the English language (Borg and Burns, 2008; Burgess and Etherington, 2002). Put on a scale, on the one hand one can find those who advocate abolishing grammar completely, while on the other those who think grammar the most important part of teaching a language. The third group holds the middle ground, thinking grammar is equally as important as other language skills (Burgess and Etherington, 2002).

Regardless of other factors such as experience, teaching grade, gender and training (cf. Figure 4-4), the teachers involved in the current study reported generally positive beliefs about grammar, viewing it as vital in teaching the language, so this finding was consistent with the third group

mentioned in the literature. It is not altogether surprising that these teachers showed such a positive belief towards grammar teaching since English is taught as a foreign language in Ethiopia. This appears to hold true for advanced classes, such as the EAP classes in British universities investigated by Burgess and Etherington (2002), and secondary schools in developed countries where English is a foreign language, such as in Mohamed's (2006) study; the teachers in these studies thought of grammar and grammar teaching as a vital part of learning. Azar (2007) also supports this view, stating that grammar is essential to communicate meaning rather than just isolated words or pictures.

However, this study also revealed that in the context of Ethiopia there appears to be a mismatch between the beliefs teachers claimed to have and the practices as witnessed in their classrooms. This finding is consistent with previous research (Burgess and Etherington, 2002; Ellis, 2006; Mohamed, 2006; Thornbury, 1999; Ur, 1996). They found teaching grammar is a vexed, if not controversial, area in language since beliefs are not always reflected in reality. Ellis argues that teachers' complex beliefs are not always realized in the classroom (2004), while Basturkmen et al. (2004) state that the "relationship between the teachers' practices and stated beliefs sometimes vary" (p. 243). The reasons for such a mismatch are highly complex. Borg also confirmed that there are various complicated reasons for teachers not to reflect their beliefs in classroom practices (2006). Concerning factors that impede teachers' from realizing their beliefs about grammar teaching in practice, the current study found three major causes. These are (a) teachers' incomplete application of grammar teaching methods, (b) a limited knowledge of grammar and (c) inappropriate error correction. The next section will outline those causes from the perspectives of literature and presents the relationship of the present study finding with the previous including the reflections of the current researcher.

a) Incomplete application of grammar teaching method

The study found that teachers' incomplete application of the grammar teaching method was one of the factors impeding the implementation of their beliefs. The observation revealed the participants predominantly used a deductive method of grammar teaching (interchangeably used with explicit and top-down or Traditional Teaching Method). However, as was reported in the self-report and the FGD, respondents were unaware that they were employing a deductive or explicit method. The study also exposed that some of them preferred the deductive method of grammar teaching because of time. It was found that they believed deductive or explicit ways of teaching benefitted the students.

Previous studies have shown that an explicit way of grammar teaching method benefits the learners, especially for those students who have no exposure to the language and learning in an EFL context. Norris and Ortega (2000) state that explicit grammar teaching promotes language learning; learners who use a cognitive comparison of the input they receive and the output they produce can learn more effectively. Ellis (2008) noted that explicit instruction has been shown to be more effective than implicit instruction. Celce-Murcia and Larsen-Freeman (1999) point out that explicit grammar instruction means a conscious teaching of English grammar by connecting the ways people use the language (its function) with the structure (its form) they need to use in the communicative process. Explicit/deductive grammar instruction is necessary, according to Ellis (1991), “for students to notice features in the input”; Nachiengmai (1997, p. 3) and Nassaji and Fotos (2004) confirm that many second and foreign language learners have gained a better comprehension from a systematic explanation of grammatical items. Nassaji and Fotos (2011) also reported on how teaching grammar explicitly could be important. Finally, according to Larsen-Freeman “research on learner preferences has shown that learners favour a deductive approach, where they are provided with the rules” (2015, p. 268). Teachers also favour the deductive/explicit way of teaching grammar.

In addition, according to Doughty and Williams (1998), when Presentation-Practice-Production/PPP is correctly implemented, it is seen as incorporating focus on form, not only Focus on Forms (FonFs). As pointed out by Long (1991) in the Focus on Forms (FonFs) approach, language is seen as consisting of individual linguistic units which are best taught in a consecutive manner through explicit explanations concentrating on grammar rules and immediate correction, whereas Focus on Form is a meaning related teaching of grammar (Doughty and Williams, 1998). Recent studies comparing the effectiveness of these approaches found that *focus-on-form* has a significant advantage over pure formS-or meaning-based instruction in terms of language acquisition, longer retention of forms, and more accurate language use for all age groups (Doughty and Williams, 1998; Norris and Ortega; 2000; Ellis, 2002a).

The current study confirmed that the respondents employed PPP, though this usage was inconsistent and incomplete. The classroom observation revealed that teachers hardly implemented the last P (production stage) which was left out, but the first and the second Ps – Presentation and Practice – were relatively well implemented.

Overall, this study affirmed that teachers used more than one method of grammar teaching at a time although traditional methods dominated their practices. The study is thus partially consistent with Kumaravadivelu (2003) who encourages teachers to implement eclectic teaching methods, whereas other researchers (e.g. Ellis, 2003; Larsen-Freeman, 2001; Mohamed, 2006; Thornbury,

1999) suggest deductive vs inductive, prescriptive vs descriptive as a method for grammar teaching. On the other hand, Ellis (2008) and Long (1991) encourage Focus on Form and Focus on Forms as grammar teaching approaches. The current study showed that it might be problematic to use a single suitable grammar teaching method in the Ethiopian context although the majority of the teachers in the study used deductive methods. These teachers are teaching in an EFL context where neither they nor the students have much external exposure to the language they are teaching. This is consistent with Ellis (2006) and Thornbury (1999) who concluded that finding a suitable teaching method for the grammar is the existing problem and subject of debate.

Furthermore, the findings of the current study would tend to go against Krashen (1982) with respect to explicit ways of grammar teaching in Ethiopia context. Krashen argues in favour of what he terms 'a zero position' in grammar teaching. He suggested abandoning grammar teaching and allowing learners to develop their interlanguages by actively engaging in communication in the L2 (Krashen, 1982). However, the current researcher finds against this for the following reasons. In the context of Ethiopia, it is rarely possible to provide students with interesting and necessary input, as there is no accessibility to native-like input. Unlike Krashen's work, the current study confirms that the explicit/deductive way of grammar teaching benefits the students since students have no existing background in the language. The teachers thought that their students were not participating in class because they lacked explicit grammatical knowledge. Therefore, this study asserted that teachers' incomplete application of grammar teaching method affects their beliefs.

b) Lack of grammar knowledge

Pajares (1992) and Borg (2003, 2006) suggest that it is not only the teacher's decisions and actions in the classroom which have an impact on students' learning, but also the teachers' knowledge (declarative and procedural), values, beliefs, theories and thought processes. The current study suggests that teachers who have little knowledge of grammar are likely to be unsuccessful in teaching English grammar. This, in turn, affects students' learning in a non-native environment since their major source of grammar knowledge is the teacher. Moreover, the study concludes that those teachers who appear to have poor knowledge of English grammar knowledge are also unsuccessful in English teaching in general.

This study also reports that teachers feel they do not have sufficient knowledge of the grammar of English to be able to teach it adequately. This, in turn, became the other persistent impeding factor for teachers to practice their beliefs. Although they have taught English for several years, i.e. maximum of 35 and minimum of 4, the findings showed their limited knowledge of grammar had an effect on their positive beliefs (cf. Table 4-9). The study found that teachers reported lacking

well-established knowledge of passive voices, propositions, articles and tenses. The evidence from the current study showed that there were teachers whose knowledge of grammar was limited but most of them were unaware of it. As a result, they were unlikely to teach their students effectively. The study showed that not having been taught adequate grammar courses at school might be one factor affecting their current knowledge of grammar as teachers (cf. Table 4-8). The result is consistent with Thornbury (1999), who asserts “the knowledge that teachers have of the underlying systems of the language enables them to teach effectively” (p. 945). Grossman, Wilson, and Shulman (1989, p. 28) also found that when teachers feel insecure about their own level of grammar knowledge, they will skip teaching it as much as they can. This is congruent with the current study: some teachers admitted they postponed grammar tasks indefinitely. Petraki and Hill (2011) found that although many teachers perceive grammar instruction as necessary and effective, they report insufficient knowledge of grammar. Similarly, the current study found the teachers felt unable to explain grammar adequately while presenting e.g. the present perfect tense.

Watson (2012) also found that “grammar is a source of significant difficulty” for a large proportion of English teachers (p. 27). Watson added that there is extensive evidence demonstrating that relatively high numbers of teachers of English at secondary school level have insufficient knowledge about grammar (*ibid.*).

According to Borg (1999, p. 3), there are two sorts of grammar knowledge: “declarative knowledge of the features of grammar and the procedural knowing how to exercise those features making meaning, by consciously articulating, designing and reflecting on language activity”. The current findings suggest that the teachers involved in this study reported having better declarative grammar knowledge than procedural knowledge (e.g. they felt less comfortable explaining what adjectives and adverbs are). For example, the teachers preferred students to practise with no feedback. However, teachers reported lacking the knowledge of grammar for the application of, e.g. prepositions, phrasal verbs, passive and active voice.

Borg (2003) reports that teachers who favour a declarative framing are probably also leaning more towards a prescriptive approach, whereas those preferring procedural language knowledge in relation to teaching grammar are more likely to adopt a descriptive model. Borg (2003, p. 100), however, argues that knowledge of grammatical facts is not sufficient to teach grammar successfully. Likewise, Borg (2001, p. 27) affirmed, “teachers’ lack of knowledge on grammar could have implications for teachers to exercise their beliefs into practices”. He reported that the manner in which teachers responded to the students’ questions about the grammar and the extent to which they promoted grammar were affected by their knowledge (Borg, 2001).

Evidence from the current study also suggests teachers' perceived knowledge of grammar affected their classroom activity. However, although there is a similarity between Borg's and the current study's result in terms of teachers' knowledge of grammar, the former used teachers' self-report and ESL situation, whereas the latter conducted observations in EFL context. Either way, more rigorous research in the area is needed.

The current study evidenced how grammar plays a role in improving the capacity of readers/students when teachers have adequate knowledge of grammar. For instance, compared to the pre-observations, the teachers involved in the training had improved their teaching methods and strategies during the post-observations. This improvement has a connection on teachers' knowledge of grammar as well. This is congruent with Myhill et al. (2013, p. 77): "Knowledge is not simply domain knowledge, but crucially involves knowing how to transform that knowledge purposefully to enable learners to master it". The current researcher also found teachers mostly invested their time on the explanation of what a grammar is not how to transfer that knowledge of grammar.

c) Inappropriate error correction

Lastly, the current study found that the way teachers handle error correction is another factor that impedes the teachers' ability to put beliefs into action. The study showed that the respondents perceived they were responsible for all the error correction in grammar (cf. Table 4-11). On the one hand, the teachers' tendency to correct any form-related errors of the learners immediately seemed to avoid fossilization of the error; if learners are not corrected, they will continue to make the same errors. However, this view is controversial. If the errors are always corrected, then communication can be interrupted and students can be discouraged from using and trying out new forms (Doughty and Williams, 1998; Truscott, 1999). Furthermore, Thornbury (1999) argued that error correction should not be used, especially during oral performance, while Larsen-Freeman (2003) reports that through error correction; teachers may raise students' awareness of the language they learn, thus giving them essential input towards their step-by-step acquisition. This study revealed that the majority of the respondents practiced error correction directly. The current study found that some teachers assumed that not correcting a student's error was like reinforcing it. On the other hand, a few participants were more lenient on error correction. The finding revealed that these respondents overlooked the majority of the students' errors while correcting a few students. The study suggests that this approach would result in inconsistency, inferiority and tensions among the students.

The current study reported the sources of teachers' perception of errors was different. Most of them believed that the students' source of errors was connected to a lack of exposure to the language. This might be because English in Ethiopia is still a foreign language rather than a second language and also because of material scarcity. Others connected the issue to students' backgrounds. Other studies have identified, developmental errors, language transfer, fossilization, in addition to lack of will to improve, de-motivation and anxiety, among other sociolinguistic variables, as sources of error (Brown, 2000; Thornbury, 1999). The reasons for the discrepancy on the sources of error might be the teaching context of the teachers. The current study has focused only on the teachers in an EFL context who were non-native English speakers, whereas most of the former researchers focused on the ELT situation. However, this needs more investigation to reach conclusions.

In general, the study found that the respondents were not systematic, not selective and inconsistent in correcting the errors. As a result, they failed to motivate the students to correct themselves or in peers/groups. Thornbury (1999) suggests the use of delayed correction by taking notes on common mistakes and presenting them later as a normal class activity. However, there is no clear agreement on what, when, how and why to correct grammar errors, but scholars do stress that teachers are the main decision makers in that respect (Brown 2000; Ellis 1993; Larsen-Freeman, 2003; Thornbury, 1999). The study has shown that teachers play a significant role in alleviating students' errors, be it directly, indirectly or immediately. As Larsen-Freeman (2003) perceptively states, "treatment of learner errors is one of the most controversial areas in language pedagogy" (p. 124). However, the current study suggests that it is unnecessary to give negative comments to the students since it harms their learning. For this, the study suggests that teachers should adopt Larsen-Freeman's (2003) term 'feedback'. This might help learners to move away from the externally norm-based concept of error correction, and moreover feedback has a "less punitive connotation" (Larsen-Freeman, 2003, p. 123). Teachers are encouraged to give a feedback that attract their learners towards the language learning.

The findings in this study also suggested that the respondents intentionally or unintentionally rejected errors while teaching though the majority took responsibility of correcting errors. For this, the data yielded compelling evidence showing that the teachers' own competence in the language may be the main reason for the teachers' preference not to identify, or even to ignore their students' errors. Avoidance in this case might be an escaping mechanism. Indeed, "stress, confusion, ambiguity, frustration and postponing [...] while grammar teaching" were mentioned by one of the participants of the FGD as emotional responses to error correction. This implies the teachers' beliefs of grammar teaching are affected by error correction.

The observation found student errors in several grammatical areas including spellings, subject verb agreement, dangling and misplaced modifiers. Some of the errors might be connected with the students' L1, Afaan Oromoo (pronouns, plurals and present perfect tense). The observations showed that not only did the teachers not correct their students' errors; they made errors of their own, thereby complicating their role as a language model. This matches with findings by Jackson and Davis (2000) that teachers will improve students' ability when they have first improved their own skills. This idea has many advantages. When a teacher can manage errors, he or she can strengthen the student-teacher relationship by proactively offering teachers guidance and support to make progress. Nevertheless, this does not mean that students' thought processes can be disregarded, because it is the students themselves who are the ultimate decision-makers on how to engage with their teachers' guidance. Indeed, the classroom observations revealed that most of the students were waiting for their teachers to offer error correction. As has been mentioned earlier, the study found that the students' behaviour and level of understanding suggested that they tended to be dependent on their teacher for error correction. This was because the observation revealed that students were expecting their teachers to correct their errors. Neither teacher supported them to correct each other. This resulted in teachers feeling more responsible for the problem of errors than the students do.

In conclusion, the study showed although there were no best techniques for error correction (Brown 2000; Ellis 1993; Larsen-Freeman, 2003; Thornbury, 1999); the current study showed the teachers used direct and immediate type of error correction. In order to enhance teaching grammar and reading teachers should assist students through appropriate error corrections as suggested by research such as recasting, delaying and focusing on the errors. In general, the study found teachers believed error correction during teaching of grammar and reading needed to be systematic and flexible. However, this type of error correction was not presented by most of the observed teachers. Thus, this study found teachers had strong beliefs about grammar teaching; however, their beliefs mismatch with their practices due to incomplete application of grammar teaching methods, the limited grammar knowledge of the teachers and inappropriate correction of errors.

4.4.3. Research Question 2: Do secondary school EFL teachers hold specific beliefs and implement related techniques to teach grammar and reading in an integrated way?

This study explored whether teachers held beliefs about integrating reading and grammar, and whether they practised integrating grammar instruction within the reading tasks. The discussion here focuses on two main findings that emerged from the data. Firstly, the study revealed that

teachers hold positive beliefs on the importance of teaching grammar and reading in an integrated way. Regardless of their level of experience –novice or experienced teacher – and their sex and level of education, teachers generally had positive beliefs about the importance and value of teaching grammar and reading in an integrated way. This finding is consistent with earlier researchers who reported that, although discrete types of instruction are important, employing an integrated approach to teaching may be the best way for supporting learners in developing the kind of fluency and naturalness or spontaneity that are required for communication outside the classroom (Spada and Lightbown, 2008).

Secondly, the current study found that, although teachers expressed views strongly in favour of the integration of grammar and reading, they also felt incapable of practising this effectively in class because of a lack of training in different methodologies to accomplish integration. The evidence showed that teachers' implementation of integration improved after the training in L2R:R2L (Appendix E). Furthermore, the study confirmed there were a number of ways in which integrating grammar with reading positively affected teachers' teaching in general. Similarly, evidence also showed that integrating grammar teaching with reading increased students' motivation and participation for studying the language. Unlike the pre-observations, the post-observation revealed that students showed 'smiling face' and were eager to participate in the tasks. This is consistent with Oxford's view stating that the integrated skill approach exposes ESL/EFL learners to authentic language more than the discrete approach (2001). The current study also confirmed there was a positive teaching-learning relationship between teacher and students when the teacher employed an integrated approach. This is similar to Aarts's (2019) findings which led him to conclude that learning about grammar could also improve pupils' critical reading and writing skills. Among the many types of linguistic knowledge that underpin successful reading comprehension, two aspects have received particular attention: vocabulary knowledge and grammatical knowledge (Grabe, 2009). Most of the observees in this study agreed that if they teach grammar within a reading text integratively, students will be able to improve these skills and their English in general and achieve good results in examinations.

The study asserted that teaching grammar and reading in an integrated way would also benefit the students when teachers explicitly teach these skills. In this study, the post-observation correctly proved this to be true. Referring specifically to the teaching of reading, Grabe and Stoller (2002) state that students need to be introduced to and taught reading abilities more explicitly, because then they will become better readers. Thus, teachers have to be informed more about implementing effective strategies to teaching reading. Turning to in-class practices, the study showed that the

teaching of reading improved after the intervention and the training. Before the training, the teaching of reading was mostly associated with assigning students' tasks for homework and generally leaving students to complete these activities on their own.

Different scholars' have found that teaching grammar by embedding it into reading can benefit students. For example, Mitchell (2000, p. 27) highlights the fact that "grammar teaching needs to be supported and embedded with meaning-oriented activities and tasks, which give immediate opportunities for practice and use". Akbari (2014) adds that if language teachers support their students to achieve better reading and faster comprehension, they should expand the students' grammatical knowledge by various means such as focusing on form and offering explicit instruction. Likewise, Grabe (2005, 2009) and Jeon and Yamashita (2014) found that regardless of the target language, successful reading comprehension depends on the reader's grammar knowledge, i.e. grammar plays a crucial role in text comprehension, for the first language (L1) as well as for other languages. Despite the importance of grammar in reading, however, the current study found that grammar teaching is still given little attention and holds less value in the classroom in these secondary schools.

Integration of reading and grammar, therefore, proves to be more effective than teaching in isolation if the teachers are more devoted and resourceful in adopting the new alternative models for effective classroom teaching based on the training module (see Appendix E). Before the training, the study found a few teachers had a 'fuzzy' understanding of the integration method. Afterwards, however, the study proved the participants within this sample gradually improved their ability to use integrative ways of teaching grammar and reading in their classrooms.

With regard to the importance of this finding, as far as the current researcher knows, no study has been conducted specifically on the integration of reading and grammar so far in the context of Ethiopia. Hence, the study offers an important new insight into how EFL teachers can gain useful experience in learning how to prepare a task for integration, in test development, and in engaging the learners. Finally, the study revealed that, although grammar was well integrated with all language skill areas in the observed lessons, it is noticeable that grammar is more strongly integrated with reading. However, this result is different from Celce-Murcia's notion (1985 cited in Stern, 1992) that "the receptive skills require less grammatical knowledge than the productive ones, and between the two productive skills, writing is more grammatically demanding than speaking" (p. 134). Therefore, when teaching a grammar or reading lesson, it is important to provide integrating skills to allow students to engage and practice.

In conclusion, the study found those teachers' beliefs, awareness and techniques of teaching grammar and reading in an integrated way steadily grew and changed following the training and intervention.

4.4.4. Research Question 3: Do secondary school EFL teachers prefer Communicative Language Teaching/CLT to grammar teaching?

This subsection discusses the teachers' perception of Communicative Language Teaching (henceforth: CLT) in relation to grammar teaching in secondary schools in Ethiopia. Different scholars (e.g. Harmer, 2001; Richards, 2006) agreed that CLT is more accepted in language teaching as opposed to traditional grammar teaching. Teachers' beliefs and practices regarding the relation between grammar teaching and CLT still continue to be under-researched in the high school context. For despite the variation found in CL, as Littlewood (2007) observed, a widespread misconception among EFL teachers is that "CLT means not teaching grammar and that CLT means teaching only speaking" (p. 246). However, Richards (2006) points out the core idea of CLT is rather that "communication is a holistic process that often calls upon the use of several language skills or modalities" (ibid. p. 22). The current researcher has observed teachers have not fully understood what a CLT means in Ethiopia context as well.

With the advent of CLT, in many ELT contexts, grammar has been marginalized and its role has lessened as the focus has shifted from accuracy to communication (Mitchell, 1994; Nassaji and Fotos, 2004; Rutherford, 1987). Although grammar teaching was banned in the 1970s in ELT, it took less than two decades to resurface (Hudson and Walmsley, 2005). In Ethiopia, teaching English with the principle of CLT has been considered as a modernity and fashionable since the 1990s. Despite its recent arrival, the current study indicated that the majority of the respondents did not fully understand CLT in language teaching, and there seemed to be confusion in particular in relation to grammar teaching. This result matches with the work of Nunan (2003) who in fact concludes that "most teachers have a poor understanding of the ideas" of CLT (p. 606). He came to this conclusion after investigating multiple case studies of CLT as it was employed by EFL teachers in Asia. In addition, Richards (2006) found that although teachers called themselves CLT implementers, they did not provide a clear explanation for it. Similarly, the current study found misconceptions about CLT amongst teachers who reduced it to the idea of making students work in pairs or in groups, offering tasks to do in the classroom and giving classroom tasks for the students to do at home. The observation confirmed that teachers assigned a lot of tasks to the students. The document review revealed most of the tasks were either beyond the capacity of the

learners, e.g. challenging or below their level of understanding (easy). The study also showed there was no adequate feedback or correction for the tasks given, which should be an integral part of a Student-Centred-Approach. This result matches with findings of Nassaji and Fotos (2004) who, on the basis of extensive research conducted on learning outcomes in French immersion programs, demonstrated that even with substantial long-term exposure to meaningful input, for certain grammatical items, learners did not achieve accuracy. Similarly, Richards states that when asked about the methodology they use in their classes, the teachers in his study commonly answered “communicative”, but they did not know exactly what it meant (2006). The current study also asserted that CLT did not work well for teachers who taught in the EFL context. This is similar to Stern (1992).

Bax (2003) suggests CLT should be abandoned as a language teaching method since the methodology has failed to take into account the context of language teaching around the globe. Fotos (1998, p. 301) even goes as far as stating that “[t]he inability of communicative ESL teaching alone to promote high levels of accuracy in learners is now clear”. Others such as Celce-Murcia et al. (1997), Ellis (1997, 2002b) and Mitchell (2000) confirmed in their work that CLT by itself was found to be inadequate. Mitchell (2000) specifically reported that CLT simply became popular because of the perceived shortcomings of earlier language teaching methods such as Grammar Translation Method (GTM) and direct methods. Although many agree on the usefulness of CLT in overcoming the shortcomings of those methods, CLT appears now to be wrongly perceived as offering a total solution among some teachers (ibid.). The current study has confirmed that some of the respondents assumed CLT could be a sufficient method in itself, making it less important to teach grammar. However, Nassaji and Fotos (2011) have found that CLT must also incorporate teaching and learning grammar into the classroom for learning to be most effective. As Hinkel and Fotos (2002) argue, connecting to Ellis (1996),

[an] important limitation of a purely communicative approach is that certain types of knowledge and skills are difficult to attain in the process of naturalistic learning; for example, academic and professional speaking and writing. Advanced proficiency and accuracy in spoken and written production are essential for effective functioning in academic, professional, and some vocational communications, so attaining high levels of language competence and performance may require instructed learning (Ellis, 1996; Hinkel and Fotos, 2002, p. 5).

Indeed, the study concluded that most of the respondents’ beliefs about CLT contradicted their practices. For example, even though they usually applied GTM and a Teacher-Centred-Approach,

the participants said these examples were communicative classes in the FGD (see 4.2.2.6.) This contradicted the observations, which revealed the participants did in fact organize students into groups but neglected to give the students in those groups meaningful tasks to do. The observation revealed the majority of the observees never gave students the chance to correct their own errors; rather the teacher corrected them. Furthermore, the study found that participants used deductive/explicit methods of grammar teaching (cf. 4.4.1.1) and dominated the class with talk and chalk time while CLT encourages student-centred activities over the teacher's dominance (Ur, 1996). Despite the fact that they did all this, the respondents said they preferred CLT to grammar teaching in the questionnaire.

Burns et al. (2011), in a study on the place of grammar within CLT, point out that CLT emphasizes natural and meaningful communication connected to real life and to "authentic" use of language in a variety of contexts. Teachers were encouraged to expose learners to everyday written sources such as magazines, newspapers, forms, or manuals and spoken communication used in problem solving, decision making, or general personal interaction. On the basis of their findings, they suggested some dangers of CLT, e.g. scarcity of authentic materials and exposure, which can sometimes lead to imbalances in a curriculum where too much attention is paid to one language skill (e.g. communicative = speaking) at the expense of other skills. The lack of authentic material and exposure forces the teachers to employ non-authentic materials. This, in turn, affects the the language teaching. This is similar to the finding of the current study. The present research agrees with Burns et al. (2011) that the existing factors (e.g. exposure, input, background in an Ethiopian context) limit the effectiveness of CLT. In addition, the study exposed several sociocultural variables that appear to create important barriers in the implementation of CLT, such as large classroom sizes, insufficient time and lack of resources.

The current study found that lack of training and experience with CLT were major causes for the respondents to neglect grammar following the curriculum reform. In the early 2000s, Ethiopia underwent a curricular reform in the direction of communicative language teaching (FDRE, 1994). With this curricular shift, CLT seemed to gain the upper hand while grammar teaching was almost rejected. However, the new decade has witnessed a revival of grammar and in Ethiopia as well, people start to realise that grammar is "an essential inescapable component of language learning" (Burgess and Etherington 2002, p. 433). Moreover, the study demonstrated that teachers felt political pressure to promote CLT. The respondents criticized this as they felt that the policy caused inconvenience as it forced them to teach grammar in line with CLT although they neither welcomed nor mastered CLT. Furthermore, according to this study, one of the causes for teachers

misunderstanding how CLT integrates with grammar, according could be the influence of language theory e.g. Krashen's theory on grammar. The FGD results showed most of the respondents referred to the Krashen theory of the zero-grammar teaching. Krashen (1982, 1985) supports the idea there is no need to teach grammar explicitly in teaching language, although linguists such as Larsen-Freeman (2001) and Ur (1996) already criticized Krashen's view of grammar as unverified two decades ago.

The current findings go against Krashen's ideas because it is not feasible to implement CLT in the context of secondary school in Ethiopia, while rejecting grammar. Spada (2007) considers CLT, as "an exclusive focus on meaning is a myth or a misconception". Likewise, Achard argues that the idea of separating grammar from communication in language teaching is odd (2004). Others report that grammatical rules are essential for the mastery of a language (Ellis 2003; Larsen-Freeman 2001; Thornbury 1999). The current study agrees that grammar and communicative competence should not be seen as mutually exclusive, because language, communicative knowledge and competence without grammar are like a bird without wings. Implementing grammar and communication by interweaving the two aspects benefits learners, teachers and the language itself. Moreover, different scholars state grammar and communication are part and parcel of the same thing and maintain that it is possible to teach grammar in CLT as well (Azar, 2007; Lightbown and Spada, 1990, 1993; Nassaji, 2007).

The current study therefore confirms the assumption that neglecting to teach grammar in EFL is ineffective, since teachers generally regard grammar teaching as essential in the preparation for entrance examinations and other competitions. In fact, further study is recommended to investigate whether secondary school EFL teachers in Ethiopia prefer Communicative Language Teaching/CLT to grammar teaching.

4.4.5. Research Question 4: Do teachers improve their teaching after the introduction of the teaching reading strategy (L2R:R2L)?

The last section of this discussion mainly presents the effects of introducing the L2R:R2L methodology to EFL teachers. The methodology is adapted from Rose's 1990s innovation designed to inspire language teachers to teach reading and writing efficiently. Unlike the CLT development which is confined to more of English as a second language environment, Rose (2006) describes L2R:R2L as:

a literacy teaching program designed to enable all learners to read and write at levels appropriate to their age, grade and area of study. It has been developed with teachers of

primary, secondary and tertiary students of all backgrounds, across Australia and internationally, to support reading and writing across the curriculum. The teaching strategies have been proven to enable weak readers to rapidly learn to read and write at grade-appropriate levels, and advanced students to develop language understandings well beyond their independent competence (Culican 2004, 2005, McCrae et al. 2000, p. 1).

In fact, the methodology is often used to minimize the educational inequality and increase classroom democratization.

The current study on L2R:R2L has achieved two aims. Firstly, the researcher introduced L2R:R2L for the selected language teachers of secondary school in an organized and formal way for the first time in Ethiopia. The main reason for introducing such a newly emerging methodology was to seek a solution to the deterioration of the quality of English education in Ethiopia in general and that of teaching reading in particular (see Chapter one). Thus, the study as shown by the post-observations, all participants gained a basic understanding of the theory and practice of L2R:R2L based on a small-scale introduction. The study also affirmed that introducing such methodology would not only bridge the attainment gap, but that this development was timely and innovative.

The reason for training the teachers was twofold: first, it would enable them to be proficient users of reading techniques in their teaching, and then to assist their learners as well. Secondly, training would allow them to train other teachers (ToT) in the field, thus expanding the implementation of this strategy beyond what was achievable within the scope of this research project. Of course, the training helped them to achieve this long-term goal as evidenced from post-observation and FGD. On top of that, the training not only encouraged teachers to improve their own reading techniques reading, but also made it possible for them to use the methodology as an alternative model to teach the English language in general, and reading and grammar in an integrated way in particular. Thus, the study started from the assumption that improving teachers' knowledge of reading could alleviate students' reading problems. The method was introduced in the form of workshop training to bring about changes of teaching methodology in teachers' understanding and practice of teaching reading and grammar. This is congruent with Jackson and Davis (2000) who state that teachers would improve the quality of students' work if they improved their own. In the same vein, Rose (2006) and Culican (2006) explain that when teachers are introduced to new methodologies, this can help them support students learn how to read a higher level text by employing different mechanisms based on the students' age.

The study revealed that the teachers discovered effective opportunities to implement the methodology, and this inspired their work. The results of the observations study showed most of

them achieved this goal in accordance with the procedure, with improvements in teaching reading, particularly when integrated with the teaching of grammar. Before the training, as evidenced in pre-observations most of the participants failed to recognize how to plan for teaching reading and grammar or how and why to use summarizing techniques, alongside a general lack of engagement of learners, and absence of teaching reading comprehension. Although the training was short and had a limited number of participants in the intervention session, the observees showed promising improvements in general (cf. Tables: 4-5 and 4-13). The findings also revealed that the observees adapted appropriate topics and incorporated them in their lesson plans, whereas others modified the existing tasks. This helped teachers perform more consistently, working consciously in relation to the students' status (i.e. low, middle and high), of English proficiency, background and level of interest during the implementation. The study also confirmed that teachers presented their activities based on the methodology in their lesson plan. The study confirmed that the implementation of the L2R:R2L methodology improved the teachers' techniques for classroom and heightened the students' active learning. Teachers themselves witnessed in the FGD how L2R:R2L raised students' motivation by decreasing teacher talk time. Acevedo (2010) states that through involvement in the R2L project teachers in Stockholm schools came to understand they could improve students' learning by enhancing their own knowledge about the nature of language, literacy and learning. That study also confirmed that employing such an innovative and flexible methodology was advantageous for both the proficient students and those who were struggling. In addition, the strategy would enable the teachers to assist students who also cannot read in their own language.

Overall, this study has proven that teachers' work improved in many ways based on the post-observations as compared to the pre-observations. This development is further supported by the comments from the trainees and also the results of the post-observations where more practical activities were seen in the classes. For instance, the study discovered that teachers focused on the general key ideas of the lesson or summarizing the important points instead of giving students tasks to do independently. This is consistent with Grabe (2009), who states that teachers and students can benefit from using reading strategies as tools that are culturally valued within education, for example by when there is an emphasis on skills such as how to summarize essential information in a text or how to mesh new textual information with existing knowledge. In the post-observations, the teachers in this study appeared better able to point out when and why students should underline the key words in the reading passage, for example. They also managed to show students how to easily identify the important grammatical items in a passage and connect this with the other skills. The scaffolding interaction cycles within L2R:R2L have been developed to assist students in all

areas of language-learning (Rose, 2012). The study revealed, for example, that through the reading story about a theft, teachers taught past simple, passive voices, adjectives and prepositions and other grammatical items. The observees used grammatical terminology, such as *noun* and *adverb* to teach vocabulary e.g. *interesting*, *interestingly* and gerund, present participles and adjectives. They also prepared the comprehension questions in advance, matching synonyms or antonyms and affixes.

Classroom participation was another fundamental improvement seen after the implementation of L2R:R2L techniques in the observations. Unlike the pre-observation where teachers dominated the classroom, the post-observation showed teachers gave chances for the students to participate. This was implemented by gradually building the confidence of those teachers by showing the possibilities in the training. This confidence of engaging students was in contrast to the situation during the pre-observation sessions where most of the teachers dominated the class by lecturing.

Table 4-13 below summarizes the analysis of the improvements due to R2L seen in teachers' skills for teaching reading compared to pre-observation.

No	Pre-observation	Post-observation
1.	Lack of student participation.	Teachers encouraged students to practise.
2.	Lack of summarizing strategies.	Summarizing strategies given.
3.	Lack of genuine comprehension instruction i.e. extracting and constructing meaning.	Genuine and authentic comprehension instruction was present.
4.	Students were not given sufficient feedback on errors (no waiting time).	Sufficient feedback was given for some errors (enough waiting time).
5.	Teachers seemed dissatisfied with their lesson.	Teachers were satisfied with the lesson to some extent.
6.	Teachers hardly focused on students' confidence.	Teachers build students' confidence.
7.	Teachers lesson attracted low attendance in class.	Many students attended the lesson.
8.	Teachers showed little commitment to raising students' awareness of reading.	Teachers encouraged learners' awareness of reading.
9.	Teachers were more focused on content.	Teachers began to act as language specialists not only content teachers.
10.	Students were given tasks every day.	Reasonable and useful tasks were given.

11.	Teachers' reading aims focused on getting students to succeed in exams.	Teachers' reading aims went beyond succeeding in exams.
12.	Reading tasks were treated as end goals.	Reading tasks were treated as a means to an end.
13.	Teachers were hardly applying scaffolding.	Teachers applied scaffolding.
14.	Little chance was given to students to generate their own questions.	Students were given chances to generate questions.
15.	Discrete planning and teaching.	Teachers integrated planning and teaching.

Table 4-13: Before and after R2L implementation

4.4.2. Conclusion

Let the researcher finishes by briefly summarizing the main findings of the current study and their implications. The study has confirmed that the sampled teachers have positive beliefs about teaching grammar and reading. It was shown that the teachers in the study initially taught English in traditional ways (e.g. through memorization, drilling, top-down and GTM). However, the study revealed that teachers had no clear understanding of CLT, and this in turn resulted in them disregarding the role of grammar in language teaching. Furthermore, a discrepancy between teachers' beliefs and their practices was discovered. Three main causes were identified: incomplete application of methods, limited knowledge of grammar and inappropriate error corrections. The study also confirmed that teachers lacked the techniques necessary to integrate various language skills. Nevertheless, the teachers appeared to be open to new methodologies, expressing a positive attitude towards teaching grammar and reading in an integrated way as proposed in L2R:R2L. Training teachers with this innovative and modern teaching methodology enabled the teachers to be more productive in their teaching. After the training, the implementation of L2R:R2L in the participants' teaching practices helped the teachers to motivate their students to participate in reading tasks and helped them to support their struggling readers. The next chapter presents a case study of a teacher's beliefs and practice of teaching grammar and reading.

CHAPTER FIVE: A CASE STUDY

5.1. Introduction

This chapter presents the findings of a case study designed to explore one teacher's beliefs and practice about teaching grammar and reading in secondary school in Ethiopia context. The strength of this case study is that it can give high construct validity and offer insights into the effects of the Learning to Reading and Reading to Learning (L2R:R2L) methodology. It also helps the current researcher to give a rich, in-depth description and explanation of the specific research context. Merriam (1998) defined a case as a “thing, a single entity, a unit around which there are boundaries” (p. 27). For her, a case study design can yield a rich and overarching picture of a particular case which is connected to a real-life context. However, it might be difficult to generalize findings of one particular case study. Using the case study to generate rich information from this teacher is useful specifically for the context of teaching reading in Ethiopia since he has several teaching experiences. In order to minimize the disadvantage of its being difficult to generalize this study used other quantitative data to support. This case study presents data from a single EFL teacher, Tola, collected based on the classroom observations, Focus Group Discussions (FGD) and the document review over two semesters. The teacher's name has been anonymized.

5.2. Case Study with Tola

5.2.1. Background

During the FGD Tola described his personal experience / his schooling / his own education, and this is described over the next few paragraphs in order to provide context for the analysis below. Tola is an experienced teacher who has taught the language for more than 35 years. He accepted the call of the researcher to participate in this study with great pleasure. Accordingly, the first visit was made to his school on May 7, 2018 for the pre-observation. Based on convenience, the post-observation was held on December 3-4, 2018. In total, these lesson observations took 130 minutes. Despite teaching in different remote schools in rural and urban in the Aanaa (county), he has also taught in Aggaaro Secondary School in a small city called Aggaaro which is 50 km away from Jimma city and Jimma University to the southwest of the country.

It was Tola's childhood dream to become a teacher, but not specifically an English teacher. He was born in a remote village, where no detailed information about various professions was available to the youth, but he knew a little bit about teaching (teacher). This was because he had had the opportunity to meet with a few teachers in the village. Tola's memories of his own education were largely positive, though he came from a less educated family. Thus, initially, his knowledge of English was relatively poor. He gradually started to like English as a subject because he said knowing the English language was considered to be a sign of modernity and a means to get knowledge at the time. People recognized that English can be seen as a window towards development in the world. People's interest in languages, especially English, is also growing in Ethiopia (Heugh et al. 2007). Tola remembers that many people respected the teachers in the village in general, but in particular the English language teachers. He is convinced that this was the main thing that prompted him to aspire to the profession of English teacher.

Tola qualified as a certified teacher at the Teachers' Training Institute (TTI) in the 1980s in Nekemte, Ethiopia. Then, he successfully achieved a B.Ed. in Teaching English as a Foreign Language (TEFL) from Jimma University, Ethiopia. Although now he is near to retirement, his desire to pursue further studies remains high. He has been teaching both Grades 9 and 10 for a long time. The fact that it is possible to get an insight into his experience of teaching two grades, as well as his beliefs and practices, certainly has advantages. There is of course a minor content difference between the two Grades. Grade 10 is a turning point for the students since they must take the national examination in Ethiopia, and all subjects are examined through the English language. So, Tola must prepare them for the national exam and help them to succeed. In Grade 9, however, he is expected to familiarize the learners with English as a Medium of Instruction (EMI) for all school subjects. Before joining Grade 9, students use their mother tongue as a medium of instruction in class, except for the subject English. For Tola and his colleagues teaching in Grade 9 the use of EMI gives them a double responsibility. He said that they have to teach English as a subject and at the same time to support the students' English when other subjects are taught. Tola's students are on average 17-20 years old and each of his classes are attended by about 70-80 students each time.

The observations revealed that Tola is a popular and well-respected teacher among the staff members and the students in the school. He is a familiar face to many people in the community of the school. His popularity and familiarity, for example, was explained by calling him "an English man" by some of his colleagues. Some of his colleagues and students spoke to the researcher that they greatly appreciate his teaching experience, patience, humbleness, modesty, easily self-expressive and management skills. He coordinates extra-curricular activities, such as the English-

Speaking Day, and the language clubs to improve students' English. For example, he has established 'Every Friday as only English-Day' in which all students and staff are encouraged to communicate by only using English. He rewarded the person who did best but also punished the person who achieved least at the end of the week. Tola has served as the Head of the Department of Languages for many years, thus showing that he is not only an experienced teacher, but he has also contributed to the school system as an expert. For instance, he organized experience-sharing training courses for his colleagues in the same school and out of the school. For his contribution to the improvement of the language, the school has rewarded him certificates of recognition at different times.

With regard to his own learning experience in secondary school, Tola raised during the FGD that he had a positive attitude to school and unforgettable memories of learning grammar and reading in particular as well as the language in general. During his time at school, Tola recalled how one of his English language teachers asked the students to stand up to read a passage in front of their friends. Tola said his teacher used this type of teaching reading to assess students' knowledge of pronunciation, punctuation, subject verb agreement, reading speed and vocabularies. When the students were unable to read the passage or made an error, there was a punishment from the teacher. The teacher's punishment was usually followed by the laugh of the peers and whipping. Tola hated his peers' laughing more than his teacher's punishment. "There was also a reward from my teacher", said Tola, as the teacher would give a pen or a pencil as a reward for the students who effectively read the text. So, to minimize, if not avoid, those punishments and to the opposite to win the reward, Tola would make abundant preparations to read the passage. However, he remembered there had been a number of challenges e.g. lack of references and experience necessary to read effectively.

Regarding the grammar, he retrieved what his teacher told about grammar as a center of language, and they usually used to learn grammar separate from other language components. "As the engine works in the car, grammar works for the language", said Tola in FGD. The document review showed one possible reason for this separation of grammar, as national and class-entry examinations were dominantly focused on the grammar part (55%). Therefore, students like Tola used to study hard to score good marks in order to enter higher education. However, Tola believed that it was not only about passing the national examination, but grammar and reading are vital for communicating in English in general. Although memorizing the rules was his preferred method of grammar learning, grammar is not a system limited to number of rules, so Tola recalls he practising several items e.g. conversation and believed that practice makes perfect. Tola still believes drills

and repetitions are important in grammar teaching to some extent, however, today drills are not encouraged. He states drills could still be effective and may either lead to students developing good skills or it may kill their knowledge of language (drill-skill-kill). Overall, Tola believed that the aim of grammar teaching and learning is to enable effective communication through successful and meaningful presentation.

The historical context is relevant here that Tola joined college during the grammar era and it seems this helped him to like teaching grammar but with limited knowledge in practice. He sees grammar as rules of language and advocates a teaching method with grammar integrated with other skills, favoring situations where students learn grammar without avoiding errors. However, Tola believed teachers are also indispensable in helping students to minimize error. One way to teach students to use grammar to communicate effectively is teaching by integration and with an awareness of CLT. When teachers teach by integrating grammar with reading as the present study proposes, the students understand the language better. Their knowledge of grammar helps them to understand the reading and vice versa. “With regard to CLT and grammar teaching, there needs to be a well-articulated understanding from an Ethiopian context”, said Tola. Theoretically, although he understands the importance of CLT, it lacks a lot of things needed in the Ethiopian context. Harmer (2001) comments that CLT requires teachers as well as students to use a variety of language structures and situations in the classroom. This makes it difficult for non-native teachers of English dialogues, drills, rehearsed exercises and discussions using first language (ibid.2001). In order to make teachers more benefited from CLT, it needs to be adaptable in terms of culture and resources in Ethiopia context.

Although the position of the current researcher has been non-participatory observation, he reflects what he has viewed about Tola’s participation in the research as follows. Tola was very friendly, not at all reluctant, and open to discussion and happily welcoming. He was full of confidence about teaching grammar except for a few items; however, he was not confident about teaching grammar and reading in an integrated way in pre-observation. Nevertheless, gradually during the post-observation phase he has shown improvements. He tried to create a non-threatening and supportive environment where students can take risks in teaching in post-observation. Although his teaching focused on reading comprehension text, he usually organized tasks to promote better engagement of the learners. Finally, the researcher is responsible for the transcription and annotation since Tola sometimes used L1 side by side with English in presentation during the FGD.

The content and analysis of Tola's case study is the part of researcher research questions on the main data collection in classroom observations, Focus Group Discussions (FGD) and document review. These methods were chosen as it is widely recognized that relying solely on self-report instruments, e.g. questionnaires, are not advisable "as there is a tendency in human nature to present ourselves in a better light than what is actually true" (Mohamed, 2006, p. 248). Brown states that "questionnaires have a number of disadvantages, particularly when used to examine respondents' beliefs" (2001, p. 1). For instance, as Borg and Burns (2008) describe, "they may generate superficial answers and do not allow in-depth exploration of particular issues" (p. 459). Therefore, this case study will benefit from a data collection when compared to classroom observations and document review.

At first, the researcher focused on the pedagogical practices observed in the classroom, followed by the teacher's reported beliefs recorded during the FGD (in-depth interviews). Through this case study, its chosen methodology and the findings the researcher will seek to answer the following questions: 1) How does Tola handle error correction? 2) Does Tola teach grammar and reading in an integrated way? The in-depth interviews will allow the researcher to tackle these questions by focusing on a) Tola's beliefs about teaching grammar and reading, and b) whether Tola's beliefs are reflected in the classroom. Through the document review, the researcher will then address the available teaching materials, e.g. the teacher's notes, lesson plans and textbooks instrumental to Tola's beliefs and practices.

The observations included several instances of Tola teaching different grammatical items and reading lessons. Tola permitted the researcher to use some of his pictures, audios and videos to support the research analysis. In order to have a good in-depth view each observed scheme (see 5.2.2 below) was divided according to the specific context of the themes. For example, the analysis of passive and active voices, the present perfect tense and 'am going to' are assessed under the theme of error correction. Again, more or less similar grammar items, (e.g. Present Perfect Tense, voices and reading lessons) are analyzed under the integration section (see 5.2.2.2).

5.2.2. Lesson Observation

5.2.2.1. How does Tola handle error correction?

This question aims to investigate how Tola handled learners' errors while teaching English grammar and reading. The observations were conducted before and after the training in the L2R:R2L strategy and the intervention procedures. This type of observation enabled the researcher

to assess the effects of the strategies used by Tola to attract the students' attention and help them focus even when they produced errors. Overall, a lack of error strategies used when teaching to handle students' mistakes can reduce the effectiveness of teaching. Although errors are not a sign of failure, the way teachers handle students' errors has an unavoidable impact. This lesson observation analysis focused on two grammar topics from Tola's presentation: (1) the active and passive voice and (2) the simple past and present perfect tenses. These specific grammatical lessons were chosen to assess how Tola dealt with error corrections and why those grammar lessons were chosen.

There are three main reasons for choosing these grammar lessons for the error analysis from the point of view of grammar teachers and grammar experts. Firstly, rules about tenses in general can seem tricky or ambiguous for students. It is confusing for students to learn how to establish a connection or difference between the present perfect and past simple though both refer to the past. Obviously, it is impossible to use an adverbial/time phrase with present perfect tense while it is possible with the past simple. In addition, teachers witness students' confusion when transferring phrases from present (V1) into past (V2) and past participle (V3), especially when verbs are irregular. Past participles (V3s) are also important for creating the present perfect tense with auxiliary verbs (e.g. has and have). On top of that, the way present perfect is used in English is totally different from Tola's and students' L1. Unlike in the English language, in their L1 a verb does not represent a present perfect, so this has been an additional challenge for teacher Tola when code-switching, using transferable strategies from L1 and contextualizing.

Secondly, as Hinkel (2002) suggests, many teachers know that teaching the meaning, the use and the functions of the passive voice represents one of the more challenging areas in grammar instruction. The teachers' knowledge and background matter greatly when teaching students whether to choose active and/or passive voices. Although there are no specific guidelines for choosing the active or passive voice, it is advisable to use both according to their importance. Students also need to learn that some verbs can be transitive and intransitive, whereas others can be both, and that transitive verbs are followed by object while intransitive verbs are not (i.e. agentive and agentless types of passive). The former are the ones followed by "by + object", whereas the latter are not followed by "by + object". Evidence shows that most teachers fail to use passive and active appropriately in their own communication (Hinkel, 2002). The document review indicates that Tola's teaching plan includes the aim to instruct the students to change active into passive voices, past simple into present perfect and to distinguish the differences in meaning of the

two tenses difference as well. He planned to teach the students interchangeability in sentences. However, the lesson's objective did not identify which one comes first, active or passive.

Lastly, the textbook for both Grades 9 and 10 repeatedly referred to the tenses in general and presented the present perfect in particular. Therefore, these two grammar topics (both voices and tenses) were supposed to be connected and were therefore most suitable for attaining the aim of the current research.

a) Pre-observation results

This section describes how Tola handles the students' errors while teaching the present perfect tense. During the pre-observation Tola lectured with a 'smiling face' and well-projected voice. To instruct students on the different voices and the tenses he used a blackboard to explain the form of present perfect tense. The observation revealed that Tola repeatedly advised his students never to worry about making mistakes since they are non-native speakers of English, "You do not have to worry about *the broken English*", said Tola.

Tola commenced his session of the day by asking the students about the meaning of Present Perfect Tense. "Who can tell me what a present perfect tense is?" asked Tola. He kept quiet for a short while, but the observation showed no reply from his students. Breaking the silence, he asked another question. "**Have you eaten** your lunch?" said Tola. Immediately, all of them replied "Yes!". Then, Tola added another question. He then either underlined or indicated in bold the intended structure, in this case the Present Perfect Tense. In addition, he also gave special vocal attention to, i.e. tone/intonation and stress changes. In the following dialogue excerpt, T refers to the teacher (Tola), whereas S refers to students.

T: What **have you** eaten?

S1: I ate bread.

S2: I was eating Cuukkoo (Oromoo traditional food).

S3: I eat Caccabsa (Oromoo traditional food).

This time, Tola gave appreciation to the students. “You have answered my question, but not exactly the way I have asked”, said Tola. Then, the observation showed he wrote the meaning and the structure of the Present Perfect Tense on the blackboard as follows:

Present perfect tense is a tense, which happened in the past but has an effect on the present. The structure of the Present Perfect Tense is: S+ has/have+V3, whereas the simple past is an action, which occurred, in the past but is not related to the present time. Something dead. The rule is S+V2.

According to Tola’s weekly lesson plan, he not only aimed to enable the students to change the simple past into present perfect tenses. He also planned to help the learners understand the relationship and difference between present perfect and simple past. Nevertheless, he showed neither their relationship nor the differences of Present Perfect Tense and simple past during the pre-observation. After writing the structure and the meaning of Present Perfect Tense on the blackboard, Tola provided the students with simple past tense sentences and instructed students to change sentences into present perfect (see two examples below).

Simple past

Present Perfect

T: The boy broke the glass. Ss: _____.

T: We drank water. Ss: _____.

Tola gave them some time to fill out the exercise while he checked his watch several times. The researcher observed that some of the students murmured to each other, while others clearly discussed Tola’s instruction. A few students wanted to show their work to the teacher in order to get some personal feedback. Tola was walking in the middle of the class to review their effort. The observation revealed Tola nodded his head and shrugged his shoulders. He sometimes encouraged students by saying ‘good attempt’. This time, the researcher tried to observe some of the students’ answers as well. The researcher’s observation showed that some students changed ‘**broke**’ into **break, breaking, breaks** and only few of them inserted ‘**have** and **has**’. Tola called most of his students by their names. Pedagogically, it is believed that calling students by their names boosts trust between student and teacher. It also helps to foster the confidence and motivation of the students when called by their names. Then, Tola invited the students to give their answers (T refers to the teacher and S to the students).

T: Dear students, who would like to change the first sentence? Some students raised their hands and called the teacher to get his attention. Students said teacher, *I teacher, here teacher...* And then, Tola gave them chances one after the other as follows.

S1: The boy breaking the glass.

T: Good attempt. But we do not say that.

S2: The boy break the glass.

T: Ok, good. Again, we do not say that.

S3: The boy have break the glass.

T: Near to the answer. Very good attempt. But we still do not say that.

The observation revealed that Tola clearly focused on the students' attempts. The finding revealed that Tola handled the students' replies in a positive and tolerating manner even when they gave wrong answers. The observation also captured each of the student's responses and the observation also captured how the Teacher (T) reacted in more detail to each of the students' responses. The first student (S1): The boy breaking the glass. T: It lacks the verb to be (is/am/are/was/were...). Again, the second student (S2): The boy break the glass. T: It lacks subject verb agreement (when the subject is singular, the verb must be singular). The third student (S3): The boy have break the glass. T: This time we can see two mistakes. Firstly, the error was similar to the one the second student made, where you break the rule of subject-verb agreement. Secondly, when there are auxiliary verbs e.g. have, has and had they should be followed by V3.

This pre-observation revealed Tola was neither in a hurry nor too slow to inform students about their errors. Although they made errors, he tried to address the problems methodically¹ and contextually. He used recasts, elicitation, and repetition and acknowledged the mistake to put some emphasis on their errors. The way he repeated the answers and acknowledged them were different and showed attractive voice use, e.g. high or low intonation. This time he clearly communicated not only using his voice but also body language e.g. shrugging, smiling, nodding and eye contact,

¹ In this analysis, words such as systematic, methodical, indirect and implicit are used by the researcher to express Tola's intentions to motivate and to minimize frustrations among his students.

which reveals that he has covertly informed them of their errors. He was indirect and systematic when giving them corrections. The observation revealed students were not annoyed when told about their errors. Although Tola did not always immediately react to some of the students' errors, the observation revealed he was never too late to show them their errors in fact. He always reacted while the error was still fresh in the student's mind. It was argued among the teachers in the FGD (cf. 4.2.2) that when, how and where to give corrections could be problematic when related to issues of grammar teaching in the EFL context.

Despite Tola tolerating and being systematic about the error correction, the pre-observation revealed that he overlooked two activities in the classroom. The first one was that Tola did not give the final answer to his initial question; rather he left this to the students. The researcher sees several reasons for this. It could be left open to boost the students' autonomous working, or because of timed classes (time limit), or a result of Tola's lack of detailed knowledge. The second activity that was missed was related to the overall lesson objective. The document review reported the lesson objective aimed to distinguish the uses and relationship between past simple and present perfect tense. However, during the observation Tola did not address them. Tola did explain their meanings but did not try to connect the two tenses to the bases of their daily uses.

As mentioned earlier, the second error analysis focused on the result of the pre-observation of the passive and active voices. This time, the analysis showed that Tola did not provide questions to the students; rather he chose to write the meaning of the active and the passive voices on the blackboard as follows:

we use the active voice when we want to emphasize the doer of an action. The purpose of an active voice is to know who does something. Nevertheless, if the intention of the writer/speaker is to know what happened, the passive voice sentence is used. In passive, the main point is not about the doer, but it is what has been done.

After that, the observation showed he gave them the composition of the rules this way:

An active voice is composed of a subject plus Verb1 or Verb2 plus an object; object is optional; (S + V1 or V2 + O). A passive voice is made up of subject plus the auxiliary verb plus V3 plus by phrases (S+ Auxiliary verbs + V3+ by phrase); by phrase is an optional.

Then, he asked the students to make two active sentences based on the explanations and the structure. “Everyone go to your group and make two active sentences”, said Tola. He roughly checked some of their work and encouraged them to change the following sentences into passive voices. He has told the students that the given sentences are active and past simple.

Active sentences

Passive sentences

T: The students played football. Ss: _____.

T: We asked a question to the teacher. Ss: _____.

While the students were doing the exercise, Tola moved in the classroom to assess his students’ attempt to answer the questions. After several minutes, Tola changed the sentences into passive voices for himself. Unlike the previous pre-observation tasks, he did not ask the students for their answers. For the first one: **Football was played** (by the students). The second sentence: **A question was asked to the teacher** (by us). The observation revealed that Tola focused mainly on the V2 and V3 and the doers of the sentences by using a bold font and putting the doers in brackets respectively. He explained that the object of the active sentences becomes the subject of the passive ones. For example, “football was an object in the active sentence, but it became the subject in the passive construction”.

By changing his mode of presentation, Tola introduces immediately another topic on active and passive voices. This time his mode of presentation was through contextualization. He asked his students to form pairs and gave them a context where one of the students had to pretend to be a police officer, and the other student had to be a person who lost his/her money. This session was interrupted due to time restrictions. After the bell had rung, he gave them homework (Grade 9, textbook page 226). The document review showed that this homework was a writing task. After looking at pictures, students were expected to write sentences in active and passive voices. The tasks given helped the students not only with their grammar, but it also supported their knowledge by practising the skill via speaking, writing, reading, and listening.

b) Post-observation results

This section provides the results of two post-observations, recorded on December 3-4, 2018. The content of the first observation was on Present Perfect Tense and the post-observation was almost on similar content, but varied because the latter one was done after the training and interventions.

The grade during pre-observation varied from the post-observation as well. Although the purpose of the session which was observed was not to teach the Present Perfect Tense, the way Tola presented the content attracted the researcher's attention to analyze the conversation further. Unlike the pre-observation on May 7, 2018, in the post-observation Tola chose to correct the errors via one-on-one dialogues with students. The researcher noticed that Tola asked questions to the students who arrived late. It has been recognized that students usually dislike making mistakes in front of their friends/peers. Jones (2004) states that in language learning situations, fear is provoked when the student is asked to speak in the foreign language in public, with the risk of social embarrassment and in this situation, students prefer not to reply. The observation confirmed that this approach did not work in Tola's classroom. This could be because he attracted the students' attention by starting a conversation with them about their errors while not emphasizing their errors. He advised them not to think of their grammatical mistakes, but rather to focus on the message they would like to convey. The observation showed that Tola immediately incorporated Present Perfect Tense into the dialogue with one of his students called Moti (pseudonym). Below is the dialogue:

Tola: "Stand up Moti". *He immediately stood up with respect.*

Tola: Where have you been?

Moti: *Touching his hair*, em em I was home.

Tola: Did you come to class yesterday?

Moti: No, not yesterday because I was ill.

Tola: You did not come yesterday sorry for that.

Tola: Have you done your homework?

Moti: Yes, I done.

Tola: You have done your homework (recasting).

Moti: Yes, I have done my homework.

Tola: Again.

Moti: Yes, I have done my homework.

Tola: Did you do it yesterday?

Moti: Yes, I did it yesterday.

Tola: Thank you and sit down!

Then, Tola asked the students to start with a similar conversation activity among themselves in pairs. Since he was teaching a larger group, there seem to be advantages to using different teaching strategies, as it seems challenging for teachers to give one-on-one feedback in such a large class. The observation revealed that Tola was – in most cases– covertly correcting the student’s mistakes. For example, Tola was inserting an arrow between “I and done” in the sentence “yes, I done” given by one of his students. Unlike in the pre-observation, Tola tried to make a simple connection between past simple and present perfect tense, though not in a detailed way. He used sentences relevant to the students’ daily life and this helped the students to contextualize the grammatical theory. These techniques were not seen during the former observation. The post-observation thus confirms that Moti (the student) was confident enough and continued the dialogue with only a little frustration. Although Moti made a mistake, the way Tola corrected his error was never demotivating. In the post-observation – though it seemed informal – critical, implicit and flexible methods were used to correct the students’ error(s). Unlike the pre-observation result, this time Tola focused on correcting the errors by offering one-on-one assistance.

The second post-observation (December 4, 2018) shows the results of how Tola has designed a lesson to teach about a future in the form of planning through the grammar item called ‘*am going to*’. “This short plan must be accomplished in the near future with context”, said Tola. The review of Tola’s documents revealed that it was his intention all along to correct his students’ error by creating a situation/context. This, in turn, enabled the students to practise more with concrete daily life examples. Tola instructed students to read to each other. Tola underlined that their sentences should include ‘*am going plus infinitive with to*’ as a requirement. After Tola’s instruction, the group became very noisy and busy. Tola instructed students were not allowed to sit without participation. Some students were seen struggling to write a few sentences, while others struggled with reading aloud to their friends. “You can share your plan with your friend, which does not necessarily have to happen in writing”, said Tola. He commented on the work of some pairs, while others had to call for his assistance. Although the room was full of noise, this approach seemed

helpful for the students. The researcher perceived that students looked energetic and enthusiastic and it looked like an effective method for Tola himself. After 20 minutes, Tola then asked his students to present their work. Surprisingly, and unlike in the pre-observation, many students showed their desire to present their work in front of the class. The activities were holistic in nature i.e. speaking, reading, listening, and writing ... Meti (pseudonym), a female student, was the first to present. During her presentation, Tola underlined the requirements of grammatical structures and provided his students with feedback as follows (S for students and T for teacher):

S1: Today, I have many, many things to do. Firstly, I am going to borrow books from my friend. Then, I am going to study in the library. After that, I am going to play with my friends. Lastly, I am going to my house.

T: Excellent girl. Please, give her a big*3 applause! For the next time, cancel one 'many' on the first sentence and revisit the last sentence as well. Do you mean I am going to do something?

S2: Today, I have three things to do. The first one, I am going to buy shoes. Then, I will visit my grandfather. After that, I will help my mother.

T: Very good. Give him a clap, please! "For the next time, revise your 2nd and 3rd sentences", said Tola.

The analysis of the post-observation shows that many students raised their hands to participate this time, which was not seen in the pre-observation. However, Tola was not able to give the floor to all of his students, due to limited time. During this course, he also gave his students a summary of how to use and form the grammatical structure 'am going'. According to Tola 'am going' is a continuous present tense, structurally, but it is used to describe an event in the near future. With regard to its pattern, he stressed that 'am going' is usually followed by 'to plus infinitive'. After this theoretical instruction, he told them to give examples of when and how to use this tense for a plan or event that is to occur in the near future.

In general, when compared to the former observation, the post-observations reveal that Tola has a different approach to correcting his students' errors. First, his approach to the presentations seemed simple and inspiring for the students. Unlike the previous observation, his students raised their hands to answer and showed 'smiling face' as well. He was well-prepared and articulated examples to guide them in the process of answering, and more particularly when correcting their errors. He was not in a hurry to tell them about their errors, but never neglected an error either. The majority

of students seemed happier about their achievements and were not disappointed even when they produced mistakes. “My aim is not to ensure students produce error free language but to let them join the world of communication”, taken from Tola’s speech during observation. Although errors are secondary to Tola, he has the responsibility of knowing when errors affect the meaning. Tola knows that if he does not correct the mistakes, his students may think that they got everything right. “That is not a good practice”, Tola would say to the student, followed by an immediate explanation such as “*expression* is a noun and *express* is the verb” or by correcting the example “I have lived in Jimma *since* 30 years. Wrong. I have lived in Jimma *for* 30 years”, said Tola. Sometimes Tola incorporated the students’ first language to explain the tense and their mistakes. He also encouraged his students to correct their own errors or to ask their peers for support. The pre- and post-observations showed the complex nature of grammar teaching; however, as we will see integrating other teaching methods like reading might minimize error in language teaching.

5.2.2.2. Does Tola teach grammar and reading in an integrated way?

This section includes a discussion of the results of how Tola taught reading and grammar in an integrated way. To further enhance the integrated way of teaching grammar and reading, extensive training in L2R:R2L was given in between pre- and post-observations. Tola was one of 24 EFL participants who took the training for five days (see Appendix E). One objective of this methodological technique is to enable the participants – like Tola– to teach by integrating grammar and reading in their teaching methods. Unlike the pre-observations, post-observations indicate that Tola clearly integrated reading and grammar in his teaching method. The evidence showed this might be due to the intervention during the training. For example, Tola taught a reading passage called ‘Breakthrough for Women’s Soccer’ at Grade 10 (textbook pp. 9-10, Figure 5.1). Before commencing the reading, Tola included some feedback on the previously learned grammatical structure, the Present Perfect Tense (content from Grade 9) and asked his students to remember the meaning and the form of this tense. “Everyone remembers that you have learned this in Grade 9” Tola added to his instruction. The analysis of the document review indicated that Tola planned to stimulate his students to comprehend the Present Perfect and linked it with vocabulary, as well as getting students to pronounce all words and to formulate the main idea of the passage. This was in stark contrast to the initial observation where Tola taught Present Perfect more discretely. Accordingly, the post-observation and document review discovered Tola used L2R:R2L as a teaching methodology to apply to reading and grammar.

Further, when teaching Tola focused on two main teaching questions: (1) What is the meaning and usage of a present perfect tense? (2) What is the form/structure of the present perfect tense? In this lesson, Tola explicitly told his students that the Present Perfect Tense was integrated in the next passage (see. Figure 5-1) and that the tense plays a crucial role in comprehending the meaning of the passage. The students were divided into groups and each group was then assigned one paragraph to read. This enabled Tola to use the time more efficiently to address the errors and the contents in the paragraph. According to Tola in his lesson plan this strategy would give all students a chance to contribute to this lesson. This kind of student participation was not seen during the pre-observation. Tola still played a crucial role in assisting the students to read and comprehend the passage. The post-observation showed that Tola encouraged them to use the reading strategies e.g. scanning, skimming, contextualization, guessing, evaluation and comparison. He also included these strategies to achieve specific reading goals in a specific context. However, in the pre-observation session he had only explained to them so they would know the reading strategies in theory. The post-observation revealed he raised the question about how the students read for different reasons and how differences in reading contexts may impact on the choice of reading strategies. Unlike the pre-observation Tola was taking more time to help the students to understand the passage through comprehending the clear meaning of Present Perfect Tense. The post-observation also revealed that Tola changed his way of teaching by using reading strategies such as contextualization and guessing that would better serve them in EFL contexts. He advised the students to avoid reading word by word, which provided them with a good reading challenge.

This finding shows that Tola focused on the grammar to enable students to understand the meaning of paragraph (see question 1 above). On the other hand, during the pre-observation, Tola initially taught the forms of grammar including the Present Perfect. For example, he was mainly focusing only on the forms of the grammar but he did not discuss the meaning/ application. He made little connection between grammar and the comprehension questions, whereas during the post-observations he made the students aware of the fact that grammar knowledge can help them to complete a reading comprehension task (see question 2 above). Lastly, he also gave his students a brief explanation about the passage, before he presented the topic ‘Ghanaian Women Soccer’. He gave them some brainstorm questions to activate students’ prior knowledge (example as seen below).

T: Do you know where Ghana is from the continent?

Ss: In Africa.

T: Very Good! Which location? West? North? East?

Ss: West

T: Excellent! I think you have been in Ghana. Have you been in Ghana?

Ss: No (some of them laughed).

T: Have you met someone from Ghana?

Ss: No.

T: Have you known any name from Ghanaian leaders?

Ss: No.

T: How about Kwame Nkrumah? He has been known as a father of Africans independence.

T: Good, now it is time to read in your groups.

 **B1.2 Reading: A newspaper extract**

1 Read the following newspaper article quickly, then tell your teacher what you have found out about it.

Breakthrough for Women's Soccer

By Rosalind Amoh

For the past few years men have dominated the soccer scene, while the performances of the women have been moved into the background. But 1998 saw women fighting hard to keep abreast, not only in track and field but in a sport that hitherto was considered exclusively for men.

FIFA, the world football governing body, must have seen a lot of potential in the development and enhancement in the women's game to have devoted the future to women.

Indeed the rapid development of women's soccer in the world has more than given substance to FIFA's belief that the future is feminine.

Giant leap

While women footballers all over the world have been making strides in further advancement of their careers, the women of Ghana also took a giant leap towards the future of soccer feminism.

1998 may not have been the best of years for Ghana soccer, but it certainly was for women's football. After almost eight years of trial and error, disappointments and failures, the Black Queens, Ghana's women team, made history by qualifying for the women's World Cup.

Though the Queens were not the first team to achieve such a feat, the Falcons of Nigeria having beaten them to it, they made sure they didn't miss out when the places allotted to Africa were increased to two.

In fact, the Queens will always be remembered as the first non-age side from Ghana to have made an appearance at any World Cup, a feat their male counterparts, the Black Stars, are yet to accomplish.

Comparing the level of acceptance between the men and the women's game, it would be quite unfair to also compare the achievement or



performance of the Queens to that of the Stars. But the fact can't be denied that the ladies were the best thing to have happened to Ghana soccer in the year under review.

Historic feat

And their feat is even more remarkable, given that they have not received the same level of support, especially in terms of finance, to advance their cause. Until 1997 when the Queens began their preparations towards the historic feat, very little was done for them, in fact not much was even heard of them as a team.

But once they went into action, the will to succeed where the men had failed, the determination to become their own heroines, drove the Queens to ensuring that they did not spare any opponents that came their way.

Guinea, considered one of the fastest growing sides in women's soccer in Africa, were the first to taste the venom of the Queens, losing by an unbelievable 19-0 in the two-leg encounter in the African Nations Cup qualifiers.

Figure 5-1: Reading passage integratively “Breakthrough for Women’s Soccer” (page 9-10)

Figure 5-1 gives an excerpt of the passage which describes events that took place in the past. Tola wanted to focus on why the writer of the story used the present perfect tense and how it is connected to the past. Then, after reading each paragraph one by one, he asked the students about the main ideas behind each paragraph, doing this in connection to the Present Perfect (see teaching questions 1 and 2). For example, one of the students stood up and read the first paragraph. Then, Tola wrote it on the blackboard; underlined the Present Perfect Tense and wrote the simple past tense in a bolder font (example below). Apart from focusing on Present Perfect, the observation also showed that Tola analyzed the passage for instances of passive voice and prepositions. This indicates that there were opportunities to teach different grammatical items (their use and meaning) by interlinking them in a reading text. The text below is directly taken from the passage (see. Figure 5-1).

For the **past few years**, men have dominated the soccer scene.... while.... women have been moved into the background.... But 1998 **saw** women... **was considered**...

At the same time as students were reading the passages in groups, Tola still expected all students to contribute individually to the analysis of each paragraph’s meaning. Therefore, Tola tried to stress the tenses (Present Perfect, simple past etc.) and their relationship to the meaning in each paragraph. At a certain point, Tola introduced a game/race among the students to find all examples of the Present Perfect Tense and to explain their meanings in the paragraphs. He motivated them by saying there was a reward for the winning group. He created the chart with three categories to sort out and fill with the present perfect tense in their groups as follows:

Group1	Group2	Group- 3
...must have seen...	...have dominated...	...has more than given...
...have devoted...	...have been moved...	...have happened...
...would have been...	...have not received...	
...may not have been...		

Table 5-1: Teaching grammar through reading

Afterwards, Tola asked the students to reread the passage. This time, he added a creative note and more cooperative work to the task of comprehending the text. He drew the map of Africa (see Figure 5-2 below) and asked them to construct a sentence on the topic “Ghana”. He requested that they write an active or passive sentence in Present Perfect about the location of Ghana on the map (cf. the picture below). Then, he motivated his students to look for the main idea and the effect of PPT in each paragraph. Next, side by side, he prepared a chart in which students could fill out the main idea per paragraph. As an example, Tola analyzed the first paragraph. The main idea of this paragraph was ‘*the Ghanaian men have dominated though women have been moved in soccer*’. He told them to focus on the sentence, to underline all Present Perfect when essential and to explain the meaning, e.g. “Ghana is a country which has been known for Cocoa production”. Tola analyzed this sentence based on different grammatical aspects, which are Present Perfect e.g. *has been known*, present simple (*is*), a relative pronoun, *which*, article (*a*) and vocabulary e.g. *production*. He gave his students some additional information, for example that the sentence is composed of a passive voice e.g. *has been known*. “In addition to teaching different language components, this gives the opportunity for the learners to define, describe and express about something or place”, said Tola. He said students learn to use simple present tenses while reading the general truth and past simple in history and stories about the past in the classroom. Then, as homework, he asked the

students to freely write five sentences about two other African countries (i.e. Ethiopia, Nigeria, Egypt, Kenya and Zambia) based on this example. He also promised they will continue to analyze the text at paragraph level during their next English class. In general, unlike in the pre-observations, Tola presented the lesson by integrating several skills and the learners seemed to benefit from learning more through integration compared to the initial way of learning where topics were organized more discretely.



Figure 5-2: Teaching grammar in passage and via picture

The observation showed that it was the students' turn to do the tasks based on the example analyzed above: "Ghana is a country which has been known for Cocoa production". "In addition to teaching different language components, this gives the opportunity for the learners to define, describe and express about something or place", said Tola while talking to the researcher outside the classroom. He said students learn to use simple present tenses while reading the general truth and past simple in history and story. Then at the end of class, he asked the learners to write five sentences by choosing two African countries from the brackets (Ethiopia, Nigeria, Egypt, Kenya and Zambia) based on the example as homework. He also explained that they will continue to analyze the text at paragraph level next time, thereby teaching grammar and reading in integrated way. In general,

unlike in the pre-observations Tola presented the lesson by making an integration between the skills. In turn, there is evidence that depicted the students seemed to gain an advantage (in terms of engagement) by learning these skills through integration rather than discretely.

5.2.3. The results of the Interview

This result section explores two main themes. The first one presents Tola's beliefs about teaching grammar and reading, and the second discloses the causes for mismatches between his beliefs and practices. The first theme was constructed to discover the beliefs Tola held regarding teaching grammar and reading. Knowing Tola's beliefs about grammar teaching enables us to see whether he does what he has said he practises. The second theme is mainly based on the results of the pre-observation. Overall, this analysis illustrates that Tola's teaching practices do not match his beliefs about teaching grammar and reading in observation. In the pre-observation, Tola was not using the reading passage as a means to teach grammar or teaching the reading through grammar, or vice versa. Instead, he was observed teaching skills in a discrete way. In the end, Tola was not surprised about this mismatch because at the time of the interview he had already been exposed to the questionnaires, the pre-observation and intermediate training. He gained more insight into his practice throughout the research process. Hence, he rarely asked for an explanation of the purpose of the research. During the interview, he replied in English although he was allowed to choose between his native language and English. There were only a few cases where the researcher had to translate from Tola's native language, Afaan Oromoo, to English (see Appendix D).

5.2.3.1. Teacher's beliefs about teaching grammar and reading

Tola has strong beliefs about teaching grammar and reading within the context of foreign language teaching. The analysis shows that he believes that reading and grammar are the most crucial parts of language teaching. "The world belongs to the readers", said Tola. Reading is a key to acquiring knowledge in general and in particular to teaching a new language. He emphasizes in order for a student to be an effective reader, grammar contributes a lot to this skill. He states:

today, people prefer to read your message rather than speaking to you because of different reasons. Some are very busy, while others are convinced that they convey their message better via writing than speaking or by reading than listening.

Bara kana namni kan barbaade ergaa afdubbiin dabarsuu caalaa barreeffamaan ergaa dabarfachuu filata.

He added that this is just one instance showing that reading and grammar are invaluable to language learning. In addition, job interviews and final examination questions predominantly consist of questions designed to determine someone's grammar and reading knowledge. This is supported by the document review, which includes many students' exams and tasks specifically focusing on grammar and reading. However, there is evidence that shows teachers are less focused on integrating reading and grammar. Because teachers are expected to cover an entire book and focus on the examination, they do not invest more time on teaching reading and grammar. Tola in FGD said reading needs more time in class, but he needs to cover a lot of chapters. Tola also complained that the course is not conducive condition to exposing students to grammatical constructions and reading materials. He regrets that English is mainly limited to the classroom. "To teach reading and grammar effectively, implementations of my beliefs play a vital role", said Tola. He proposes a number of ways to do this. One way is by making an alignment between the grammar and reading in teaching. Teaching grammar through reading paves the way for more effective use of the language. He believes that offering up-to-date teaching techniques to the teachers could be one way to improve the teaching of grammar and of grammar through reading. Another way of improving students' knowledge of English grammar is through communication although he has reservations about CLT. Tola rejects the assumption that CLT is better than traditional grammar teaching. He can see that CLT is helpful in an EFL context, but it needs to be more harmonized with the specific grammatical instructions. He noted that the integration of grammar and reading deserve special attention from the teachers of foreign language, explaining in his interview:

if I am not proficient in grammar, I do not expect to be very good in reading, even in communication. As a result, if I do not teach grammar and reading effectively, the students will not achieve success in their exams and other competitions.

Dandeettiin seerluga kiyya gadaana yoo ta'e dubbisarrattis nan rakkadha; waliin dubbiirrattis akkasuma. Kanaaf, seerluga fi dubbisa haalaan barsiisuu yoon dadhabe barattoonni kiyyas qormaata irratti qaphxii gaarii fiduu hindanda'an.

Tola's beliefs about the importance of grammar teaching are unwavering and positive. He believes that grammar has to be taught regularly because without systematic grammar practice, students forget everything very quickly (i.e. due to the automation of grammatical rules). Tola complained that his students hardly read. Moreover, when they do, most of the time they do not understand what they are reading because of their poor grammatical knowledge. He also acknowledged that he had insufficient knowledge to teach grammar and reading in a more effective manner. Most of

the time he focuses on traditional or prescriptive ways of teaching (e.g. explanations of rules and drilling). Tola believes that the ultimate goal of teaching grammar is to enable students to use the language.

Tola believes that grammar teaching is necessary during all stages of language learning. It can clarify the meaning and it helps to avoid ambiguity in communication. “If I do not teach grammar, how can students get to know what is right and what is wrong”, said Tola. He claims he is a strong supporter of grammar teaching since it is such a critical part of language production and comprehension. According to Tola, teachers are responsible not only for talking about the importance of grammar teaching, but also for showing students examples. Students need to see and understand the form and meaning of grammar at a sentence-, paragraph- and essay- level. “Having the strong beliefs of teaching grammar and reading alone do not achieve the long-lasting aim of language teaching”, said Tola. Despite his strong beliefs, he admitted that his beliefs were mismatched with his classroom practices (see for detail 5.2.3.2).

5.2.3.2. The reasons for the mismatch between Tola’s beliefs and practices

Tola listed four reasons why he believed his beliefs did not match his actual classroom practices: limited experience, inadequate knowledge, incomplete teaching methods/strategies and lack of clarity on communicative language teaching/CLT.

a) Experience

Having limited experience of teaching English grammar is one of the mismatches mentioned between Tola’s beliefs and his practices. Despite having many years of teaching experience (35 years), Tola’s experiences were not built on modern teaching methods, teamwork or his own exposure to English. From what he said, and from the evidence of the pre-observation, it is clear that his experience had not provided him with a developed routine for much of his grammar teaching. His experience was like a vicious circle and thus his methods were repetitive. He had little access to (innovative) training, state-of-the-art conferences or workshops to educate and retrain himself. He was just performing in one ‘stagnant place’ i.e. using traditional or Grammar Translation Method (GTM), his lessons dominated by an ‘old-fashioned’ way of teaching. For example, he was using the same notebook for teaching for several years, but with the students in different years. In the FGD Tola said his students need more innovative teaching experiences. He strongly believes that his own experience of grammar learning (i.e. using deductive and explicit

methods) still has an impact on his teaching performance today. The traditional teaching methods have both negative and positive effects. Even though some people argue against a deductive way of teaching, Tola supports the use of a deductive/explicit teaching approach in the Ethiopian context because English classes are limited to 40 contact minutes in the classroom. He further explains that a deductive method indeed affects positively his students' engagement and creativity. The analysis shows that initially Tola incorporated a lot of memorization and drilling exercises.

Tola stressed that his lack of experience of teaching English grammar also affected students' feedback and vice versa. For example, students' lack of interest and engagement in class towards English grammar learning could also affect his teaching experience. Tola noted there is somehow a resistance from students towards the teacher who teaches English grammar because of their lack of exposure to English outside class. For him, it was not an easy task to teach English to those students with no English exposure.

It was boring and demotivating. Being and becoming a non-native to the English language by itself denies the students and the teachers to entertain the grammar. This does not mean native speakers are necessarily better than non-native. For instance, the former might have a good experience in an implicit way of learning grammar, whereas the latter may prefer explicit one (Quote Tola).

Barattoota Afaan Ingilizii hinbeekne seerluga barsiisuun nama yaadessa nama jibbiisa. Afaan Ingilizii beekuu dhabuun barsiisaafis ta'ee barataaf seerluga barsiisuu barachuu keessatti hanqina qabu. Fakkeenyaaf, barataan ykn barsiisaan Afaan Ingilizii beeku tokko seerluga yeroo barsiisu ykn baratu namoota warra hinbeekne caala fooyyesse barsiisuu nidanda'a. Keesumaa haala dhoksaa ta'een seerluga barsiisu danda'a.

Furthermore, Tola reported that inadequate teaching resources also contributed to the non-changing traditional teaching approaches, e.g. there were no textbooks, worksheets or reading materials available. The materials available to the teachers were neither of good quality nor available in large editions for students (pointing to an issue of quantity). Tola also claimed that public reading areas (like libraries etc.) were rarely available or accessible in the Aanaa (County). Tola minimized the issue of availability by borrowing materials. Lastly, according to Tola the challenging nature of grammar itself can be attributed to limited experience. He mentioned the changing nature of the language in general and that of grammar in particular. He noted that in order to cultivate his own experience, he needed to memorize and recite the rules of grammar in creative ways.

Moreover, Tola confesses that he has a low level of experience in relation to the topics of prepositional phrases, articles, idiomatic expressions, tenses, voices and reported speech. He further stresses that for teaching English grammar to non-native students, teachers need to have better experience and understanding as well, however, this is not an overnight task, but rather a gradual process, i.e. “teachers foster their experience while teaching”. Tola also acknowledged that participating in the conferences, trainings and experience sharing programs could make up for the scarcity of other experience. He hopes that the current training on R2L:L2R could benefit him and his colleagues in improving their teaching experience and also the effectiveness. These insights could contribute to bridging the gap of inconsistency between his beliefs and his practices.

b) Knowledge

Tola believes the second reason for the mismatch is his own inadequate knowledge of (modern) English grammar. Although in Tola’s student days grammar was better taught than today, he still experiences a shortage of grammatical knowledge of English explaining, “I was not bad at constructing declaratives and grammatical terminology”. Having a good knowledge of declaratives does not, however, guarantee that one will be a good grammar teacher overall. In the pre-observation, while he was teaching the difference between passive and active voice, it was sometimes difficult for Tola to identify verbs as transitive and intransitive. He added in FGD that when he was learning grammar in college, the verbs of emotion (love, hate, like) most probably did not take ‘-ING’, because it is impossible to say, ‘I am loving’ (exceptions not included). “But it seems like this is changing these days”, said Tola. Language is dynamic and the features of language change, and so does grammar. In FGD, Tola admitted that he lacks the techniques to change his teaching of irregular verbs from V1 to V2 and V3, and prepositional phrases sometimes confuse him. For example, in some verbs the ‘a’ in V1 changes to the ‘i’ in V2 then to ‘u’ in V3 (sing-sang-sung; drink-drank-drunk; sink-sank-sunk). Tola knows that he has to improve his knowledge of grammar in some areas, explaining, “it is not effective to teach grammar through memorization”. He is aware that many things have changed in grammar knowledge since his student days. A teacher who has little background in grammar is unlikely to have developed enough language concepts to teach effectively. Tola believes that a teacher who does not have the right (and sufficient) linguistic knowledge would not be able to adequately support his students when introducing English grammar. Thus, insufficient and inadequate knowledge of English unarguably causes a mismatch between a teacher’s beliefs and practices. This is because they may believe they are teaching something correctly but actually be sharing misinformation.

c) Teaching methods/strategies

The lack of implementation of effective methods and strategies causes another mismatch between Tola's beliefs and practices. Tola reported, however, that he felt there had been significant improvements in the implementation of new methods and strategies after the L2R:R2L training. Tola did educate his students about the importance of reading strategies in the pre-observation and focused on the forms of English grammar. However, the pre-observation also revealed that he did not fully implement the three stages of reading (i.e. pre-, during and post-reading). Later during the post-observation, he also emphasized the necessity of strategy use (cf. 5.1.2.2). After the training, Tola noted that solely identifying the unique features of the methods (deductive vs inductive, explicit vs implicit, GTM vs CLT) was not sufficient to convey knowledge on English grammar to students.

Although there are different teaching methods and strategies, Tola admitted that choosing the right method for grammar teaching or reading strategy was a daunting task. Which method or strategy is the best and most appropriate to integrate in which context? Tola indicated that when selecting a method and a strategy he relies on several factors, including the objective of the lesson, the students' background, their knowledge, the teacher's knowledge and overall motivation, which has "a direct impact on the learning" according to Tola. He clarified his opinion by saying that some methods or strategies hardly help the students fully understand the materials and that some teachers strongly argue against deductive grammar teaching. Tola agreed that a deductive way of grammar teaching might save time and energy for the teacher, but felt that with this method the teacher dominated the class. However, Tola still strongly believes that a deductive or explicit type of teaching is important. Although there is no one best method of grammar teaching, Tola stated the methods should clearly support the students' effective learning. Tola also further acknowledged that using an explicit or an implicit way might also help the learners, depending on the content of the lesson.

The post-observation document review showed that Tola planned to use different grammar teaching methods to enhance the students' accuracy in the language. He reported that he was able to use any methods which he thought were efficient and would support the learners. He also applied a Presentation-Practice-Production (PPP) model in a contextualized way. Maftoon and Sarem (2015) define the method as "a three-phase teaching model: Presentation, Practice and Production; based on behaviorist theory which states that learning a language is just like learning any other skill. The high degree of teacher control, which characterizes the first and second stages of this

approach, lessens as the class proceeds, allowing the learner to move gradually away from the teacher's support towards more automatic production and understanding" (p. 31). Tola said that by using PPP he provided his students with a relaxed practice where he was not fully in control of the content and examples, i.e. he asked the students to produce examples too. He said that for him PPP is the important model of grammar teaching when of course applied correctly. At the same time, he admitted that he usually faced constraints of time to present the three Ps equally. He usually introduced the first and the second P, but rarely had the time to implement the last P (Production). Furthermore, Tola reported that he wanted to apply the implicit/inductive method too:

I usually planned to teach grammar implicitly, by hiding the rules and the structure. But this could be impossible for several reasons. Firstly, I teach the students who have no background and interest about the language. Secondly, it needs adequate materials and preparations. However, this does not mean I always teach terminology and grammar rules. Thus, I changed my method.

Hamma danda'amutti seerluga haala ifaa ifatti otoo hintaane keessaan barsiisu nan fedha. Haata'u malee kana hojiirra oolchuun hedduu narakkisa. Sababoota: 1)barattoonni ani barsiisu hundi Afaan Ingilizii hinbeekan. 2) meeshaalee gahoofi barbaachisoon hinjiran. Kanaaf, mala ittiin seerluga barsiisu nan jijjiira.

In addition, Tola also believed that to teach reading effectively students needed to know the different reading strategies. In fact, he assumed that it is most effective when you teach students how to use those strategies, but at the same time, he admitted that before he attended the extra training his students were hardly ever told how to use the reading strategies. Due to the lack of effective teaching methods, he would give reading tasks as homework and would postpone grammar lessons. He moreover also pointed to his limited time, the large number of students and the fact that students didn't feel the content was relevant as factors negatively affecting the implementation of these methods and strategies. Tola's use of methods and strategies when teaching English grammar and reading are limited to teach modern English. He was even not correctly implementing the three Ps which in turn affected his beliefs and practices.

d) Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) was first developed in England in the 1970s. Yalaw (2016) notes that it "was regarded as revolutionary since it placed the emphasis on communication

in language learning classrooms” (p. 119). Although CLT is an emerging teaching approach (Richards, 2006), Tola complained that CLT has affected his beliefs and practices in grammar teaching. Tola was not totally reluctant to explore this new teaching approach, but he had reservations. He mentioned that CLT was not free from limitations. This opinion is similar to Ellis (1996) who argued that the implementation of CLT has encountered problems and resistance in EFL classrooms. According to Tola, CLT does not provide a clear framework and is not user-friendly for someone who has older teaching beliefs. However, Tola is convinced CLT might be an effective approach for those students who already have good English input to improve their speaking. He said CLT is more conducive to teaching English as a Second Language (ESL) rather than in the English as a Foreign Language (EFL) context. Tola argues that ESL students have a more urgent need to communicate in English beyond the classroom. He adds that as a language teacher your teaching focus must be on the holistic development of students’ language skills, not only to the speaking component. In support of Tola’s arguments, academics like Halliday (1994) have argued that teaching methods are developed with a certain cultural context in mind and then transposing them to another context adds new problems and challenges to the teaching. Here Tola agrees. Another CLT limitation is its inappropriate or insensitive application for students in some contexts, which might be due to cultural difference, gender traditions. For instance, the idea that male-female dialogue in the classroom is not acceptable in some areas. The cultural and gender differences were the most cited factors here (Ellis, 1996).

Although incorporating communicative competences in a language class is effective, Tola’s belief about CLT contradicts what he does for several reasons. Firstly, Tola states that despite the prevalent popularity of CLT on a theoretical level in Ethiopia, it was rather difficult to apply CLT in the actual language classroom, as he did not have sufficient training in CLT. He also addresses the rising pressure on English teachers because of the examination system and the fact that students’ resistance towards English classes affects the implementation and results of a CLT approach. Secondly, Tola echoed the existence of many misconceptions about CLT, insufficient learning and teaching time, and students’ low English proficiency and motivation to progress to a more advanced communicative competence. Finally, large class sizes, the lack of in-service training, and lack of effective and efficient assessment instruments were also named as factors affecting his teaching.

Tola also mentioned that traditional views about the role of teacher and traditional approaches to language teaching might also still affect some people’s teaching habits nowadays. Teachers were considered to be the knowledge transmitters, while learners were seen as the more passive

knowledge receivers. On the other hand, CLT is defined as a student-centered approach that focuses on maintaining a social relationship between learners and teachers. When engaging in CLT activities, learners learn by doing and test each other's perception and production through peer interactions in a positive and 'non-threatening' environment. However, the context in Ethiopia is more complex and not suited to providing this kind of environment, e.g. in school there is overall a strong emphasis on the students' mother tongue. A student-centered approach needs a more conducive environment since CLT activities support natural authentic learning. Tola complained that the authority pushed CLT upon EFL teachers without providing a good context or clear requirements. CLT for English is not a new idea, but Tola believes CLT is wrongly perceived in the way it is understood. This is because teachers/ students/ parents believe CLT is all about making a conversation in groups and teachers were forced to organize students in a group or pairs. Evidences showed that yet teaching in collaboration has its own objectives; just because students are sitting in groups does not mean that teachers are teaching collaboratively, or that they are using CLT. Tola clarified that CLT is not about group conversations but focuses on real-life communication. Although Tola is aware of the clear emphasis on more recent methodologies, he stresses that he believes that CLT hardly benefits his students. Since the necessary preconditions for effective use were rarely fulfilled for CLT, Tola said that the implementation would be challenging if not impossible:

the more effective in communicating with others, the higher the motivation will be maintained, or even enhanced, but this needs a grammar as an input in the EFL context. My teaching environment does not allow the zero grammar.

Battaluma waliin dubbachuu jabeeffanneen, kakka'umsa nigodhanna; kanaaf ammoo seerlugh haala mijeessanii barsiisun gaariidha. Ani Afaan Ingilizii seerlugairraa fagaate barsiisuu hinfedhu

To summarize, the results show that the fact that it is impossible to fulfill the minimum requirements of a CLT implementation has affected Tola. This is clearly visible in his teaching beliefs and the way he applies those into practice. Sometimes Tola was reluctant to teach what he believed in, thinking that his beliefs were 'old fashioned'. For instance, he said he believed it was good to not interfere when students made mistakes, but he hardly performed that in reality. He has a strong opinion about CLT, believing that it is an important part of language improvements, especially grammar. Yet CLT is one of the factors that prevent Tola's beliefs from being reflected in his actual classroom. In conclusion, although there are many reasons for the inconsistency

between his beliefs and his actual practices, Tola explained that levels of experience, lack of knowledge and training, the choice of teaching methods or strategies and the overall confusion over CLT lead to this disconnect when it comes to transferring beliefs into practice.

5.3. Discussion of the Case Study

This section discusses the findings of the case study based on the data obtained through the three data gathering tools (i.e. classroom observations, focus group discussions (FGD) and the document review). This case study aims to shed light on the beliefs and the existing classroom practices of the selected teacher when teaching English grammar and grammar through reading. The study has explored a teacher's beliefs and practices of teaching English grammar and grammar through reading in depth. Three main themes have emerged and were explained as follows (integration, his beliefs about teaching, and impeding factors). The classroom observations focused on two themes. First, how Tola handles error correction and teaching grammar in an integrated way. Second, the analysis of the FGD and interviews explored the influence of his beliefs on teaching grammar and reading (and vice versa). Lastly, the third theme presents the four main causes for the divergence between his beliefs and practices (i.e. experience, knowledge, teaching strategies and CLT). On top of that, the findings of the document review – textbooks, lesson plans and teacher notes– were used to bridge the three themes. The following discussion explores these three themes:

1. Handling error correction
2. Teaching grammar and reading in an integrated way
3. Teachers' beliefs about teaching reading and grammar
 - Esp. causes of the mismatch between beliefs and practices

5.3.1. Handling Error Correction

This case study found that Tola has clear intuitions and beliefs about error correction. Errors are considered to have many implications for teaching and the reasons why teachers should correct errors and how they should do it are topics of constant debate. This finding is consistent with (Larsen-Freeman, 2003; Thornbury, 1999; Krashen and Terrell, 1983). Regarding error corrections, Tola is tolerant, implicit, and focused on giving corrections. He also uses recasts and a delayed mechanism to correct his students' errors. However, after recasting their errors, it seemed that students did not improve their errors; they rather repeat the error. Tola also encouraged

students' participation and showed them how to take free responsibility without any frustration of making errors. However, as he said, it is difficult to engage students in CLT based tasks within the EFL context. This finding on engagement and participation matches studies by Larsen-Freeman (2003), Thornbury (1999), Celce-Murcia et al. (1997), Krashen, and Terrell (1983). They dispute whether teachers should correct student errors directly or indirectly. Despite teaching grammar in the EFL context, Tola had shown confidence and patience when supporting his students and shown them how to learn from their errors and how to cope with their errors. The study found that Tola strongly focused on the students' errors; for example, when they made errors he would speak louder and slower, would use exaggerated body language or would heavily underline the mistakes on the blackboard. He would react to mistakes differently by body language, such as smiling. Sometimes he would delay tracing their error and other times he would react immediately on the spot. Thus, his flexibility in error correction seemed effective and acceptable to the students.

Apart from the question of how and when to communicate about students' errors, Tola often used students' first language to address their errors, because it seemed beneficial for the students. These finding matches with Larsen-Freeman (2003) who reports on error correction, and the fact that teachers may raise awareness of the target language by using their students' first language as a way of providing the necessary input towards gradual acquisition of the target language. The only difference with Larsen-Freeman is that she worked in an ESL context, whereas the current study was done in an EFL context.

There is evidence showing that not correcting students' errors would actually reinforce them. The current study showed that Tola found the implicit method of error corrections the most effective one. He was tolerant and taught implicitly while students made mistakes. In fact, the study found that he was aware of what and when to correct regarding errors with only few limitations. In general, there has been some controversy on whether student errors should be corrected in some sort of systematic manner. Of this, Larsen-Freeman (2003) perceptively states, "treatment of learner errors is one of the most controversial areas in language pedagogy" (p. 124). Most of Tola's error corrections were verbal not written, which was in line with the nature of the lesson especially during reading comprehension and sentence construction. Despite correcting errors, Tola did not prepare how he would handle errors in his lesson plan. This could have given him some sort of framework to handle the errors in the target language, English. Comparing pre- and post-observations reveals that Tola's concern with correcting his students' errors improved. This might be a result of the methodology training L2R:R2L.

5.3.2. Teaching Grammar and Reading in an Integrated Way

To overcome the challenges occurring due to discrete teaching of grammar and reading, Tola implemented an integrative way of teaching. This seemed beneficial for the students and teacher, as by implementing the integrative techniques, the teacher improved the teaching of grammar and grammar through reading. This in turn, not only improved the teaching strategies, but it also improved the learners' attention. Even if students need to work more on the connections between the grammar and reading, the study found Tola achieved the tasks via integration. Yet despite the importance of integration, the role of grammar in L2 reading has not received much attention by researchers (e.g. Alderson, 1984, 2000; Urguhart and Weir, 1998; Nassaji, 2007; Shiotsu and Weir, 2007).

The literature that does exist supports the benefits of integration. Pysarchyk & Yamshynska (2015) point out that “[f]rom the 1970’s, most ELT professionals have noticed that that [sic] the teaching of language skills cannot be conducted through separate and discrete structural elements” (p. 7). Oxford (2001) adds to that that teaching language in an integrated way appears to be an effective strategy. Akbari (2014) states that in order to help students read English better and comprehend it faster, grammatical knowledge should also be increased. Borg and Burns (2008) indicate that teachers have strong beliefs about not teaching skills discretely. Borg and Burns rather reported high levels of integration of grammar when practicing other skills. Although the current study’s results are consistent with other scholars regarding the benefits of integration, this case study is only conducted in an EFL context. Similar to Borg’s and Burn’s work on integration Tola strongly expressed the usefulness of integration. Here is a quote from Tola:

reading and grammar are the key in today’s world. Because without them you cannot create a message. We should teach grammar and reading integratively to our students, especially in the EFL context. Students should know that the sentences are grammatically correct and read it appropriately. When they have good grammar and reading, they will be able to understand the language. That is why I prefer to teach in an integration to an isolation.

This study shows that Tola’s teaching became more effective when teaching grammar through reading than when teaching, for example, the topic of Present Perfect Tense in isolation, i.e. separately, which is consistent with Larsen-Freeman (2003). Celce Murcia (1991) also claimed teaching grammar without integration to some material resulted in students’ failure. The emergence of an integration task could also minimize the impact of teachers’ beliefs about grammar teaching

which were initially found to be negative and traditional. Thus, it becomes necessary for the educator to include grammatical proficiency as part of the curriculum (Larsen-Freeman, 2003). The result of the current case study is also in line with Aarts' study which found that "learning about grammar can improve pupils' critical reading and writing skills" (2019, p. 3).

The case study has also shown that Tola performed effective teaching by including an integration between reading skills and knowledge of grammar, i.e. teaching grammar through reading. The study further suggests that the training contributed to the improvement of his teaching skills (see post-observation). Tola has shown an impressive development when it comes to the implementation of strategies. The case study reveals that integration helps to achieve effective language teaching compared to teaching skills in isolation. This finding is consistent with the work of other scholars, such as Borg and Burns (2008); however, they did not include classroom observations like the current case study. Both studies show that teachers felt strongly about wanting to integrate grammar in their classroom teaching and were against teaching grammar in isolation. The current study in general, and the classroom observation in particular, reveal that Tola improved his implementation of integrating grammar and reading. The post-observation showed Tola presented the materials by integrating the reading text with the grammar holistically, not in isolated sentences as in the pre-observation.

5.3.3. Teachers' Beliefs about Teaching Reading and Grammar

This study found that Tola believes that teaching grammar in itself and through reading are crucial parts of foreign language teaching. His teaching beliefs were powerful and seemed vital components in his language teaching. Talking about his belief in the importance of teaching grammar and reading is likely to help students understand the important parts of the language. When it comes to beliefs, this case study is consistent with work by Pajares (1992) who found that teachers' beliefs referred to their firm opinion about their teaching work, the role of the teachers, the students, course content, and learning. This covers all teachers' practices and experience which is guided by their thoughts and behaviors. How they perceive their role(s) in the classroom affects how they manage and organize their classroom, the curriculum in general, the content and planning specifically, and so on (Richards and Lockhart, 1994).

Further, Tola described grammar as a tool and base for communication. This study is consistent with Azar (2007), who is an enthusiast of the Grammar-Based Teaching methodology (GBT), which Rahuma (2016) explains as an approach "in which grammar serves as the starting point and

foundation for the development of all language skills” (p. 52). Similarly, it is close to Halliday’s (1994) view of grammar as *meaning making* and grammar as *choice*. Though lacking the specificity of Halliday’s model of systemic functional grammar, Tola considered grammatical categories primarily in terms of their communicative functions in appropriate situations. Tola strongly believes that he contributed a lot to creating a conducive environment where he does not teach grammar communicatively, but rather teaches grammar as a basic tool for communication. This practice calls to mind an important concept in SFL, i.e. the context of the situation, which affects language use by influencing and constraining it (ibid.).

Another aspect of Tola’s instruction is that his ultimate objectives are to allow students to express their experiences and to interact with others in English. When a teacher becomes a good facilitator, students will be more likely to exchange their thoughts in smaller groups or pairs which gives them the opportunity to practice constructing coherent text, for instance, through the use of pronouns.

However, although Tola held strong beliefs, they were inconsistent with his practices. Tola introduces several reasons that hamper his beliefs from becoming part of his teaching practices. Scholars also suggest that beliefs are sometimes divergent from teachers’ practices. Parajes (1992), for example, states that beliefs are an unreliable indicator of actual practice. Ellis (2004) also argues that teachers’ complex beliefs are not always realized in the classroom, and Basturkmen et al. (2004, p. 243) indicates that the “relationship between the teachers’ practices and stated beliefs sometimes vary”. Tola’s beliefs about teaching grammar and grammar through reading are divergent from the practices due to his limited experiences, lack of knowledge, lack of effective methods/ strategies and confusion about CLT.

To some degree, my beliefs are consistent to what I am practically doing in the class. However, I sometimes feel that my beliefs are conflicting with my practices. There were times when I asked why this happened? I discover there are multiple reasons for why I do not implement my beliefs (Tola, 2018).

Hamma danda’amutti waanan saganteeffadhe, hojiirra oolchuun yaala. Haata’u malee yeroo mara naaf hinmilkaa’u. Kun maaliif akka ta’u yeoo hedduu gaaffiin ofgaafadha. Sababootni hedduun akka jiranis nanbeeka..

The study showed that although Tola had taught English for several years, he admitted that he had limited experience of teaching grammar and reading in an integrated way due to some reasons. This, in turn, caused the mismatch of his own beliefs and practices of teaching grammar and

reading. Regarding his limited experience of teaching, the findings match Basturkmen et al. (2004) suggesting that a teacher's level of teaching experience may be a factor that could situate technical knowledge and allow for inconsistencies. Similarly, Borg (2006) found that beliefs are inconsistent with the practices because of teachers' limited knowledge. Basturkmen et al. (2004) indicate that discrepancies between teachers' beliefs and practices could be explained by the fact that teachers rely on different sources of knowledge when talking about teaching in general, on the one hand, and when referring to a specific teaching episodes, on the other hand.

With regard to the teaching methods used, the results are in line with Farrell (1999) who demonstrated that even when teachers endorse inductive approaches to teaching grammar (e.g. giving them a context and examples), they may still be reluctant to practice those approaches. If they feel that they cannot apply their beliefs in the given context, they feel that they as well as their students feel generally more confident when grammar is taught deductively. This perception of students' increased confidence may also influence a teacher's decision to teach grammar explicitly (Borg, 1998b).

In relation to the Communicative Language Teaching (CLT) approach, the current study gave similar results to Burns et al. (2011). Although CLT seems important, it contains disadvantages for teachers like Tola, in that it can lead to an almost exclusive focus on one language skills to the disadvantage of others and it unnecessarily neglects the role of grammar (ibid. 2011). The Ethiopian Ministry of Education showed interest in CLT but did not provide appropriate time, preparation or training. This research is consistent with Borg (2003) who found that teaching grammar increases confidence and accuracy in students of English. Likewise, Fang (1996) argued that inconsistencies that prevent teachers from putting their own beliefs into the practice of their instructional decision making can stem from different psychological, social and environmental factors. Nespore (1987) showed that teachers' beliefs also include conceptualizations of ideal situations that are not congruent with reality. This may be clarified in view of what teachers wish to achieve (i.e. error-free language) even though they understand that this aim is unrealistic. Borg's (1998b) findings further support this point, as he found that teachers are also influenced in their decisions on which grammar teaching method to use by their perceptions of how students react to a certain type, regardless of whether the teachers think this is the best way of learning a language. A similar degree of divergence from the stated beliefs has been observed in the current case study.

5.4. Chapter Summary

This chapter has specifically presented the key issues of Tola's beliefs and practices of teaching grammar and grammar through reading in a secondary school (Grades 9 and 10) in Jimma, Oromiya. His teaching approach resembles a model familiar with teachers who incorporate traditional grammar beliefs. He focuses on the students' language improvement in general and on their success on national examinations in particular.

The study has shown that the teacher has manifested positive beliefs about teaching grammar and reading. Yet despite his strong beliefs, there was sometimes a conflict between his stated beliefs and what he practices; due to four main factors, i.e. limited experience in teaching, low level of grammar and reading knowledge, different methodological approaches and confusion about CLT. Tola did have strong beliefs about the importance of integrating grammar with reading.

In line with other studies, the case study showed that teaching grammar and reading through integration gives more benefits to the teachers than discrete teaching (Aarts, 2019; Akbari, 2014; Borg and Burns, 2008; Grabe, 2005, 2009; Larsen-Freeman, 2003; Mitchell 2000; Nassaji, 2007). As teachers have their own beliefs about teaching English grammar, the current study found that Tola's beliefs were related to his intention to share his knowledge in a simple way with his students. Hence, he minimized the teaching barrier in favor of more effective teaching, including error correction, familiarization with effective strategies and implementation of the reading integration.

In general, Tola showed improvements in the fields of error correction and reading integration after the intervention. The observations further revealed that Tola tried to make an alignment between the fluency, the accuracy and the meaning of English grammar, because without these accurate expression and comprehension were at risk. During the post-observation, Tola minimized the number of home assignments and did most of the activities with the students in class. As a result, although the post-observation revealed his students were visibly motivated and engaged more in classroom activities, the researcher of this study suggests further researching in this area. The next chapter will present the summary, implications and recommendations of this study.

CHAPTER SIX: SUMMARY, IMPLICATIONS AND RECOMMENDATIONS OF THE STUDY

6.1. Introduction

This chapter summarizes the study of teachers' beliefs and practices for teaching grammar and reading. The dissertation focused on the topic of grammar and grammar through reading in secondary education in schools in Jimma, Oromiya Regional State, Ethiopia. Apart from the overall summary, this chapter also includes a general conclusion, theoretical, practical and pedagogical implications and recommendations for future research.

6.2. Summary

The goal of the study was to explore teachers' beliefs and their practices related to teaching grammar and reading. The teachers in the study considered grammar and reading instruction was a useful approach. Most of them felt strongly about the idea that grammar and reading are essential to learning a language insisted on the fact that grammar and reading were essential components of any language. Other researchers have also reported that teachers see grammar as a crucial part of their (foreign/second) language teaching (Borg and Burns, 2008; Burgess and Etherington, 2002; Mohammed, 2006). In addition, teachers are a crucial factor in developing students' reading skills, and teachers' beliefs will be an influential factor in their teaching of reading practices (Borg, 2006). Furthermore, this dissertation has investigated how teachers' beliefs about teaching grammar and reading are reflected practically through an intervention, by introducing teachers to a new teaching strategy "L2R:R2L" (see 2.4.3 and Appendix E). The training has also inspired teachers to harmonize their beliefs about teaching grammar and reading with clear constructive actions, thereby minimizing the causes of the mismatching seen in the pre-observation. The study showed teachers were encouraged to reflect on their own beliefs and to develop a clear concept of CLT in relation to the teaching of theoretical grammar. The research happened in a specific teaching context, shown by different studies, in which grammar has been marginalized after the introduction of CLT in the 1970s (Mitchell, 1994; Rutherford, 1987). This study, therefore, can be summarized based on the four main research questions (set in italics below).

a) *What are teachers' beliefs about grammar teaching and what factors impede their practices?*

The results of the current study clearly show that secondary school teachers in Ethiopia hold positive beliefs about teaching grammar. For instance, the questionnaire confirmed that secondary school teachers in Ethiopia consider teaching a language without giving students an understanding of its grammar results in a meaningless understanding of the language (cf. Tables 4.10, 4.11 and 4.12). This is consistent with Ur (2011): she explains there are grammar rules which control the manipulation and organisation of words to express meanings. Similarly, some of the FGD respondents emphasized that grammar is a key for language teaching. “Grammar and reading are like the nervous system and backbone”, said Bontu. They described grammar and reading as key and integral parts of language (cf. 4.3.2.3). This supports the results of Burgess and Etherington (2002), summarized by Rahuma (2016) as showing “that most teachers viewed grammar as a framework for the rest of the language, they considered grammar and grammar teaching as a vital part” (p. 301). Considering that studies have found teachers’ beliefs about grammar teaching affect their practices (Borg, 2003; Pajares, 1992), it was deemed important to investigate secondary school teachers’ practices as well. Results of the FGD show that the participants were quite knowledgeable about declarative grammar, because this was also the way they had been taught. However, they were dissatisfied when putting their beliefs into practices. The study found that all the participants were convinced of the importance of grammar teaching in teaching foreign languages. However, observations of their classroom practices showed that their pedagogical decisions differed from their reported beliefs due to the reasons mentioned below.

Unlike the questionnaire and the FGD, the classroom observations and the document review were designed to focus on the practical aspects of teaching grammar. As a result, the study revealed that the majority of the teachers observed were unable to contextualize grammar in their teaching. Since their beliefs were barely reflected in the classrooms, the teaching of accuracy was isolated from the teaching of fluency. Many other scholars (e.g. Basturkmen et al. 2004; Borg, 2003; Fang, 1996; Mohammed, N. 2006; Pajares, 1992) have shown that teachers’ beliefs are not necessarily reflected in their practices, and this study adds further evidence to that claim.

Despite having positive beliefs about teaching English grammar, the teachers involved in this study were, thus, not translating their beliefs into action because of a number of reasons. Firstly, the teachers were unable to implement their beliefs in their action due to their incomplete application of the methods of grammar teaching. Teachers were neither aware of the pedagogical implications of their methods nor aware of what it meant to use either implicit or explicit methods. Secondly,

the teachers lacked the grammar knowledge necessary to practise their beliefs. Lastly, the study indicated that teachers' beliefs were mismatched with the practices because of improper grammar error correction. Most of the teachers felt responsible for correcting all the errors, whereas a few teachers ignored errors. Thus, the study suggested in both cases that the way the teachers corrected students' error largely did not benefit the students, rather it confused them. The observation revealed that most teachers rarely worked closely enough with the students to notice learners' errors and there was no opportunity to correct their errors in groups either.

In conclusion, the study summarized the fact that the teachers hold positive beliefs about teaching grammar and reading, but there were discrepancies between their beliefs and practices. Several factors were responsible for why there are discrepancies between beliefs and practices, including incomplete application of teaching methods, inadequate knowledge and inappropriate-error correction.

b) How do secondary school EFL teachers hold specific beliefs and implement related techniques to teach grammar and reading in an integrated way?

Studies have shown that teaching grammar in integration is important (Borg and Burns, 2008; Ellis, 2002, 2006; Oxford, 2001). Despite their positive beliefs towards the teaching of grammar and the reading, the results of this study revealed teachers have little awareness and techniques to teach grammar and reading in an integrated way. Although the study showed that most of the reading texts were less conducive to being taught in an integrated way, the tasks were not totally unsuited to integration. Hence, the teachers gradually showed improvements in post-observations, perhaps due to the interventions. The study indicated the implemented techniques played a positive role in integrating grammar and reading to improve meaning, accuracy and fluency, thus confirming Larsen-Freeman (2001) work. The study found the participants believed that integrating grammar was not only important for effective reading, but it was vital to develop all the other proficiency skills, using grammar accurately and in complex structures. Finally, teachers showed a range of improvements during the post-observation as compared to pre-observations in terms of how they teach grammar and reading in the integrated way. Initially they had no knowledge about teaching in an integrated way, so they gradually improved from zero.

c) Do secondary school EFL teachers prefer Communicative Language Teaching/CLT to grammar teaching? If so, why they do it?

All the data gathering tools in this study found evidence that the participants do consider CLT as important, but they also felt CLT lessened grammar teaching. Research has found that CLT may also downplay the role of grammar through the repetition of stock phrases such as *communication must be authentic or teaching grammar could be dangerous and interfere with communication* (Burns, 2009, p. 12). The current study reported that teachers in these secondary education in Ethiopia were expected to deliver their lesson through CLT. One of the respondents said that teachers who were not ‘implementing’ CLT were said to be the ‘backward’ teachers. Yet the classroom observation revealed most of the teachers employed a ‘traditional way’ of grammar teaching. Hence, the study revealed there was no uniform way of exercising CLT in Ethiopian secondary schools. The study also revealed that some teachers had no clear understanding of how to implement CLT, except grouping students, assigning them to have conversations and pushing tasks towards them. However, the study confirmed these were not the features of CLT. The current study concluded that teachers believed the elimination of grammar teaching in language lessons negatively affected the teaching and learning of the language. This result echoes the work of Nassaji and Fotos (2004) who see communicative competencies as the long term aim of learning a language, for which aim grammar and communication need to be seen as an integrated whole. Similarly, Azar (2007) emphasized grammar and communication are hand and glove.

d) *Do teachers improve their teaching after the introduction of the teaching strategy Learning to Read: Reading to Learn (L2R:R2L)?*

This question was designed to assess two goals that the researcher had set himself. Firstly, the project sought to introduce and then implement the newly-emerging reading methodology called L2R:R2L for Ethiopian secondary school teachers of EFL. With regard to its introduction, the study confirmed the method was successfully understood through intensive training, although this was with a small sample of motivated teachers. The methodology is adapted from Rose’s innovation (2004) which aimed to inspire language teachers to teach efficient reading in particular. Rose used L2R:R2L with teachers at all levels of education (primary, secondary and tertiary) and combined with writing skills. In contrast, the current study introduced L2R:R2L only for secondary school teachers integrating reading with grammar teaching. Time and logistical considerations were the decisive reasons not to extend the project beyond those teachers.

To achieve the implementation of L2R:R2L, three steps were taken (cf. 3.10 for detail). The first step was to observe the actual practices, i.e. how teachers teach English in general, and reading in particular, in Grades 9 and 10. After establishing this as a baseline, the researcher invited 24 EFL teachers to participate in a training programme based on Rose's model of L2R:R2L. The training embraced an intervention with well-prepared exercises. Lastly, post-observations were conducted to investigate whether the participants mastered the techniques they were taught and in order to gauge possible changes following the intervention.

The study confirmed that the participants were very aware of the methodology and were motivated to implement it after the intervention. The teaching strategies based on this research have been proven to enable the teachers to assist the weak readers. Studies have shown such strategies enable learners to learn to read and write rapidly at grade-appropriate levels (Culican 2004, 2005, McCrae et al. 2000 as cited in Rose, D 2006). This also benefits advanced students who “develop language understandings well beyond their independent competence as well” (Culican 2004, 2005, McCrae et al. 2000 as cited in Rose, 2006, p. 1). The current study revealed that teachers showed a positive and welcoming attitude to implementing the methodology during the post-observation. They gradually improved their techniques for implementation. At every stage, the participants were given sufficient interventions to practice the methodology (see Appendix E). The intervention encouraged teachers to prepare their students for their future careers rather than just preparing them for exams. It helped the participants to increase classroom interaction with different teaching styles. On top of that, the study found that the methodology gave teachers new teaching experiences and opportunities. However, the implementation of the methodology requires teachers to have determination and commitment alongside continuous support from the school administrators. This was evident during the implementation of the integration skills.

6.3. Theoretical and Practical Implications

Several ideas have emerged in relation to both theoretical and practical issues in the light of the investigation of the state of teaching grammar and reading in secondary schools in Ethiopia. With regard to the theoretical implications of the findings, teaching about grammar has long been hotly debated in education circles even until today (see e.g. Celce-Murcia, 1991; Ellis, 1998, 2006; Larsen-Freeman, 2003; Nassaji and Fotos, 2004, 20011; Norris and Ortega, 2000; Thornbury, 1999). The present study suggests that the issues around teachers' beliefs about teaching grammar are still problematic. Beliefs present challenges mainly because they are not directly observable (Borg, 2006). Furthermore, techniques for teaching grammar have had a problematic history in the

literature. Similarly, the reading ability of Ethiopian secondary school students and teachers is deteriorating (Eshetie, 2010; Jha, 2014; Medihanit, 2010). The current study confirmed that one reason for this could be that teachers had insufficient grammar teaching methods, discrepancies between beliefs and practice, lack of exposures to emerging strategies, weak linguistic knowledge, in accurate perceptions of CLT, lack of awareness and techniques to make alignment between skills (grammar with reading), poor error correction and a lower emphasis on grammar courses in colleges where teachers themselves trained.

Although the study is local in nature and may not have changed the teaching of reading and grammar scene in Ethiopia in radical ways, yet the study contributes to ongoing improvements of language teaching and learning practices. The research also contributes to existing knowledge in the area of EFL teachers' beliefs about grammar and reading instructions in secondary school of Ethiopia in the following ways:

- a). The study shows teachers hold multiple beliefs regarding their roles regarding teaching grammar and reading, teaching methods, the relationship between beliefs and practice, and what to teach and aim for, which are in continuous development influenced by their past experiences, current contextual factors and teaching practices.
- b). The study further shows teachers need to minimize, if not avoid, those factors that hinder their beliefs from being put into practice. So, having a positive belief about grammar teaching in itself is not the end point of this study.
- c). The study shows that encouraging teachers to be aware and improve their skills to integrate grammar and reading activities may play a significant role in maximizing the benefits of language teaching for students.
- d). The study adds to the existing research that showed that teachers need to have a clear perception of CLT, since there is less language improvement in the zero-grammar atmosphere, especially in the context of foreign language learning. Making pairs or group work, or students speaking together are not in themselves proof of the use of CLT. Moreover, rejecting grammar completely in favour of CLT improved neither students' language nor communication skills in the Ethiopian context.
- e). The study suggests that teachers' contextual factors (background, environment, motivation, age, psychological, socioeconomic,...) all play a part in variations in their beliefs about their roles, including how they understand situations and curriculum, the teaching culture and building relationships with students.

f). Lastly, the study reveals that the teachers initially lacked the skills to make an integration between grammar and reading, they lessened grammar at the expense of CLT, had mismatched beliefs compared to their practices and were not aware of the emergence of L2R:R2L as a new teaching strategy. Furthermore, the study confirms that these issues affect the teaching of grammar and reading in Grades 9 and 10 of secondary schools in Jimma, Ethiopia. Although the training was given to a small sample of teachers, post-observations confirmed its positive contribution to their practice.

In summary, the practical contributions of this dissertation lie in the promotion of the integration of reading and grammar, minimizing the downplaying of grammar at the expense of CLT and implementing L2R:R2L. The training and the intervention sessions were seen as important tools to equip teachers even though they took place over a short period of time. These are essential parts of the study despite the challenging process through the journey of this PhD. The theoretical implications of this study will contribute to the developing state of the art on the use of language teaching, especially for teaching English as a Foreign Language and making an impact on teachers' conceptual understanding of reading and grammar teaching. In addition, the study shows that in-service teacher training programs need to be improved by connecting teachers' theoretical knowledge of grammar and reading with their beliefs and actual practices.

6.4. Pedagogical Implications and Recommendations

In light of the major findings above, the present study yields the following implications for pedagogical practices in the Ethiopian context. According to the results, it is possible to discuss the implications of this study from two perspectives. Firstly, teachers offer the first steps in learning a language. Therefore, studying what teachers believe and what they do in the classroom is worthwhile. This study offers a 360° view of how belief is translated into action. This does not necessarily mean beliefs may resonate with teachers' actual instructional practices. English language teachers reflect the dynamic, socially-determined, and multidimensional uses of language encountered in daily life. Studies have shown teachers' beliefs are at the heart of language teaching and are responsible for the failure or success of language teaching (Borg 2003; Calderhead 1987; Stern, 1992; Pajares, 1992). However, finding differences in how teachers decide on how to implement teaching grammar and reading could be a sign of inconsistencies due to factors outside teachers' control. For this, there should be a thorough investigation not only to strengthen the current findings, but also to enable teachers to improve their knowledge of reading and grammar teaching, integration of reading and grammar, and articulating CLT within the Ethiopian context.

Teachers concur with the idea that that traditional grammar lessons as they were teaching before this intervention were dry, boring, and lacking in interactivity. When the teachers were better able to translate their beliefs about teaching grammar and reading into classroom activities, the students' overall learning process – as seen through the classroom observations and analysis of classroom practices – changed.

The second implication relates to the preparation of language teaching materials. The study found the teachers' main task before the intervention became defining and defending the textbook more than working to enhance and integrate students' language skills. Even though the teaching materials cannot replace the teachers, their role for improving the language teaching is prominent. However, currently most of the materials available are not connected to students' background and not related to their prior knowledge. The study found that some of the teaching materials were imported from other parts of the world, and these imported materials had a tendency to contradict with the students' culture, identity and values.

In order to benefit from the results of this study, the following recommendations have been formulated:

- Teachers need to align their positive beliefs about the teaching of reading and grammar with their practices and become aware of the consistency between belief and practice.
- Teachers should be aware of the factors that affect their practice (i.e. knowledge scarcity, teaching method and error correction) and work to minimize the negative effects of these for teaching the language.
- Teachers should have better information about CLT, in light of the fact that it cannot replace grammar teaching nor be used on its own. They should rather use CLT and grammar as 'hand and glove' or in a hybrid way. There should be no desire to employ CLT at the expense of grammar.
- Secondary school students should be taught how to play their role in improving their knowledge of the English language, not only to succeed in the exams. They should minimize their dependence on their teachers most of the time.
- The Ministry of Ethiopia Education and Oromiya education should provide short- and long-term training and on-the-job training to improve teachers' procedural knowledge of grammar.
- The Ministry of Education and Oromiya education should provide continuous on-the-job training to help teachers cope with newly-emerging teaching methodologies, since

language teaching is not static; rather it is dynamic and changing. In particular, based on the finding, teachers who had gone through the training L2R:R2L improved their teaching. So, this is one method that should be considered for implementation in training programmes.

- The Ministry should provide techniques to link grammar and reading and present them in integration to the trainee teachers. Despite some of the teachers wanting to teach in an integrated way, they lacked the techniques to do so. Consequently, the researcher is strongly in favor of encouraging teachers to implement an integrated approach.
- The Ministry of Education and the curriculum designers should revisit the language syllabus/textbooks. Most of the materials are irrelevant and imported from other cultural contexts.
- The researcher also recommends the study be replicated among primary, secondary and tertiary EFL teachers for reliability and covers long-term goals regarding the students' outcomes so as to assess whether the decline in English skill reverses.

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Appendices

Appendix A: Teachers' Questionnaire



Name of Researcher: Gammachiis Teshome Chali

Title of Research: *An Investigation of EFL Teachers' Beliefs of Teaching Grammar and Reading and their Practices in Secondary School in Ethiopia*

Dear EFL Teachers,

First of all, I would like to thank for your consent to answer my research questions. The purpose of this questionnaire is to acquire information about your beliefs of teaching grammar and reading and practices in secondary school. It is NEITHER an evaluation of you as a teacher NOR a test. There are NO right or wrong answers. All your responses are confidential. Feel free to respond what you have in your mind.

Part 1: General Background

Give appropriate information in the space provided by putting an X-mark in the relevant box or by writing your own comments when necessary.

1. Gender: male female
2. Age: 20- 25 26-30 31-35 36- 40 41-45 > 45
3. Your teaching experience in years: Less than one year 1-5 years 6-10 years
11- 15 years 16-20 years 21-25 years More than 25 years
4. Years you have spent to study English as a major course in college/university:
1 year 2 years 3 years 4 years 5 years and above
5. English language was my _____ choice to study in college/ university.
first second third fourth last
6. Academic qualification (certificates):
Diploma in English Diploma in Afaan Oromoo BEd in English
BEd in Afaan Oromoo BEd in Amharic MA in TEFL
MA in Afaan Oromoo other fields of study

7. How many grammar courses have you studied in college/university?

No specific courses in grammar One course of grammar Two courses of grammar

Three courses of grammar More than three courses of grammar

Part 2: Teachers' opinion towards Grammar and Reading Teaching

Please give your answers to each of the following questions below from the choices given. Circle your choice only once for one question and write your response when it is needed.

1. Do you like to teach grammar contents in English language? a) Yes b) No

2. If your answer to question No. 1 is 'Yes', proceed to question No. 3.

If your answer to question No. 1 is 'No', what do you think the reason might be?

a) I do not think grammar is very important.

b) I believe grammar does not improve students' skill.

c) The grammar activities are difficult to teach.

d) The grammar sections are boring and less motivating.

e) If any other, please state _____

3. Do you mention grammar **while** discussing reading texts in Grades 9 and 10?

a) Yes b) No

4. If your answer to question No. 3 is 'No', proceed to question No. 5.

If your answer to question No. 3 is 'Yes', what do you think the main reason might be?

a) Grammar and reading are the most important components in foreign language teaching.

b) Grammar and reading are keys to teach other skills (listening + speaking + writing).

c) Grammar and reading are tools for effective communication.

d) If any other, please state _____

5. Which of the following grammatical items do you like to teach? You can select more than one option.

a) Simple present and simple past tense b) Present perfect and past perfect tense

c) Conditional sentences d) The passive and active voices

e) Relative clauses/ pronouns f) Reported speech

g) Present continuous and past continuous tense h) I focus on all of the items

i) If any other, please state _____

6. Do you like to prepare grammar items using reading texts as supportive material in Grades 9 and 10? a) Yes b) No

7. If your answer to question No. 6 is 'Yes', proceed to question No. 8.
If your answer to question No. 6 is 'No', what do you think the main reason might be?

- a) I do not focus on grammar and reading in those Grades 9 and 10.
- b) I do not notice the use of grammar improves reading skill in those Grades 9 and 10.
- c) The syllabus does not interlink grammar and reading in those Grades 9 and 10.
- d) I feel grammar is less attractive for the students of those Grades 9 and 10.
- e) I assume the use of grammar is not very important for those Grades 9 and 10.
- f) If any other, please state _____

8. Do you like to use reading texts **while** teaching grammar? a) Yes b) No

9. Do you focus on grammar competences during tests and exams? a) Yes b) No

10. If your answer to question No. 9 is 'No', proceed to question No. 11.

If your answer to question No. 9 is 'Yes', what is the main reason?

- a) Grammar is the glue for other skills.
- b) Grammar improves students' fluency and accuracy.
- c) Grammar is important in modern language.
- d) Grammar is the cause of students' success in language.
- e) If any other, please state _____

11. If your answer to question No. 9 is 'No', what might be the reason?

- a) Grammar helps little in language improvements.
- b) Grammar is not important for communication.
- c) Grammar hardly promotes the students' knowledge of language.
- d) Grammar is difficult to integrate with other skills.
- e) If any other, please state _____

12. Do you like to teach a Communicative Language Teaching (CLT) approach at the expense of grammar? a) Yes b) No

13. If your answer to question No. 12 is 'No', proceed to question No. 14.

If your answer to question No. 12 is 'Yes', what would be the reason?

- a) CLT is all about EFL Teaching.
- b) CLT can replace Grammar Teaching.
- c) CLT is a modern approach to FL Teaching/learning and GT is an older tradition.

e) If any other, please state _____

14. Which methods of grammar teaching do you like to implement? You may select more than one option.

- a) Deductive b) Inductive c) Presentation-Practice-Production (PPP) d) all

15. Do you think students like being taught grammar in foreign language classes?

- a) Yes b) No c) Not sure

Part 3: Beliefs on Grammar and Reading Teaching

Please give your answers to each of the following questions below using one of the choices given.

Put a tick (✓) only once, in the relevant column, for each question.

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
16.	I believe that my grammar teaching methods have changed since I have qualified.					
17.	I believe grammar is a set of rules that enable us to combine words and phrases to produce sentences.					
18.	I believe grammar is more than rules and helps to convey the meaning and ideas of our messages.					
19.	I believe it is impossible to make the language function if we do not know its grammar.					
20.	I perceive grammar as an internal mental system that generates and interprets utterances.					
21.	I believe teaching grammar is a difficult task in language teaching.					

22.	I think grammar is a description of language behaviour by proficient users of a language.					
23.	I believe there is no need to focus on grammar, as in CLT.					

Part 4: Grammar and Reading Learning Experience of College

Below are several statements that you may agree or disagree with. You are kindly requested to indicate your opinion by ticking (✓) in the appropriate box next to each statement.

No	Questions	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
24.	I was taught to have good awareness about grammar and reading.					
25.	I was made aware of the role of grammar in connection with reading skills.					
26.	I have collected a basic knowledge of grammar to improve my reading from my professors.					
27.	Most of the modules in my study gave complete and full attention for grammar and reading.					
28.	My instructors used to help me to acquire a good understanding of grammar and reading skills.					
29.	The grammar and reading courses I have taken at college level were sufficient to teach them correctly.					

30.	While training as a teacher, I realised that it is impossible to read without grammar.					
31.	I was informed that knowledge of English grammar has an indispensable effect on communication.					

Part 5: Practice of Grammar and Reading Teaching/pedagogical

In the current academic year, circle how frequently you have done each of the following.

Key: (Scale scores 1= Never; 2= rarely; 3= sometimes; 4= frequently; 5= always)

No	Questions	always	frequentl	sometime	rarely	never
32.	I use simple structures in order to avoid grammatical and reading ambiguities when I give tasks.	5	4	3	2	1
33.	I provide students with immediate feedback to exercise correct grammar.	5	4	3	2	1
34.	I give exercises by integrating grammar tasks with reading texts.	5	4	3	2	1
35.	During error correction, I focus on punctuation, cap, spelling....	5	4	3	2	1
36.	I encounter problems while I teach some grammar items from textbooks.	5	4	3	2	1
37.	I use students' L1 and present grammar explicitly.	5	4	3	2	1
38.	When teaching grammar, I teach the form and the meaning together.	5	4	3	2	1
39.	I use detective reading stories to teach active and passive voices.	5	4	3	2	1
40.	I encourage my students through teaching different reading materials and genres.	5	4	3	2	1

41.	I do activities that motivate learners to become aware of grammatical rules.	5	4	3	2	1
42.	I produce different examples while teaching grammar items (inductively).	5	4	3	2	1
43.	I give priority to presenting the rules of grammar (deductively).	5	4	3	2	1
44.	I pay a lot of attention to grammar and reading in tests and exams.	5	4	3	2	1
45.	I feel confident about my knowledge of teaching grammar and reading in FL.	5	4	3	2	1
46.	I take more time to lecture about CLT than teaching grammar.	5	4	3	2	1

Part 6: Teachers' feeling about teaching grammar and reading

Write briefly, what you feel about the next questions from your experiences, beliefs and practices of teaching grammar and reading in the space provided. Feel free to answer in English or in Afaan Oromoo.

47. How do you perceive grammar teaching?

48. What do you believe about the importance of integrating grammar with reading?

49. Do you believe students will benefit from grammar teaching? If yes, how?

50. Do you believe you have learnt grammar correctly? If no, why not?

51. Do you think you teach grammar correctly? If no, what might be the reason/s?

52. What do you know about the “Learning to Read: Reading to Learn” approach?

53. What are the advantages you gained from the training that could improve your knowledge of grammar and reading teaching? (Post Que.)

54. How do you explain the importance of the L2R:R2L approach? (Post Que.)

55. Feel free to add your view about grammar and reading teaching in general and effective ways to teach them in particular.

Many thanks for your cooperation!

Appendix B: Focus Group Discussion Questions (FGD)



Name of Researcher: Gammachiis Teshome Chali

Title of Research: *An Investigation of EFL Teachers' Beliefs of Teaching Grammar and Reading and their Practices* in Secondary School of Ethiopia

Opening statement: Thank you for taking part in my PhD research and for agreeing to participate in the discussion. The focus group discussion (FGD)/ interview will last about 60 minutes. The purpose of this FGD is to establish your background in English language teaching in general, and to understand your views/beliefs about the role that grammar and reading teaching plays in language learning and teaching. In addition, the intention is to forward pedagogical recommendations by introducing the relatively new teaching method “Reading to Learn: Learning to Read” (R2L:L2R).

Please, be informed that there are NO right or wrong answers. Consequently, feel free to discuss and share your opinion and beliefs with each other. The validity of this investigation depends on the extent to which your responses are open, honest and frank. Your responses will be used for research purposes only and will remain confidential. I would like to record the interview, with your consent. To ease and smooth the analysis, I am going to give you a code name, which only works here in the discussion room.

Before we proceed, I would like to give you a chance to raise anything you want. (Allow time for any questions and get ready for recording).

a) Teachers' Sensitive Document

No	Teacher's Pseudonym	Sex	Age	Years of Eng. Study	Teaching experience	Grammar courses taken	Certificate status
1.							
2.							
3.							

4.							
5.							
6.							
7.							
8.							
9.							
10.							

b). EFL Teachers' Beliefs of Grammar and Reading Teaching

1. What comes to mind first when talking about grammar teaching?
2. In your opinion, what does it mean to teach grammar and reading?
3. What value does grammar teaching have for you?
4. Do you think that teaching grammar has a role to improve students' ability in FL?
5. What do you know about the "Learning to Read: Reading to Learn" methodology?
6. Do you believe that you have a good knowledge about grammar and reading to teach?

c). Grammar and Reading Practice

7. What techniques/ strategies do you use to teach grammar and reading?
8. Do you teach grammar explicitly or implicitly? Why?
9. How do you react to students' grammatical errors and mistakes?
10. Have you ever used the L2R:R2L methodology to enhance your teaching?

d). From Policy Perspectives

11. What do you suggest the policy, or the curriculum designers should do to improve the grammar and reading teaching at this level?
12. Does the policy encourage new teaching approaches through training? Why and how?

Appendix C: Classroom Observation Guiding Questions



Name of Researcher: Gammachiis Teshome Chali

Title of Research: *An Investigation of EFL Teachers' Beliefs of Teaching Grammar and Reading and their Practices in Secondary School in Ethiopia*

School: _____

Date of observation: _____

Lesson objectives: _____

Teacher's Pseudonym Name: _____

No.	Items	Observed	Not observed
1.	Grammar is taught in a deductive way.		
2.	Grammar is taught in an inductive way.		
3.	The teacher focusses on the forms.		
4.	The teacher uses grammatical terminology.		
5.	The teacher focusses on the form and meaning.		
6.	The teacher corrects errors of grammar.		
7.	Grammar is interlinked to reading.		
8.	Reading is taught in phases and students are motivated to participate.		
9.	The teacher employs L2R:R2L reading methods.		
10.	The tasks are a combination of grammar and reading.		

Appendix D: Focus Group Discussion (FGD) Transcripts



Name of Researcher: Gammachiis Teshome Chali

Title of Research: *An Investigation of EFL Teachers' Beliefs of Teaching Grammar and Reading and their Practices in Secondary School in Ethiopia*

Most of the participants in the FGD used their first language to share their experiences, practices, beliefs and knowledge of grammar and reading. The FGD was conducted with two groups of the participants in which ten of them were also the participants in the pre- and post-observations of the project. The transcription only focused on the participants who also engaged in the observations. The name of the teachers are pseudonyms.

EFL teachers' beliefs of teaching grammar and reading in secondary school

Tola's Transcript

Tola was 58 years old and he had rich experience in teaching English (35 years old) among the participants of the discussants of Focus Group Discussion/FGD. He had BED in TEFL, learned not more than three grammar courses in his college study. He had been teaching both Grade 10 and 9 for long years, and he was observed while teaching in Grade 9 (pre-observation) and Grade 10 (post-observation). The observation showed that he was highly popular in the staff and respected by the students. His colleagues and some of the students said that he was not only rich in teaching experience but known for his patience and coordinating different language improvement clubs. Tola almost used only English language to express his view in the entire discussions when compared to the others who used their native language with English.

Qorataa: Yeroo waa'ee seer-luga fi seer-luga afaab Ingilizii barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Tolaa: Seer-lugni barumsa afaan Ingilizii keessatti beekamaa fi iddoo guddaa kan qabu dha. Akkuma maqaasa seer-luga barsiisuun seeraa barsiisuun walqabatus waan hedduu ofkeessatti haammata. Ani mataan kiyya seer-luga barsiisuu hedduun jaaladha. Haata'u malee hammam bu'aa qaba kan jedhuu fi hagam sirriitti barsiifama kan jedhu gaaffii kaasu ni mala. Barsiisonni kiyya kanaan dura nabarsiisan faayidaa seerlugni qabu natti hima turaniiru. Kan natti himaa turanis irri jireessi hojjidhaan otoo hintaane yaadumaan ture.

Qorataa: Seer-luga fi dubbisa barsiisuu jechuun siif maali? Akkamiin jarreen kana hubatta?

Tolaa: Seer-luga fi dubbisa barsiisuu jechuun akka sochooftuu handhuura sammuu dhala namaati. Akka natti fakkaatutti seerlugni hinjiru yoo ta'e akkaataan ittiin yaada dabarsatanilee nama rakkisa. Yaada nama biroollee fudhachuun hindanda'amu ta'a. Akkasumas dubbisa jechuun baayyee barbaachisaadha. Yoo dubbisni hinjiraane haalli ittiin yaada waliif jijjiirani hinjiru jechuudha. Kanaaf jarri lamaanu baayyee barbaachisoodha.

Qorataa: Seer-luga barsiisuun hiika ykn gatii akkam qabaata jettee yaadda?

Tolaa: Seer-luga qofa barsiisuun afaan dubbii barsiisuuf gahaadha yaada jedhu hinqabu. Haata'u garuu seerlugni gatii jabaa waan qabudha jedheen amana. Amanuu qofaas otoo hintaane seer-lugaf gatii sirrii kennuu dhiisuun hanqina qabaata. Namni seerluga hinbeekne Afaan beekuun rakkisaa ta'a jedheen yaada.

Qorataa: Seer-luga barsiisuun dandeettii barattoota irratti jijjiirama nifida jette yaadda?Dubbisnoo?

Tolaa: Kun gaaffi hinqabu. Seerlugni fi dubbisni haalaan barsiifamu qabu. Faayidaa hedduu waan qabaniif.

Qorataa: Waa'ee dhimma "Dubbisa Barachuu fi Dubbisaa Barachuu" maal beekta?

Tolaa: Malli/ istraatejii baruufi barsiisuu yeroo yeroon akka jijjiiramu nan beeka. Kunis mala baruufi barsiisu akka ta'e malee waan armaan olitti caqasame kana gadfageenyaan waanan beeku hinqabu. Mala gaarii fi siyataa natti fakkaata. Ta'us haalaan jiruorra oolchuuf leenjii fi muuxannoo qabachuut dirqama.

Qorataa: Seer-luga fi dubbisa barsiisuuf dandeettii gaarii ykn gaha ta'e qaba jettee yaadda?

Tolaa: Dhugaa dubbachuudhaaf Afaan Inglizii akka waliigalatti keessayyummo jarreen ati jette dubbisaa fi seer-luga barsiisuurratti dandeetti gahaa nanqaba jechuun ofgoyyomsuudha. Kanaaf waan hedduutu nahafa jedheen amana.

Kadir's Transcript

Kadir was 38 years old and taught English for 18 years. He had a Bachelor of Education in English. He attended the summer class that took longer time to cover the courses. He had taken 2 grammar courses while studying his first-degree courses. He was among many teachers who had been teaching large class size during the pre-observation. However, there was a difference on number of students during the post-observation. He was very energetic and motivated to foster his knowledge of English language. Furthermore, he was taught by the current researcher during his first-degree studies in summer season. He was preparing himself to take entrance exam of MA in TEFL in Jimma University in 2018/19 in the week of discussions.

Qorataa: Yeroo waa'ee seer-luga fi seer-luga barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Kadiir: Akka yaada kiyatti seer-luga jechuun dhimmi sirna tuqaalee, qubeessuu fi kkf dha. Akkasumas akkata itti himni tokko ijaaramu fi him asana keessatti waa'ee mathimaa fi antimaatu natti yaadatama. Gama biraatiin ammo waa'ee xumuraafaatu yaadamuu qaba jedheen yaada.

Qorataa: Seer-luga fi dubbisa barsiisuu jechuun siif maali?

Kadiir: Seer-luga fi dubbisa barsiisuu jechuun waan baayyee barbaachisuuf afaan tokko keessatti faayida qabeessadha.

Qorataa: Seer-luga barsiisuun hiika ykn gatii akkam qabaata jettee yaadda?

Kadiir: Akkuman duratti jedhe seer-luga barsiisuun yoo dadhabame afaan barsiisuun waan nama rakkisu natti fakkaata. Fakkeenyaaf dhimma himaa beekuun gatii guddaa qaba afaan tokko keessatti jechuudha.

Qorataa: Seer-luga barsiisuun dandeettii barattoota irratti jijjiirama nifida jette yaadda?

Kadiir: Barattoonni seer-luga sirriitti beekan kanneen seer-luga hinbeeknerra wanta hundumaan nifooyya'u jedheen yaada. Haata'u garuu barsiisonni dandeetti barattoota akka fooyya'uuf haalaan fooyyee qabaachuu qabu.

Qorataa: Waa'ee dhimmi "Dubbisa Barachuu fi Dubbisaa Barachuu" maal beekta?

Kadir: Akka yaada Kadiriitti malli baruu fi barsiisuuf barbaachisu kamuu barataas ta'e barsiisaas ni gargaara. Haata'u garuu mala kana "Dubbisa Barachuu; Barachaa Dubbisuu" irratti muuxxannoos ta'e beekumsa addaa akka hinqabne himeera. Maloota ittiin dubbisa barsiisan keessuma kanneen salphaafi ammayyaa ta'an beekuun baayyee barbaachisaadha. Kana beekuun ammo barattoota barsiisuu qofaaf otoo hintaane barsiisanis beekumsa isaa jijjiirachiif baayyee barbaachisa.

Qorataa: Seer-lugaa fi dubbisa barsiisuuf dandeettii gaarii qabda?

Kadir: Seer-luga akka caasaa Afaan qofatti fudhachuun barsiisuurrattis rakkoo niqabaata. Ilaalchi ani seer-lugaaf qabu dandeettii kiyya fooyyeffachuurrattis ta'e barsiisuurratti shoora ni qabaata. Haat'u malee dandeettiin dubbisuukootis ta'e kan seer-lugaa gad aanaa ta'uutu natti muldhata.

Ganame's Transcript

Ganame was 52 years old and she taught English for the last 34 years at different levels (primary and secondary schools) in different woredas of Jimma zone, in Oromiya region. She started her education graduating from Teachers' Training Institute (TTI) in certificate level. Then she promoted to diploma level after attending summer program. Currently, she has been trying to upgrade her status to degree level. Ganame had a complained two grammar courses were insufficient to effectively teach. Ganame was very friendly and expressive during the Focus Group Discussion session (FGD). Although she warmly welcomed the researcher during the pre-observation, she was not in the same status during the 90 minutes of the post-observations. She was observed while teaching grade 10 in the pre-observation and grade 9 in the post-observation. It is not unusual to come across a teacher who teaches two different classes mainly due to the scarcity of English language professionals in Jimma in particular and in other areas of the country in general.

During the FGD and training sessions, she explained that her students looked like her way of teaching. She stated that when she was not making enough preparation her students would benefit nothing from her.

Qorataa: Yeroo waa'ee seer-lugaa fi seer-luga barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Ganamee: Wanti guddaan seer-luga seera afaaniiti.

Qorataa: Seer-lugaa fi dubbisa barsiisuu jechuun siif maali?

Akka yaada kiyatti dubbisa jechuun Afaan ingiliffaa barachuu fi barsiisuu keessatti bakka guddaa ni qabaata. Kunis kanneen akka sirreessanii qubeessuu, sirna tuqaalee fi kkf. Kanneen jechuunis walumaa galatti seer-luga beekuu jechuu ta'a.kanaaf barsiisaan dubbisaa fi seer-lugaratti dandeetti gad aanaa qabau tokko barattootasaa haala gaariin barsiisuu hindanda'u.

Qorataa: Seer-luga barsiisuun hiika ykn gatii akkam qabaata jettee yaadda?

Ganamee: Seerlugni akka lafee dugdaa dhala namaati. Namni lafee dugdaa hinqabne socho'uun akkuma rakkisu afaan keessattis seerlugni rakkoo qabaanaan afaanicha hijjiirra oolchuun rakkisaadha. Kanaaf, seerlugni gatii guddaa qabaata.

Qorataa: Seer-luga barsiisuun dandeettii barattoota irratti jijjiirama nifida jettee yaadda?

Akka fakkeenyaatti haalli ani ittiin seer-luga barsiisa jiru mala dullooma ta'uutu natti muldhata. Akkasumas barattoonni seer-luga barachuudhaaf fedhii isaan qaban gad aanaadha.

Qorataa: Waa'ee dhimmi "Dubbisa Barachuu fi Dubbisaa Barachuu" maal beekta?

Ganamee: Yeroo hundumaa istraateejii haaratti of madaqsuun barbaachisaa ta'us haala kanaaf carraa hinarganne.

Qorataa: Seer-lugaa fi dubbisa barsiisuuf dandeettii gaarii qabda?

Beekumsa seer-lugaa qabaachuun hagam haala dubbii keessatti fayyadu nan beeka. Kanaaf dandeetti seer-lugaa qabaachuun waan gaariidha. Garuu dandeetti qabaachuu qofti gahaa otoo hintaane mala ittiin dandeetti kana hojiitti geeddaran beekun dansaadha. Akka natti fakkaatuutti seera seer-luga beeku qofti akka Afaan dubbatan nama hingargaaru. Garuu bakka fayyadamuun Afaan baayyee xiqqoo ta'etti seera Afaan beekuun barbaachisaadha.

Bontu's Transcript

Bontu was 53 years old and had 24 years of teaching experience in English language in general. She had got BeD in English language and taught different schools. She explained her experience of teaching in different woredas were full of challenging situations. She was not happy that studying two or three grammar courses did not help much to improve grammar teaching. She took only two grammar courses in her college study. Though she had been teaching in primary schools, she recently joined high schools. Hence, she was

observed while teaching in Grade 9. During the observation especially in the pre-observation, she used different methods to teach reading and grammar. Playing games, shaking and waving hands fast, and asking students to write on the black board were among the strategies. She said that using different methods would enable to attract and motivate her students towards English lesson.

Qorataa: Yeroo waa'ee seer-lugaa fi seer-luga barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Boontuu: Seer-luga barsiisuu jechuun irra jireessaan seera fi caasaa afaan tokkoo barsiisuudha.

Qorataa: Seer-lugaa fi dubbisa barsiisuu jechuun siif maali?

Boontuu: Seer-luga barsiisuun seera ykn caasaa afaan ittiin dubbatamu ykn barreeffamu dabarsuudha. Akkasumas dubbisa barsiisuun afaan keessatti waan hedduu barbaachisaadha.

Qorataa: Seer-luga barsiisuun hiika ykn gatii akkam qabaata jettee yaadda?

Boontuu: Seerlugaf bakka olaana qaba. Haata'u garuu seerluga barsiisuun salphaa miti. Maddi salphachuu dhabu seerlugaa amaluma isaarra ta'uu ni mala. Akkuma beekamu ogeeyyiin Afaan tokko tokko seerluga barsiisu nidegaru gariimmoo seerluga barsiisuun akka hinbarbaachifnetti qorannoo dhiyeessu. Akka kiyiyatti seerluga nibarbaachisa garuu haala gaariidhaan seerluga barsiisuufis ta'e barata hubachiisuuf mala ykn toofata ittiin seerluga barsiisan beekuun barachuun barbaachisaadha.

Qorataa: Seer-luga barsiisuun dandeettii barattoota irratti jijjiirama nifida jettee yaadda?

Boontuu: Barsiisaas ta'ee barataan kutaa keessatti irra caalaan Afaan Oromoo fayyadamu. Ani mataan kiyya dhibba dhibba Afaan ingilizii hinfayyadamu.

Qorataa: Waa'ee dhimmi "Dubbisa Barachuu fi Dubbisaa Barachuu" maal beekta?

Boontuu: Waa'ee istiraateejii kana amma waayyuu hinbeeku garuu carraa yoon argadhe ittan fayyadama.

Qorataa: Seer-lugaa fi dubbisa barsiisuuf dandeettii gaarii qabda?

Boontuu: Dhugaa dubbachuun gariidha. Yeroo hunduma dandeetti kiyya dubbisuus ta'ee seerlugarratti fooyyesuuf hedduun carraaqa. Gama dubbisuutiin dubbisa booda gaafilee tokko tokko hojechuun barbaada, garuu akkan barbaadutti hojechuun naaf hinmijatu. Cimee hojechuun akka narra jiru amanuu qofa otoo hintaane jabeesse hojechuun akka narra jiru sirritan beeka. Garuu ammas hanqina dandeetti dubbisuus seerlugaas nan qaba.

Chaltu's Transcript

Chaltu was 42 years old, and she taught English for 13 years including primary schools. She had obtained her BA in English. But she complained about the limited number of grammar courses. Indeed, she was teaching in the other woredas of Jimma zone before she moved to the current high school. It was observed that she had been teaching large class size; however, she was not the only who teaches a large number of

students in a class. In addition, the observation showed that there was not enough space for the teacher to move in the classroom, and students were stuffed near the blackboard. It was really challenging her to handle the classroom management and minimize noisy. Although she taught Grade 9 in the post-observation time, the number of students was not large as earlier. Chaltu was little bit silent and the researcher used to call her name repeatedly during the FGD. Two similar teachers were not motivated to make speech. Including Chaltu, they made their discussions in Afan Oromoo. However, she did not complete replying the entire items. Additionally, the post-observation confirmed that chaltu was not getting prepared though she invited the researcher to visit her.

Qorataa: Yeroo waa'ee seer-lugaa fi seer-luga barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Caaltuu: Akka yaada kiyatti seerluga jechuun waan hundumaa ofkeessatti qabata. Fakkeenyaaf ifaa ifatti barsiisuu ykn irra haguuganii barsiisuu ta'uu ni mala. Tarii seera otoo hincabsin barsiisuu ykn ammo seeraf dursa kennuu dhiisu ta'uulle ni mala.

Qorataa: Seer-lugaa fi dubbisa barsiisuu jechuun siif maali?

Caaltuu: Baayyee barbaachisoodha.

Qorataa: Seer-lugaa fi dubbisa barsiisuuf dandeettii gaarii qabda?

Caaltuu: seerluga barsiisuurratti rakkoo nan qaba. Rakkoon kun kan maddee muuxxannoo barumsa kiyaarrattii fi naannoo ani jiraadhurra ta'uu ni mala.

Jaba's Transcript

Jaba was 47 years old and had 28 years of English language teaching experience. He had totally studied English for 8 years beginning from Teachers' Training Institute (TTI) certificate level, and he improved his status by attending the summer classes. During his studies time, he had only taken two grammar courses. He was observed while teaching Grade 9, and most of his students were busy in doing different tasks than English. His handwriting was very legible that students could read with no difficulty. However, he was seen translating the English language into the language that most of the students would not understand.

This school was in the remote area from the center and inconvenient for transportation as well. The teacher was observed while teaching in unattractive classroom. The desks and the blackboard were broken and not maintained. The walls were broken and could not separate two different sections. As a result of this it was uneasy to teach due to heavy noisy. In addition, the classroom had no windows, broken and old roofs. Totally, the school has no fence where the community passed in the center of the school. Goats, cows and sheep were seen grazing on the school compound.

Qorataa: Yeroo waa'ee seer-lugaa fi seer-luga barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Jabaa: Seerlugni hinjiru taanan akkamiin barreessuun danda'ama? Akkamiin himaa fi keeyyata qindeessuun mijata? Seerlugni hinjiru yoo ta'ee akkamitti miidiyaa dhageeffanna? Seerlugni otoo hinjirree akkamitti ergaa garagaraa barreeffamanis ta'ee jechaan waliif dabarsina?

Qorataa: Seer-lugaa fi dubbisa barsiisuu jechuun siif maali?

Jabaa: Afaan Ingiliziis ta'ee afaan kamuu keessatti seerluga fi dubbisi haalaan hinbarsiifam taanaan afaan sun guutuu natti hinfakkaatu. Haat'u malee akka kiyyatti hanqina jarreen kana walitti hidhanii barsiisuutu jira. Anis muuxxannoo akka kana hinqabu.

Qorataa: Seer-luga barsiisuun hiika ykn gatii akkam qabaata jettee yaadda?

Jabaa: Hiikni ykn gatii seerlugni qabu ija sadiin ilaala. Inni tokkoffaan seerlugni caasaa/boca afaaniiti. Lammaffaan seerlugni afaaniif hiika ykn faayida qabeessa taasisa. Inni dhuma, faayidaan ykn seerlugni gatii inni qabu afaanicha itti fayyadamuuf gargaara.

Qorataa: Seer-luga barsiisuun dandeettii barattoota irratti jijjiirama nifida jette yaadda?

Jabaa: Kun gaaffii keessa wan galuu miti. Biyya keenya keessatti sadarkaan guddinni afaan Ingilizii irra jiru haalaan gad aanaadha. Kanaaf ammo barattoonni seerluga sirriitti yoo baratan malee dorgomaalle ta'uuf ni rakkatu.

Qorataa: Waa'ee dhimmi "Dubbisa Barachuu fi Dubbisaa Barachuu" maal beekta?

Jabaa: Maqaan yoon gurraa qabaadhellee akka gaariitti hinbeeku; ittis fayyadamee hinbeeku.

Qorataa: Seer-lugaa fi dubbisa barsiisuuf dandeettii gaarii qabda?

Jabaa: Seerlugni anaaf akka summii faayidaa qabuuti. Kana jechuun maali? Erga summiidha jette akkamiin sifayyaduu danda'aa? Kanaaf seerlugni akkuma kana waan baayyee nama rakkisu garuummoo faayida qabeessadha. Dandeettii seerlugaa qabaachuun hedduu barbaachisaadha. Haata'u garuu namoota akka keenya afaan ingiliffaa yeroo hundaa hinfayyadamneef seerlugni ulfaatadha. Salphumatti akka yaadakooti seerlugni summii faayida qabu natti fakkaata.

Lense's Transcript

Lense was 48 years old and had taught English language for the last 30 years. She had got her first degree in teaching English in summer program; she had taken two grammar courses. She expressed that English was not her first choice. She took more time in complaining the existing challenges with regard to language teaching in general. However, she had been struggling to be an English teacher for the last three decades. One of the complaints that she repeatedly mentioned was lack of on job training on English in general and on teaching reading and grammar. Her classroom was more of teacher entered approach in which she was observed warning her students. She told her students to avoid noisy and side talks and very controlled

classroom in every perspective. The classroom observation depicted most of her teaching was dominated by writing on the blackboard.

Qorataa: Yeroo waa'ee seer-lugaa fi seer-luga barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Leensee: Seerlugni afaan barsiisuu keessatti bakka guddaa qabaata. Afaan tokko seerluga hinqabu yoo ta'e afaan sun akkamitti mirkanaa'aa? Kanaaf seerlugni handhuura afaaniiti jechuun nan danda'a. Rakkoo seerlugaa waanan qabuuf afaanirratti rakkoo walii gala waanan qabu natti fakkaata. Kanaaf haalli walgalaa ani ittiin seerluga barsiisullee milka'aa natti hinfakkaatu. Milkaa'ina dhabuun kiyya tokko kan uumame walitti dhufeenya haaldubbii fi seerlugaa gidduu jiru sirriitti hubachuu dhabuu natti fakkaata. Akkasumas yeroon kolleejjiidha baradhetti baayinaan koorsii seerlugaa barachuu dhabuunillee rakkoo natti fakkaata. Seerlugni waan dagatama natti fakkaata. Immmmm jechuun kiyyaa koorsiin seerluga kan amma jiru caalaa kennamu qaba jedheen amana. Kanaaf seerluga kana caalaa beekuu dandeetti kiyya fooyyeffachuutu narra eegama. Kanaaf faayidaan seerlugaa waa'ee seera qofaan barsiisuun akka narra hinjirree naaf galeera.

Qorataa: Seer-lugaa fi dubbisa barsiisuu jechuun siif maali?

Leensee: Beektonni tokko tokko seerluga barsiisuun walqabatee yaada adda addaa kaasuu. Ani garuu seerlugni haalaan barsiisamu qaba yaada jedhun qaba. Kun dirqamadha. Haataa malee haalli itti seerluga barsiisan haalan walxaxaa fi kan irratti waliif hingalle ta'uus danda'a. Waan hundumaafu seerlugni barsiisamu qaba jedheen amana. Dubbisallee akkuma kana ijoolleen haalan barachuu qabu.

Qorataa: Seer-lugaa fi dubbisa barsiisuuf dandeettii gaarii qabda?

Leensee: Akka yaada kiyyatti ilaalchi ani seerlugaaf qabu jalqabumaarra dogoggoradha. Seerlugni seera qofaa kan itti barsiisan natti fakkaata ture. Kanaaf seeran barsiisa, akka heregaattan kennaaf. Akka ijoolleen itti fayyadamtu haala mijeesuurratti hanqinan qaba. Anis haala gaariin fayyadame hinbeeku. Kanaaf ilaachi kiyyafi hojiin kiyya akka walsimatuuf jabaadhee hojichhun qaba.

Barite's Transcript

Barite was 48 years old and she graduated with BEd in English from Wollega University. She had 30 years of teaching experience in different schools of Jimma zone Oromiya Region. During the pre-observation, she was seen advising her students motherly, and shared her experiences to students to work hard. She said that students should be competent especially in their English language to communicate to the world. She added the medium of communication in high school is English language, and the remaining subjects are taught in English as well. It was also observed that some of her students came late and her class was large class. It was very unfortunate for the researcher during the post-observation that she had left the region for transfer case to the capital of Ethiopia, Addis Ababa. In fact, it was the nice chance for Barite to join the school in the capital city for her personal life and safety. Although she was assigned to teach in Grade 8, the researcher had met for some interviews.

Qorataa: Yeroo waa'ee seer-lugaa fi seer-luga barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Bariitee: Seerulga barsiisuun akka yaada kiyyatti seeraa fi caasaa barsiiu yemmuu ta'u waanuma durii kaasee jiruuf dulloomaadha. Akkasuma dubbisa barsiisuun ammo barattoonni keenya haala gaariin addunyaa kana wajjin akka waldubbisaniif hojochuu jechuudha.

Qorataa: Seer-lugaa fi dubbisa barsiisuu jechuun siif maali?

Bariitee: Dubbisaa fi seerluga barsiisuun yaada garaagaraati. Seerluga jechuun afaan barsiisuu keessatti yaadota walitti qabachiisuu ykn happeessuuf kan nama gargaarudha.

Qorataa: Seer-luga barsiisuun hiika ykn gatii akkam qabaata jettee yaadda?

Bariitee: Anaaf seerluga barsiisuun afaanicha walumaagalatti barsiisuurra adda baasee hinilaalu. Kanaaf gatiin seerluga haalaan guddaa ta'ee natti muldhata.

Qorataa: Seer-luga barsiisuun dandeettii barattoota irratti jijjiirama nifida jette yaadda?

Bariitee: Barsiisaan seerluga yeroo barsiisu xiyyeeffannoo wantoota sadiirratti gochuu qaba. 1) seera ykn caasaa seerlugaa 2) unkaa ykn foormii seerlugaa 3) akkaata hiika kennuu danda'urratti. Kana jechuun seera seerlugaarratti dandeetti sirrii qabaachuun qaba. Akkasumas seera beekuu qofaa otoo hintaane foormii itti godhuun barataas barsiisuu offis hojiirra oolchuuta barbaadama. Jara kana lameen beekuu qofti seerluga gahaa hintaasisu. Barsiisaan seeraa fi foormii seerlugaa beeku tokko haalaan hiikasaa beekke itti fayyadamuutu barbaachisa.

Qorataa: Waa'ee dhimmi "Dubbisa Barachuu fi Dubbisaa Barachuu" maal beekta?

Bariitee: Dhuguma dhugaa dubbii dubbachuudhaaf ani dhimmi dubbisaa barachuu fi barachuufi dubbisuu mala jedhu kana hinbeeku. Muuxannoosaas hinqabu. Yeroo jalqabaatiif pirojeektii kanarratti arguukooti. Malli kun mala amayyaafi baayyee waan nugargaaru natti fakkaata. Kanaaf muuxannoo qaburratti dabaladhee yeroo barumsaa itti aanutti hagan danda'e itti fayyadamuun yaala.

Qorataa: Seer-lugaa fi dubbisa barsiisuuf dandeettii gaarii qabda?

Bariitee: Hanqina gudda akkan qabun beeka. Kun ammo barattoota kiyyarrattillee rakkoo uumaa jira.

Hora's Transcript

Hora was 41 years old with 20 years of teaching experience. He had got a first-degree BEd in English as a foreign language teaching from Jimma University. He reported that he did not learn adequate courses of grammar while he was studying in college. He assigned very short task to the students and took long hours before the feedback. The question was not seen such reasonably challenging to take more times. Hora gave chances to ask the questions not for the entire class, but for limited students. Then, he went to the chair and

murmured something to the limited groups. The classroom observation was unable to record what he was talking. He was observed translating English language to students' native language.

Qorataa: Yeroo waa'ee seer-lugaa fi seer-luga barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Horaa: seerlugni barsiiuun afaanicha beekuu qofaa otoo hintaane qormaata baasufillee bakka gudda qaba jedheen yaada.

Qorataa: Seer-lugaa fi dubbisa barsiisuu jechuun siif maali?

Horaa: Jarreen kanneen lamaan barumsa afaan keessatti bakka guddaa qabaatu. Seerlugas ta'e dubbisni afaan tokko sirriitti beekanii barsiisuu keessatti shoorra guddaa qabu. Haata'u malee seerlugaa fi dubbisa walitti hidhee barsiisee hinbeeku. Muuxxannoo akka kana hinqabu. Yeroo hedduu sirni barumsichaas akka qofa qofaa barsiifnu malee walitti hiinuuf numijeessu.

Qorataa: Seer-luga barsiisuun hiika ykn gatii akkam qabaata jettee yaadda?

Horaa: Seerlugni afaaniif hiika guddaa qaba. Barataanis akka gaariitti akka baratuuf; nutis akka haalaan sirreessinee barsiifnuuf seerlugi gatii guddaa qaba.

Qorataa: Seer-luga barsiisuun dandeettii barattoota irratti jijjiirama nifida jette yaadda?

Horaa: Akkata itti seerlugni dandeetti barattoota fooyyesuu danda'u fakkeenya garaagaraa fudhatanii ilaaluun ni danda'ama. Afaan Ingilizii keessatti 'preposition' kan jedhamu hedduutu jira. Fakkeenyaaf 'to fi for' Jarreen kun lachuu faayidaa gargarii kennuudhaan hiika jecha tokko nijjijjiiru.

Qorataa: Waa'ee dhimmi "Dubbisa Barachuu fi Dubbisaa Barachuu" maal beekta?

Horaa: Tasuma ani istiraateejjii hedduun itti dubbisa barsiisan akka jiran yoon beekelle kana garuu haruma leenjii ati nuuf laate keessatti malee dhaghee hinbeeku.

Qorataa: Seer-lugaa fi dubbisa barsiisuuf dandeettii gaarii qabda?

Hora: Duraan dursinee sadarkaa Afaan ingiliffaa biyya keenya keessatti argamu beekuun bareedadha. Yeroo dheeraaf Afaan Ingiliffaa haabarsiifnu malee Afaan Ingiliffaa amayyuu gara Afaan lamaaffaatti guddachuu hindandeenye. Ingiliffi amallee barumsa kutaa keessa qofaadha. Barsiisonni hedduun Afaan Ingiliffaa dhiisani Afaan biraadhaan barsiisu. Irra caalan isaaniimmoo Afaan Oromootti hiikanii barsiisu. Kanaaf rakkoon kun hundi otoo jiranii dandeettii seerlugaa kiyyas ta'e kan dubbisaa haala gaariirra jira jechuun hindanda'amu.

Dadhi's Transcript

Dadhi was one of the youngest teachers 27 years old, and he was active discussants I had met. He had only 4 years of English language teaching experience. Although his teaching age showed novice, he had attractive working, teaching and learning experience. Dadhi had got his BeD in English from one of the emerging

universities in Ethiopia. After he had graduated from the university four years ago, he did not get any opportunity of training with this regard. He was observed while he was teaching grammar as a part of speech. During the observation, he had made various efforts to attract his students to the lesson. For instance, he contextualized the teaching materials. He was not only textbook dependent unlike the other respondents. The FGD witnessed he was very confident and eager to know from the groups. He knew that most of the discussants were older than him not only in age wise but in teaching experience. It was very fortunate to get the opportunity to had young teacher like Dadhi who had explained his experience without any reservation.

Qorataa: Yeroo waa'ee seer-lugaa fi seer-luga barsiisuu yaaddu maaltu sammuu keessa si deddeebi'a?

Dadhii: Barsiisaa cimaan akkaataa barattoonni mala ittiin dubbisani hubatanii barsiisuudhaan barattoonni addunyaa kana akka hubatan taasisa/ti. Barsiisaan yeroo hundumaa barataadha dubbisee hubachiisuu hindanda'u sirriis miti. Barsiisaa cimaan mala ittiin dubbisan gaarii barsiisee yoo jedhe barattoonni dubbisuudhaan hubannaa gaarii kennaaf.

Qorataa: Seer-lugaa fi dubbisa barsiisuu jechuun siif maali?

Huraa: Muuxxannoo ani seerluga barachuurratti qabu kan nagarsiisu seerlugni faayidaa gaarii akka qabu. Keessuma warra akka keenya Ingiliffa akka Afaan lammaffaatti barataniif jechuukooti. Emmmmm, fakkeenyaaf barsiisonni kiyya foormii, caasaa fi seerqabeessummaarratti ni xiyyeeffatu.

Qorataa: Seer-luga barsiisuun dandeettii barattoota irratti jijjiirama nifida jette yaadda?

Dadhii: Seerlugni dandeetti ijoolle afaan fooyyesuurratti akka gargaaru shakki tokkollee hinqabu. Haata'u malee ani akka barsiisaatti haalli ani itti ijoolle gargaaru shakki natti hora. Kana jechuun ani mataakootiin dandeetti seerluga kiyya fooyyeffachuun qaba jechuukooti.

Qorataa: Waa'ee dhimmi "Dubbisa Barachuu fi Dubbisaa Barachuu" maal beekta?

Dadhii: maallaafi maltee dubbisa ittiin barsiisan ta'u ani tasuma dhaghees argees hinbeeku. Kun rakkoo kiyya qofaa ta'uu dhiisu danda'a. Hedduun keenya dandeetti barsiisumma fooyyeffachuuf carraqnus carraan itti leenjii gagabaabdu argatan hinjiru. Amma ergan carraa kana leenjii asirra argadhe garuu itti baldhifachuuf jabaadheen dalaga.

Qorataa: Seer-lugaa fi dubbisa barsiisuuf dandeettii gaarii qabda?

Dadhii: Danddeettiin seerlugaa kiyya hagas maraa fi amansiisa miti. Haala kamiin akkan fooyyeffachuu danda'urratti yeroo tokko tokko nan yaadda'a; bitaas natti gala. Akka beekutti barsiisonni hedduun rakkoo kana fakkaatu niqabu. Yeroon barata ture barsiisonni kiyya rakkoon jiraachuu otoo beekan akkamitti akka gargaaran irratti garuu hedduu rakkatu. Ibsuufis hedduu rakata turan. Akka natti fakkaatutti dargageeyyiin akka kiyya barsiisaa ta'aniif haalli itti seerluga kana barsiisan haalaan leenji'uu fi barachu qabu. Kun waan dhugaa ani hanqina seerlugaa fi seerluga barsiisuurratti qabudha. Rakkinni kun tokko kan numudate hanqina kolleejjii/yuunvarsitiitti seerluga barachuu dhabuurra natti fakkaata.

Appendix E: L2R:R2L Training Module



Name of Researcher: Gammachiis Teshome Chali

Title of Research: *An Investigation of EFL Teachers' Beliefs of Teaching Grammar and Reading and their Practices in Secondary School in Ethiopia*



Training Module

Introducing Learning to Read: Reading to Learn (L2R:R2L)

Research project:

**“Ethiopian EFL Teachers’ Beliefs and Practices in Grammar and Teaching reading:
From an analysis of culturally grounded belief systems and epistemologies to
recommendations for a linguistically informed pedagogy”**

Gemechis T. Chali (PhD student at Ghent University, Belgium)

Supervisors:

Prof. Dr. Miriam Taverniers (main supervisor) GhentUni

Dr. Kimberley Mouvet (Co-supervisor) GhentUni

Dr. Getachew Seyum (Co-supervisor) JimmaUni

Year of Training: August 2018

Trainees: EFL Teachers of Secondary Schools

Place: Jimma

[Disclaimer: This training module was not intended as an academic source or as an official document, but rather for practical use by the participants. For reading ease, all references have been eliminated from the document. They can be found in the general reference list of this dissertation.]

Preliminary part

1.a. Welcome and acknowledgements

First of all, I would like to extend my appreciation to EFL teachers of secondary schools of Oromiya Regional State for showing me their interest to participate in my PhD project training. I am conducting a research entitled “*Ethiopian EFL teachers’ beliefs and practice in grammar and teaching reading: From an analysis of culturally grounded belief systems and epistemologies to recommendations for a linguistically informed pedagogy*” under the supervision of Prof. Dr. Miriam Taverniers (main supervisor) and Dr. Kimberley Mouvet (co-supervisor) from Ghent University and Dr. Getachew Seyum (co-supervisor) from Jimma University in 2016-2020. Then, I would like to thank my promoter, Professor Miriam Taverniers, for her valuable comments and overall assistance starting from the proposal development. Finally, thanks go to Special Research Fund of Ghent University, BOF.

1.b. Timetable

Time		Session
Day#1	09:00-09:30	Launching the Training: <ul style="list-style-type: none"> ● Attendance ● Welcoming speech and distributing the module
	09:31-11:00	<ul style="list-style-type: none"> ● Why is the training important for EFL Teachers? ● Narrate briefly the background for the training
	11:01-11:30	Health coffee break
	11:31-01:00	Background explanation ctd...
	01:01-02:30	Lunch
	02:31-04:30	Wrap up and evaluation of the session of the 1 st day
Day#2	09:00-11:00	How EFL teachers understand reading and teaching reading
	11:01-11:30	Health coffee break
	11:31-01:00	Concept of L2R:R2L by David Rose Theories of Vygotsky, Halliday, Bernstein
	01:01-02:30	Lunch
	02:31-04:30	Teachers' Role in L2R:R2L
Day#3	09:31-11:00	Linking grammar with reading tasks
	11:01-11:30	Health coffee break
	11:31-01:00	Exercises
	01:01-02:30	Lunch
	02:31-04:30	Individual presentations
Day#4	09:31-11:00	How Ethiopian teachers teach reading
	11:01-11:30	Health coffee break
	11:31-01:00	Introducing how to implement L2R:R2L in Ethiopia

	01:01-02:30	Lunch
	02:31-04:30	Doing exercises individually
Day#5	09:31-11:00	Presentation
	11:01-11:30	Health coffee break
	11:31-01:30	Presentation ctd.....
	01:01-02:30	Lunch
	02:31-05:00	Feedback, summary and photo program

1.c. Checklist of activities for the training day and the days before

- Renting a training room and making arrangements.
- Distributing stationeries and training modules to the participants.
- Arranging the way to reimburse for the tea/coffee for health breaks and lunch.
- Check all the materials required for the training to make sure we have everything needed (presentation, flip charts, black or white board, marker, training manual, etc).
- Check audiovisual hardware and computer, projector and audio systems are running smoothly.
- Arrive early and check last-minute arrangements and get ourselves mentally geared up for the session.
- Check seating arrangements and confirm the set-up is ideal for the training style.
- Confirm there are some extra chairs for any last-minute trainees.

1.d. Some tips to ensure the quality of this training

Know the objective of the training – “Every trainee should understand the objectives, content and teaching reading methodology called **L2R:R2L**”.

Prepare well in order to familiarize the trainees with the **L2R:R2L** module and training contents.

Make the training **participative** and **interactive** so that no one feels left out.

Listen to participants, but if they deviate from the topic of discussion then bring the discussion back on track.

Demonstrate positive body language, eye contact, high energy levels and enthusiasm; modulate your voice.

Ask questions and get participants to come up in front of everyone and demonstrate what they have trained to check whether they truly understand the topic (in a friendly manner).

1.e. Ice-breaker activity

Ask the participants to introduce themselves to their colleagues (Where they come from? Which school and grade they teach (9 or 10)?)

Share their experience of reading and grammar teaching: the most successful strategies they have been employing.

Let them express if they are satisfied with their current practices of reading and grammar teaching.

Ask if they collect feedback from their students about grammar and teaching reading.

Let them share their experiences about Learning to Read: Reading to Learn to friends.

1.f. Training facilities and logistics

It is very important to recognize that providing the necessary logistics will enable to enhance the purpose of this training in general. Firstly, the location of the training will be arranged in a way that is comfortable to the majority of the trainees. It should be an average distance for all the attendants. Besides, modules will be distributed to the trainees to ease the discussions. In addition, there will be coffee, tea and bottled water services during the health break times of the training. Finally, as the trainees will be coming from various remote districts of the zone, it is planned to compensate some amount of the expenses and transportation fees in the form of per diem. It is hoped that this and other facilitations will inspire the trainees not only to participate in the training, but they will provide effective input and feedback on the project in general.

Main part of the training

2.a. Background of the document

Teaching how to read and improve students' reading skills requires a profound understanding of reading development and theory.

This includes teaching methods, class management and knowledge of appropriate materials European Union (2011).

It is important for teachers to keep up to date with research related to effective teaching strategies.

The participants (20-30) of this training will effectively participate in the focus group discussion (FGD).

Classroom observations (pre/post) will be conducted with some of those trainees.

The main focus is to introduce a recently proposed methodology for teaching reading to Ethiopia EFL teachers.

That is called Learning to Read: Reading to Learn (L2R:R2L).

It is sometimes called LRRL.

The term was coined by a researcher called Dr. David Rose in Australia in the 1990s.

The methodology worked on indigenous and other marginalized learners in an Australian context.

Dr. Rose aims to rapidly improve reading and writing in order to enhance educational access.

The method is thus targeted to the success of disadvantaged school groups of Australia.

David Rose has mainly focused on the improvements of the techniques for teaching reading and writing in secondary schools.

Dr. Rose carefully designed to close the gap between the most and least successful students in any class (2006).

He has mainly used the works of three theoreticians and educators:

- The first one is a Vygotskian model of learning as a social process, Zone of proximal development.
- The second is a Hallidayan model of language as text in social context.
- The third was a Bernsteinian model of education as pedagogic discourse.

The current project emphasizes to enhance the ability of EFL teachers' beliefs of grammar and reading by implementing the L2R:R2L as a strategy in Ethiopian secondary schools.

It is adapted in the way that it fits to help the EFL teachers of Ethiopia secondary schools to introduce them to L2R:R2L.

Its target is to enable the EFL teachers to improve teaching reading and further to scaffold their students.

Thus, implementing L2R:R2L is twofold.

Firstly, EFL teachers of secondary schools in Ethiopia will be introduced with the new methodology of teaching reading so as to mitigate the problems.

The second is to initiate EFL teachers in implementing this methodology and to expose grammar while teaching reading (avoid discretely teaching).

2.b. Goals & objectives of the training

- The major objective of this training is neither to blame the curriculum of English language nor to criticize the EFL teachers' beliefs and practices of grammar and reading.
- This training intends to enable the EFL teachers to improve their knowledge and attitudes on reading and grammar teaching.
- It is also to empower the teachers to read, so that the teachers can empower the students.
- The training is designed to identify the gaps and to bridge those gaps technically, linguistically, culturally and professionally.

The training document in particular achieves the following objectives.

- It enables the EFL teachers of secondary schools to understand the concept of L2R:R2L.
- It motivates the EFL teachers of secondary schools to employ an L2R:R2L methodology in their classroom.
- It gives EFL teachers a good opportunity to adapt linking grammar with reading while teaching a passage.
- It provides some practical exercises that would enable the EFL teachers to implement.
- It will enrich the findings of my research project (PhD) so as to add a value in furthering research on foreign language learning.
- The experiences and thoughts by the participants will provide a lot for the original contribution of my project.

2.c. Outcomes of the training

To create an awareness on the EFL teachers of secondary schools on their beliefs and practices of grammar and teaching reading.

To measure changes in knowledge, attitude, or behavior based upon exposure to the training session or course (e.g. pre- and post-training questionnaires and FGD, open-ended questions, classroom observations).

To use new teaching methodology (L2R:R2L) so as to alleviate the problems with grammar and teaching reading.

2.d. Defining reading

Scholars define reading in different ways:

- Smith (1988) states that reading is not different from all the other common words in our language.
- According to Wallace (1992), reading is a process of extracting meaning from written text.
- According to Nuttall (1982), reading is a process in which one looks at and understands a written material.
- Nunan (2015) also views reading as the ability to comprehend the thoughts and feelings of others through the medium of written text.
- Reading, for the entire development of the nations, plays a key role in the improvements of the societies, promoting and cultivating the minds of its individuals.
- It is a way of obtaining information, knowledge, satisfying tendencies, gaining experience and progressing in the various subjects.

Characterizing the behaviour of reading:

- ✓ It is receiving the communication;
- ✓ It is making discriminative responses to graphic symbols;
- ✓ It is decoding graphic symbols to speech;
- ✓ It is getting meaning from the printed page.

Some comments on the experience of reading in some countries:

- UK education office recognized the vital importance of reading.
- USA is also strongly working to minimize the severe student reading problems (Maddox-Dolan 2003 cited in Hougen 2014).
- In the USA, high school graduates are not prepared for the rigors of college or the demands of the workplace (Adams, 2011; Hanushek, Peterson, & Woessman, 2014; Kamil et al. 2008).
- In Ethiopia the problem of reading is expanding at an alarming rate (EGRA 2010, 2014).
- The difficulty level of students' reading is very shocking.
- Research reveals that the problem of reading also affects EFL teachers.
- Research indicates that secondary school students are not bridging the gap between their Grade 9 & 10 knowledge of English with that of preparatory quickly.

2.e. Why teach reading?

- Although there are multiple reasons for teaching reading skills, two main reasons can be discerned which are very comprehensive and generic, namely for information and for pleasure.
- Teachers must know how to scaffold the development of each requisite reading.
- People who learn to read typically continue to read and become even better readers (Hougen 2014).
- They learn massive amounts of vocabulary through reading, gain knowledge about their world, and begin to read with fluency and prosody (Ibid.).
- Good readers recognize the meaning in what they read and hone their comprehension.
- Good readers are able to summarize, make inferences, compare and contrast passages, question what they read.

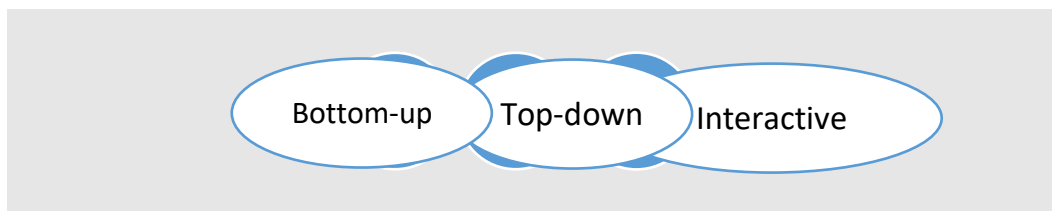
- Good readers can coordinate these complex skills and apply effective strategies before, during, and after reading.
- Good readers experience the wonder, joy, and utility of reading.
- However, if one does not learn these skills, reading can be difficult and laborious, affecting academic success in all subjects and often leading to a life of struggle and frustration.

In order to be successful in teaching reading, teachers should:

- a) clearly communicate their beliefs about teaching reading in line with the actual practices.
- b) briefly provide appropriate reading strategies that can help them to realize their beliefs by encouraging the learners to understand by reading.
- c) respect the role of culture in language teaching and contextualize it in the existing curriculum, i.e. coloring the curriculum rather than imparting the curriculum as it is.
- d) let their students become aware of the purposes of reading, not only in theory but in practice.
- e) update with new methodology for teaching reading.

2.f. Models of the reading process

In this section, three reading models are explained one after the other with some examples and a brief discussion of their qualities.



1) Bottom-up model

The ‘bottom-up’ information-processing model focuses on ‘one second of reading’.

A bottom-up model of teaching reading is one of the early models.

It focuses on the mere decoding of graphic prints.

The readers are encouraged to begin by matching individual letters of the alphabet with their corresponding sound.

Then, readers blend these sounds together to form words.

For instance, in reading the word *cat*, we mentally sound out the letter ‘c,’ ‘a,’ ‘t,’ then blend these together to form the word ‘cat’ Nunan, (2015).

It is noted that the combinations of words will give us phrases and clauses.

The combination of words and phrases produces sentences, paragraphs and texts when stretched.

While exercising the bottom-up model of reading, students are familiarized with the well-known reading approach called phonics.

In an approach to teaching reading from a bottom-up perspective, teachers enable their students:

to decode letters from their written to their aural form.

to blend these together to form words along the lines described in the previous paragraph (ibid.)

From the perspective of the bottom-up model, learning to read is learning to decode, namely, to change graphic characters into phonemes.

As a result, the printed form can be changed into a spoken form while reading.

The reader converts characters into systematic phonemes.

Furthermore, the reader knows the rules that relate one set of abstract entities to another.

The letters ‘**ch**’ can give us multiple sounds in different words. Look at the examples in the table below:

CH spelled and Pronounced as K	CH spelled and Pronounced as CH	CH spelled and Pronounced SH
characteristics, mechanical, chameleon, monarch	chalk, charity, chair, batch	machine, chef, brochure

The words in the chart above are pronounced differently though the letter combination ‘**ch**’ is present in every word.

If we take this issue to the vowel cases the differences might go beyond this.

Similar differences apply to consonants with a simpler spelling as one letter. For instance, when the letter ‘**C**’ is pronounced as ‘**K**’ and ‘**S**’ in *cat* and in *city* respectively.

In many cases, the sources of these words vary in their origin (Greek, Latin, French or English).

Teachers are responsible in enabling their students to decode all these words.

We need to be very systematic and flexible for the learners to read effectively, but it is sometimes difficult to do so. For example: teachers are sometimes in confusion to handle the ‘**CH**’ when to be sound as ‘**K**’ or as ‘**SH**’ or as ‘**CH**’.

The reader’s knowledge of words and grammatical patterns in the sentence, and their ability to make inferences and to form propositions are important components in bottom-up reading model.

Some scholars criticize the bottom-up model because it is a purely data-driven type of reading model.

2) Top-down model

- The top-model reading is mainly meant to bridge the gap seen in the bottom-up model.
- The top-model reading emphasizes the role of the readers.
- In the top-down model, the reader’s background knowledge is as important to negotiate the meaning as the printed page is in the bottom-up model.
- In contrast to bottom-up models, which are data driven, top-down models of reading tend to be ‘meaning-driven’.
- The reader is said to start with his/her background knowledge about the text.
- Readers are encouraged to actively compare what is read to what is already understood or the basis of their prior knowledge.

- In other words, reading in a top-down model is “primarily directed by readers’ goals and expectations” (Grabe and Stoller, 2002, p. 32).

According to Anderson (2008: 6, cited in Nunan 2015) top-down reading can be summarized as follows:

It begins with the idea that comprehension resides in the reader. The reader uses background knowledge, makes predictions, and searches the text to confirm or reject the predictions that are made. Grabe and Stoller (2002) point out that in a top-down model of reading, comprehension is directed by the reader’s goals and expectations. A reading passage can thus be understood even if not all of the individual words are understood. Within a top-down approach to reading, the teacher focuses on meaning-generating activities rather than on the mastery of the bottom-up skills of letter, sound and word recognition.

Reading in the top-down model is seen as:

... active processes where the reader builds and creates new meaning from the text, but not a collection of ideas, organized to make sense. (Grabe and Stoller, 2002, p. 32).

The top-down reading model is not free from criticism:

If a reader does not have the relevant background knowledge, then s/he has nothing to draw on to develop and test hypotheses Nunan (2015).

It focuses on the reader’s general world knowledge to understand any text.

Wallace emphasizes that the top-down reading model neglects the perceptual and decoding processes of reading that fluent readers bring into play in processing textual information (2001).

There is no clear explanation and representation towards the behaviors of the learners.

3) Interactive process model

Due to the limitations of the bottom-up and top-down model, a third reading model came into effect.

It is called interactive and was introduced by Rumelhart in the 1970s cited in Abosnan (2016).

Reading is ‘at once a “perceptual” and “cognitive” process’.

The reader employs ‘codes’ as well as background knowledge to produce meaning.

The interactive model of teaching reading, unlike the top-down approach explicitly acknowledges the skills of decoding and word recognition.

The interaction model of reading was developed in the 1980s, when the theme of communicative language learning was at its climax Abosnan (2016).

Thus, it was considered as a new and effective means to teach reading by combing the two previous models (Bottom-up + Top-down).

From the study of Nunan (2015): the interactive model of teaching reading:

combines elements of both bottom-up and top-down approaches. The best readers in any language are those who combine elements of both. For example, most readers begin reading by using top-down reading strategies until there is a problem and then they shift to bottom-up strategies. Have you ever read something quickly and suddenly come to several new words? You are required to slow down your reading to decode the new words. When you do this, you are using bottom-up strategies to understand the words. (Anderson, 2008: 5–7)

The interactive model focuses on the meaning level of the text not in one direction.

The interactive reading model introduced the concept of pattern synthesis: semantic, lexical, and syntactic knowledge interacts to produce correct explanations for the graphemic input.

Readers thus need to employ their syntactic information knowledge to understand the sentence structure, lexical knowledge, semantic information and orthographic visual input to read the text.

Recapitulating, the interactive model regards the process of reading comprehension as a negotiation between the reader's background knowledge and the textual clues taken up from the printed page through decoding graphic display.

So, the interactive model is promoting the skill of sandwiching the text, at times from the bottom down and at other times from the top up, based on the objectives of the reading.

2.g. Teaching reading in the Ethiopian context



For Vestina, shoes mean school. And school means a future

Vestina Gunda is 14, HIV positive and from Zambia. She's tiny for her age. Poor health means she coughs constantly. But she's a bright spark. And an education could transform her chances in life.

Both Vestina's parents died of HIV-related illnesses. Now she lives with her grandparents, who adore her. But they are struggling to look after Vestina, her sister and six of her cousins – all orphans.

Our partner organisation, the Arch Diocese of Lusaka (ADL) has been working with the family to make sure she can go to school.

Vestina's background could easily condemn her to a life of poverty and exploitation, bad health and an early death. But if she can get an education, her chances will improve dramatically. Statistically, every year of education causes life expectancy to rise.* Of course, Vestina's not a statistic. She's a child. And you could help a child like her by giving just £2 a month.

* Ricci & Zachariadis, *Longevity and Education: A Macroeconomic Perspective*, 2007

**Can £2 a month
really send a child
to school?**

(Adapted from Bax, 2011, *Discourse and Genre*, Palgrave Macmillan)

Do the following activities individually.

- read out loud and review the objectives which are summarized in the box below.
- explain how these objectives are covered with the help of different activities in the material.
- check how the objectives are meant to guide you on what to focus on while teaching.
- next, review the suggested time allocation with the one you spend on the activity.

The text is an advertisement for a British charity, Christian Aid, which wants the readers to send money to help Vestina and other children like her. So the function of the text is to persuade people, which is the function of most advertisements.

After reading the above paragraph do the following activities individually or in pairs.

Ask these questions in Pre-Reading:

Who is there? Where do they live? How old is the girl in the picture?

Ask these questions in While Reading:

What is the function or purpose of this text? Who wrote it?

Read again: Read the text again and answer these questions:

1. How old is Vestina and why is she so small?
2. Is she intelligent? Which word tells us the answer?
3. Who are the adults in the picture?
4. How many children are they looking after?
5. How can Vestina's life be improved?

Text function:

*As we said above, the function of this text is to persuade the reader to give money. How does the writer of the text try to persuade us? Look at these statements and say if they are **TRUE or FALSE**.*

1. The writer makes us feel sorry for Vestina.
2. The writer makes us angry with Vestina's family.
3. The writer shows us that Vestina has good possibilities in life.
4. The writer tells us a story to make us understand the situation.
5. The photograph helps to show us the situation.
6. The writer makes the reader feel guilty and unhappy.
7. The writer shows that a small gift will mean a lot.

Can you see any other ways the writer has used to persuade the reader?

Cohesion:

Writers use many ways to link sentences together. These are often called **cohesive devices**, because they make a text 'cohesive', which means the text is all joined together clearly. For example, look at these sentences about Vestina. Some of the cohesive devices are in **bold**:

Vestina Gunda is 14, HIV positive and from Zambia. **She's** tiny for her age. Poor health means **she** coughs constantly. **But she's** a bright spark. **And** an education could transform her chances in life.

Words such as **and** and **but** – which are called conjunctions – link the sentences together. Also, the use of pronouns such as **she** links the sentences, because they refer back to her name.

Cohesive devices

Look at this simple story. It has many cohesive devices which link the ideas and sentences together. See how many you can find.

One day a woman went into a shop. She saw some boxes of tea on the shelf, so she took one. Then she went to the cash desk and paid for it. After that the shopper put her shopping into her bag, then she walked out. But she forgot to buy milk. Finally, she caught a bus and went home.

Now, find the cohesive devices from the text above, and complete the following table.

Type of cohesive device	Examples from the text
1. Synonyms – words which have similar meanings. These help a reader to link ideas together. E.g. <i>car / vehicle</i>	
2. Pronouns such as <i>she, he, it</i> . These help the reader to link the people and objects through the whole text.	
3. Connecting conjunctions such as <i>and, moreover</i> . These show the reader that two ideas or actions are similar.	
4. Contrasting conjunctions such as <i>however, but</i> . These show the reader that two ideas or actions are different.	

5. Logical conjunctions such as <i>so, therefore</i> . These show that two ideas or actions are linked together in some way.	
6. Adverbs of time , such as <i>then, next, afterwards</i> . These help the reader to see the order and sequence of events in a story.	

Narratives: In this unit we will read a story called “The Travellers and the Bear”. This will help you:

- to be aware of **narrative and narrative structure**
- to examine the function of texts

Step 1: PRE-READING TASK: Before you read the text, discuss these questions:

The title of the story is “**The Travellers and the Bear**”. It is about two friends who were walking along a road when they saw a bear. What do you think happened?

- Discuss this with your partner. Give at least four ideas of what might happen.
- Tell the class your ideas.

Step 2: WHILE READING TASK: Now **read the text** and see if your ideas were correct.

Reading Text: 1 Narrative The Travellers and the Bear

1	Two friends were travelling on the same road together. It was a lovely sunny day.
2	Suddenly they met a Bear.
3	One of them, in great fear, without a thought for his friend, climbed up a
4	tree, and hid himself. The other, seeing that he had no chance by himself against
5	the Bear, threw himself on the ground and pretended to be dead (for he had heard
6	that a Bear will never touch a dead body).
7	As he lay there on the ground, the Bear came up to him and started to smell
8	his nose, his ears and his heart The man held his breath, and the bear, thinking that
9	he was dead, walked away.
10	When the Bear was out of sight, his friend came down from the tree, and
11	asked him what it was that the Bear had whispered to him.
12	“I saw the Bear put his mouth close to your ear”, said his friend.
13	He replied, “He told me not to go with people who, when there is a
14	problem, run away and leave their friends in trouble”.

(Adapted from Aesop’s Fables. From Translations of Thomas James and George Tyler Townsend, p. 40-41. 1998. Pennsylvania: Franklin Centre, the Franklin Library, as found in *Improve Your English*, Tomlinson (ed.), 2005).

Step 3: POST-READING TASKS:

a) The story you’ve just read is adapted from one of Aesop’s Fables. Each of these fables had a **moral**, that is, a short lesson to be learnt from the story. Which of the following do you think is the moral of the “Travellers and the Bear”? Discuss with your partner.

- Look after yourself first.
- Don’t be afraid of bears. They won’t hurt you.
- Help your friend before you help yourself.
- If you see danger, run.

Now look at the structure of the fable. Look at this table with your partner and try to complete it by putting the correct **line numbers** and notes into the table. One example is done to help you.

Part of the story	Line numbers and notes
1. Setting the scene of the story. Where are the characters? What are they doing?	Line 1 Notes: Two friends travelling
2. Something happens to CHANGE the setting, to cause a problem L	Line(s): Notes:
3. A character in the story tries to solve the problem.	Line(s): Notes:
4. The problem continues, to make the reader worried. L	Line(s): Notes:
5. The problem is solved, and the characters feel better again. J	Line(s): Notes:
6. The characters talk and give some ideas to make the reader think.	Line(s): Notes:

The structure of stories

Stories often have a structure like this:

- a) They start with a **SETTING** to tell us who the characters are and what they are doing.
- b) Then there is a **PROBLEM** or **DISRUPTION** which breaks the setting. 😞
- c) Then the characters must try to **SOLVE** the problem in some way.
- d) Usually they succeed, to give a happy ending, and this is called the **RESOLUTION**. 😊
- e) Sometimes there is also some sort of moral or **MESSAGE** to the reader about life.

*We will see this sort of structure, which is called **Narrative Structure** or **Story Structure**, in other stories in these units and modules.*

Step 4: FOLLOW-UP DISCUSSION: *Now in small groups discuss the story and the moral.*

Think about these things:

- a) *What do you think of the two travellers' behaviour? What would you do?*
- b) *What do you think about the bear's behaviour?*
- c) *Can you think of a different moral to this story?*

Step 5: FOLLOW-UP (2):

- a) *Can you think of any other fables or short stories you know?*
- b) *In groups, try to think of another story with a moral. Prepare to tell the story to the class.*
- c) *One person from each group can tell its story to the whole class **WITHOUT** saying the moral.*
- d) *The rest of the class must try to guess the **moral** of the story.*

2.h. The Importance of L2R:R2L

L2R:R2L is one of the world's most powerful literacy programs.

It enables teachers to provide intensive scaffolding of reading.

It is designed to enable all learners at all levels of education to read successfully.

It is an appropriate pedagogy for all levels in terms of ages, grades and areas of study.

L2R:R2L as a strategy has been evaluated 4 times and confirmed for its effectiveness.

The program has been developed over the course of ten years with teachers of primary and secondary schools.

L2R:R2L offers a powerful set of strategies that address the needs of all students.

L2R:R2L assists to be flexible and adaptable to different models of delivery.

It accommodates students from diverse cultural and linguistic backgrounds.

L2R:R2L enables to link different skills of language at a time (Grammar and Reading).

It accelerates the learning for students; even previously unsuccessful learners can read.

It effectively "closes the gap" in achievement between the most and the least successful learners.

The strategies apply cutting edge research in classroom learning, and language across the curriculum.

It is accessible, practical and meets the needs of teachers and students.

2.i. The role of Teachers in L2R:R2L

Teachers of reading have a critical role to play in raising the reading literacy levels of young people.

However, to be most effective, their efforts should be part of broader strategies addressing wider issues.

Teachers initially provide high levels of explicit support in reading classroom texts at a level beyond that which many students could achieve independently.

Teachers put into practice the democratic principles of equal rights to education under the same conditions regardless of gender, ethnic background, or socio-economic factors.

In many countries, teachers have often received a centrally developed curriculum.

It is then the responsibility of the school to discuss and create its programme for improving reading achievement.

However, before developing a programme, teachers must reflect on what they believe to be most important for teaching reading.

Teachers support students to read a high-level text, firstly by preparing them to comprehend the text's aim(s).

Then the text is read aloud, and then by giving students meaning cues, they are led to recognize and understand wordings within each sentence.

Once familiar with the sequence of meanings in the text, the 'cognitive load' on students is reduced.

In fact, by understanding the reading we do not mean that the reader should know all words/vocabularies s/he encounters in the text.

Students also attend more freely to other textual elements, such as the author's linguistic choices, and the patterns of wording, spelling and lettering in the text.

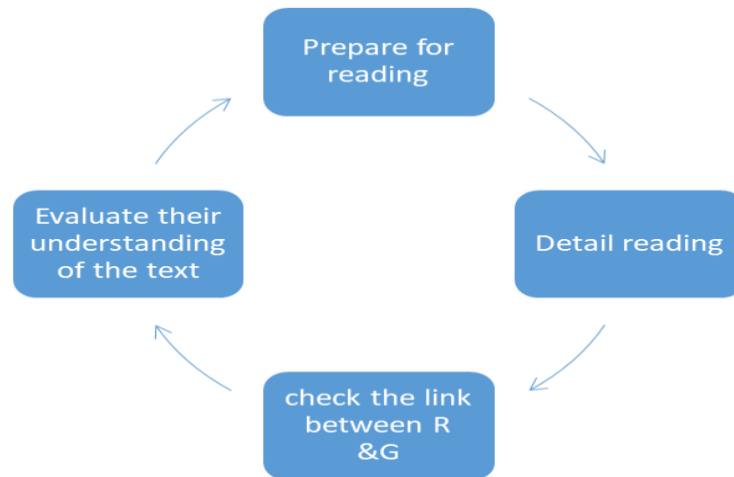
As students actively recognize wordings themselves, these reading skills transfer to other contexts over time.

The ultimate goal is to gradually empower students to use these literate language features to read and align with grammar.

The difficulty level of struggling readers could be affected by different factors such as background, environment, motivation, age, psychological, socio-economic factors,

But the capability of their teacher in teaching reading is the major engine to inject the students.

2.j. Stages of Reading in L2R:R2L



Preparing before Reading:

Reduces complexity by providing support at the levels of both discourse and graphology. It enables learners to follow the words of a text as it is read aloud. The teacher first orally summarizes its overall sequence of meanings, so all learners can understand (Rose, 2004).

Detailed Reading:

At this stage learners must read the wordings themselves. But this task is made easy by reading a short passage sentence-by-sentence with the support of meaning cues provided by the teacher. It enables all learners to read the passage with full comprehension and accuracy.

Check how the reading is linked with grammar items:

In this stage, students will practice how grammar helps in reading. Grammar items focused on cohesive devices, voice (active and passive), prepositions, ...

Evaluate readers' understanding of the text:

In this stage students are encouraged to do the tasks independently. Teachers support and evaluate their level of understanding.

2.k. Aligning Reading with Grammar

Many teachers if not all, murmur about the inconvenience of reading comprehension. In reading comprehension, EFL teachers raise voices (passive and active), tenses, parts of speech. These are the building blocks for teaching reading. Reading stories, press releases, poems, dramas. Can you see the demarcation between grammar and reading? Effective teachers kill both at a time. But it needs systematic mix up.

One way of making the learning of a language feasible is through aligning grammar and reading.

This would improve the two components (reading and grammar).

Regardless of the language to be learnt, successful reading comprehension is dependent on the grammar the reader knows.

Grammar plays a very important role in understanding texts (this goes for L1 and L2 or L3) (e.g. Grabe, 2009; Jeon and Yamashita, 2014).

However, little is known about how the combination of grammar and teaching reading is helpful to foster comprehension of English as a foreign language.

As grammar is amalgamated with reading and vice versa, the students would get the opportunities of learning the two components at a time with reasonable challenges.

Understanding a text is all about reading comprehension.

It is the ability to understand information in a text and to interpret it appropriately.

But, not only the reading that takes place, but also the grammar plays influential role.

While some scholars argue that L2 readers do not need grammar knowledge for effective reading (Alderson, 2000), it appears that specifically in L2 reading, the role of grammar becomes more complex.

For one reason, L2 reading is different from L1 reading (Shiotsu, 2009, p. 16). L2 readers “start to read in the second language before achieving the kind of grammatical maturity and the level of oral vocabulary that L1 readers attain before they begin to read” (ibid).

The effective way of language teaching is integrating all the skills at a time by avoiding a discrete way of teaching.

This entails several advantages.

ESL or EFL teachers need to be proficient users, and skilled analysts of English language.

The teacher must possess the ability to speak, listen, read and write English.

The teacher must be knowledgeable of English from an analytical perspective: its phonology, grammar, syntax, lexical properties, generic structures, pragmatic realizations and literacy (Ellis, 2006).

The listening, speaking, reading and writing are all an integral part of typical language proficiency and use.

Teaching skills in an integrated way will also include grammar and vocabulary.

It is noted that the linking of grammar and reading specifically in language teaching could have various advantages.

Some scholars stress the role of grammar in the reading or the role of grammar in CLT.

For example, for Hedevang (2003) grammar gives strong support for other skills.

Her understanding of grammar teaching is as **supporting** second language acquisition, not as being its **primary source**.

When teachers teach grammatical topics clearly and effectively, students will easily improve the speed, fluency and excellent guessing skill in reading.

Similarly, EFL teachers who teach integrating reading and grammar would be more effective.

Despite the observation that integrating the two could have different advantages, there is little understanding towards that.

For example, some authors claim that fluent L2 readers do not make extensive use of grammar knowledge, because once they progress to a certain point, top-down schema knowledge, inferencing, and contextual knowledge rather than grammar then play more important roles in comprehension (e.g. Bernhardt, 2000; Celce-Murcia and Olshtain, 2000).

To the contrary, other authors (e.g. Alderson, 1993; Grabe, 2009) strongly argue in favor of the integrative way of teaching between grammar and reading in L2 acquisition.

Grammar knowledge, along with the associated processes of syntactic parsing, is a major foundation of fluent L2 reading, even at very advanced levels of L2 comprehension.

In a meta-analysis of L2 reading comprehension and its correlates, Jeon and Yamashita (2014) came to the conclusion that L2 grammar knowledge was indeed one of the three strongest correlates of L2 reading comprehension (apart from L2 vocabulary and L2 word decoding).

2.1. Why integrating reading and grammar?

Teaching reading in linking with grammar is effective in two ways.

1. Teachers inspire their learners through selecting reading passages in a contextualized way with grammar.

Students' autonomous motivation can be stimulated if teachers nurture the students' innate psychological needs for autonomy, competence, and relatedness (Ryan and Deci, 2000).

Take for instance, if the teacher wants to teach about **descriptive paragraphs** relevant grammatical themes are voices, prepositions, tenses.

It is very feasible to prepare a reading story in which the students follow a scene.

Students will develop their knowledge of grammatical topics in accordance with the entire meaning of the text.

In addition, the teacher can easily manage the time, the space, material and energy to present reading and grammar.

As the teachers facilitate good ways for teaching reading, the students will improve not only their grammar skill but also their vocabulary knowledge.

It is difficult to isolate the contribution of grammar from that of vocabulary while teaching. For this reason in the theory to which the L2R:R2L model is linked, viz. Systemic Functional Linguistics, the term *lexicogrammar* (linking grammar and lexis or vocabulary) is preferred.

2. The second reason of linking grammar with reading is connected to test/ exam preparations.

Teachers can easily design a test or a final exam from the reading passage to assess the learners' knowledge of grammar.

In the case of secondary school, reading passages are inevitable.

The better L2 grammar performance facilitates L2 reading comprehension.

L2 reading activities in the classroom result in better L2 grammar performance in tests.

For teachers, it is like killing two birds with one stone (teaching + assessing).

In order to understand how grammar and reading could be aligned more, let's see the text about coffee ceremony in Oromoo society with its pictures below.

Coffee Ceremony in Oromoo

1 Coffee **is** a crucial commodity **used** around the world in different ways. It **has been**
2 a fundamentally important social, economic, political, and ritual artifact for several
3 centuries for Oromoo people. In the Oromoo society coffee **has been used** as a
4 medicine, a food and a beverage, as well as in ritual performances. The origin of
5 coffee **is thought to have been** Ethiopia which **is located** in Oromiya region around
6 50 Km far away from Jimma University. The Oromoo coffee ceremony **is a unique**
7 **ritualized** form of making and drinking coffee. The coffee ceremony is one of the
8 most recognizable parts of Oromoo culture. Coffee **is offered** when visiting friends,
9 during festivities, or as a daily staple of life. If coffee **is politely declined** then most
10 likely milk or tea **will be served**.

11
12 The coffee **is brewed** by first roasting the green coffee beans over hot coals in a
13 brazier. Once the beans **are roasted** each participant **is given** an opportunity to
14 sample the aromatic smoke by wafting it towards them. This **is followed** by the
15 grinding of the beans, traditionally in a wooden mortar and pestle. The coffee
16 grounds **are then put** into a special vessel and **boiled**. The boiling pot (*jabanaa*) **is**
17 **usually made** of pottery and has a spherical base, a neck and pouring spout, and a
18 handle where the neck connects with the base. When the coffee boils up through
19 the neck it **is poured** in and out of another container to cool it, and then **is put** back
20 into the boiling pot until it happens again. To pour the coffee from the boiling pot
21 (*jabanaa*), a filter made from horsehair or other material **is placed** in the spout of
22 the boiling pot to prevent the grounds from escaping.



(Taken from Oromiya Advocacy 2010)

2.m. Characteristics of an effective reading teacher

s/he will be knowledgeable, strategic, adaptive, and reflective (IRA, 2007).

s/he understands both the science of reading and engages and motivates towards reading strategies (ibid).

s/he asks higher-level questions that require students to make inferences and think beyond the text.

s/he helps readers make connections between the texts and their prior knowledge and experiences.

s/he provides students with reading materials with appropriate level of difficulty.

s/he monitors progress in reading by administering informal assessments (ARG, 2002).

s/he continually develops her/his own expertise, students' reading background, taking account of the growing demographic diversity of students in the classroom, the widening context of literacy and the increasing range of available material (Grabe 2009).

Further reading

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CURRICULUM VITAE AND LIST OF PUBLICATIONS

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2. EDUCATIONAL BACKGROUND

PhD student in Linguistics at Ghent University, Belgium from 2016-2020

MA in TEFL, Addis Ababa University (2011)

BEd in English Language Teaching and minoring History, Addis Ababa University (2007)

Diploma in English Language Teaching in Adama Teachers' College (2003)

3. Trainings

Certificate in Research Grant Writing (2012)

Certificate in Journalism (2010)

Certificate in Leadership (2009)

Certificate in Communication (2009)

Certificate in Basic Computer Application (2006)

4. COMMUNITY PARTICIPATION

Volunteer in youth teaching in collaboration with American Embassy (2017/18)

Teaching and mentoring students and teachers in the secondary and primary schools in Jimma (2012-2017)

5. RELEVANT WORK EXPERIENCE

Vice Director of Reform Office at Jimma University (2015/2016)

Coordinator of Reform and Quality Assurance at College of Social Sciences (2014/2015)

Assistant professor in TEFL in Jimma University (2014-2020)

Lecturer in Jimma University (2011-2014)

English Language Teacher and Head Department in Belay Zeleke Secondary School (2007-2009)

Kallacha Magazine Chief Editor in Oromiya Mass Media Agency (2009-2010)

English Language Teacher and School Principal at Dandi Gudina Primary School in Kararayou (2006-2007)

6. PAPER AND POSTER PRESENTATIONS

Paper Presentation on LinGhentian Doctorals (2019)

Poster Presentation on LinGhentian Doctorals (2018)

Paper Presentation on Higher Education Quality Agency in Ethiopia (2015)

Several paper presentations in Jimma University (2012-2015)

Article Publications

Title of the articles	Journal/Publisher	Year
Assessing teachers' beliefs and practices of teaching grammar and reading in an integrated way in the Secondary School in Ethiopia	Afrika Focus	2020
Teaching grammar and reading in Ethiopian secondary education: Discrepancies between teachers' beliefs and teachers' practices	Educational	In progress
Investigating teachers' beliefs about grammar teaching at Secondary School level in Ethiopia: In relation to Communicative Language Teaching	System	In progress
L2R:R2L within Ethiopian Context: Impact of small Scale Intervention on secondary school EFL teachers	TBA	In progress
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An Investigation of the practice and challenges of co-curricular activities: EFL teacher-educators and learners of Jimma and Bulehora colleges of teachers' education in focus	International Journal of Current Research ISSN: 0975-833X	2016
Vocabulary knowledge (VBK) and metacognitive strategy (MCS): Teachers' and students' awareness about their roles in developing reading comprehension skills: The case of preparatory schools in South Western Oromiya Region, Ethiopia	Nawa Journal of Language and Communication	2015
2nd Cycle Primary School EFL Teachers' Use of Reading Strategies to Develop Their Students' Reading Skills: The Case of Jimma and Ilu Abba Bora Zones of Oromiya National Regional State	IJSBAR) ISSN 2307-4531 (Print & Online)	2014
Collaboration of Parents and EFL Teachers to Enhance Children's Motivation towards Reading Skills: Focus to 1st Cycle of Primary Schools in Jimma Zone	IJSBAR ISSN 2307-4531 (Print & Online)	2014