University of Gezira

The Effect of the Communicative Approach
On Teaching Grammar to EFL learners:

A Case Study of Wad Babi Secondary School, Khartoum State, Sudan

Dina Ali Abdallah Ali Khairy

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The Effect of the Communicative Approach on Teaching Grammar in Sudanese Secondary Schools
A Case Study of Wad Babi Secondary School, Khartoum State, Sudan

Dina Ali Abdalla Ali Khairy

Bachelor Degree Honours in Teaching English as a Foreign Language (TEFL) Ahfad University For Women 21st of April 1998

Master of Education in Teaching English as a Foreign Language (TEFL) Juba University in September 2008

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Supervision Committee

Name                  Position          Signature
Dr. Ahmed Gasm Alseed Ahmed  Main Supervisor   .................
Prof. Abdul Majeed Al-Tayeb  Co-Supervisor   .................

Date, /March 2015
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EXAMINATION COMMITTEE

Name                                                      Position                     Signature
Dr. Ahmed Gasm Alseed Ahmed                                Chair Person                 ...............  
Dr. Abbas Abdul Rahman Ansari                              External Examiner             ...............  
Dr. Abdul Gadir Mohamed Ali                                Internal Examiner             ...............  

Date of Examinations,
Dedication

Great thanks for Almighty God for everything in life, Alhamdulillah.
I dedicate this work for the soul of my dear Mum; to you mum I dedicate this work.
To the sister and shelter whom I lost, and missed so much.
To my lovely friend and dear dad, I dedicate this work which you always wished me to do. To you father.
To the spirit and the love of my life, to the person who lighten my life and who is always there for me when I am down, to you Adel I dedicate this work.
Alhamdulillah that we overcome all the obstacles and succeeded in fulfilling our dream. To my sweet heart and life my lovely children I dedicate this work.
To the dearest sisters and friends of my life Ahlam, Sonia and Marwa, I dedicate this work. Thanks for supporting me.
We pray to Allah, the Exalted, to accept our humble effort and make it beneficial to all Muslims learners of English.
Acknowledgement

Alhamdulillah and prayers for the messengers of Allah Mohamed (PBUH), we thank Almighty God, the source of all knowledge, understanding and wisdom. From him we owe all that we have and all that we are! Alhamdulillah.

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I am deeply indebted to all those who supported me to complete the work.
The Effect of Communicative Approach on Teaching Grammar
Dina Ali Abdalla Ali Khairy
(A Case Study of Wad Babi Secondary Schools, Khartoum state, Sudan)

ABSTRACT

The impact of teaching grammar through different methods of teaching was widely explored but the use of the communicative approach when teaching grammar remains un-investigated. The present study aims to fill the knowledge gap left by the scarcity of research in this area. More specifically, this study investigates the role of communicative approach when used in teaching grammar. Grammar is a living resource that gives us the ability to communicate our ideas and feelings and to understand what other people say or write to us, in other words grammar is central to the teaching and learning of all languages. The nature of the theory of CA determines the need for grammar teaching; grammar and CA should not be in opposition because with a good knowledge of grammar, students can fully improve their integrated English proficiency and promote the overall levels of their English. Teachers of foreign language should strive to explore grammar teaching methods and help learners get the rule and use it to communicate in real life. The research population covers secondary high school students. The sample was taken from Wad Babi's 3rd year secondary government school students. Instruments for data collection employed in this study are as follows; an experiment that involved 40 female students. Two classes were chosen so as to represent the control group and the experimental group, pre and post test which took place before and after the experiment indicated the impact of the CA to the teaching of grammar in Sudanese secondary schools. The results of this study indicated that CA has a very positive effect on the performance of the students. It also showed that the CA was more effective than the traditional methods. A questionnaire was distributed to (50 out of 58) English language teachers and results of teachers' response analysis indicated that (88.0%) of the sample believe that teaching grammar through the CA enables the students to use the language outside the boundaries of the classroom. The study used both types of data analysis; qualitative and quantitative. The data collected from the questionnaire is represented in tables and graphs in order to answer the eight research questions and to test the eight hypotheses of the study. The result of the pre and post test is statistically treated by using the statistical package for social sciences (SPSS) program. The study recommended that teachers need training on how to use the CA. Instructional materials and teaching aids are needed so as to facilitate the teaching process. This approach is needed to be adapted from primary up to secondary level.
أثر النهج التواصلي في تدريس قواعد اللغة
دينا علي عبد الله علي خيري

ملخص البحث

تسعى هذه الدراسة لبحث أثر النهج التواصلي CA عند استخدامه في تدريس قواعد اللغة لطلاب المرحلة الثانوية. فعلى الرغم من الاهتمام المتزايد مؤخراً في مجال منهجية التدريس، واهتمام مدارسي اللغة الإنجليزية بكيفية تدريس النحو من خلال أساليب مختلفة للتعليم، وتأثير هذه الأساليب على الطلاب عندما يتعلمون قواعد اللغة والتي كانت مستخدمة، إلا أن استخدام النهج التواصلي CA عند تدريس قواعد اللغة يبقى نسباً غير مكتشف. ولذلك تسعى هذه الدراسة لسد الفجوة المعرفية التي واجهتها ندرة البحوث في هذا المجال. ويشكل أكثر تحديداً لا أهمية قواعد اللغة يمكننا أن ن시키ها مورد للمعنى الذي يعطينا القدرة على تواصل أفكارنا ومشاعرنا، وفيما يمكننا أن يكون الذكور أو ما يمكنه لنا، فإنه قواعد اللغة هي المركز الأساسي لتعلم اللغة الإنجليزية أو أي لغة أخرى. طبيعة نظرية النهج التواصلي تحدد الحاجة إلى تدريس قواعد اللغة. حيث أنه لا ينبغي أن تكون قواعد اللغة والنهج التواصلي مختلفين عن بعضهم البعض. لأن المام الطالب بالقواعد يمكنه من استخدامها واتقان اللغة الإنجليزية بصورة متكاملة. هذا فضلاً عن تكوين مستوى. وتتوجه على معيار اللغة الإنجليزية السعي إلى إعداد طرق لتدريب القواعد وذلك لمساعدة الطلاب وتمكنهم من استخدامها وال التواصل بها في الحياة العملية. يتطلب مجتمع البحث على طلاب المدارس الثانوية. وقد تم تقديم الطالب إلى فتي من البحث، وكل فئة مكونة من 40 طالبة وفي مجموعة مثالية وMuF المجموعة التجريبية. أما الاختبار فقد كان الإداة الثنائية وقد تم على جزءين (قبل وبعد). أثبتت هذه الافادات أن تطبيق النهج التواصلي لتدريب قواعد اللغة في المدارس الثانوية الإنجليزية لها تأثير إيجابي كبير على اداء الطلاب. كما أثبت أيضاً أن النهج التواصلي له تأثير أفضل من الطرق التعليمية التقليدية. البداية الثالثة هي الاستياني الذي تم توزيعه على 50 من 58 معلم لغة إنجليزية. وقد أشارت نتائج الاستياني إلى أن 88.0% من العينة يعتقد بأن تعلم قواعد اللغة من خلال النهج التواصلي يمكن الطلاب من فهم العمليات اللغوية التي تعتبر جزءاً من تعلّم اللغة في الحياة العملية. قامت الدراسة باستخدام تحليل البيانات بنوعية اثنين معاً، التحليل الكمي والمحلل النوعي. وقد تم تمثل البيانات التي جمعت من الاستياني في جداول ورسومات بيانية وكذلك لجاهزية استنتاج البحث والتقنية، وهي أيضاً لجاهزية استنتاج النهج التواصلي CA. وتشمل هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة من 5 فصول. وآزمت الدراسة بان معلمي اللغة الإنجليزية يحاججون في الدراسة، بحيث تكون هذه الدراسة 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Chapter One: Introduction

1.0 Background

All over the world, students are more or less the same with respect to their needs when they learn any foreign language. One need that seems a common denominator is the quest for learning the grammar of the foreign language. No aspect of language teaching and learning has been more controversial and debatable than that of grammar. Thornbury (1999:14) states that

*No other issue has so preoccupied theorists and practitioners as the grammar debate, and the history of language teaching is essentially the history of the claims and counterclaims for and against the teaching of grammar. Differences in attitude to the role of grammar underpin differences between methods, between teachers, and between learners.*

Different and differing views have been proposed in this respect; explicit and implicit teaching of grammar and the relationship between them (Macaro and Masterman, 2006), deductive and inductive teaching of grammar (Ke, 2008), the distinction of possessing knowledge of grammar itself and the ability to verbalize it (Ellis, 2004), just to name some examples.

Newby (1998) points out that

*Grammar teaching in the 1990s shows influences from the following general areas: what might be called 'traditional grammar'; communicative teaching, dating from the late 1970s, the learner-based approaches that became influential in the 1980s; recent theories of second-language acquisition from applied linguistics.*

He goes on to remind of the view of second language acquisition which is held by some applied linguists as based on Chomsky's notion of Universal grammar and which might also be described as post-Krashen (ibid).

English language teaching has witnessed huge development since the advent of CLT approach. The CLT as a methodology was first proposed in England in the 1970s (Farhad, 2013: 287). This methodology was regarded as revolutionary since it placed an essential emphasis on communication in language learning classrooms. This development has mainly been in the teaching of the four skills, which shifted from the traditional model of presentation, practice and production (PPP approach) to the pre-, while- and post approach (PWP approach). However, as Mora (2003) and Weaver (1996) (qtd. in Pekoz (2008) claim, the teaching of grammar has not been in line with the PWP approach, even though grammar instruction has recently been
associated with contextual teaching. Pekoz (ibid) argue that there is a need “to go beyond this movement to bring grammar instruction fully to life and to make it purposeful and communicative.” Grammar need not be approached as a boring, difficult subject but as a subject which enables the learner to know the base of the language and to have the ability to use it in real life communication.

As an ESL methodology, the Communicative Approach had spread rapidly in Western countries. It then began to spread all over the world. As a reaction against the traditional language teaching methodologies, Communicative Language Teaching (CLT) became a major source of influence on English language teaching practice in both ESL and EFL. It has been subject to exploration and study by a great number of researchers in the field of English language teaching. There have been many studies conducted on the use of CLT in EFL settings. (Ellis, 1996; Gorsuch, 2000; Incecay; 2009; Li, 1998; Rao, 2002; Sun and Cheng, 2002).

CLT approach is regarded by many linguists as one of the most effective approaches to ELT. Since its early evolution in Europe in the early 1970s, CLT has been a main basis of influence on language teaching practice worldwide. CLT has extended in scope and has been used by different educators in different ways (Burnaby and Sun, 1989; Ellis, 1996; Li, 1998; Xiaoju, 1984). It is most likely that all educators when asked to mention the methodology they apply in their classroom, the majority of English teachers' choices the CLT approach as their preferable choice. However, when asked to describe what they mean by “communicative” they give a variety of explanations (Richards, 2006:2). He poses a number of questions that teachers need to answer to show their understanding of “communicativeness”: Does communicative language teaching, or CLT, mean teaching conversation, an absence of grammar in a course, or an emphasis on open-ended discussion activities as the main features of a course? What do you understand from communicative language teaching? (ibid)

Pekoz (2008) argues that “grammar teaching, like teaching the four skills, should involve pre, while and post-stages in an attempt to provide integrated learning environments”. He goes on to outline the process in three stages which he describes as follows:

the teacher in the first stage bring grammar instruction to life, stimulate interest in the topic, and raise awareness by providing a reason for learning. The second stage should facilitate noticing of the new grammar point, and provide meaningful input through contextual examples, pictures, and texts. Finally, the third stage provides an opportunity to put grammar to use, and relate grammar instruction to real life situations. The main distinction between the while- and post-stage is that the while-stage involves the
clarification of the meaning, whereas the post-stage focuses on the productive aspects of the new structure.

According to Tilfarlioğlu (2005:158), teaching grammar was a central concern in English language teaching. She explains that knowing the structure of a language refers to the unconscious ability to use the structure of a language to convey meaning, but also refers to the knowing of the information that has been acquired through studying structural descriptions. Tilfarlioğlu (ibid) points out that these two types of knowledge are known as ‘unconscious’ and ‘acquired’. She makes a distinction between the needs of the students and the needs of the teachers. The former are concentrated in their ability to produce correct sentences automatically while the latter are concentrated in their understanding of getting the students to memorize the rules which is not the ideal way of teaching them a specific structure.

From another perspective, grammar is essential since it is the medium that allows us to talk about language. It is grammar that signifies the categories of words and word groups which build sentences in all languages – not English alone. All humans, even children, are able to compose sentences. However, being able to describe how these sentences are structured and to know the kinds of words and word groups that build sentences is knowing about grammar. This kind of knowledge opens a window into the human mind and into the incredibly complex mental capacity of humans. Chomsky (1964:61/62) states that “possession of human language is associated with a specific type of mental organization”. He goes on to say that “there is no better or promising way to explore the essential and distinctive properties of human intelligence than the detailed investigation of the structure of this unique human possession.” (ibid).

Grammar is the fundamental foundation for communication. In the Communicative Approach to language teaching, grammar is not a trivial side-issue; it is the very means by which learners become able to fulfill their communicative needs. Wilkins (1974) states that “the notion that an individual can develop anything other than rudimentary communication ability without an extensive mastery of the grammatical system is absurd”.

As Widodo (2006) puts it, “Grammar gains its prominence in language teaching, particularly in English as a foreign language (EFL) and English as a second language (ESL), inasmuch as without a good knowledge of grammar, learners’ language development will be severely constrained. Particularly, in the teaching of grammar learners are taught how to form/construct correct sentences, that is knowing the rules of language

Fotos (1994) states that the recent dispute of the role that grammar plays in language teaching
presents a dilemma for many teachers who have become committed to the use of communicative approaches to language learning, wherein learners are given a rich variety of comprehensible input, and teacher-fronted grammar instruction is generally omitted.

This study aims to investigate the effect of the Communicative Language Teaching when applied in teaching grammar to Sudanese secondary school students in terms of its impact on the students’ performance and interest in learning grammar. Its object is to gauge the influence of the Communicative Approach on the teaching and learning of grammar in government high secondary schools in the Sudan as well as the teachers and students evaluation of the effectiveness of communicative activities in grammar lessons. It will also view other techniques used in teaching grammar and how does the teachers or instructor and learners interact with these techniques.

This research will be conducted in Wad Babi government secondary school. It tries to fill the knowledge gap left by insufficient research-work in this area of the CLT approach in teaching grammar in Sudan. Fusion of grammar and CLT is to be rethought from a Sudanese perspective in line with present context. A description of the traditional methods used in teaching grammar will be discussed so as to find out to the extent to which it affects teaching and learning grammar when compared with the Communicative Approach.

It also seeks to review the different elements which might enhance or hinders the effect of the communicative approach when used in the classroom environment. One of the most important elements is the teacher. It will interview the teachers to find out if they are encouraging the use of this approach when teaching grammar or not. Are teachers well trained in using this approach? It will also encounter the effective role of learning style and are the instructors aware of its importance.

The teacher, the learner and the environment do they work together in enhancing or hindering the role of communicative approach. To improve the learners' acquisition, it is imperative to consider teaching grammar at the appropriate time and with the appropriate method.

1.2 Objectives of the Research

The aim of this study is to find out the effect of the Communicative Approach on teaching grammar. Therefore, the following objectives guide the procedures and processes of the study.

1. To find out the impact of Communicative Approach activities on the learners performance in relation to grammar.
To find out if the class size encourages /discourages the teaching of grammar through the communicative approach.

3. To find out if learning styles play any role in enhancing the learners’ attitudes towards learning grammar.

4. To raise teachers' awareness about the effective role the Communicative Approach can play in pedagogy in general and in the teaching and learning of grammar in particular.

5. To find out if teachers are well trained to use the Communicative Approach when teaching grammar.

6. To find out if government secondary schools are well equipped and have sufficient instructional materials to use when applying the Communicative Approach.

7. To find out if teachers in secondary high schools prefer using the CLT Approach or the traditional approaches.

1.3 The Statement of the Problem

Mastery of foreign languages depends largely on the acquisition of their grammars. The greater the learners’ command of the grammatical system of the foreign language, the more they will be able to use the language for communication. Grammar can be considered as the backbone which holds the skeleton of the language together and is thus the basis of language. It is vital for communication and is the vehicle that enables the learner to communicate in real life.

Formation of comprehensible discourse (spoken or written) largely depends on Knowing how and being able to string words together to build up sentences or utterances, and to join sentences or utterances together to construct paragraphs or longer stretches of spoken language form the basic elements of grammar mastery. These two elements (knowledge about grammar of the foreign language and the skill to use it) are very crucial for the grammatical system of the language to operate effectively. In practical terms, these two elements are inseparable.

According to Ur (1999) as far as the learners are concerned, grammatical rules enable them to know and apply how such sentence patterns should be put together. The teaching of grammar should also eventually focus attention on how grammatical items or sentence patterns are correctly used. Simply but, teaching grammar should encompass language structure or sentence patterns, meaning and use. For learners to bring the grammatical system into effect, they have to remove the pseudo-dichotomy between having information about grammar and being able to use it.

English language is an international language. It is considered to be the most common and important language of the world where a great number of people understand and use it. It is seen
as a necessary means for any graduate who wishes to improve their standard and to continue their further studies as well as for those who seeks to find a good job in different companies. However, both teaching and learning in Sudanese secondary schools are said to be not effective because, as a matter of fact, the traditional methods of teaching is still applied in many schools in general and in government ones in particular, which fails to get students involved in the lessons, especially in grammar lessons.

In Sudanese government schools students face difficulty in using grammar so as to communicate with in real life situation. They approach it as a separate subject where they learn the rules of language so as to pass the tests and exams without any intention to link it for real life communication. This research tries to find out why most of the Sudanese high school students do not have the ability to communicate fluently even though they are taught grammar since the earlier stages. A plethora of questions have to be addressed here. Is it related to the way they are taught grammar? Is it related to the methods used by the teachers? Is it related to other reasons? If they are taught grammar through the communicative approach, will this give them the ability to communicate fluently and gain the ability to use grammar for communication and not just as a set of rules?

Some problems associated with grammar teaching in most, if not all, of the government schools include:

- Direct grammar instruction is still very common. Contextual instructional techniques are not readily accessible to practitioners.
- In most cases; grammar instruction is not integrated into the four skills, but is given in isolation which does not allow the learner to communicate in real life situations.
- Mostly it is teachers that formulate the grammar rules (through deductive learning). Grammar rules will be learned more easily and quickly digested by the learners when they are allowed to formulate the rules themselves (through inductive learning).
- Grammar is taught just for the sake of enabling the learners to know the rules, so as to do the exercise, tests and exams.
- English teachers use just one method when teaching and do not pay attention to the different learning styles off their learners.
- Learners need to be given the grammatical items in a variety of ways considering their cognitive process in mind.

**1.4 Questions of the Research**

The present study attempts to provide answers to the following questions:
1. What is the impact of using the communicative activities such as role play, pair work, group work, scrambled sentences, cards etc on the learners performance?

2. How the number of students in class does encourage/discourage the teaching of grammar through the communicative approach?

3. To what extent does negligence of learning styles affect the learners’ performance when learning grammar?

4. What is the quality of the training that the teachers have received in order to be able to use the Communicative Approach and to what degree are they aware of its importance?

5. How far are the Sudanese secondary schools equipped with instructional materials to use when applying communicative language teaching?

6. To what extent does the application of the Communicative Approach in teaching grammar enable learners in producing grammatical and acceptable utterances in the language?

7. Which approach do the teachers in secondary schools prefer to use: the Communicative Approach or the traditional approaches?

1.5 Hypotheses

This study has the following as its hypotheses:

1. The application of the Communicative Approach activities has a positive impact on the grammatical competence.

2. Class size is a determinant factor in the application of the activities of the Communicative Approach.

3. Negligence of learning styles negatively affects the learners’ grammatical competence.

4. Teachers have received quality training on the application of Communicative Approach activities and they are well aware of their importance.

5. Government secondary schools in the Sudan have sufficient instructional materials to use when applying Communicative Approach activities.

6. When used in teaching grammar, the Communicative Approach empowers the learner to produce grammatical and acceptable utterances in language.

7. Teachers of secondary high school prefer using traditional methods than using CLT.

1.6 Significance of the Study

Grammar is the structural foundation of learners’ ability to express themselves. The more the speakers are aware of how it works, the more they can monitor the meaning and effectiveness of the way language is used. It can help foster precision, detect ambiguity, and exploit the richness of expression available in English.
And it can help everyone not only teachers of English, but teachers of anything, for all teaching is ultimately a matter of getting to grips with meaning. (Crystal, 2004).

This study is an attempt to look into the matter of how Communicative Language Teaching can be applied in teaching grammar and its impact on students interests in grammar learning as well as investigating the extent to which it can affect the learners' performance.

The researcher believes that insights into these areas will help to address the matter of teaching grammar effectively at the government secondary schools as well as in foreign language centres. Since grammar is central to the teaching and learning of languages, it is also one of the more difficult aspects of language when teaching. In this study the importance of learning styles will be examined when learning grammar and whether the mismatch which may occur between the teacher and the learners depending on the learners way of learning grammar have a relation with students learning style or not.

The researcher thinks that this study will be of great benefit for instructors by increasing their knowledge about the importance of using the Communicative Approach when teaching grammar because the study of grammar all by itself will not necessarily make a better communicator, but by gaining a clearer understanding of how language works, one should also gain greater control over the way words are shaped into sentences and sentences into paragraphs. Studying grammar will help learners become more effective communicators. Using the Communicative Approach instead of other traditional techniques for teaching grammar is of great use to the learners.

1.8 The Limitation of the Study

This study will be carried out in Wad Babi government secondary school for girls. The subjects of the study will include 3rd year students and teachers of English language.

The sample will involve teachers and students from schools, universities and educational institutions. 50 teachers (male/ female) will be chosen randomly from different government high Schools. 80 female students (two classes) will be chosen from Wad Babi government secondary high school. One 3rd year class will represent the control group and the other class will represent the experimental group. The study takes place in the year 2011-2015.
CHAPTER TWO
Theoretical Background and Literature Review

2.0 Introduction
This chapter contains a review of the relevant literature on the effect of the communicative approach on teaching grammar, previous studies, and comments on the previous studies, operational definitions, methods and approaches of teaching English.

2.1 Theories and Concepts
This section will deal with the theories and concepts related to the study. It focuses on the main aspects that will provide a working frame of reference to the study.

2.1.1 The Communicative Approach: Definitions and Concepts
There is considerable debate as to the appropriate ways of defining CLT, and no single definition is universally accepted as authoritative (MCGroarty, 1984; Markee, 1997). Yet, according to Richards and Rodgers (2001), CLT starts with a theory of language as communication, and their goal is to develop learners' communicative competence. Despite being a simplistic account of CLT, this idea of communicative competence is considered to be the main conception of CLT. Communicative competence included knowing what to say and how to say it appropriately based on the situation, the participants, and their roles and intentions. Traditional grammatical and vocabulary syllabuses and teaching methods did not include information of this kind. It was assumed that this kind of knowledge would be picked up informally.

In fact, CLT is not a monolithic and uniform approach to language teaching (Ellis, 2003). In accordance with a classification proposed by Howatt (1984), CLT consists of a 'weak' and a 'strong' version.

The weak version of CLT is based on the assumption that the components of communicative competence can be identified, and thus systematically taught (Ellis, 2003). From this perspective, CLT can be thought to be an interventionist and analytic approach to language teaching, which means that CLT does not display a fundamental difference from the earlier traditional approaches. This weak version of CLT highlights the significance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language teaching (Howatt, 1984). Such a version of CLT proposes that instead of teaching the structural properties of language, teachers pay attention to particular notions such as 'possibility', 'possession' as well as language functions such as 'making requests' and 'giving advice'. Howatt (1984) describes the weak version of CLT as 'learning to use
English" (p. 279). It is possible to claim that this version is manifested in the proposals for notional/functional syllabuses put forward by Wilkins (1976) and Van EK (1976).

On the contrary, a strong version of CLT is based on the claim that "language is acquired through communication" (Howatt, 1984, p. 279). In other words, learners do not go through a learning experience in which they acquire the structural properties of a language and then learn to use this structural system in communication.

As a matter of fact, they discover the system itself as they learn how to communicate in a language. This version proposes that teachers provide learners with ample opportunities to familiarize themselves with how language is used in actual communication. As Howatt (1984) puts it, the strong version of CLT entails "using English to learn it" (p.279).

Other authors in the field have defined and characterized CLT in various ways (Brown, 2001; Larsen-Freeman, 1986; Littlewood, 1981; Richards, 2006; Savignon, 1991). According to Larsen-Freeman (1986), the most obvious attribute of CLT is that "almost everything that is done is done with a communicative intent" (p.132). In CLT, meaning is given prime importance, which is achieved through interaction between reader and writer, and through negotiation between speaker and listener. There are a variety of communicative activities (e.g. games, role plays, simulations, and problem-solving tasks), which offer learners an opportunity to practice their communication skills meaningfully in different contexts and by taking on different roles.

In the process of utilizing these kinds of performance activities, learners avoid using their native language and teachers occasionally, if ever, correct students' mistakes. Another typical feature of communicative language teaching is that "it gives planned emphasis on functional as well as structural features of language, combining these into a more completely communicative view" (Littlewood, 1981, p. 1). Teachers who espouse CLT move that this version is manifested in the proposals for notional/functional syllabuses put forward by Wilkins (1976) and Van EK (1976). They relate more closely to learners needs. They support a more creative approach to teaching. (p.20)

Another feature of CLT is "its learner-centered and experience-based view of second language teaching" (Richards & Rodgers, 1986, p. 69).

As cited in Li (1998), individual learners have their unique interests, learning styles, needs, and goals that should be reflected in the design of instructional methods (Savignon, 1991). Li (1998) further states that it is crucial for teachers to develop materials based on the established needs of a particular class. Besides, in a CLT classroom, students must be made to feel secure, unthreatened, and non-defensive, so teachers adopting CLT should avoid taking on a teacher-centered,
authoritarian attitude (Taylor, 1983). Brown (2001), in describing the key principles of CLT, offers the following six characteristics:

1. Classroom goals are focused on all of the components (grammatical, discourse, functional, sociolinguistic, and strategic) of communicative competence. Goals therefore must intertwine the organizational aspects of language with the pragmatic.

2. Language techniques are designed to engage learners in the pragmatic, authentic, functional use of language for meaningful purposes. Organizational language forms are not the central focus, but rather aspects of language that enable learner to accomplish those purposes.

3. Fluency and accuracy are seen as complementary principles underlying communicative techniques. As times fluency may have to take on more importance than accuracy in order to keep learners meaningfully engaged in language use.

4. Students in a communicative class ultimately have to use language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must therefore equip students with the skills necessary for communication in those contexts.

5. Students are given opportunities to focus on their own learning process through an understanding of their own styles of learning and through the development of appropriate strategies for autonomous learning.

6. The role of the teacher is that of facilitator and guide, not an all-knowing bestowal of knowledge. Students are therefore encouraged to construct meaning through genuine linguistic interaction with others. (p. 43)

Furthermore, Richards (2006) notes that with the introduction of CLT, language teachers and teaching institutions all around the world soon began to reorganize their teaching, syllabuses, and classroom materials. In planning language courses within a communicative approach, grammar was no longer the starting point. It was claimed that meaningful communication provides the learner with a better opportunity for learning than through a grammar-based approach. He then summarizes the overarching principles of CLT as follows:

1. Make real communication the focus of language learning.
2. Provide opportunities for learners to experiment and try out what they know.
3. Be tolerant of learners' errors as they indicate that the learners are building up their communicative competence.
4. Provide opportunities for learners to develop both accuracy and fluency.
5. Link the different skills such as speaking, reading, and listening together, since they usually occur so in the real world.

Finally, it can be maintained that there has been overwhelming agreement among the scholars in the field that the goal of CLT is to develop communicative competence. The authors concur that CLT has as its primary objectives to help students develop communicative competence in the target language.

1.2 The Communicative Approach in Practice

In the English language teaching methods come and go but few can establish themselves firmly in the field. The communicative Approach is one of those few exceptions. It has gained much popularity since its advent in the late 1960s. Most of the value of this approach lies in the fact that it expands the notion of communicative competence in such a way that no other method is able to. The Communicative Approach to the teaching of foreign language provides opportunities in the classroom for the students to engage in real life communication in the target language. It could be seen as the product of educators and linguists who had grown dissatisfied with the audio-lingual and grammar translation methods of foreign language instruction. They felt that students were not learning enough realistic language. They did not know how to communicate using appropriate social language, gestures, or expressions. So, they were at a loss to communicate in culture of the language studied. The communicative approach has been adapted in the elementary, middle, secondary and post secondary levels, and the underlying philosophy has generated different teaching methods known under a variety of names, including notional-functional, teaching for proficiency, proficiency-based instruction, and communicative language teaching. The communicative language teaching makes use of real-life situations that necessitate communication. The teacher sets up a situation that students are likely to encounter in real life.

Unlike the audio-lingual method which relies on repetition and drills, the communicative approach can leave students in suspense as to the outcome of a class exercise, which will vary according to their reactions and responses. The real life simulations change from day to day. Students' motivation to learn comes from their desire to communicate in meaningful ways about meaningful topics.

In this light, language study has to look at the use (function) of language in context, both its linguistic context and its social, or situational context (who is speaking, what their social roles are, why they have come together to speak). (Berns, 1984, p.5). In the Communicative Approach the emphasis is on meaning whereas the more traditional approaches emphasize structural /grammatical competence.

The Communicative Approach focuses on authentic and meaningful exchange of new information. Teachers pose genuine questions as opposed to display questions. Example of a
display question is "Are you a students?" verses a genuine question "what does your uncle do for living? The emphasis is on authentic materials versus a traditional textbook.

By using authentic materials, students see the connection to their own language and culture as they have the background knowledge to access this knowledge. This method emphasizes negotiation of meaning, social context of learning, and interaction among students, information gap activities, co-operative learning, and role playing.

Teachers in the communicative classroom will find themselves talking less and listening more, becoming active facilitators of their students (Larsen-Freeman, 1986). The teacher sets up the exercise, but because the students performance is the goal, the teacher must step back and observe, sometime acting as a monitor. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).

Communicative Language Teaching (CLT) originated from the changes in the British Situational Language Teaching Approach dating from the late 1960s (Richards & Rodgers, 2001). It stemmed from the Socio-Cognitive perspective of the Socio-Linguistic Theory, with an emphasis on meaning and communication and a goal to develop learner's "communicative competence". CLT approach evolved as a prominent language teaching method and gradually replaced the previous grammar-translation method and audio-lingual method (Warschauer & Kern, 2000). Since the concept of "communicative competence" was first introduced by Hymes in the mid 1960s, many researchers have helped develop theories and practices of communicative language teaching approach (Brown, 1987; Canale, 1983; Hymes, 1971; Littlewood, 1981; Nunan, 1987 & 1989; Richards & Rodgers, 1986; Widdowson, 1990).

Hymes coined this term in contrast to Chomsky's "Linguistic Competence". As Stern (1992) explicated, "competence represents proficiency at its most abstract and psychologically deepest level" (pp73). Chomsky indicated that underlying the concrete language performance there is an abstract rule system or knowledge and this underlying knowledge of the grammar of the language by the native speaker in his linguistic competence. In contrast, Hymes argues that in addition to linguistic competence the native speaker has another rule system. In Hymes' view language was considered as a social and cognitive phenomenon; syntax and language forms were understood not as autonomous, a contextual structures, but rather as meaning resources used in particular conventional ways and develop through social interaction and assimilation of others' speech (Warschauer & Kern 2000).

Therefore, speakers of a language have to have more than grammatical competence in order to be able to communicate effectively in a language; they also need to know how language is used by members of a speech community to accomplish their purpose (Hyme, 1968). Based on this theory
Canale and Swain (1980) later extend the "communicative competence into four dimensions. Canale and Swain state that "communicative competence' was understood as the underlying systems of knowledge and skill required for communication. Knowledge refers here to what one knows (consciously and unconsciously) about other aspect of communicative language use; skill refers to how well one can perform this knowledge in actual communication (Canale, 1983, pp-5).

From this perspective, what language teachers need to teach is no longer just linguistic competence, but also socio-linguistic competence (these are utterances are produced and understood appropriately in different socio-linguistic contexts), discourse competence (mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres), and strategic competence (mastery of verbal and non-verbal communication strategies that may be called into action for compensating or enhancing communication) (Canale, 1983, pp 7-11).

Communicative Language Teaching (CLT) is a powerful theoretical model in ELT and is recognized by many applied linguists and teachers as a useful approach to language teaching. CLT has its origin in the early 1970's in Britain, spread throughout the world within a short span of time. Many studies were conducted to investigate if CLT, a western innovation, can be applied to and followed as language teaching method in English as foreign language context. (Burnaby and Sun, 1989; Ellis, 1996; Li, 1998; Xiaoju, 1984).

The main concept of the CLT is expressed by the desire for developing the communicative competence among learners. The development of communicative competence is vital to real L2 learning. Littlewood (1981) highlights the importance of interaction in acquiring communicative competence. He says that CLT pays systematic attention to functional as well as structural language.

CLT advocates go beyond the teaching of grammatical rules of the target language and claim that learners will develop communicative competence by using the target language in a meaningful way. Interaction is the means to use the language in a meaningful way. Larsen-Freeman (2001) considers interaction as the prerequisite to language learning. To her language is for communication and in a communicative class everything is done with a communicative intent (p.132). Students learn a language through communicative activities. Larsen-Freeman also observes that language games, such as, card game, scrambled sentences, problem solving tasks, such as, picture strip story, and role play activities that match the principles of communicative approach are integrated in a CLT classroom.

Richards and Rodgers (2001) illustrate that 'the emphasis in communicative language teaching on the process of communication rather than mastery of language forms, leads to different role for
learners from those found in more traditional second language classroom (p.166). Learners are thought to be active participants in the language classroom. So, Brown (2001) says that the of the learners in a communicative class is to use language, productively and receptively, in unrehearsed contexts outside the classroom. Classroom tasks must, therefore, equip students with the skills necessary for communication in those contexts. Students are therefore encouraged to construct meaning through genuine linguistic interaction with other. (p.43). Communicative language Teaching approach has assigned many roles to learners. Breen and Candlin comment the learners' roles in Communicative language teaching in the following terms.

The role of learners as negotiator between the self, the learning process, and the object of learning-emerges from and interacts with the role of joint negotiator within the group and within the classroom procedure and activities which the group undertakes. The practices that might inform the concerned people about the do-able in this regard. Implication for the learner is that he should contribute as much as he gains, and thereby learners in an independent way. (Cited in Richards and Rodgers, 2001: 166).

CLT highlights the learners-centred teaching. According to Savignon(1991), communicative language teaching has become a term for methods and curricula that embrace both the goals and the processes of classroom leaning, for teaching practice that views competence in terms of social interaction" (P.263).

So, CLT provides the learners with the opportunities to experience language through communicative activities. Communicative activities help to acquire communicative competence. While teaching in the CLT, teachers have to consider the various roles that CLT has ascribed to teachers. According to Breen and Candlin (1980), "the teacher has two main roles: the first role is to facilitate the communication process between all participants and various activities and texts. The second role is to act as an important participant within the learning-teaching group" (p.99). Brown (2001) offered six characteristics as description of CLT. Among them the following one is about teachers: The role of the teacher is that of facilitator and guide, not an all knowing provider of knowledge. Through pair work and group work CLT promotes the collaborative and cooperative learning. CLT calls for equal relationship between teachers and students. Instead of the authoritative role of teachers, CLT treats teachers as co-communicators, a needs analyst, an organiser of resources, a facilitator of procedures and activities, a negotiator, and a learner. CLT is interested in giving students the skills to be able to communicate under various circumstances. As such, it places less emphasis on the learning of specific grammatical rules and more on obtaining native-speaker-like fluency and pronunciation. Students are assessed on their
level of communicative competence rather than on their explicit knowledge. It is more of an
approach or philosophy than a highly structured methodology. David Nunan famously listed five
key elements to the communicative approach.

1. An emphasis on learning to communicate through interaction in the target language.
2. The introduction of authentic texts into the learning situation.
3. The provision of opportunities for learners to focus, not only on the language but also on
the learning process itself.
4. An enhancement of the learners’ own personal experience as important contributing
elements to classroom learning.
5. An attempt to link classroom language learning with language activation outside the
classroom.

2.1.3 CLT Activities

Activities in the CLT are often carried out by students in small groups (Larsen-Freeman 1986). CLT also favours interaction among small numbers of students in order to maximize the time
each student has in order to learn to negotiate meaning. Teachers use learning activities to
engage their students in meaningful and authentic language use rather than in the merely
mechanical practice of language patterns. Accordingly, CLT syllabus is designed in keeping the
communicative intent in view. Instead of grading and sequencing language syllabus on the basis
of structures from easy to complex, the CLT syllabus is determined by the consideration of
themes, function meaning and task.

There is a strong emphasis on the exposure to the target language through large quantities of input
to and output from learners and this can maximize opportunities for negotiation and interaction
between teachers and students and among students themselves. And such negotiation and
interaction are believed to be vital process in the acquisition of a target language. To sum up, CLT
encapsulates;

1. The development of communicative competence
2. The development of communicative skills through interaction between students-students
   and teachers-students.
3. Learners' participation and the minimum of teachers control and teacher talk for effective
   language learning.

The Communicative Approach emphasizes interaction and problem solving as both the means and
the ultimate goal of learning English- or any language. It emphasise activities such as role play,
pair work and group work.
2.1.4 Communicative Approach: Techniques
The following techniques are widely used in CLT

(a) Authentic Materials
To overcome the typical problems that students cannot transfer what they learn in the classroom to the outside world; and to expose students to natural language, this approach advocates the use of authentic language materials such as newspaper article, listen to radio/TV broadcast as a homework. With a low level class the authentic materials can be a realia without a lot of language, but with a lot of discussion.

(b) Scrambled Sentences
A passage/ a text can be used in which the sentences are in a scrambled order. This type of exercise teaches students about the cohesion and coherence properties of language.

(c) Language games
Games are used frequently in the communicative approach. Students find them enjoyable and if well designed, they give the students valuable communicative practice. Games that are truly communicative, according to Morrow (in Johnson and Morrow, 1981) have the three features of communication; information gap, choice, and feedback.

(d) A picture strip story
One student in a group shows the others a picture from the strip story he has. The others try to predict what the next picture will be. An information gap exists.

(e) Role-playing
Role-playing is very important in the communicative approach because it gives students an opportunity to practice communicating in different social contexts and in different social roles. The latter is more in line with the communicative approach, because it gives the students more a choice notice that role playing also provide information gaps since students cannot be sure what the other person or people will say. Students also receive feedback on whether or not they have effectively communicated.

2.1.5 Characteristics of CLT
In CLT, meaning is paramount. Wilkins (1972) classifies meaning into notional and functional categories and views learning a second language as acquiring the linguistic means to perform different kinds of functions.
According to Larsen-Freeman (1986:132) the most obvious characteristics of CLT is that "Almost everything that is done is done with communicative intent". Students use the language through communicative activities (e.g. games, role-plays and problem-solving tasks). Materials play an important role in communicative language teaching. They provide the basis for communication among the learners. According to Richards & Rodgers, there are three basic types of material (2001,p.168). These are text-based materials, task-based materials and realia.

Text-based material like textbooks will, if designed on CLT principles, offer the learners many kinds of prompts on which they can build up conversations. They will typically contain visual cues, pictures and sentence fragments which the learners can use as a starting point for conversation. Other books consist of different texts the teacher can use for pair work. Both learners get texts with different information and the task is to ask each other questions to get to know the content of the missing piece. Task-based materials consist of exercise handbooks, cue cards, pair communication practice materials and student-interaction practice booklets. Pair-communication practice material contains material two sets of material for a pair of students. It is similar to a task using text-based material. Both students have different kinds of information and through communication they need to put the parts together. Other pair work tasks involve one student as an interviewer and the other one the interviewee.

Topics can range from personal experience and telling the other person about one's own life and preferences to talking about a topic that was discussed in the news recently or is still up-to-date. Using realia in communicative language teaching means using authentic materials, for example newspaper articles, photos, symbols, and many more. Materials which can be touched and held make speaking and learning more concrete and meaningful. Maps can be used to describe the way from one point to another and photos can be used for describing where things are placed, in front of, on top of or underneath something, and so on.

2.2 The Teacher's Role in Communicative Practice Activities

The communicative phase of the grammar lesson is highly student-centred. The teacher acts mainly as a facilitator or manager, performing the following tasks.

(a) Modelling the activity.

At this stage, our main concern is modelling the task rather than the language students will produce. To be sure students understand the task; we can read the directions and then ask questions to check that students know what to do. We may also demonstrate the activity with a students or having two students demonstrate it before dividing the class into pairs.
or groups to work independently. Setting up the grouping. Whether an activity involves partners or small groups, students should know with whom they will be working. If students choose their own partner or form their own group, the teacher should confirm that everyone has a partner or a group.

The activity involves mingling, we may need to encourage reluctant students to get up and move around. Providing a process for students to report back. This step is essential in communicative practice because it builds in individual accountability.

**Monitoring.**

As with guided practice, the teacher circulates while students are doing the activity but largely avoids interrupting to help as that can eliminate the need for students to negotiate and adjust their language when there is a misunderstanding. The main purpose of monitoring at the communicative stage is to identify problems students encounter as they do the activity in order to determine the need for follow-up-error-correction activities.

**(b) Providing feedback.**

As a rule, feedback for communicative activities is provided to the whole class after the activity has concluded. At this stage, the teacher has the sample options as with guided practice. If, while monitoring, we notice that students lack strategies for negotiating and adjusting their language, we may model a specific strategy, such as asking for clarification or repetition, and provide an activity for students to practice that strategy. We might also tell the class about successful negotiation strategies that individual students employed during the activity. Praising students for their work is also appropriate at this time.

2.2.1 The Change of the Teachers Role in the Communicative Approach

Teachers in communicative classrooms will find themselves talking less and listening more, becoming active facilitators of their student's learning (Larsen-Freeman, 1986). The teacher sets up the exercises, but because the students' performance is the goal, the teacher must step back and observe, something acting as referee or monitor. A classroom during a communicative activity is far from quiet, however. The students do most of the speaking, and frequently the scene of a classroom during a communicative exercise is active, with students leaving their seats to complete a task. Because of the increased responsibility to participate, students may find they gain confidence in using the target language in general. Students are more responsible managers of their own learning (Larsen-Freeman, 1986).
2.2.3 Communicative Activities that Reinforce Grammar

The activities that reinforce grammar can be as follows:

(a) **Interview grids.**
In this activity, students work in small groups or walk around and mingle, asking and answering questions. They take notes on their classmate's answer in a chart. To conclude the activity, the teacher can replicate the chart on the board and fill it in based on students' reporting on those they interviewed. Students may also be asked to use the information in the chart to write sentences or paragraphs about their classmates.

(b) **Conversation Cards.**
In this activity, students ask and answer each other questions, then exchange cards and move on to talk to a different student. In the guided version, all students ask the same question, their answer based on cues written on the cards. In the communicative version, the cards contain cues to the questions and the answers come from the students.

(c) **Opinion sharing.**
One of the simplest yet most enjoyable communicative activities involves students sitting in pairs or small groups and comparing values, opinions, or beliefs. Such discussions often have the added benefit of helping to develop skills other than grammar, such as turn-taking, agreeing or disagreeing, and of course negotiating meaning if a misunderstanding occurs.

(d) **Jigsaw and problem solving**
These include activities such as Jigsaw, problem solving and role play.

2.4 Communicative Syllabuses

An influential development in the history of communicative language teaching was the work of the Council of Europe in creating new language syllabuses. Education was a high priority for the Council of Europe, and they set out to provide syllabuses that would meet the needs of European immigrants. Among the studies used by the council when designing the course was one by the British linguist, D. A. Wilkins, that defined language using “notions” and “functions”, rather than more traditional categories of grammar and vocabulary. Notional categories include concepts such as time, location, frequency, and quantity, and functional categories include communicative acts such as offers, complaints, denials, and requests. These syllabuses were widely used. Communicative language-learning materials were also developed in Germany. To fulfill this goal, educators developed materials that allowed learners to choose what they wanted to
communicate freely. These materials concentrated on the various different social meanings a given item of grammar could have, and were structured in such a way that learners could choose how to progress through the course themselves. The materials were used in teacher training courses and workshops to encourage teachers to change to using a communicative syllabus. Two similar projects were also undertaken by Candlin at Lancaster University, and by Holec at the University of Nancy. At the University of Illinois, there was a study that investigated the effects of the explicit teaching of learning strategies to language learners. The study encouraged learners to take risks while communicating, and to use constructs other than rote memorized patterns.

2.5 Communicative Approach: Advantages and Disadvantages

The communicative approach to language teaching stresses the importance of communication and interaction among the pupils and between the teacher and the pupils to learn a foreign language. Rather than repeating mechanically dialogues or grammar rules learnt by heart, the communicative approach encourages pupils to use the target language in semi authentic contexts. This approach also values the pupils' personal experiences outside the classroom as a way to facilitate their learning in the lesson. So, most of the tasks of this approach demand that pupils work in pairs or in groups and discuss different aspects of their lives. Another common task in the Communicative Approach is games like guessing as students have to ask and answer questions among themselves to do them. Grammar points are introduced to support the learning of the structure in questions. The good thing about the CA is that it makes students speak the language even at a beginner level and they are usually enthusiastic about this. The most obvious advantage in communicative language teaching is that of the increase of fluency in the target language. This enables the learners to be more confident when interacting with other people and they also enjoy talking more. The approach also leads to gains in the areas of grammatical, sociolinguistic, discourse, and strategic competence through communication. One negative aspect of the Communicative Approach is that the study of grammar is somewhat pushed to the side and pupils find it increasing difficult to be aware of how a language works. Another major disadvantage might be that it is difficult for the teacher alone to check the language use of every student, especially in a big class. The students are allowed to make mistakes but they need to be corrected-preferably not whilst in the middle of a conversation-by the teacher in order to improve and so as not to make the same mistake again and again. Therefore it is not helpful if there's only one teacher for one class.
Another point concerning the teacher might be that it depends on how motivating or boring the lesson will be. The teacher needs to prepare the materials at home and needs to make it as motivating and creative as possible so that the students find the tasks meaningful and motivating, and are eager to communicate with each other.

a) Societal influences

Communicative language teaching rose to prominence in the 1970s and early 1980s as a result of many disparate developments in both Europe and the United States. First, there was an increased demand for language learning, particularly in Europe. The advent of the European Common Market led to widespread European migration, and consequently there was a large population of people who needed to learn a foreign language for work or for personal reasons.

At the same time, children are increasingly able to learn foreign languages in school. The number of secondary schools offering languages rose worldwide in the 1960s and 1970s as part of a general trend of curriculum-broadening and modernization, and foreign-language study ceased to be confined to the elite academies. In Britain, the introduction of comprehensive schools meant that almost all children had the opportunity to study foreign languages.

This increased demand put pressure on educators to change their teaching methods. Traditional methods such as grammar translation assumed that students were aiming for mastery of the target language, and that students were willing to study for years before expecting to use the language in real life. However, these assumptions were challenged by adult learners who were busy with work, and by schoolchildren who were less academically able. Educators realized that to motivate these students an approach with a more immediate payoff was necessary.

The trend of progressivism in education provided a further pressure for educators to change their methods. Progressivism holds that active learning is more effective than passive learning, and as this idea gained traction in schools there was a general shift towards using techniques where students were more actively involved, such as group work. Foreign-language education was no exception to this trend, and teachers sought to find new methods that could better embody this shift in thinking.

b) Academic influences

The development of communicative language teaching was also helped by new academic ideas. In Britain, applied linguists began to doubt the efficacy of situational language teaching, the dominant method in that country at the time. This was partly in response to Chomsky’s insights into the nature of language. Chomsky had shown that the structural theories of language prevalent at the time could not explain the creativity and variety evident in real communication. In addition, British applied linguists such as Christopher Candlin and Henry Widdowson began to see that a
focus on structure was also not helping language students. They saw a need for students to
develop communicative skill and functional competence in addition to mastering language
structures.
In the United States, the linguist and anthropologist Dell Hymes developed the concept
of communicative competence. This was a reaction to Chomsky’s concept of the linguistic
competence of an ideal native speaker.
Communicative competence redefined what it meant to “know” a language; in addition to
speakers having mastery over the structural elements of language, according to communicative
competence they must also be able to use those structural elements appropriately in different
social situations. This is neatly summed up by Hymes’s statement, “There are rules of use without
which the rules of grammar would be useless.” Hymes did not make a concrete formulation of
communicative competence, but subsequent authors have tied the concept to language teaching,
notably Michael Canale.

2.6 Communicative Grammar

Communicative grammar is based on the communicative approach to the teaching of
second/foreign languages. Language structures must not be taught in isolation, but integrated to
the four skills of language: listening, speaking, reading and writing. In this way a structure is
practiced orally and in written form. Grammatical patterns must not only be learned at the
utterance level but at the discourse level; the main objective focuses on the development of
communicative grammatical competence.
This is understood as the ability to use and understand structure in a variety of situations.
Spontaneously the approach calls for a certain balance between pre-activities and communicative
activities: the first prepare the learner, to handle the language rules for actual communication and
the latter enable him to use the structures in real communication. The students must not only do
drills and pre-communicative exercises in class, but they must interact and communicate with
other speakers when they use the patterns they are studying.
To put the picture in its proper perspective, the table below compares and contrasts the differences
between the various approaches to the teaching of grammar.
<table>
<thead>
<tr>
<th>Approaches/Method</th>
<th>Advantages</th>
<th>Limitations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Direct Method (first part of twentieth century)</td>
<td>- Grammar is taught</td>
<td>- Inductive presentation is unsuitable for some adults’ students, who may benefit from overt explanations of rules.</td>
</tr>
<tr>
<td></td>
<td>- Lessons begin with dialog or a story in the target language.</td>
<td>- Minimal reading and writing, which is needed by immigrant students with work or academic goals.</td>
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<tr>
<td></td>
<td>- Use of visuals to convey meaning (actions, pictures, objects).</td>
<td></td>
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<tr>
<td>Audio-lingual Method (ALM) (1950s-1970s)</td>
<td>- Emphasis on oral production</td>
<td>- Rote exercises reduce cognitive engagement</td>
</tr>
<tr>
<td></td>
<td>- Teachers models pronunciation Use of drills to reinforce grammatical patterns</td>
<td>- Activities are designed to prevent learners errors, which reduces the need for students to negotiate meaning</td>
</tr>
<tr>
<td>Cognitive Approach (1970s)</td>
<td>- Grammar must be taught either inductively or deductively</td>
<td>- Emphasis on analyzing structure at the expense of communicative practice</td>
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<tr>
<td></td>
<td></td>
<td>- Pronunciation is deemphasized</td>
</tr>
<tr>
<td>Communicative Language Teaching (CLT) (1970s-today)</td>
<td>- Communication is the goal of instruction</td>
<td>- Focus on communication can result in ignoring grammar</td>
</tr>
<tr>
<td></td>
<td>- Emphasis on meaningful interactions</td>
<td>- Emphasis on fluency at the expense of accuracy can result in many students never attaining correct grammar</td>
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<tr>
<td></td>
<td>- Course syllabus includes language functions</td>
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<td></td>
<td>- Use of authentic texts and contexts</td>
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2.6.1 Communicative Competence

In 1965 the American Linguist Chomsky made a distinction between competences speaker's initiative knowledge of the rules of his native language- and performance-what he actually produces by applying these rules. Chomsky was talking about grammatical rules: a native speaker, he said, knows intuitively which sentences are grammatical, and which are not, and it is his linguistic competence which tells him this.

So far good, But many linguists (among them Hymes, Gumperz and Halliday) came to feel that Chomsky didn't go so far enough: his ideal speaker-listener in a completely homogenous speech community(1965) took no account whatever of any socio-culture features, of the fact that we talk to different people, in different situations about different things.

In 1970, Campbell and Wales proposed that Chomskyan notion of competence should be extended beyond purely grammatical competence to include a more general communicative ability. Language does not occur in isolation, as Chomsky seems to suggest, it occurs in a social context and reflects social rather than linguistic purposes.

A child acquires knowledge of sentences not only as grammatical, but also as appropriate to the context in which they are made." He knows when and when not to speak, what to talk about with whom, when, where and in what manner" (Hymes 1972). He has communicative competence as well as linguistic competence. Theories of communicative competence imply that teachers must do more than just supply learners with a number of language structures to manipulate.

There are cases of people being unable to use a language after years of formal teaching. "Foreign language cripples with all the necessary muscles and sinews, but unable to walk alone" (Rivers 1972). (Rivers, W. (1972) ).

Teachers must demonstrate how language items are used, and in what situations they are appropriate. They must show learners that a choice of words is possible, indeed necessary, and will color the prepositional content of what they say. They must teach them, in short the use of language as well as its usage.(Widdowson 1978) Widdowson, H.G (1978)Teaching Language as Communication.

The central concept in communicative language teaching is "communicative competence" (Richards & Rodgers,2001,p.159 ). This covers both the spoken and written language and all four language skill. As Oxford states, the "development of communicative competence requires language"(1990,p.8).Learning strategies, like allowing learners to become more self-directed and more independent in learning the new language help them to participate activity in communication. In her book " Interpreting Communicative language Teaching: Contexts and
Concerns in Teaching Education" Savignon includes a useful summary of the eight characteristics of communicative language teaching by the linguist M.Berns.

In his linguistic theories, Chomsky makes a distinction between two aspects of language, namely 'competence' and 'performance'. He argues that competence is consisted of the underlying knowledge of the grammatical system. By competence he means, the shared knowledge of the ideal speaker-listener set in a completely homogeneous speech community. Chomsky affirms that such underlying knowledge enables a user of a language to produce and understand an infinite set of sentence out of a finite set of rules. By performance, he refers to the use of this underlying knowledge to communicate. However, this linguistic model proposed by Chomsky has been harshly criticized for being too simplistic (Halliday, 1979; Hymes, 1972). They pointed out that this model fails to account for the social aspects of language. Agreeing with Chomsky on competence-performance distinction, most scholars feel that competence should involve, in addition to grammatical sectors, psycholinguistic, socio cultural, as well as de facto sectors, in Hymes' terms.

Hymes believes that Chomsky's view of competence is too idealized to describe actual language behavior, and therefore his view of performance is an incomplete reflection of competence. He also points out that the theory does not account for socio cultural factors or differential competence in a heterogeneous speech community. Claiming that a linguistic theory must be able to deal with a heterogeneous speech community, differential competence and the role of socio cultural features, Hymes (1972) offers a broader concept of competence, namely 'communicative competence'. He puts forward that native speakers, in addition to linguistic competence, attend to another rule system while speaking, which is labeled as the rules of language use. As cited in Li (1997), Hymes claims that a person who acquires communicative competence acquires both knowledge and ability for language use with regard to: whether (and to what degree) something is formally possible.

Whether (and to what degree) something is feasible in virtue of the means of implementation available. Whether (and to what degree) something is appropriate (adequate, happy, successful) in relation to a context in which it is used and evaluated. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails. (Hymes, 1972, p. 281).

Compared to Chomsky's view of competence- that of abstract knowledge of grammar, Hymes' theory of what knowing a language involves presents a much more inclusive view. Savignon (1997) promotes a classroom model of communicative competence that involves Canale and Swain's four components.
She defines communicative competence as "functional language proficiency; the expression, interpretation, and negotiation of meaning involves interaction between two or more persons belonging to the same (or different) speech community" (Savignon, 1997, p. 272). In her book Communicative Competence: Theory and Classroom Practice (1997), Savignon portrays communicative competence as having the following elements:

1- Communicative competence is a dynamic rather than a static concept. It depends on the negotiation of meaning between two or more people who share to some degree the same symbolic system.

2- Communicative competence applies to both written and spoken language, as well as to many other symbolic systems.

3- Communicative competence is context specific. Communicative takes place in an infinite variety of situations, and success in a particular role depends on one's understanding of the context and on prior experience of a similar kind.

4- There is a theoretical difference between competence and performance. Competence is defined as a presumed underlying ability and performance is what one does.

5- Communicative competence is relative, not absolute, and depends on the cooperation of all the participants. (pp.14-15)

While Savignon has explored and written extensively on communicative competence, it was Canale and Swain (1980) who created a more detailed theoretical framework for communicative that was highly recognized in the field. Canale and Swain (1980) believe that the sociolinguistic work of Hymes is significant to the development of a communicative approach to language learning and teaching. Nonetheless, Just as Hymes states that there are principles of grammar that would be useless without rules of language use; they uphold that there are rules of language use that would be useless without rules of grammar. Canale and Swain (1980) thus further developed the notion of communicative competence. They described communicative competence as consisting of four basic components, the total of which is assumed to enable a learner to acquire the target language to the extent that he/she can be an indistinguishable speaker of the target language.

2.6.2 Communicative Language Teaching and Communicative Competence

The fundamental goal of CLT is to develop learners' communicative competence in L2 through communication and interaction with others (Brown, 2002; Canale & Swain, 1980; Mochida, 2002). An important aspect of communicative competence is related to effectiveness and appropriateness of speech during the process of communication, as described by Rickheit and Strohner (2008). They state that "whereas
effectiveness describes the outcome of communicative competence, appropriateness connects it with the situational conditions of the actual social interaction” (Rickheit & Strohner, 2008, p.16). The term communicative competence was first used by Hymes (1972, 1974) to refer to speakers' capability to speak a language with linguistic proficiency and to use language appropriately in different social context.

Savignon (1972) describes communicative competence as the ability to function in a truly communicative setting that allows learners to communicate with other speakers effectively and spontaneously. Savignon (1976) further explains that communicative competence is dependent on the negotiation of meaning between speakers, because communication is spontaneous. Speakers need to negotiate meaning based on what is unclear to them. To achieve communicative competence

Learners need to be competent in four aspects: linguistic, sociolinguistic, Discourse, and strategic competence (Canale, 1983; Canale & Swain, 1980; Swain,1985). According to Canale(1983) and Canale and Swain (1980), linguistic competence, which is also called grammatical competence, concerns learners use to lexis, syntax, and structures. Socio-linguistic competence concerns learners' appropriate use of language in different situations and settings. Discourse competence refers to the speakers' ability to form oral and written language appropriately and meaningfully. As suggested by the term itself, strategic competence relates to the use of strategies that can be used to make up for the inadequate abilities in other aspects of competence.

Researchers have investigated the acquisition of each competence (Meyer,1990; Rintell,1990; Sato, 1990;Swain & Lapkin,1990). These studies provide evidence that each competence plays a significant role in the acquisition of communicative competence. However, teachers seem to deemphasize grammar accuracy in their CLT classroom (Wang, 2009).

According to Savignon (2002), there is a difference between communicative competence and communicative ability. Communicative Competence refers to the ability to interpret information, express oneself, and negotiate meaning. Communicative ability refers to the ability to comprehend meaning and to use forms appropriately. This implies the importance of grammar learning in order to achieve a higher level of communication. In the context of communicative language teaching, whether or not grammar instruction should be included has been a controversial topic.
2.7 A Critical Look

In 1985, Michael Swan published his "A critical look at the communicative Approach" in the ELT Journal (parts 1 and 2) to which Henry Widdowson, the leading guru of the communicative approach. In the first part of his "Critical look", after acknowledging the major contributions the communicative approach has made to modern foreign language teaching, Swan points out two, complementary, drawbacks, based on what he perceives is its dogmatic approach: the apparent "belief that students do not possess, or cannot transfer from their mother tongue, normal communication skills" and the 'whole system fallacy' which arises when the linguist, over-excited about his or her analysis of a piece of language or behavior, sets out to teach everything that has been observed (often including the met language used to describe the phenomena), without stopping to ask how much of the teaching is (1) new to the students and (2) relevant to their needs.

In his second article, Swan states that the "real issue is not which syllabus to put first: it is how to integrate eight or so syllabuses (functional, notional, situational, topic, phonological, lexical, structural, skills) into a sensible teaching program" and that "A good language course is likely to include lessons which concentrate on particular structure, lessons which deal with areas of vocabulary, lessons on functions, situation-based lessons, pronunciation lessons, lessons on productive and receptive skills, and several other kinds of component…. Reconciling a large number of differences and often conflicting priorities.

He goes on to point out that students already know how to "convey information", define, apologize and so on" in their own language and that "what they need to learn is how to do these things in English". He argues that once they know how to "carry out the main communicative functions", according to the course, students still need to learn most of the language, example the vocabulary.

In David Barker Blog, People hold different views about the CLT. Some support it, while others prefer other different approaches. Also, some prefer to mixed different approaches together while teaching rather than using just one. Getting's, Bob. Monday, 30 January 2012, 3:29 pm comments on the blog saying that he was surprised by the statement which says "students clearly cannot learn from language that is wrong".

He mentioned that he have learned a lot of things that were wrong. Can't we humans learn from anything? Victoria says that the purpose of language is communication and CLT has become an approach with a little bit of (good features) from the previous approaches. The learner develops himself in the process of socialization with the peers and adults within the society. While Olga (a teacher) said that she is trying to use the CLT at the lessons. They work in groups because the
students are with different levels and group work motivates them to do the task better, faster and even low level students try to speak. They forget their shyness and realize that the only thing to do is to play a real life situation. Anna comments that there's no need to only use one method. It's better to create a balance and try to develop all of the skills simultaneously. Nobody wants teacher-centre system where students never get to speak. CLT allows them to speak with mistakes and actually start speaking fluently without thinking about accuracy.

Victoria comments that there is no doubt that teacher are always in search for best approaches and methods to meet their students' goals and needs. A vast array of methods claims to be based on constructivist learning theories and the humanistic approaches. These methods validate the significance of cooperative, inquiry-based learning environment and make the students the centre of the classroom. Each person is at the centre of his/her own universe of perceptions and values, and each is affected by what the other do (Stevick, 1980). Another comment from a teacher says that when she was learning a German course the CLT was used. The textbook was good, but the trainers were secondary school teacher who had no experience in it, so the result was poor.

A Japanese English language teacher comments about the CLT, that it is an umbrella term for any kind of teaching where the goal is to improve the students' ability to communicate. CLT actually embraces things like the grammar-translation method and the audio-lingual method. It is a term that claims to cover every other method and approach that preceded it. David Barker comments that the CLT is that it claimed that real communication is not only the goal of language learning, but also the process through which languages are learned. You don’t just learn to communicate, you learn by communicating. This led to the development of a great many useful teaching tools such as information-gap exercises and discussion activities.

It shot itself in the foot by claiming that real communication was the only way to learn a language because classroom activities based on authentic communication (sharing your true or genuine thoughts and feeling with others doesn't always happen). David also comments that activities such as when learning prepositions and we give the students conversation "where is the pen? it is under the table" and a range of variations. As both parties of the conversation could see both items, it would be difficult to claim that there was any real communication taking place. There was, however a great deal of language learning taking place.

Another unfortunate result of CLT has been textbooks that are really nothing more than a series of recipes for activities. What happen to the wonderful books of last year that had detailed explanations of grammar and pages of practice activities? A dangerous consequence of CLT revolution has been the idea that if the students are communicating then they must be learning. This has led many teachers to assume that they all need to do is set up communicative activities
and the learning will take care itself. He comments that he was told that the greatest evils in language classroom is TTT(teacher talking time), and that this should be kept to a minimum at all costs because it takes up time that students could be using to communicate with each other. In EFL situations, however, the teacher is the only access students have to native or proficient speakers of the language, and listening to the teacher talk is both useful and beneficial for them. Finally, David concluded in his comments that he is not a big fan of CLT not because of the ideas introduced, but because of the way it proponents tried to push aside and devalue other ideas about language learning on the basis of no hard evidence what so ever. Communicative exercises most certainly have their place in the language classroom, but so do focused grammar study, substitution, rote-learning and a host of other techniques and activities that are quite clearly not communicative. He also comments that he was not told that they should teach grammar, just the way he was taught, but it had to "communicative" and he do not really understand the CLT vs. grammar debate.

Teachers who posted on David's blog mingled between supporting and against. The first teacher Dorothy disagrees and comments by saying that why classroom conversation isn't considered as "real life"? And that through her 18 years of experience in teaching still up to now many of her classroom conversation concern her life today.

Mossaab agrees with his especially about the textbooks and that student's get nothing from them especially the types of conversations found in textbooks.

Another teacher disagrees commenting that they use the weak version of the CLT and still it is of great use because it engages the students in pair and group work as well as the numerous ideas of activities it provides. Orielortega whom have been teaching English since the year 2004 agrees and mentioned that he learned to make a mixture of methods, activities to achieve his goal saying that every method or technique is like a coin, it has two faces a good and a bad face. Also, the textbooks are tools we decide what is good for our students and we do not allow for the book to run the show rather than the teacher. Another teacher mentioned that grammar-translation should be considered CLT if the teacher's final goal is to improve the students ability to communicate. Also, another teacher comments that teachers when asked about the CLT give different answers. Some mean teaching without focusing explicitly on grammar, while others simply mean including pair work activities as part of the lesson. The learners' motivation is very important because if they are not sufficiently motivated to use the language, then they are never going to learn whatever the teacher does.

Naleenidas mentioned that the CLT must meet the criteria of negotiation, feedback and choice of words the learner uses. This is interpreted to include all manner of tasks where pair, group work
takes place. And, that most teacher in Asia has the notion about how best to accommodate the CLT in their individual classrooms same as other teachers in different countries. Mona mentioned that she enjoys her classes so much and just go with the needs of her students. Tipa Thep agrees with the idea that the CLT in many textbooks is not effectively used. Grammar is not explicitly explained and exercises are too steep that is too many activities are crammed in one lesson and there in not much reinforcement. The Thai students are quiet lost even with simple grammar rules such as pronouns and verb to be. The CLT has ruined the learners' ability to learn English. This might be due to what happen after the communicative revolution when the publishing companies started competing to make books that were more "communicative", so the focus moved away from grammar teaching. Some books throw students into activities without any real preparation. Thomas Leu agrees with the point that we need to teach to the needs of our students. As well as that there are certain believes which we should consider. Nobody really knows or understands how humans learn languages. There is no one approach or method that is best for every student's. There is nothing that should always or never be done in the language classroom, and even that is an over-generalization. And that a good teacher is not someone who knows a lot about language learning; but a good teacher is someone who is aware of just how little they know about language learning. Craig comments that through his eleven years of experience, that there are problems with any approach or method as set down in the textbooks for teaching languages. And it is surprising that a basic understanding of grammar is all but ignored in most current courses about teaching English. Another teacher comments that the most effective teacher takes the best practices from each method. Extremes are never the best way to teach. Lee comments that being adaptive and dynamic in every lesson is a key to help students reach their goals irrelevant of methods used. Maria Efthimiadis comments that all books have a structured format that repeats itself throughout the book. That is why a good teacher should engage in different types of activities and not use only one approach as it gets boring. Teachers need to know that the use of one approach gets old and new learning is best when diverse methods are used. Schools favor the CLT for speaking. Finally, Scott comments that he scoured several textbooks and about a thousand websites, but no one seems to really define what CLT actually is even though it is an approach which has been around for over 40 years and has influenced nearly every textbook on the mark, and has had entire books written about it, yet nobody seems to know what exactly it is.

2.7.1 Some Misconceptions About Communicative Language Teaching
Although communicative language teaching is accepted by many applied linguists and teachers as the most effective approach among those in general use, there are still a number of
misconceptions about what it involves. This article sets out four of the main misconceptions, discusses why they have arisen, and why they can be so described. In doing this, the article attempts to define some important characteristics of communicative language teaching as it is practiced at present. (Geoff Thompson, ELT Journal Volume 50/1 January 1996, pp. 9 – 15).

**Misconception 1: CLT means not teaching grammar**

This is the most persistent - and most damaging - misconception. It must be admitted, however, that there are good reasons for its existence. There have been a number of applied linguists who have argued strongly and in theoretically persuasive terms that explicit grammar teaching should be avoided. One line of argument is that grammar teaching is impossible because the knowledge that a speaker needs in order to use a language is simply too complex (Prabhu 1987). Another is that grammar teaching is unnecessary because that knowledge is of a kind which cannot be passed on in the form of stable rules, but can only be acquired unconsciously through exposure to the language (Krashen 1988). For most teachers, the effects of these ideas have been felt through their practical application in language textbooks and syllabuses. In the early days of CLT, pioneering textbooks such as Functions of English included no explicit teaching of grammar (although Functions of English was aimed at students who had typically already been through a more conventional grammar-based course). Syllabuses were developed (and are still in force in many places) which expressed the teaching aims purely or predominantly in terms of what the learners would learn to do (‘make a telephone call to book a hotel room’; ‘scan a written text to extract specific information’), and which ignored or minimized the underlying knowledge of the language that they would need to actually perform those tasks. However, the exclusion of explicit attention to grammar was never a necessary part of CLT. It is certainly understandable that there was a reaction against the heavy emphasis on structure at the expense of natural communication. It is worth looking back with hindsight at textbooks such as New Concept English, in its day - the late 1960s and the 1970s - enormously and deservedly popular, to see how narrow and constraining the approach was in many ways. But there have always been theorists and teachers' pointing out that grammar is necessary for communication to take place efficiently, even though their voices may for a time have been drowned out in the noise of learners busily practicing in pairs. This is such self-evident common sense that, from the vantage point of the present, it seems odd that it should ever have been seriously questioned.

**Learning grammar through CLT:** the retrospective approach of course, the question of how learners are to learn the necessary grammar remains.

Although, in the consensus view of CLT that I have mentioned, it is now fully accepted that an appropriate amount of class time should be devoted to grammar, this has not meant a simple
return to a traditional treatment of grammar rules. The view that grammar is too complex to be taught in that over-simplifying way has had an influence, and the focus has now moved away from the teacher covering grammar to the learners discovering grammar. Wherever possible, learners are first exposed to new language in a comprehensible context, so that they are able to understand its function and meaning. Only then is their attention turned to examining the grammatical forms that have been used to convey that meaning. The discussion of grammar is explicit, but it is the learners who are doing most of the discussing, working out - with guidance from the teacher – as much of their new knowledge of the language as can easily and usefully be expressed. Behind this strategy lies the recognition that the learners may well have ‘understood’ more about the language than they - or the teacher - can put into words. If the new language were introduced in the form of an apparently all-embracing (but actually pitifully incomplete) rule from the teacher, this would convey the unspoken message that the learners had nothing further to understand about the language point and simply needed to practice it. If, on the other hand, talking about grammar is postponed until the learners themselves can contribute by bringing to light what they already in some sense ‘know’, the unspoken message is that the process of acquiring the new knowledge is one which takes place inside them and over which they have some control. Indeed, with the recent emphasis on training learners to learn efficiently, this message is likely to be explicitly discussed. This ‘retrospective’ approach to grammar is a natural development from the original CLT emphasis on viewing language as a system for communication; it also takes into account the fact that learning is likely to be more efficient if the learners have an opportunity to talk about what they are learning. Ellis (1992) argues that while looking explicitly at grammar may not lead immediately to learning, it will facilitate learning at a later stage when the learner is ready (in some way that is not yet understood) to internalize the new information about the language. The retrospective approach also has the advantage that, if the lesson is conducted in English, it encourages the learners to communicate fairly naturally about a subject that is important to what they are doing: the language itself.

**Misconception 2: CLT means teaching only speaking**

Again, there are reasons why this misconception is fairly widespread. CLT was influenced as earlier approaches had been, by the general movement in linguistics towards giving primacy to the spoken language. In addition, a focus on encouraging learners to communicate leads naturally towards thinking about what they will need to communicate – about, and why; this is part of the wider tendency in CLT to look beyond the classroom. For many learners, the main uses that they are likely to make of the language are oral: getting around in the foreign country if they visit it,
talking to visitors from that country, etc. Even if they are unlikely in reality to use the language outside the classroom, learners are often willing to suspend their disbelief and act as if they might need the language for personal contacts. Therefore, the emphasis is likely to be on speaking and listening skills.

A further reason for this misconception is that CLT stresses the need for the learners to have sufficient practice, of an appropriate kind. This is often translated, especially by teacher trainers, into the principle that TTT (teacher talking time) is to be reduced, and STT (student talking time) is to be maximized - chiefly by putting students into pairs and telling them to talk to their partners. At the same time, while the slogan ‘TTT bad, STT good’ almost certainly represents a useful (though perhaps rarely attained) goal for most teachers, it is also important to recognize that communication does not only take place through speech, and that it is not only the speaker (or writer) who is communicating. Communication through language happens in both the written and spoken medium, and involves at least two people. Learners reading a text silently to themselves are taking part in communication (assuming that the text has something of relevance to them) just as much as if they were talking to their partner. No doubt this seems too obvious to be worth saying; and yet I have heard the complaint that CLT ignores written language surprisingly often, from experienced teachers as well as trainees. Learners are probably likely to talk more in a successful CLT class than in classes using ‘traditional’ approaches; but a glance at recent mainstream text-books will immediately show that they are also likely to be reading and writing a more varied range of texts than those in more traditional classes.

CLT involves encouraging learners to take part in - and reflect on - communication in as many different contexts as possible (and as many as necessary, not only for their future language-using needs, but also for their present language-learning needs). Perhaps, rather than student talking time, we should be thinking about the broader concept of student communicating time (or even just student time, to include necessary periods of silent reflection undistracted by talk from teacher or partner).
Misconception 3: CLT means pair work, which means role play

The misconception here is not so much in the emphasis on pair work itself as in the narrowness of the second assumption concerning the ways in which it is used. Role play can certainly be a useful technique - though personally my heart sinks a little when I see yet another instruction along the lines: ‘One of you is the shopkeeper/hotel manager/doctor’s receptionist; the other is the customer/guest/patient. Act out the conversation’. However, pair work (and group work) are far more flexible and useful techniques than that suggests.

One of the constant themes of CLT is that learners need to be given some degree of control over their learning (since language is a system of choices, the learners must be given the opportunity to learn how to make choices). Looking back, again with hindsight, at popular textbooks of even the fairly recent past, such as Kernel Lessons Intermediate from the 1970s it is immediately noticeable that the content of what is said by the learners is controlled at every point by the book: make a question using these prompts; answer these questions about the text; read this dialogue, and so on. Even when pair work is used, the learners never choose what to say, they simply work out how to say what they are told to say. The use of pair work is a physical signal of some degree of control and choice passing to the learners; but that needs to be complemented by real choice - which role play, particularly at simpler levels, may not encourage as much as other uses of pair work. It is helpful to start from considering how learners working together can actually help each other. They can provide each other with a relatively safe opportunity to try out ideas before launching them in public: this may well lead to more developed ideas, and therefore greater confidence and more effective communication. They can also provide knowledge and skills which may complement those of their partners: this can lead to greater success in undertaking tasks.

Alternative uses of pair work

Instead of just seeing pair work as a useful follow-up, a way of getting everyone practicing at the same time after a new language point has been introduced, we can see it as a potential preliminary stage to any contribution from the learners. They can work together to do a grammatical exercise, solve a problem, analyze the new language structures in a text, prepare a questionnaire for other members of the class, or agree on the opinion they want to present to the class. Once pair work is seen as a preparation as well as (or more than) an end-point, the range of possibilities increases dramatically. It is less a question of: ‘When in my lesson do I get to the freer practice stage so that I can fit in a role play in pairs?’ and more a question of ‘Is there any reason why I can’t use pair work as part of whatever I’m planning to do now?’ (Of course, one reason for not using it may be simply variety - even the best techniques can be overused.)
Misconception 4: CLT means expecting too much from the teacher

It is perhaps cheating to label this a misconception, since there is a great deal of truth in the argument - voiced most persuasively by Medgyes (1986) - that CLT places greater demands on the teacher than certain other widely-used approaches. Lessons tend to be less predictable; teachers have to be ready to listen to what learners say and not just how they say it, and to interact with them in as ‘natural’ a way as possible; they have to use a wider range of management skills than in the traditional teacher-dominated classroom. In addition, non-native speakers of English probably need a higher level of language proficiency - or rather, a different balance of proficiency skills - to be able to communicate with ease, and to cope with discussing a broader range of facts about language use than they are accustomed to. Perhaps most importantly, teachers may have to bring to light deeply-buried preconceptions about language teaching (mostly based on their own language learning experiences at school and university), and to compare them openly with alternative possibilities that may be less familiar but perhaps make better pedagogic sense.

In some ways, there is no answer to these points. It is certainly difficult, for example, to ignore the charge that CLT is an approach developed by and for native speaker teachers. Nevertheless, the label of misconception is perhaps valid for two reasons.

Firstly, the points are presented as defects of CLT, as reasons for rejecting it, but they can equally well be presented as reasons for embracing it. Teachers have the opportunity to re-evaluate their beliefs and practices; they have an incentive to develop their skills; they are encouraged to enjoy themselves in their work, to avoid dull repetition of the same predictable set of materials, activities, and answers year in, year out. This view may appear unduly optimistic to some, but there seems no reason to assume that the majority of teachers do not welcome such opportunities - if they are recognized as such. Secondly, the extent of the demands can easily be exaggerated - indeed, this misconception may sometimes be fostered by teachers who may have other reasons for not wishing to change their current practices. Even Medgyes (1986), in order to make his point more forcefully, ends up by describing as the CLT norm an unrealistically superhuman teacher that few CLT teachers would recognize. It can, admittedly, be difficult to use a communicative approach if you are obliged to use resolutely uncommunicative materials; but that is increasingly not the case. Many textbooks now provide very practical, straightforward CLT guidelines and activities which place few demands on the teacher beyond a willingness to try them out with enough conviction. The majority of non-native teachers of English that I have worked with have a high enough level of proficiency to cope fairly easily with the required shift towards more fluent and less pre-planned use of the language. And it seems very odd for language
teachers to argue that listening responsively to what other people say is not part of their job - perhaps teachers who do argue that should be thinking of going into politics instead?

Finally, Given the fairly dramatic change in attitudes not only to language but also to learners and teachers that came with the development of CLT, it is not surprising that it has taken some time to work out the implications for all aspects of the teaching/learning process. It is, however, worrying that many people’s perceptions of CLT seem to have got stuck at its early stage of questioning and experimentation (admittedly sometimes over-enthusiastic), before some of the key issues were fully resolved. CLT is by no means the final answer - no doubt the next ‘revolution’ in language teaching is already under way somewhere. But whatever innovations emerge, they will do so against the background of the changes brought about by CLT, and will need to accommodate or explicitly reject those changes.

Certain of them are too important to lose: the concern with the world beyond the classroom, the concern with the learner as an individual, the view of language as structured to carry out the functions we want it to perform. In order to ensure that these changes are not pushed aside in future developments, it seems essential to attempt to clear away misconceptions that might otherwise be used to damn them and CLT as a whole.

### 2.8 Operational Definitions

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a) Language

Language is at the centre of human life. We use it to express our love or our hatred, to achieve our goals and further our careers, to gain artistic satisfaction or simple pleasure or to pray. Through language we plan our lives and remember our past; we exchange ideas and experiences; we form our social and individual identities. Language is the most unique thing about human beings. As Cicero said in (55 BC), "The one thing in which we are especially superior to beasts is that we speak to each other".

Some people are able to do some or all of this in more than one language. Knowing another language may mean; getting a job, a chance to get educated, the ability to take a fuller part in the life of one's own country or the opportunity to emigrate to another, an expansion of one's literary and cultural horizons, the expression of one's political opinions or religious beliefs and the chance to talk to people on a foreign holiday. A second language affects people's careers and possible futures, their lives and their very identities. In a world where probably more people speak two languages than one, the acquisition and use of second languages are vital to everyday lives of millions; monolinguals are becoming almost an endangered species. Helping people acquire second languages more effectively is an important task for the twenty-first century. Larsen-Freeman (1991), form, function and meaning are three interacting dimensions of language, and the classroom teacher must decide in which dimension the students are experiencing the greatest learning challenge at any given moment and respond with appropriate instruction.

b) Learning

The reason we focus on learning is because it is the basis of change and development for both individuals and organizations. The ability to learn is one of the most important skills an individual is ever likely to acquire. We are often confronted with new experiences and situations that provide learning opportunities. In fact, learning is such a fundamental process that sometimes we take it for granted. We assume that by adulthood we have learned all there is to know about learning. Learning is a continuous process that occurs every day of our lives from formal learning (example educational school or university) to informal learning (example using a bank ATM for the first time).

This learning results in the development of new skills and knowledge. Individuals learn in different ways by reading a book, trying a new activity or making a mistake. As we keep learning throughout our lives, we develop preferences for particular 'style' of learning. Factors affecting students' interest in the class – students learning style An important consideration in the design of educational programs is the learning style of students' styles. The term 'learning style' indicates
preferred or habitual patterns of mental functioning and dealing with new information. The different dimensions of learning style come from three traditions 1- Study of perception and Gestalt psychology. 2- Ego psychology. 3- Theories of Carl Jung The Modern language Journal, 74 1990, volume 74, No 3 (Autumn, 1990), pp 311-327 Bennett (1990) stated that learning style is a consistent pattern of behavior and performance by which an individual approaches educational experiences. It is the composite of characteristic cognitive, affective, and physiological Behaviors that serve as relatively stable indicators of how a learner Perceives, interacts with, and responds to the learning environment. Bennett, 1990,p 140 Dunn et al. (1985) identified twenty – two elements relating to learning style. These elements are related to certain dimensions. Russell Poldrack; December 22, 2009 in a recently published report suggests that the idea of 'learning styles' may just be another example of our inability to accurately observe how our own minds work.

We may assume that all people learn in the same way. But this is not true. People learn in different ways. The efficiency and effectiveness of the learning process depends on the attitude and behaviors that an individual brings to a particular learning opportunity. These attitudes and behaviors form an individual's learning style. An individual's preference for a particular learning style will tend to be reinforced overtime and in this way becomes a habit. Understanding your learning style is the first step in improving your 'learning power' and gaining the most from the learning opportunities you encounter.

Knowledge about the four types of learning styles is the key to understanding these different preferences. Learning styles have more influence than we may realize. Your preferred styles guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. Some researchers shows us that each learning uses different parts of the brain. Researchers using brain- imaging technologies have been able to find out the key areas of the brain responsible for each learning style

Visual: The occipital lobes at the back of the brain manage the visual sense. Both the occipital and parietal lobes manage spatial orientation.

Aural: The temporal lobes handle aural content. The right temporal lobe is especially important for music.

Verbal: The temporal and frontal lobes especially two specialized areas called Broca's and Wernicke's areas (in the left hemisphere of these two lobes).

Physical: The cerebellum and the motor cortex at the bank of the frontal lobe handle much of our physical movement.
Logical: The parietal lobes, especially the left side, drive our logical thinking.

Social: The frontal and temporal lobes handle much of our social activities. The limbic system not shown apart from the hippocampus also influence both the social and solitary styles. The limbic system has a lot to do with emotions moods and aggression.

Solitary: The frontal and parietal lobes, and the limbic system, are also active with this style.

Russell Poldrack ; December 22, 2009 in a recently published report suggests that the idea of "learning style" may just be another example of our inability to accurately observe how our own minds work. Your learning style have more influence than you may realize your preferred styles guide the way you learn.

They also change the way you internally represent experiences the way you recall information and even the words you choose. Research shows us that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn. Riding and Cheema (1991) note the distinction between cognitive style and learning style.

Students' learning style is one of the factors we should take into consideration to see the particular approach by which students try to learn. According to Keefe (1979:4), learning style can be seen as cognitive, affective and physiological features that are relatively stable indicators of how learners perceive, interact with and respond to the learning environment. Major factors conditioning the ways learners think and study are the educational system, the socio-cultural background and personality variables.

C) Teaching Style

In its simple meaning, the term teaching task or task of teaching stands for all those activities that are carried out by a teacher in his act of teaching in real teaching-learning situation. A teaching task involves the actor process of teaching aimed at achieving certain teaching objectives. It is clear that the act of process of teaching in a formal education set-up is always initiated and organized by a person known as teacher or instructor. Together with the students they get along with a desirable teaching-learning environment.

Teaching is much more difficult than most faculty are willing to acknowledge. Teaching and learning should be inseparable, in that learning is a criterion and product of effective teaching. Learning is the goal of teaching. Someone has not taught unless someone else has learned. As the teacher gains experience his or her teaching style is likely to change. Students taught by lecturers, instructor-centred, presentations, and student-centred. The first step in preparing to teach a particular course is to decide on a particular style of teaching that is compatible with and appropriate for your students and the goals of your course. However, student-centred discussions
lead to better retention, better transfer of knowledge to other situations, better motivation for further learning, and better problem solving ability.

Instructor-centred and student-centred teaching are more effective than is discipline centred teaching for students to learn in this way. When the focus is on meaning rather than solely on facts, students develop their conceptual abilities. A student-centred style is more likely to motivate students by engaging their interest.

Several factors can influence the choice of teaching style:
1. Students needs (future course and career requirement, preparation for Participatory citizenship, and preparation for careers in science, engineering, technology, or education).
2. Students background.
3. familiarity with various teaching methods.
4. Students learning styles.
5. Teaching load (number of contact hours, office hours, time for preparation and grading).
6. Other responsibilities (research, committee work, administrative duties).
7. Facilities (laboratory equipment and computers, classroom and laboratory space, and demonstration equipment).

Getting to know students and getting to know about them are important prerequisites for effective teaching, especially since it is becoming increasingly likely that today's students will differ more in their demographics preparations, attitudes, and interests than when we were undergraduates. Good teaching requires that we bridge the chasms of perception, language, background, and assumption that may impede effective communication and thereby hinder student learning. Knowledge about students will enable the teacher to refine lectures, class discussion, comments, illustrations, and activities so that they are more effective learning experiences.

Carter V. Good (1959) maintains, the term task of teaching simply refers to the act teaching or imparting instruction in educational institutions. In its broader meaning it implies the total management of the teaching–learning situations by a teacher involving.

1- Direct interaction between the teacher and the learners using instructional material, method and devices in a particular teaching-learning environment.
2- The pre-active initiation involving the process of planning, designing, preparing the materials for the teaching-learning conditions.

3- Post-active redirection (evaluation, redesign and dissemination).

4- The task of teaching involves a set of variable comprising teacher, pupils and other contents methods and environment related variables.

5- The task of teaching is carried out in some distinct stages or phases.

6- It may need to be arranged or planned at some specific levels as per need of the teaching –

Teaching style has been defined by Kathleen Butter as a set of attitudes and actions that open a formal and informal world of learning to the student. It is a suitable force that influence access to learning and teaching by establishing perimeters around acceptable learning procedures, process and product.

Individual difference in learning and achievement continue to present challenges to educators and researchers alike. During the late 60's Cronbach and Snow (1969) postulated that individualizing teaching to the needs of learners improves learners' satisfaction and achievement. Using their Aptitude treatment interaction theory (ATI) the authors argued that teaching methods differentially affect students' learning because teaching methods place varying demands on learners' achievement.

Grasha (1996) describes a teaching style as a set of certain characteristics that plays an important role in several aspects of our teaching. He further indicates that teaching style represents those enduring personal qualities and behavior that appear in how educators conduct their classes. Thus, teaching styles define educators guide and direct their instructional processes, and also influence learners' ability to learn.

Grasha (1996), Hoyt and Lee (2002) Jacobs et al (2004) argue that a teaching style refers to the way various teaching approaches are combined to produce an optimal outcome in learning. This idea implies that teaching strategies (teaching method, media and learning content and learner activities and approaches are elements of teaching styles and are used differently across the spectrum of teaching styles. Knowing various teaching styles and an ability to move deliberately from style to style as the objectives change from one teaching episode to another is important for effective teaching.(Moss ton and Ashworth 1990; Win nick 1990; Grosser 2007)

Conti and Welborn (1986) concur with the latter statement and are of the opinion that more learning takes place when learner centred methods are followed. These methods include activities that make learners take responsibility for their own learning, linking learning experiences with personal experiences, involving the learner activity in the teaching process and promoting
adaptability in the classroom. The selection of an appropriate teaching style could therefore be crucial to successful instructional experiences in outcomes based classroom. According to Kulinna and Cothran (2003) the increasing importance of educators' mastery of various teaching styles is related to a number of developments in education. The contemporary constructivist nature of learning suggests traditional educator centred styles are less likely to optimize learning. Whether viewed from a socio-cultural or individually focused constructional theory, a learner's engagement is essential to learning likely promoted via a variety of teaching styles.

Secondly, the increasing diversity of learners and educators improved understanding of how to meet the learners wide variety of learning needs. Furthermore, learners vary in learning styles (Curry 1999), intelligence (Armstrong 1994), as well as self regulation (Zimmerman 1990). Hongsfeld (Kulinna and Cothran 2003) suggests that by using more teaching styles, educators can increase learners academic achievement and thus meet increasingly higher standards as mandated by education reform initiatives.

Grasha (1996) describes a teaching style as a set of certain characteristics that plays an important role in several aspects of our teaching. He further indicates that teaching style represents those enduring personal qualities and behavior that appear in how educators conduct their classes. Thus, teaching styles define educators, guide and direct their instructional processes, and also influence learners' ability to learn. Grasha (1996), Hoyt and Lee (2002) Jacobs et al. (2004) argue that a teaching style refers to the way various teaching approaches are combined to produce an optimal outcome in learning. This idea implies that teaching strategies (teaching methods, media, learning content and learner activities) and approaches are all elements of teaching styles and are used differently across the spectrum of teaching styles.

The selection of appropriate teaching styles is another aspect crucial to improving the effectiveness of teaching and instructional experiences (Winnick 1990). Learners, who are taught in a manner incompatible with the way they learn, learn less and express less satisfaction with the effectiveness of the educator, while learners experience success in learning when teaching styles are compatible with their learning styles (Ndaqala 1994; Ford and Chen 2001; Isemonger and Sheppard 2003; Dasari 2006).

D) Teachers' personal qualities and characters

Teachers are considered as a significant source of intrinsic motivation. A teacher's personality matters a lot because if it matches learners' expectations, it helps build the learning environment with good relationship between teachers and learners, one which may increase learning
motivation. In addition, in order to get students involved in the lesson, teachers should be ones that students trust and respect. Barry (1993) points out some characteristics a teacher should have as follows: being natural, being warm and being tolerant. In this literature review, the writer has presented different basic issues relating to some methods of teaching grammar which serves as the theoretical framework for the study. Different grammar teaching methods such Grammar-translation method, Audio-lingual method have been reviewed.

E) Concept of Students' interest

Ellis (1994) (cited in Keller, 1984) states that interest is one of the main elements of motivation and a positive response to stimulate based on existing cognitive structures in such a way that learners' curiosity is aroused and sustained. In other words, interest shows learners' desire to learn the target language. It can be seen that students who are given opportunities for communication will be interested in the lesson.

The Impact of CLT on students' interest in grammar learning

CLT appearing between the 1960s and 1970s marks the beginning of major innovation within language teaching and it has been widely accepted nowadays because of its superior principles. Obviously, grammar plays an important role in ELT because learners cannot communicate effectively without grammar. Furthermore, the understanding of grammar helps us build up confidence in using the target language and encourages us to use the language accurately and appropriately.

Grammar is an integral part of language, so the more we can find out about how grammar is learned and used, the more effectively we will teach it. In fact, there have been many researches on grammar as well as grammar teaching.

The problem here is that how to teach grammar and which approach to grammar is appropriate. Nowadays, CLT, with its foundation and on recent achievements in the field of linguistic and psychology, has been considered to be the most effective approach to grammar teaching.

F) Students Motivation

Motivation is popularly considered to play a very important role in learning. In Jeremy Harmer's view (1991)"Motivation is some kind of internal drive that encourages somebody to pursue a course of action".

G) Methodology

The word 'methodology' is itself often misinterpreted. It is usually given lip-service as an explanation for the way a given teacher goes about his/her teaching, a sort of umbrella-term to describe the "job" of teaching.
another language. Most often, "methodology" is understood to mean "method" in a general sense, and in some cases it is even equated to specific teaching "techniques". It does, in fact, mean and involve much more than that. Brown's (1994:51) definitions (reflecting current usage at the time and drawn from earlier attempts to break down and classify elements to do with methodology) are the most useful. Methodology can refer to the study of pedagogical practices in general (including theoretical underpinnings and related research). In this sense, whatever considerations are involved in "how to teach" are methodological. Dr. Ahmed,(2010) . English Language Teaching Approaches Methods & Techniques.(pp1-2).

H) Method

A method can lexically be defined as a way of doing anything according to a regular plan, or procedure for attaining an objective. In language terms a method can be described as a way of presenting language to the learner. It evolves from the approach one had about language acquisition. Anthony M. Edward , (1972); "Approach, Method and Technique". A method can also be defined as a generalized set of classroom specifications for accomplishing linguistic objectives. Methods tend to be primarily concerned with teachers and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials.

They are almost always thought of as being broadly applicable to a variety of audiences in a variety of contexts. Anthony in "Approach, Method and Technique" defines 'Method' as : "An overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon selected approaches. (pp. 6-7)

For Mackey W.F. (1965); In language Teaching Analysis said that it is the method which largely decides what is to be taught and the order in which it is to be taught. It also decides how the meaning and form are presented to the learner. So, a method refers to the overall plan for the proper presentation of language material. It is based on selected approach and procedure. It includes three parts; approach, design and procedure.

I) Approach

An approach is concerned with the theory of the nature of language and language learning. According to Anthony (1972) an approach is: a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught. It states a point of view, a philosophy, an article of faith (something which one believes but cannot necessarily prove).
In Dr. Ahmed,(2010) .English Language Teaching Approaches Methods & Techniques.(pp-2). An approach was defined as theoretical positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings.

J) Procedure
A procedure is the actual happening of the classroom techniques, practices and behaviors.

K) Design
A design concerns with the general specific objectives of the course.
A syllabus model, types of learning and learning tasks, role of learners.

L) Technique
Anthony defines the technique as "a particular trick, stratagem used to accomplish an immediate objective". A technique is therefore implemental, that which actually takes place in the classroom and must be in harmony with the method and the approach adopted. Defining these three aspects is quite helpful in the discussion of teaching methods.
(D Brown,1994).

2.9 Methods and Approaches of Teaching English
Many children learn several languages at a very young age. Language teaching involves many methods. All the available methods maybe appropriate to different contexts. There is no one single method strongly recommended in the teaching of English since the level of the learners differs from one to another. So, it becomes inevitable for a teacher to know the different methods of teaching and learning awareness of variety of methods help him to apply the relevant method in his classroom successfully.
As a teacher the objective of teaching English must be achieved. Many children learn several languages at a very young age but some fail to learn even the basic English. A child acquires all the necessary skills in his mother tongue easily whereas it fails in the second language. ( July 7,2010 by nsambatcoumar, A blog for teachers and students who aspires for teaching /learning English ).
Most of the methods devised for language teaching have stemmed from the approaches to language acquisition. The methods vary from the grind through grammar and translation at one extreme to immersion in the living language, with or without imitative ‘drill’ at the other. The following is a critical review of the major methods which are ones that are still in use in Sudanese schools. The focus is mainly on the classroom techniques because when visiting a classroom, it is mainly the techniques that first strike the observer. The approach and methods used by the teacher may not be apparent at first sight.
2.9.1 A Brief History of Foreign Language Teaching Methodologies and Approaches

The History of foreign language teaching has been influenced by changing psychological and socio-cultural movements and theories. As theories changed, so did methods of teaching foreign languages. Earlier methods of foreign language instruction (the grammar-translation method, the audio-lingual method, and the cognitive code method) represented a school of thought that remained primarily occupied with the form rather than the content of the message delivered to the learner, putting "accuracy before fluency", and consequently, the results achieved remained short of producing proficient students. Thus, the push towards a new more effective approach becomes necessary.

In the late 1980's, a new school of thought began to gain momentum. There was a clear shift towards a communicative approach that placed "fluency before accuracy". This approach, as John Underwood points out, was really not a single method, but several all grouped together under the generic term "communicative language teaching". One the other hand, this movement was due to the linguistic theories of Noam Chomsky and the pioneering research of second language acquisition proponents. One the other hand, it was simply the results of clear dissatisfaction with earlier approaches.

Chomsky's approach remained confined to achieving linguistic and grammatical competence, focusing more on the product rather than on the process. Then came many notable linguists such as Hymes, Hallyday, Rivers and Savignon who took the research a step further towards communicative competence. Others such as Lozanov, Asher, and Curran developed their own communicative approaches and although each approach had merit, yet each one was lacking in flexibility when used exclusively in the classroom.

Perhaps the most comprehensive approach to foreign language instruction is that of Stephen Krashen coupled with Tracy Terrell and is called the "Natural Approach". While not entirely new, Krashen's approach has revolutionized the process of foreign language teaching and is easily adaptable to the classroom setting and to students of all ages. In a classroom utilizing the Natural Approach, the teacher emerges as a warm, sympathetic, bilingual coach who can provide input and make it comprehensible in a low anxiety atmosphere conducive to learning. A teacher who experience teaching Arabic to adult non-natives for almost twenty-four years said that, teaching through several different approaches finally he arrived at a teaching style that blends the successful elements of all previous approaches into his own personal communicative method. However in Krashen's Natural Approach, he saw the most affinity with and the most validation of his own personal style. Although , he strongly supports the Natural Approach but , he continue using and modifying his own style based on his personal experience and the further researches.
2.9.2 The Grammar Translation Method (Indirect Method)

In the Western world, "foreign" language learning in schools was synonymous with the learning of Latin or Greek. Latin, thought to promote intellectuality through 'mental gymnastics', was only until relatively recently held to be indispensable to an adequate higher education. 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, H.D, 1994) As other language began to be taught in educational institutions in the eighteenth and nineteenth centuries, the Classical Method was adopted as the chief means for teaching foreign languages.

Little thought was given to teaching oral use of language. After all, languages were not being taught primarily to learn oral communication but to learn for the sake of being scholarly or, in some instance, for gaining reading proficiency in a foreign language. Since there was little if any theoretical research on second language acquisition in general, or on the acquisition of reading proficiency, foreign languages were taught as any other skill was taught. In the nineteenth century, the Classical Method came to be known as the Grammar Translation Method. Grammar-Translation Method began in Germany, or more accurately, Prussia, at the end of the eighteenth century and established an almost impregnable position as the favored methodology of the Prussia Gymnasien after their expansion in the early years of the nineteenth century. The origins of the method do not lie in an attempt to teach languages by grammar and translation, these were taken for granted anyway.

The original motivation was reformist, the traditional scholastic approach among individual learners in the eighteenth century had been to acquire learners a reading knowledge of foreign languages by studying a grammar and applying this knowledge to the interpretation of texts with the use of a dictionary. Most of them were highly educated men and women who were trained in classical grammar and knew how to apply the familiar categories to new languages. However scholastic methods of this kind were not well suited to the capabilities of younger school pupils and, moreover, they were self-study methods which were inappropriate for group teaching in the classroom.

The Grammar-translation method was an attempt to adapt these traditions to the circumstances and requirements of schools. Its principal aim was to make language learning easier. The central feature was the replacement of traditional texts by exemplary sentences. Grammar Translation was the offspring of German scholarship, the object of which, according to one of its less charitable critics, was to know everything about something rather than the thing itself (W H. D Rouse, quoted in Kelly 1969).

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The grammar translation method (GTM) is a cross-lingual technique. It is used in language learning. Grammar is given more importance in this method. Learners understand the grammar rules better. The exercises in this method put the learner into an active problem-solving situation. In the schools, the teachers often follow the traditional method of translation technique. It is an easy way to explain things. Great Indian leaders in the past had attained remarkable progress in this method. Reading and writing are the major focus.

Vocabulary selection is based solely on the text used. The words are introduced through the bilingual word list dictionary and memorization. The grammar rules are presented. A list of vocabulary items is presented with their translation meanings. Translation exercises are prescribed. Grammar is taught inductively. Mother tongue is the medium of instruction. So, the grammar translation method is a traditional academic style of teaching which placed heavy emphasis on grammar explanation and translation as a teaching technique.

The grammar translation method was also defined by In Dr. Ahmed, (2010). English Language Teaching Approaches Methods & Techniques (pp-12) as one of the earliest known methods of foreign language teaching.

This method usually aims at inculcating an understanding of the grammar of the language, expressed in traditional terms, and training students to write the language accurately by regular practice in translating from his native language. It also aims at providing students with a wide literary vocabulary, often of an unnecessary detailed nature, it aims at training students to extract the meaning from foreign texts by translation into the native language and at advanced stage, to appreciate the literary significance and value of what he has been reading.

Garner, M. (1989). Grammar: Warts and All. Melbourne: River Seine. The Grammar-Translation method dominated from the late 19th century to the early 20th century and although it has been generally acknowledged as the least effective teaching methodology, the method is still widely used in many countries including Sudan.

Obviously, the best point of this method is that it helps learners become good translators and use English accurately. In addition, it requires few resources and it is also easy to apply and cheap to administer. This is why the method is still used in many classrooms where there is a great shortage of teaching and learning facilities and equipment aids, where the class is large of about 30 students, and where the teachers' inadequate speaking skill are accustomed to teaching procedures and where the exams still emphasize knowledge of grammar. Nevertheless, the biggest disadvantage of this method is the learners find it difficult to communicate in real-life situations, or their utterances are correct but inappropriate. This is the result of the process of learning form and usage, but not use, and learning about the language, not using the language to
learn through authentic tasks. Furthermore, this method makes the learners really passive in the process of getting knowledge. They just listen to the teachers’ explanation and do not participate in the exploration of new knowledge.

In the 18th century foreign languages started to appear on the school curricula, requiring a systematic approach to teaching them. The standard system was similar to the system for teaching Latin. Rather than speaking the goal was for students to be able to read literature in the target language, and benefit from the mental discipline of studying a language. Textbooks combined abstract grammar rules, vocabulary list with translation, and sentences for students to translate. Sentences were chosen to illustrate grammar, with no relation to actual communication.

During lessons, the teacher presented grammar structures, rules were studied, and the students worked through translation exercises. Grammar – Translation was influential until the 1950's. Often the frustration of language learners who experienced this method is that they spent years studying, but still could not speak the language.

2.9.3 The Positive Views on the Grammar Translation Method

Duff, unlike the behaviorists, has a positive view of the role of the learners’ mother tongue in second language acquisition. He says that our first language forms our way of thinking and, to some extent, shapes our use of the foreign language (choice of words, word order, sentence structure, etc). Translation helps us understand the influence of one language on the other, e.g. areas of potential errors caused by negative transfer from the first language. Fully aware of the interference, students will try to avoid making such errors when performing in the second language. When errors do occur, the students will be able to explain why and try not to make the same mistake again. Chellapan(1982) in his paper "Tran language, Translation and Second Language Acquisition", points out that translation can make the students come to closer grips with the target language.

A simultaneous awareness of two media could actually make the students see the points of convergence and divergence more clearly and also refine the tools of perception and analysis resulting in divergent thinking. A contrastive analysis, as in the comparative linguistic studies, is indeed very important for the second language learner. Therefore, translation is one form or another can play a certain part in language learning (Stern, 1991).
a) Reviewing the Techniques

(a) Translation of a literary passage
Students translate a reading page from the target language literature (idealized) into their language. A teacher may write a passage carefully designed to include particular grammar or/and rules vocabulary.

(b) Reading comprehension questions
Students answer questions based on their understanding of the reading passage.

(c) Antonyms/Synonyms (word relationships)
Students are given a set of words and are asked to find antonyms or synonyms.

(d) Cognates
Students are thought to recognize or memorize cognates by learning the spelling or sound patterns that correspond between the languages.

(e) Deductive Application of rule
Grammar rules are presented with examples. Exceptions to each rule are also noted. Once students understand a rule, they are asked to apply it to some different examples.

(f) Fill-in-the-blanks
Students are given a series of sentences with words missing. They fill in the blank with new vocabulary items of a particular grammar type such as prepositions or verbs with different tenses.

(g) Memorization
Students are given lists of target language words and native language equivalents and asked to memorize them. They are also required to memorize grammatical rules.

(h) Use words in Sentences
They make up sentences in which they use new words.

(I) Composition
Students are asked to write a topic based on some aspects of the passage taught or prepare a piece of it. Therefore, the techniques of the grammar translation method when observed in the classroom are seen in the following steps:
a- The teacher asks the students to read few lines from the text. He asks them to translate in L1 and he helps them with new words.
b- The teacher answers all their questions in L1.
c- The students write the answers for the questions and the answers are checked by them. Mistakes are corrected by the teacher who speaks L1.
d- The students are asked to translate the words listed into their L1. The teacher helps them in synonyms, antonyms and meanings for these words.
e- The teacher works the grammar exercises and he presents grammar rules. The students do the exercises and translate the sentences into L1.
f- The students translate the lines from the text into L1. Then memorize the read out listed words and frame sentences for the vocabulary items.
g- Students write a composition based on the passage.

b) Demerits

This Grammar Translation Method was in use for 100 years from (1840 to 1940). It had its own drawn backs. It failed to produce oral fluency in English. Students found the method boring as they had to memorize words and rules. It does not develop confidence among the learners. The use of L1 is more predominant in the class, no link between the text words and real life situations. The learner was unable to use English in day to day communication. This method focused only in reading and writing. Little attention is paid to speaking. A major weakness of this method was viewed by Dr. Ahmed (2010) in three points which were illustrated as follow: first, this method lays little stress on accurate pronouncement and the spoken language. Secondly, language learning is not related to the normal functions and usage of the language learned, as artificial sentences unrelated to the text are used in grammar teaching. Thirdly, the extensive use of the mother tongue in the lesson leaves little room or no space for English language to be practiced in the classroom environment were the learner seeks the opportunity to bring what he/she had learned in to real practice. Finally, the learner's role is passive as he is but a recipient of the rule and vocabulary.

c) Sudan Practice

It is important to mention that the Grammar Translation Method was the first method used in the Sudanese schools for teaching English so as to meet the basic aim of education of that time, as stated by Sir J. Currie in (1901), the creation of a small class of clerks and translators to help British officials rule the country. To this end, the Grammar Translation Method was successful, but when education expanded and became more geared towards wider objectives(such as the training of medical officers, teachers and lawyers), the Grammar Translation method was proved inadequate(because of the weakness stated before) and replaced by a form of the Direct Method. That happened in 1930 when the Michael West series of "New Method Readers and Composition" was adopted as the course text for English teaching in Sudanese schools (Sandell,1982).
2.9.4 The Direct Method

Towards the end of the late 1800s, a revolution in language teaching philosophy took place that was seen by many as the "dawn" of modern foreign language teaching. Teachers, frustrated by the limits of the Grammar Translation Method in terms of its inability to create "communicative" competence in students, began to experiment with new ways of teaching language. Basically, teachers began attempting to teach foreign languages in a way that was more similar to first language acquisition. It incorporated techniques designed to address all the areas that the Grammar Translation Method did not namely; oral communication, more spontaneous use of the language, and developing the ability to "think" in the target language.

Perhaps in an almost reflexive action, the method also moved as far away as possible from various techniques typical of the Grammar Translation Method- for instance using L1 as the language of instruction, memorizing grammatical rules and lots of translation between L1 and the target language. The appearance of the "Direct method", thus, coincided with a new school of thinking that dictated that all foreign language teaching should occur in the target language only, with no translation and an emphasis on linking meaning to the language being learned.

The method became very popular during the first quarter of the 20th century, especially in private language schools in Europe where highly motivated students could study new languages and not need to travel far in order to try them out and apply them communicatively. Still, the Direct Method was not without its problems. As Brown (1994:56) points out, "(it) did not take well in public education where the constraints of budget, classroom size, time, and teacher background made such a method difficult to use".

By the late 1920s, the method was starting to go into decline and there was even a return to the Grammar Translation Method, which guaranteed more in the way of "scholastic" language learning orientated around reading and grammar skills. But the Direct Method continued to enjoy a popular following in private language school circles, and it was one of the foundations upon which the well known "Audio-lingual Method" expanded from starting half way through the 20th century.

This method concentrates more on using the language rather than knowing about the language. A typical Direct Method course starts with teaching the students to associate words and phrases with accurate pronunciation. It then moves to the daily requirements of common activities. Translation was intentionally avoided. Where meaning is difficult to convey by concrete representation, the teacher resorts to miming, drawing sketches or to explanation in the foreign language. Grammar is not taught explicitly but through practice and inductive processes. Writing in not introduced at the early stages, whereas the new sound system is introduced in the early stages.
Rivers (1968) stated that: "The ultimate aim of this method was to develop the ability of the learners to think in the target language whether conversing reading or writing".

The main features of this method are then:

a- The use of everyday vocabulary and structures.

b- Grammar is taught through situations.

c- Use of many new items in the same lesson.

d- Most of the work is done in class.

e- The first few weeks are devoted to pronunciation.

f- All reading matter is first presented orally.

g- This method has little room for grammatical explanation and also be short explanations in the native language used to make the meaning of difficult words and phrases clear.

The Direct Method was introduced in France and Germany. In the U.S it is known as Berlitz Method. The main aim of this method is to help the students to speak the target language (L2) fluently and correctly. In this method, a short text is presented and difficult words are explained in L2 to the learners. The understanding is tested by questioning and the students learn grammar rules on their own. Question-answer sessions, interaction exercises, intensive classroom drills, dictation, free composition, pronunciation are done in the classroom to develop and strengthen L2.

a) Reviewing the Techniques

(a) Reading Aloud

Students take turns reading sections of a passage, play, or dialogue out aloud. At the end of each student's turn, the teacher uses gestures, pictures, examples, or other means to make the meaning of the section clear.

(b) Question-and-answer exercise

Students are asked questions and they answer in full sentences so that they can practice the new words and grammatical structures. They have the opportunity to ask questions.

(c) Getting students to self-correct

The teachers have the students self-correct by asking them to make choice between what they said and an alternate answer he/she supplies. There are other ways. For example, a teacher might simply repeat what a student has just said, using a questioning voice to signal what was wrong or they might repeat what the student said stopping just before the error.

(d) Conversation Practice
The teacher asks a number of questions which the students have to understand to be able to answer correctly. The questions contain a particular grammar structure. Later, the students will be able to ask each other using the same grammatical structure.

(e) Fill-in-the-blank Exercise

This technique has already been discussed in the Grammar Translation Method, but differs in its application in the Direct Method. Grammar rules would be applied. The students would have induced the grammar rule they need to fill in blanks from examples and practice.

(f) Dictation

The teacher reads the passage three times. The first time he reads it at normal speed, while the students just listen. The second time, he reads the passage phrase by phrase, pausing long enough to allow students to write down what they have heard. The last time, the teacher again reads at normal speed, and students check their work.

(g) Paragraph writing

The teacher asks the students to write a paragraph in their own words about a topic related to the passage.

b) Demerits

Its procedures and techniques were difficult. Teachers had difficulty in explaining the difficult words. Fluency in L2 is necessary. No selection and grading of vocabulary and structures. It was a success in private language schools, but not in public secondary schools. There was less time and less opportunity available in the classroom.

A major weakness of this method was viewed by Dr. Ahmed (2010) in three points which were illustrated as follow: (a) Firstly, it is time consuming, since it very often depends on lengthy explanation of words and phrases. (b) Secondly, it places much stress on the teacher. Most of his/her spare time is spent on making sketches and collecting objects; trying his best to get the meaning across to the students without the help of the mother tongue. Thirdly, the student has to be highly intelligent and imaginative.

c) Sudanese Practice

This method was introduced into the Sudanese schools in 1930 in response to the recommendations made by the 1929 commission which invited by the Sudan government to advise the Ministry of Education to promote the teaching of English in the Sudan. This was the method adopted by the Michael West series which was designed for the intermediate level. This method dominated English language teaching in the Sudan during nineteen thirties and the forties. The nineteen fifties however witnessed an increasing tendency towards the oral and structural approach particularly in the earlier stages.
d) Comments

The Direct Method is undoubtedly a highly effective method in terms of creating language learners who are very competent in terms of using the target language communicatively. However, this method requires classes of small sizes, motivated learners and talented teachers in order to succeed really well.

It is also an unfortunate fact of life that students of foreign languages these days need more than just the ability to communicate confidently; they need to be able to demonstrate grammatical accuracy and good reading skills in order to succeed in both national and international language testing systems. It becomes an issue in countries where English language learning is primarily EFL-based (that is, English as a Foreign language) and there is a distinct shortage of both: (a) the opportunity to apply the language communicatively in real-life situations outside the actual classroom. (b) teachers who have the required level of native or native-like ability in the target language and the creativity to provide realistic examples to illustrate what elements of the language actually mean. The Direct Method was an important turning point in the history of foreign language teaching, and represented a step away from the Grammar Translation Method. The Direct Method achieved world wide publicity through Berlitz, since Maximilian Berlitz had created a form of this method. An increase in travel in the second half of the 19th century created the need to speak languages. It was noted that children learn to speak with no reference to grammar at all. The Direct method put proficiency in speaking the language at the top of the agenda and was the first of many natural methods that clam to teach a second language the way first languages are learned. Lessons were taught exclusively in the target language. Teachers were usually native speakers and used a lot of demonstration, pictures, gestures, and association of ideas to make meaning clear. The goal was to build up communication skills through questions and answer drills between teacher and students, and there was a carefully graded progression from simple grammar structures to more complex. Grammar was taught through the use of examples chosen to help the student 'work out' the rules and there was a focus on everyday vocabulary. The role of the teachers was very important as they were expected to go to any length to avoid translation, and there was very little use of textbooks or the written word in class. In the class, there was plenty of drilling and correction, no translation, and no rules. The Direct method was influential into the 1950's and beyond. Its principles are still significant in language teaching today, but there is now much more emphasis on student-centered instruction, and a greater understanding of how to build communicative competence, other than through drilling correct forms.
2.9.5 The Bilingual Method
Dr. C.J. Dadson developed the Bilingual Method. This method needs L1 and L2. The approach begins from bilingual and becomes mono-lingual at the end. The teacher uses both mother tongue (L1) and the target language (L2) in the classroom. This may be considered as a combination of the Direct Method and the Grammar Translation Method. The principles followed in this method are: Any foreign language or second language can be learned with the help of L1. Mother tongue is not used as translation. Teachers only use L1 in the classroom. Students are not allowed to use their mother tongue. Sentence is the unit of teaching. L1 is used by the teacher to achieve his/her communication or explanation. Teachers give meanings in L1 for meaningful parts or sentences. When the students achieve sufficient communicative proficiency L1 is withdrawn by the teachers.

a) Procedure/Steps in Teaching
First the teacher reads out a dialogue to the class. The students listen to the teacher with their books closed. The students repeat the lines with the teacher with their books opened in the second reading. The teacher gives sentences with meaningful parts with L1 equivalents (meaning). The teacher says each sentence of the dialogue twice with L1.

b) Demerits
The focus is on the grammatical structures not on the day-to-day conversation. The teacher must be proficient (fluent) in L1 and L2. It does not follow any set theory. Students become dependent on their mother tongue. The methods and procedures are not different.

2.9.6 The Structural Oral Situational Approach(SOS)
The SOS approach was officially accepted by the Madras presidency in (1950). Till (1990), the SOS has been practiced in schools in South India. It is communication of certain aspects of the Direct Method, Oral and Audio-lingual.
The important features of this approach are as follows: learning a language is not only learning its words, but also the syntax. Vocabulary is presented through grades. The four skills of (LSRW) listening, speaking, reading and writing are presented in order. Sentence patterns exist and can form the basis of a language course. Classroom teaching and learning are made enjoyable. Concrete linguistic items are taught through demonstration. Abstract ideas are taught through association. It helps to develop learners' competence in the use of structure in L2.

a) Demerits
The situations are not real-life situation. The teacher had to carry a lot of TLM's explanation of abstract ideas which is very difficult. It is viable only in the elementary level. The approach has been found inadequate and ineffective.
2.9.7 Functional-National Approach

This method of language teaching is categorized along with others under the rubric of a communicative approach. The method stresses a means of organizing a language syllabus. The emphasis is on breaking down the global concept of language into units of analysis in terms of communicative situations in which they are used.

Notions mean elements that may be expressed through nouns, pronouns, verbs, prepositions, conjunctions, adjectives or adverbs. The use of particular notions depends on three major factors: the functions, the elements in the situation and the topic being discussed. The situation may affect variations of language such as the use of dialects, the formality or informality of the language and the mode of expression.

A situation includes the following elements: the person taking part in the speech act, the place where the conversation occurs, the time the speech act is taking place and the topic or activity that is being discussed. Exponents are the language utterances or statements that stem from the function, the situation and the topic. The Code is the shared language of a community of speakers. Code-switching is a change or switch in code during the speech act, which many theorists believe is purposeful behavior to convey bonding, language prestige or other elements of interpersonal relations between the speakers.

2.9.8 The Audio-Lingual Method

This method is based on the work of the American Structural Linguists, Behavioral Psychologists and Cultural Anthropologists. It considers listening and speaking as the first and central task in learning a language.

Vivian Cook,(2008) defined this method as a learning theory based on ideas of habit formation and practice with a view of language as patterns and structures. In this method the students repeat sentences recorded on tap and practice structures in repetitive drills.

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues of every situation. New language is first heard and extensively drilled before being seen in its written form. It was introduced in the USA in the 1940s and reached the peak of popularity in the 1960s.

This Audio-Lingual Method was derived from' Army method' during the World War II where there was a need for people to learn foreign languages quickly for military purposes. It later developed into the so called Audio-Lingual method, which then has had considerable influence on English language teaching all over the world. This method puts listening and speaking in the first
place. It uses sentence pattern as the base of teaching and tries to avoid mother tongue as in class. Attention is paid to the need for mechanical practice rather than explanation about the language because the ability to use the language as a means of communication is the mastery of the linguistic system of the target language.

In the 1960's both Grammar-Translation and the Direct method were questioned as applied linguistics became a mature discipline. US entry into the Second World War created the need to teach oral proficiency in foreign languages quickly to troops. Behavioural psychology also influenced the development-speech was just another habit to be acquired. No rules, no need to even comprehended. Dialogues and drills form the basis of classroom activities according to the Audio-lingual Method: dialogues are used for repetition and memorization, and then specific grammatical patterns in the dialogue are selected and become the focus of between 10 and 15 possible types of drill.

**a) Reviewing the Techniques**

(a) Dialogue Memorization

Dialogue or short conversations between two people are often used to begin a new lesson. Students memorize the dialogue. After they have one person's lines, they switch roles to the other person's part.

(b) Backward build-up (expansion) drill

This drill is used when a long dialogue is giving students trouble. The teacher breaks down the line into several parts. The students repeat a part of the sentence, usually the last phrase of the line. Then, following the teacher's cue, the students expand what they are repeating part by part until they are able to repeat the entire line.

(c) Repetition drill

Students are asked to repeat the teacher's model as accurately and as quickly as possible.

(d) Chain drill

The teacher begins the chain by greeting a particular student or asking him a question. That student responds, then he turns to the student sitting next to and greets him or asks him a question and the chain continues.

It allows some controlled communication and it also gives the teacher an opportunity to check each student's speech.

(e) Single-Slot substitution drill

The teacher says a line and then a word or a phrase which is called a cue. The students repeat and then substitute the cue into the line in its proper place.
(f) Multiple-Slot substitution drill
The drill is similar to the single-slot drill. The difference is that the teacher gives cue phrases-one at a time- that fit into different slots in the dialogue line. The students must make any other changes, such as subject verb agreement. They then say the line, fitting the cue phrase into the line where it belongs.

(g) Transformation drill
The teacher gives a sentence, an affirmative for example. Students are asked to transform it into a negative or change it into questions.

(h) Question-and-answer drill
Questions are given and are supposed to be answered very quickly. It is also possible for students to ask questions.

(I) Use of minimal pairs
The teacher works with pairs of word which differ in only one sound e.g.' ship/sheep'. The sounds are selected after carrying out a contrastive analysis between the native and the target language.

(j) Complete the dialogue
Selected words are erased from a dialogue. Students complete the dialogue by fitting in the blanks with the missing words.

(K) Grammar game
The games are designed to get students to practise a grammar point within a context. There is a lot of repetition in these games.

b) Critical review
This method has its weakness. These are: too much drilling can lead to boredom which in turn hinders learning. In some cases, the students learning through this method may well be able to reproduce the structures without actually knowing the meaning of these structures.

Like the direct method, this approach makes considerable demands on the teacher, expecting him/her to have a near native pronunciation. The teacher is also expected to be resourceful and alert bringing in a variety of materials, creating interesting situations for the students and assisting them to express themselves in an artificial surrounding.

c) Sudanese practice
This method was introduced into the Sudanese schools in the early 1950s and used in parallel with the Direct Method. It was intended to teach the oral skills and to complement the Michael West approach which concentrates on reading. At the secondary level the oral and structural approach was introduced for the first time in August, 1969, after the Port Sudan Conference of
English Teachers which suggested an outline for a new structural syllabus. Which was based on R. Makin's series: "A Course of English Study". This syllabus was later replaced by: "the Nile Course for the Sudan".

2.9.9 The Silent Way

The idea that learning a language means forming a set of habits was seriously challenged in the early 1960s. Cognitive Psychologists and Transformational Generative Linguists argued that language learning does not take place through memory. They also argued that speakers form rules, which allow them to understand and create novel utterances.

The Silent Way shares certain principles with the Caleb Gattegon's Silent Way. It is so called because the aim of the teacher is to say as little as possible in order that the learner can be in control of what he wants to say. No use is made of the mother tongue. One of the basic principles is that teaching should be subordinated to learning. This principle goes in line with the active role ascribed to the learner in the cognitive code approach.

The Silent Way was developed by Caleb Gattegno. Gattegno saw foreign language learning as an intellectually engaging process of problem solving and discovery. The teacher remains silent and guides the learning process while responsibility for working out the rules falls on the learner. In silence, the student concentrates on the task to be accomplished. Colored Cuisenaire Rods and various charts were used to guide the students—these rods might represent key points of the lesson, e.g. Language items or the actors in a story.

a) Reviewing the Techniques

(a) Sound-Color Chart

The chart contains blocks of color, each one representing a sound in the target language. The teacher, and later the students, point to blocks of color on the chart to form syllables, words and even sentences. The sound color chart presents all of the sounds of the target language at once; students know what they have learned and what they yet need to learn. This relates to the issue of learner autonomy.

(b) Teacher's Silence

The teacher gives just as much help as is necessary and then is silent. Or set up a situation. Even in error correction, the teacher will only supply a verbal answer as a last resort.

(c) Peer Correction

Students are encouraged to help each other when he/she is experiencing difficulty in a cooperative manner and not competitive one. The teacher monitors the aid so that it is helpful, not interfering.
(d) Rods
Rods can be used to provide action or situation for any language structure to introduce it, or to enable students to practice using it. The rods trigger meaning. Rods can be used more abstractly to represent other realities. They allow students to be creative and imaginative and they allow for action to accompany language.

(e) Self-Correction Gestures
The teacher can put his palms together and then move them outward to show the students the need to lengthen the particular vowel they are working on. The teacher can indicate that each of his fingers represent a word in a sentence and use this to locate the trouble for the student.

(f) Word charts
The teacher, and later the student, points to words on the wall charts in a sequence so that they can read aloud the sentence they have spoken. The way the letters are colored helps the students with their pronunciation. There are twelve English charts containing about 500 words. The charts contain the functional vocabulary of English.

(g) Fidel Charts
The teacher, and later the students, points to the color-coded Fidel charts in order that students associate the sounds of the language with the spelling.

(h) Structured feedback
Students are invited to make observations about the day’s lesson and what they have learned. They learn to take responsibility of their own learning by becoming aware of and control how they use certain learning activities in class.

b) Demerits
The weakness in this method was illustrated as follows: Firstly, it needs to be applied inside small classes and it is not practical in large classes because you need continuous eye contact and follow up. Secondly, the Silent way depends on the similarities of the native and target language. Students’ attention is the key to learning which is difficult in large classes. The syllabus is composed of linguistic structures, which means that it is not completely communicative. Thirdly, the structure of the syllabus is not arranged in a linear fashion but is rather constantly recycled. Finally, no homework is given and there is a chance for negative feeling when the class is not active.

2.9.10 Suggestopedia
The originator of the method, Georgi Lozanov, believes that language learning can occur at a much faster rate than what ordinarily methods transpire. That is a language can be acquired only when the learner is receptive and has no mental blocks or no psychological barriers like we fear
that we will be unable to perform, and we will be limited in our ability to learn, and that we will fail.

Suggestopedia, the application of study of suggestions to pedagogy, has been developed to help students eliminate the feeling that they cannot be successful and thus, to help them overcome the barriers to learning.

Suggestopedia was developed by Georgei Lozanov. By including a relaxed but aware mental state in the learner through the use of music, classroom decor, and ritualized teacher behavior, Lozanov claimed that the power of memory could be optimized. The student should assume a 'pseudo-passive' state. The instructor was expected to dress immaculately, behave solemnly throughout, create situations where students were most 'suggestible', and then present material in a way that encourages retention. While it is rare for any of these methods to be used today as the exclusive method for a particular language teaching institution, quite a few of their techniques, or principles, have been incorporated within current language teaching. For example, student-centered instruction, Cuisenaire rods remain a useful and effective tool in teaching and creating a relaxed and stimulating learning environment.

a) Reviewing the Techniques

(a) Classroom set-up
The challenge for the teacher is to create a classroom environment which does not look or feel like a normal classroom. The teacher should try to provide a relaxed and comfortable environment for example use dim lights, soft music, cushioned armchairs etc.

(b) Peripheral Learning
This technique is based upon the idea that we perceive much more in our environment than grammatical information about the target language. If posters are used in classrooms they might display the information to students effortlessly.

(c) Positive Suggestion
It is the teacher's responsibility to help the students' breakdown the barriers to learning which they bring with them. This can be done directly and that is by telling the students that they are going to be successful and to fuel them with the power and energy they need so as to feel comfortable. The indirect is by using music and a comfortable physical environment which help the students relax and feel that the learning experience is going to be a pleasure one.

(d) Visualization
Can be a vehicle for positive suggestion or it can be used simply for the students to relax. Students are asked to close their eyes and concentrate on breathing. Then, the teacher speaks in a
quiet voice, describes a scene or event in a detailed way which gives them the feeling that they are witnessing the event.

(e) Choose a new identity
The students choose a target language name and a new occupation and to develop a whole biography about their fictional selves. Then, latter they will be asked to talk or write about.

(f) Role-Play
Students are asked to pretend temporarily that they are another character and to perform in the target language as if that they were that person.

(g) First Concert
After the teacher has introduced the story as related in the dialogue and has called his students' attention to some particular grammatical points that arise in it, he reads the dialogue in the target language. The students have copies of the dialogue in the target and their mother tongue and refer to it as the teacher reads.

(h) Music is played while reading
After a few minutes, the teacher begins a slow dramatic reading, synchronized in intonation with the music. The teacher's voice rises and falls with the music.

(I) Second concert
In the second phase, the students are asked to put their scripts aside. They listen to the teacher while he/she reads accompanied with music. This time the content governs the way the teacher reads the script, not the music.

(j) Primary Activation
This technique and the one that follows are components of the active phase of the lesson. The students playfully reread the target language dialogue out as individuals or in groups.

(k) Secondary Activation
The students engage in various activities designed to help them learn the new material and use it spontaneously. The important thing is that the activities are varied and do allow the students to focus on the form of the linguistic message, just the communicative intent.

2.9.11 The Natural Approach

Stephen Krashen and Tracy Terrell developed the Natural Approach in the early eighties (Krashen and Terrell, 1983), based on Krashen's theories about second language acquisition. The approach shared a lot in common with Asher's Total Physical Response method in terms of advocating the need for a silent phase, waiting for spoken production to emerge of its own accord, and emphasizing the need to make learners as relaxed as possible during the learning process. Some important underlying principles are that there should be a lot of language acquisition as
opposed to language processing, and there needs to be a considerable amount of comprehensible input from the teacher. Meaning is considered as the essence of language and vocabulary (not grammar) is the heart of language. As part of the Natural Approach, students listen to the teacher using the target language communicatively from the very beginning. It has certain similarities with the much earlier Direct Method, with the important exception that students are allowed to use their native language alongside the target language as part of the language learning process.

The Natural Approach focuses on a large number of activities including the following: games, role plays, dialogues, group work and discussions. There are three generic stages identified in the approach: (a) preproduction- developing listening skills. (b) Early production students struggle with the language and make many errors which are corrected based on content and not structure. (c) Extending production promoting fluency through a variety of more challenging activities. The Natural Approach led naturally into the generally accepted norm for effective language teaching, for example Communicative Language Teaching.

The 1980s saw the Natural Approach, and with it linguists Stephen Krashen's seminal views on how language are learned. Krashen claimed that language learning is a subconscious process of acquisition. Only exposure to language we understand (comprehensible input) can activate this acquisition process. Krashen argued that consciously learned language- gained through formal study- acts as a monitor, allowing people to self-correct and edit their speech. Because of the belief that through the process of acquisition, students will begin to use language in their own time, errors and all, students are not expected to start speaking until they are ready. When they are ready, they will naturally do so. Teachers adhering to the Natural Approach expose their students to as much comprehensible input as they can, by setting up activities and situations where students can work out meaning from context. Interactive class activities focus on meaning rather than reacting to form.

Many new contest the idea that formal study cannot lead to acquisition, but the concept has taken such a firm foothold in EFL thinking that whether or not acquisition takes place is one of the main criteria used to judge methods past and present. Krashen's acquisition theory also provides a rationale for Immersion Teaching, which is an approach that has developed to meet the linguistics needs of people who live in bilingual communities, and Content Teaching.

2.9.12 Community Language Learning

This method advises teachers to consider their students as "whole persons". Whole- person learning means that teachers consider not only their students feelings and intellect, but also have some understanding of the relationship among students, physical reactions, their instinctive protective reactions and their desire to learn.
The Community Language Learning Method takes its principles from the more general Counseling-Learning Approach developed by Charles A. Curran. Curran believed that a way to deal with the fear of students is that teachers have to become “language counselors”. The teacher who can understand can indicate his acceptance of the student. By understanding students fear and being sensitive to them, he can help students overcome their negative feelings and turn them into positive energy to further their learning.

Community Language Learning was developed by the American psychologist Charles Curran. Community Language Learning was based on humanistic counseling techniques. The group decides what happens with the teacher, or 'knower', in the role of consultant. In the group, one student begins a conversation with another by saying something in their native language- this is then translated by the instructor, and the first speaker repeats this statement or question in the target language, saying it to the person he was talking to and into tape recorder.

a) Reviewing the Techniques

(a) Tape recording of student’s conversation
This is a technique used to record student-generated language as well as give the opportunity for community learning to come about. Being able to recall the meaning of almost everything said in a first conversation is motivating for learners. The recording can also be used to simply listen to their voices in the target language.

(b) Transcription
The teacher transcribes the students 'tape-recorded target language conversation'. Each student is given the opportunity to translate his utterances and the teacher writes the mother tongue equivalent beneath the target language words. The transcript provides a basis for future activities.

(c) Reflection on Experience
The teacher takes time during and/or after the various activities to give the students the opportunity to reflect on how they feel about the language learning experience, themselves as learners, and their relationship with one another. Such responses can encourage students to think about their unique engagement with the language, the activities, the teacher, and the other students, strengthening their independent learning.

(d) Reflective listening
The students relax and listen to their own voices speaking the target language on the tap.

(e) Human Computer
A student chooses some part of the transcript to practice pronunciation.

The teacher does not correct the student’s mispronunciation in any way.
It is through the teacher's consistent manner of repeating the word or phrase clearly the student self-corrects as he tries to imitate the teacher's model.

(f) Small Group Tasks

The small groups can make new sentences with the words on the transcript. They can share the sentences they make with the rest of the class. Teachers who use small group activities believe students can learn from each other and can get more practice with the target language by working in small groups.

2.9.13 The Total Physical Response Method

This method is an example of a new general approach to foreign language instruction which has been named: "The Comprehensive Approach". The other methods mentioned above encourage the students to speak in the target language from the first day. Whereas, Methods consistent with the Comprehension Approach, begin with the listening skill first. This idea comes from observing how children acquire their mother tongue during the silent period they pass through when infant. In the Total Physical Response Method, students listen and respond to the spoken target language commands of their teacher. The originator of this method is James Asher, (1982).

Total physical Response was also developed in the 1970's. TPR is 'natural' method developed by psychologist James Asher based on the observation that children learn in stress-free environment by responding physically to commands before they start speaking. Asher made clear that TPR should be used in association with other methods and teaching techniques. The method was built around the coordination of speech and action- TPR tries to teach language through physical activity. Asher believed also that if a method is undemanding and involves game like functions, this creates a positive mood in the learner's, facilitating learning.

While the first role of the students is to listen and perform, they are encouraged to speak when they feel ready. Gesture , use of voice, and mime are very important. An example of a lesson might start with a fast paced review activity in which students respond to commands like, 'Pablo', drive your car around Miako and honk your horn. Jeffrey, throw the red flower to Maria… New commands would be introduced with lots of demonstration, e.g. 'wash your hands! Wash your face, look for a towel ! look for a comb etc. TPR techniques are used within a variety of current approaches and methods and are effective and fun, e.g. for kids' language instruction. Stephen Krashen's hypotheses on language acquisition reinforced TPR and Asher's claim that what you understand you will later produce automatically.
a) Reviewing the Techniques

(a) Using commands to direct behavior

It should be clear that the use of commands is the major teaching technique of the Total Physical Response methods. The commands are given to get students to perform an action; the action makes the meaning of the command clear. Asher believes it is very important to plan in advance to know which commands will be introduced in the lesson. Asher believes it is very important that the students feel successful. Therefore, the teacher should not introduce new commands too fast. It is recommended that a teacher presents three commands at a time. After students feel successful with these, three more can be taught.

(b) Role Reversal

Students command their teacher and classmates to perform some actions. Asher says that students will want to speak after ten to twenty minutes of instruction, although some students may take longer. Students should not be encouraged to speak until they are ready.

(c) Action Sequence

As the students learn more and more of the target language, a longer series of command can be given, which together comprise a whole procedure. Example: take out a pen. Take out a piece of paper. Write a letter. Fold the letter. Put it in an envelope…… etc. This series of command is called an action sequence or an operation.

Task-Based Learning

Task-Based Learning, one of the most talked-about recent methods, can be traced back to the strong Communicative Approach, where teaching is done entirely through communicative tasks. There is no set grammar syllabus. Focusing on language use after a task has been completed is widely accepted as an aid to acquisition, and task repetition gives students the chance to practice new language. What are tasks? Tasks are a feature of everyday life- in daily life; a task might be shifting a wardrobe from one room to another or planning the budget for the next financial year. In the classroom, communication is always part of the process, whether the task involves creativity, problem solving, planning, or completing a transition. Students become actively involved in communication and focus on achieving a particular goal. They have to comprehend, negotiate, express ideas, and get their message across in order to reach that goal. Bringing tasks into the classroom puts the focus of language learning on the meaning and the goal, rather than on the form of the communication. Real life tasks for students might even be selected to make a course relevant to particular students.
As techniques from Task-Based Learning start to find their way onto teacher training programs, it is likely to have an increasing influence on teaching in the future. The question many have asked is whether it will revolutionize teaching or remain a useful addition to the informed teacher's repertoire.

2.10 Grammar

Grammar is the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. It can help us foster precision, detect ambiguity and exploit the richness of expression available in English. It can help everyone not only teachers of English, but teachers of any subject, for all teaching are ultimately a matter of getting to grips with meaning. David Crystal, "In Word and Deed", TES Teacher, April 30, 2004.

What is the role of grammar instruction in language teaching in the 1990s? This is a question which has been asked by several second language researchers and teachers over the past few years (Brown, 1994; Celce-Murcia, 1991; Fotos, 1994; Larsen-Freeman, 1991; Nunan, 1994; Terrell, 1991). Historically, grammar has played a central role in language teaching often being the only activity in language classrooms (Brown, 1994). Rutherford (1987) indicates that "for most of the 2,500-year history of language teaching, grammar teaching and language pedagogy were...virtually synonymous" (p. 27). Celce-Murcia (1991) points out that "prior to 1967 and for several years thereafter, however, no one challenged the centrality of grammar either as content for language teaching or as the organizing principle for curriculum or materials development" (p. 460).

During the middle ages, grammar was often used to describe learning in general, including the magical, occult practices popularly associated with the scholars of the day. People in Scotland pronounced grammar as "glam-our" and extended the association to mean magical beauty or enchantment. In the 19th century, the two versions of the word went their separate ways, so that our study of English grammar today may not be quite as glamorous as it used to be. Grammar is important because it is the language that makes it possible for us to talk about language. Grammar names the types of words and word groups that make up sentences not only in English but in any language. As human beings, we can put sentences together even as children-we can all do grammar. But to be able to talk about how sentences are built, about the types of words and word groups that make up sentences- that is knowing about grammar. And knowing about grammar offers a window into the human mind and into our amazingly complex mental capacity.
Knowing about grammar helps us understand what makes sentences and paragraphs clear and interesting and precise. Knowing about grammar means finding out that all languages and all dialects follow grammatical patterns. We can say grammar is central to the teaching and learning of all languages. It is also one of the more difficult aspects of language to teach well. In order for students to have a functional knowledge of a language they must have at least some knowledge about the grammatical constructs of the language in question.

Today grammar teaching is focused on form and consciousness rise, there is a need to focus on form with learners to facilitate accuracy. With consciousness raising activities, we create a learning environment, where the learner notices new language and exploits it in genuine communication activities.

Many people, including language teachers, hear the word "grammar" and think of a fixed set of word forms and rules of usage. They associate "good" grammar with the prestige forms of the language, such as those used in writing and in formal oral presentations, and "bad" or "no" grammar with the language used in everyday conversation or used by speakers of non-prestige forms. Language teachers who adapt this definition focus on grammar as a set of forms and rules. They teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context.

Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it work in the language they already know. The nature of the theory of "communicative approach" determines the need for grammar teaching. When we talk about "communicative competence", we have to come to "communicative approach". As Peng (2007) states, from the ancient times to the present, the foreign language teaching theories and approaches have always been in evolution, struggle and development in these two concepts of "language knowledge" and skills in the history of foreign language teaching approaches, people have experienced grammar translation approach, direct approach and audio lingual approach, after these teaching approaches, communicative approach stems from the late 60s of 20th century.
With the development of functional linguistics, communicative approach receives teachers and students' favor. However, there are some dilemmas in current language teaching: some teachers always stress communicative competence and neglect linguistic competence. Teachers and students are always in search for fluent oral expression but reading and written language is weak. Meanwhile, students often make errors in oral and written expression and lack basic knowledge of language. Obviously, this is the result of a one sided understanding of communicative approach, so that foreign language teaching goes to an extreme. Therefore, we should have a comprehensive and all-sided understanding of the following theory of communicative approach. The communicative approach is a philosophy which encourages students to see themselves as multidimensional entities and as active participants in the learning process not merely passive recipients of knowledge. Thus, Whole classes such as choral reading or Chamber Theatre techniques which are but strategies enhancing reading skills and direct forms of communicative approach are presented to the class with the end view of encouraging reading habits to which common grouping can mean addressing the problem of common skills need and common interests.

Therefore, the researcher completely agrees with the writer that the communicative approach being a task based approach, allows the students to take on responsibilities. Whole class activities sited above would mean assigning of task to every students in much the same way that they will understand their roles and respective assignment which will mean a lot in the totally of the activity to be undertaken (in other words in communicative activities it is students centred and not the teacher centred, in which the teachers role is restricted in giving the instructions and directing the students if needed where as the whole work is done by the student).

At any time, at any stage and in any circumstances, grammar teaching cannot be diluted. It ought to be an important part in foreign language teaching. This is the requirement of the basic characteristics and features of language learning and subjective environment for foreign language learning. Moreover, grammar is an effective way to train students' communicative competence in English language teaching. Grammar and communicative approach should not be in opposition. Without grammar, language, communicative knowledge and competence are just "castles in the air". Without a good knowledge of grammar, students can fully improve their integrated English proficiency and promote the overall levels of their English. Therefore, teachers who teach the foreign language should try to reform the current conditions on neglecting grammar teaching in English education, and strive to explore grammar teaching methods to fully promote students' English level.
The word "grammar" covers very many different kinds of thing, not all of which are equally teachable or learnable. As Jan Hulstijn puts it in an important article (Hulstijn 1995), not all grammar rules are equal. Let's look at three examples. To make a yes/no question in Mandarin Chinese, put 'ma' at the end of the corresponding statement. To make a question in English, put the auxiliary verb before the subject. If there is no auxiliary, introduce the auxiliary do, and proceed as before.

2.10.1 The Value of Studying Grammar

The study of grammar all by itself will not necessarily make you a bitter writer. But by gaining a clearer understanding of how our language works, you should also gain greater control over the way you shape words into sentences and sentences into paragraphs. Studying grammar may help learner to become a more effective writer. Descriptive grammarians generally advise us not to be overly concerned with matters of correctness, language they say, isn't good or bad, it simply is. As the history of the glamorous word grammar demonstrates, the English language is a living system of communication, a continually evolving affair. Prescriptive grammarians prefer giving practical advice about using language, straightforward rules to help us avoid making errors. The roles may be over simplified at times, but they are meant to keep us out of trouble the kind of trouble that may distract or even confuse our readers, so grammar is the set of rules that govern the usage of English language.

Grammar is very important within the English language, since it is in effect, the glue that holds the language together. Within the use of incorrect grammar sentences can become meaningless and their message is unclear. This means that you aren't able to communicate effectively. In effect, grammar is the way in which sentences are structured and the language is formatted, so if we don't know the rules of grammar, then we will never be able to communicate clearly and effectively in English language.

Grammar is the science of language, as every field of study depends on its own rules to evolve; language has its own rules defined under the name of "Grammar". Grammar hails from grammaire (French), grammatikos (Greek), or grammatical (Latin), all" meaning relating to letters", according to the Oxford concise Dictionary. Spoken communication usually expands outside the boundaries of grammar and draws its own territories, usage rules of speech. Grammar is the system of a language.

It is sometimes described as the "rules" of a language; grammar is a reflection of a language at a particular time. If we are learning a foreign language, grammar can help in learning it quickly and efficiently.
Grammar teaching in the foreign language classroom has constituted an important and debated issue for the last fifty years. In the history of language teaching, the role of grammar has been addressed by a number of linguistic theories, methodologies, and currently, within the European Framework of Reference for language. The way grammar is or has been considered has a direct and decisive influence on pedagogical grammars, learning processes and many other areas involved in foreign language teaching. Grammar, as a subsystem in a network of other linguistic sub-systems and sub-skill (Newby, 2003), has been attached different roles in the language classroom, reaching little consensus, not only about the particular items to be taught, but about when, how, or even where to teach or learn.

Many linguists and researchers have advocated grammar instruction in language teaching and learning. The communicative competence model of Canale and Swain (1980) clearly illustrates the significance of grammar.

In this model grammar is seen as one component of communicative competence. One person cannot master a language without the knowledge of its grammar. Thanks to grammar language partly can function as a means of communication, especially in written language.

In speaking, though grammatical mistakes are sometimes acceptable, good grammar makes one's speech better and more attractive, especially in formal situations. Referring to the importance of grammar teaching. To sum up, the rationale for teaching grammar is multifaceted and grammar is acknowledged to be of importance in language study in general and in language teaching and learning in particular.

2.10.2 What is Grammar?

One of the most important functions of language is communication. When we communicate a message, we want the message to be interpreted as effectively as possible. To reach this goal, the message we send to the hearer/reader contains signals that guide him/her to a proper interpretation and to avoid any misunderstanding or ambiguity. We send these signals through grammar. Grammar is important and it is everywhere in communication, it is the stuff with which we communicate. Grammar operates even at the simplest level within the sentence but also beyond it. Grammar is a field linguistics that involves all of the various things that make up the rules of language. Subfields of, linguistics that are considered a part of grammar include semantic syntax phonetics, morphology, and semantics Grammar is also used as a term to refer to the prescriptive rules of a given language, which may change over time or be open to debate. Grammar may be separated into two common broad categories: descriptive and prescriptive. Both views of grammar are in wide use, although in general, linguists tend towards a descriptive approach to grammar, while people teaching a specific language — such as English — might tend towards a
more prescriptive approach. Usually, there is a bit of give and take in any approach, with a prescriptivism being at least somewhat descriptive, and a descriptivist having some prescriptivism tendencies.

A Korean teacher said about grammar "I think of grammar as necessary evil for language contexts. Or something poisonous. If we abuse or misuse it, it will be fatally harmful." Leech et al (1982) view grammar as an important component that relates phonology and semantics, or sound and meaning. Huddleston (1988) sees grammar as consisting of morphology and syntax. Morphology deals with forms of words while syntax deals with the ordering of the words to form sentences. Hudson (1992) is in the opinion that grammar embraces any kind of information about words since there are no boundaries around grammar. Cobbett (1984) regards grammar as constituting rules and principles that help a person to make use of words or manipulate and combine words to give meaning in a proper manner. It concerns with form and structure of words and their relationships in sentences. This means that as the word order or form in a sentence changes, the meaning of the sentence also changes.

Prescriptive grammar: grammar that 'prescribes' what people should or should not say. Prescriptive grammar is all but irrelevant to the language teaching classroom.

Traditional grammar: 'school' grammar concerned with labeling sentences with parts of speech. Traditional grammar goes back to the grammars of Latin, receiving its English form in the grammars of the 18th century, many of which in fact set out to be prescriptive.

Structural grammar: grammar concerned with how words go into phrases, and phrases into sentences. It is based on the concept of phrase structure which shows how some words go together in the sentences and some do not. It describes how the elements of the sentences fit together in an overall structure built up from smaller and smaller structures.

Grammatical (linguistic) competence: The knowledge of language stored in a person's mind. According to Close (1982:13), "English grammar is chiefly a system of syntax that decides the order and patterns in which words are arranged in sentences. " Crystal (1995) says it is that branch of the description of language which accounts for the way in which words combine to form sentences". The view of grammar reflected in the definitions above is restricted to issues of grammatical form. This type of language description also gave rise to the notion of language as grammar.

Bolinger (1977:4) who gives a much clearer picture of what grammar may mean linguistic meaning covers a great deal more that reports of event in the real world.
Leech (1983:152) claims that any grammatical category may be analyzed on three levels: syntactic, semantic and pragmatic. The most familiar level to linguistics is the syntactic; we can describe, for example, how to form negative sentences or clause in English. The second level is the semantic; the level that is of sense rather than of force. The third level is pragmatic. Leech (1983:4) also states that grammar (the formal system of language) and pragmatic (the principle of language use) are complementary domains. The nature of language cannot be understood without studying both these domains and the interaction between them. It is clear that grammar rules are likely to have to extend beyond explanations of the use of forms in purely syntactic and semantic terms and to examine uses made in pragmatic terms.

Undoubtedly, grammar is an essential component of language. Linguists have been studying it for centuries, and it remains an object of learning for countless learners all over the world; it is an integral part of the language we use in everyday communication. Language without grammar would be chaotic and would certainly leave us seriously handicapped. Celce-Murcia (1992) states that grammar should be always taught with reference to meaning, social factors, or discourse.

We must not go back to a situation where grammar predominates and learners go through endless series of meaningless exercises in order to learn correct forms. It has become clear that grammar is a tool or resource to be used in the comprehension and creation of oral and written discourse rather than something to be learned as an end in itself.

2.10.5 Why do people worry so much about grammar teaching?

Despite all the work that has been done on first and second language acquisition, we know surprisingly little about how language are learnt, and even less about how they can best be taught. Theories come and go, assertions are plentiful, and facts are in short supply. This is nowhere more truly than in the area of grammar. The trouble with teaching grammar is that we are never quite sure whether it works or not: its effects are uncertain and hard to assess. If we teach rules, sometimes students manage to apply them and sometimes they don't. Practice may have some effect, but carry-over to spontaneous production is often disappointing. If students speak more correctly as time goes by, is this because of our teaching, or would they have got better anyway? Research on methodology is inconclusive, and has not shown detectable and lasting effects, for instance, for implicit versus explicit instruction, for inductive versus deductive learning, or for separated-out study of structure versus incidental focus on form during communicative activity. Understandably, teachers are unsure how much importance they should give to grammar, what grammar they should teach, and how they should teach it. Language teaching fashions consequently oscillate from one extreme, where grammar is given star billing, to the other, where it is back grounded or completely ignored.
15/2/2006). However, grammar in many different things which are best taught and learnt in very different ways. Learners and teaching situations also vary widely; an approach which works well for one kind of students in Britain or the USA may be totally inappropriate for someone else studying English for 3 hours a week in his/her own country.

Level is crucial the more learners know the more effectively grammar work can be integrated into other more communicative activities; the lower their level, the more likely they are to benefit from separated out syllabus based explanations and practice.

We should reject nothing on doctrinaire grounds; deductive teaching through explanations and examples, inductive discovery activities, rule learning, peer-teaching, de-contextualized practice, Communicative practice, incidental focus on form during communicative tasks, teacher correction and recasts, grammar games, corpus analysis, learning rules and examples by heart- all of these and many other traditional activities have their place, depending on the point being taught, the learner and the context.

The teaching of grammar had often been synonymous with foreign language teaching. In the inherited tradition of foreign language teaching, grammar was not viewed as descriptive or as a rule-governed creativity, but as something to be learned in a relatively abstract process. Language learning involved learning about language rather than learning the language. It is widely assumed that one does know the grammar of one's own language until has been learned through formal instruction.

The notion of grammar is rooted in inherited assumption about language, in particular the idea that grammar can only be learned explicitly, that the learning of Latin grammar is a model for the leaning of any grammar and that all languages have a finite set of formal rules which are fixed and unalterable for all time which constitute their grammar. Many teachers worry about the status of grammar within the process of teaching and learning, whether they should teach it or not.

2.10.6Grammar in ESL Teaching-The Theoretical Background

Grammar according to Rutherford (1987) is "a necessary component of any language teaching program".(p.9), and thus plays an important role in language teaching. However, the focus on grammar in language teaching was challenged with the emergence of teaching methodologies based on different learning theories, such a challenge influenced not only the content and the curriculum in language teaching, but also the implication for teaching grammar.

Thus a fresh look at grammar was necessary causing linguists and language educators to rethink the status of grammar in language teaching and learning. This led to a contrast debate among language educators and linguist regarding the nature and type of grammar instruction, which affected the understanding of how second language should be taught or learned. The advent of
communicative language teaching has a tremendous impact on the way language should be taught and learned. It is a turning point for linguists and language educators to seriously review the role of grammar in language teaching (Celce-Murcia, 1991). This is because there are two different views about teaching grammar, that is explicit and implicit grammar teaching (Howatt, 1984).

The conflicting views about how grammar should be taught is generally vacillated between language analysis and language use. The term "grammar" according to Fromkin et al. (1990:12) is "the sounds and sound patterns, the basic units of meaning such as words and the rules to combine them to form new sentences constitute the grammar of a language". These rules are internalized and subconsciously learned by native speakers. In brief, grammar represents one's linguistic competence. Grammar, therefore, includes many aspects of linguistic knowledge. The sound system (phonology), the system of meaning (semantics), the rules of word formation,( morphology), the rules of sentence formation, (syntax),and the vocabulary of words (lexicon) with the great impact of linguistics on language teaching the past twenty five years has seen a change in people's traditional attitudes and approaches towards the teaching of grammar. Many linguists and researchers have given support to grammar instruction in ESL and EFL language teaching and learning for example, the communicative competence model of Canale and Swain (1980) clearly illustrates the significance of grammar.

In this model, grammar is viewed as one component of communicative competence. Without grammar, learners can communicate effectively only in a limited number of situations. In addition, Hannan (1989), Lewis (1986) and Garner (1989) strongly support the teaching of grammar. According to Hannan, grammar is highly valuable as an important part of the study of language, of ideas, and of writing. Besides, he points out that grammar reflects the power and order of the human mind and it also helps us to understand the diversity of human culture. Garner believes that grammar gives us a means to analyze and describe our language. Research in second language acquisition as noted by Celco-Murcia (1991), indicates that post pubescent adolescent adult need to pay attention to the form of the target language. If they do not, they ultimately develop an incomplete and imperfect interlanguage that reflects learning problems. Given the preceding perspectives and as communication is a goal of second and foreign language instruction, it is obvious that grammar is now part of language teaching. In this new role, according to Celce-Murcia (1991) grammar instruction should be content-based, meaningful, contextualized and discourse based rather than sentenced-based.
In presenting grammar, teachers should be aware that they teach grammar but not teach about grammar or as Lewis (1986) states "language learning is more important than language teaching". Besides, the main goals in grammar teaching is to enable learners to achieve linguistic competence and to be able to use grammar as a tool or, resource in the comprehension and creation of oral and written discourse efficiently, effectively and appropriately according to the situation.

Celce-Murcia and Hilles (1988) are in agreement with Larsen-Freeman (1991) that grammar should never be taught. As an end in itself but always with reference to meaning, social function, or discourse or a combination of these factors. With regard to the type of grammar instruction or grammar activities appropriate for ESL or EFL learners and when or how to teach grammar, teachers need to consider the following factors proposed by Celce-Murcia (1991).

Firstly, each learner has his or her own learning style. Some learners have an analytic learning style preference and often feel completely a drift unless they are given analytic grammar activities. Many EFL learners at the University level in Thailand also find systematic analytic exercises and teachers explanation of grammar appealing.

Secondly, the age of the learners helps teachers to determine the extent to which they should focus on form. If EFL or ESL learners are children, they should be given little explicit grammar instruction. By contrast adolescents or adult learners need some explicit focus on form.

Thirdly, the proficiency level of learners is another factor to be considered. For advanced EFL learners, the instruction becomes more individualized and content-oriented. Teachers review those specific features that learners lack. Fourthly, the learners' educational background is also influenced by culture. Some learners demand grammar instruction because it meets cultural expectations.

Fifthly, the educational objectives assist the EFL or ESL teachers to decide what to focus on. For example, if listening or reading skills are emphasized, teachers will focus on form. However, formal accuracy is an important concern if teachers focus on productive skills (speaking & writing). For fluency, on the other hand, learners are asked to complete such tasks where accuracy is not essential.

Finally, there is the consideration of the needs or goals of the learners in studying the language. If learners need language to be a tool for further careers, teachers should put emphasis on formal accuracy. In Thailand, teachers focus on grammatical instruction and practice because these facilitate learners’ development of accuracy which they need for the University entrance examination and proficiency tests.
Handoyo Puji Widodo, presented a paper titled with 'Approaches and procedures for teaching grammar'. In his paper he presented five-step procedure for teaching grammar. This approach was developed incorporation with the notions of practice and consciousness raising, explicit and implicit knowledge, and deductive and inductive approaches for teaching grammar. It is an alternative pathway for English teachers when teaching grammar, particularly in teaching tenses and modals at college- university levels as well as in secondary schools.

The procedure for teaching grammar was described as follows:

1- Building up students' knowledge of the rule or rule initiation
(The proposed procedure starts with teaching grammar by some leading questions and providing model sentences in which the grammatical item to be taught is underlined. Such activities are geared to build up learners' knowledge of the grammatical items).

2- Eliciting functions of the rule or rule elicitation (aims to elicit the functions of the grammatical item taught accompanied with examples).

3- Familiarizing students with the rule in use through exercises or rule practice (it focuses upon familiarizing the students with the grammatical item in use).

4- Checking students' comprehension or rule activation. It is geared to check students' comprehension of the grammatical item being taught.

5- Expanding students' knowledge or enrichment (The last step is focused on expanding students' comprehension of the grammatical item being taught.

The Communicative Approach to language teaching emphasizes on meaning and how language is used or the functional aspects of language. This emphasis leads to the implication that grammatical accuracy is less important in communication (Garett, 1986; Woods, 1995). However, communication can generally be achieved most efficiently by means of grammatical sentence or by a series of such sentences logically related (Close, 1991:p.14), implying the important function of grammatical competency in communication. In general, although researchers and language educators differ in giving emphasis toward grammatical competency, they all share the same view that grammatical competency

Has its important role in the development of communicative competence.

Hence, three issues emerged related to the role of grammar in language teaching.

Firstly, how teachers teach grammar in the classroom in ways which avoid formalism without losing sight of the fact that grammar is systematically organized (Carter, 1990; p. 117). Secondly, how teachers decide and find ways of teaching grammar" which recognize that appropriate and strategic interventions by the teacher are crucial to the process of making implicit knowledge
explicit". Lastly, how to cope with the incompatible relationship of grammatical specification in a language syllabus with the nature of language acquisition (Rutherford, 1987). This is because grammatical items in the syllabus are carefully selected, ordered, and tabulated reflecting a linear and straightforward process of displaying language items to be taught, while language acquisition is not a linear and straightforward process but a cyclic one, even a metamorphic one. The stages and time for each learner to learn or acquire certain aspect of grammatical constructs vary with age and personality. The communicative approach puts a different value on grammar.

2.10.7 The Advantages and Disadvantages of the Proposed Procedure for Teaching Grammar

1- The procedure tries to encourage the students' involvement in communicative tasks.
2- learners are trained to be accustomed to rule discovery, which could enhance learning autonomy and self-reliance.
3- learners have a chance to apply their greater degree of cognitive depth.
4- The procedure respects the intelligence and maturity of many adults' learners in particular and acknowledges the role of cognitive processes in language acquisition.
5- learners are more active in the learning process, rather than being simply passive recipients of exercises.
6- The procedure involves learners' pattern-recognition and problem-solving.
7- The procedure attempts to measure the learners' progress in mastering the rule.
8- The procedure tries to reconnect what the learners already know with something new.
9- The procedure is an intense activity that is time and energy consuming.
10- The procedure places an emphasis on teachers in designing data and materials.
11- The procedure requires the teachers to have extensive knowledge of the grammatical rule being taught, since s/he not only tells her/his students the formula, but s/he also attempts to lead the students to have comprehensive knowledge and application of the rule taught.
12- The procedure may frustrate learners who would prefer simply to be told the rule.

2.10.8 Grammar and Communication

The ability to communicate is not the same thing as the ability to use "proper" grammar knowing proper grammar merely allows you to express ideas in ways that are acceptable to a certain class of people (register), or to control the nuances of grammar to convey things subtly. But communication skills can be quite good even if one's grammar isn't perfect or if one isn't a native speaker of the language in question. Communicative competence means someone has the ability to make him or she
understood, despite technical shortcomings in grammar. Good grammar is not a prerequisite for communicative competence.

Grammar is an important essence to communication because it helps structure and sentence. It can help in how well we communicate. One who has good writing (grammar: syntax, pragmatic, semantics) is an effective communicator because they will usually be able to catch on to the social rules which help us communicate.

If one has poor grammar, they will not be able to communicate effectively, (they will say the wrong things or not make sense to the speaker. Some grammar errors are okay during communication but some aren't (for example; hey how's a going), that sounds right but when you say "going hey how's a notice how they do not make any sense the other speaker may reply with (depending on how you communicate)," what are you trying to tell me / or what are you trying to say, more better grammar gets the message across clearer, "what mean I, me I asking try question. Said the wrong thing communicated poorly there to ( semantics/ syntax error). Notice how using improper grammar can impact or social communication skills, it makes it harder to socially communicate with someone that's why when we get in communication situations whether it's with a client or someone you know, that's why you have to use proper grammar because the listener may get annoyed with you and walk away or cause of a misunderstanding make fun of you.

However since pragmatics semantics(social rules) are implied in communication, that's why you have to communicate effectively and alter between what to say let's say you're in science class and you talk to someone and you don’t relate to them very well than that means you have a social communication problems.

We realize that without rules there is chaos. Grammar is merely a set of rules to preserve the written word. Without these standards there would be no continuity of language and overtime communication of ideas would suffer. If you can master grammar you can unlock ideas and thoughts that were written across time and place. But grammar is a paradox. While it preserves language it suppresses communication at the same time.

We should realize that grammar is vital as a means of preserving written language but communication is the way we choose to use words to express our thoughts and the most rudimentary form of communication is voice. Grammar makes sentences clear and meaningful. It is the backbone of a language and without it any single thing you know may be flux, in a sort of jelly without much consistency.

Grammar provides us with the structure we need in order to organize and put your messages and ideas across. It is the railway through which your messages will be transported. Without it, in the same way as a train cannot move without railways, you won't be able to convey your ideas to
their full extension without a good command of the underlying grammar patterns and structures of the language.

Without any grammar, we could manage to produce some sort of elementary communications but we would be unable to form any more complex ideas into words. It follows, therefore that mastering the essential rules of grammar is vital skill that needs to be acquired by all learners of any language whether it be their native language or a foreign language. Without grammar it is generally possible to communicate orally, notably through dialogue, since oral communication and in particular dialogue are bilateral processes in which the receiver the person being spoken to can request clarification and repetition until the meaning of a message is clear.

Grammar is very useful for oral communication, as it ensure that speaker and listeners use the same code, but a poor command of grammar will not normally prevent two people from communicating relatively and effectively.

2.10.9 The Role of Grammar in Communicative Language Teaching (CLT)

There is a widespread belief that Communicative Language Teaching does not include any grammar. However, Spada argues that the thought that 'Communicative Language Teaching means an exclusive focus on meaning' is a myth or a misconception (Spada, 2007:275).

In fact, that widespread belief that CLT eclipsed attention to grammar is only partly true, since although CLT syllabuses are organized according to categories of meaning or functions, they still have a strong grammar basis (Thornbury, 1999:23), that is to say the functions into which CLT syllabuses are organized are connected with their correspondent grammatical points. When explaining the role of grammar within the CLT, we mention two main types, the shallow-end approach and the deep-end approach (Thornbury, 1999). The shallow end approach to Communicative Language Teaching is based on the thought that in order to make the learner use language in a communicative situation it is necessary first to learn the grammatical rules and then apply them in that communicative situation; on the other hand, the deep-end approach to CLT is based on the belief that grammar is acquired unconsciously during the performance on those communicative situations, so it would be useless to teach grammar previously and explicitly (Thornbury, 1999:18-19).
There is a mixture of beliefs regarding grammar instruction. Some scholars support exclusion of grammar learning (e.g. Prabhu, 1987), while other researchers emphasize the need to include grammar teaching in CLT (e.g. Lightbown & Spada, 1990; Nassaji, 2000; Spada & Lightbown, 1993).

Krashen's (1982, 1985) hypothesis of acquisition versus learning has had an influence on the notion that focusing solely on meaning is sufficient for SLA. In his hypothesis, Krashen claims that there is a distinction between acquisition and learning. He believes that acquisition happens naturally, provided the role of grammar in communicative language teaching that learners receive sufficient comprehensible input and that only acquired knowledge can lead to fluent communication. Also, Krashen's Monitor hypothesis proposes that explicit form teaching only serves as a tool for monitoring learners' language. That is learners learn grammatical rules only to monitor the correctness of their language use, which is in addition to what has been acquired.

However, the advocates of explicit grammar instruction argue that it is inadequate to acquire a L2, if meaning is the only focus. Long (1991) differentiates between focus on forms and focus on form. He defines focus on form as learning grammar rules, and focus on form as drawing learners' attention to grammar in activities and tasks. In the past two decades, some researchers have returned to the investigation of form focused instruction in CLT (e.g. Celce-Murica, 1991; Doughty & Williams, 1998; Ellis, 1993; Long & Crookes, 1992).

The studies on language accuracy of students in an immersion program in Canada provide important evidence that form focused instruction is needed (e.g. Harley & Swain, 1984; Swain, 1985). These immersion students received massive amounts of input and had plenty of interaction in the program for a period of time, but their utterances still contained grammatical mistakes. As a result of excluding form-focused instruction, the learners output lacked in accuracy (Williams, 1995). Despite the negative reports about immersion programs in regard to language acquisition, research also indicated the success of French immersion programs in Canada. The students in the programs outperformed those who learned French as a separate subject in their overall proficiency in French as well as their knowledge of the target language culture (Cummins & Swain, 1986; Lessow-Hurley, 2009).

Many educators misunderstand focus on form as teaching and learning grammatical rules. However, form-focused instruction does not refer to presenting rules to students. A number of studies (e.g. Doughty, 1991; Doughty & Williams, 1998; Lightbown, 1991; Trahey & White, 1993; White, 1991) have examined the effectiveness of focusing on form and indicated that students with form-focused instruction outperformed those without instruction on the targeted forms. The results of these studies are very important, because they support the role of form
focused instruction. Some teachers think that form focused instruction and communicative activities, where the focus is on meaning, should be separated. Teachers believe that drawing students' attention to grammar, while they are engaging in meaning, may have harmful effects (Lightbown, 1998). However, some scholars argue that form focused instruction and communicative activities should be combined. Students pay more attention to target forms, and the forms become more memorable if students learn them in context (Foto, 1994; Lightbown, 1998; Nassaji, 2000; Wang, 2009).

One way to present grammar communicatively is through structured input activities (Lee & Van Patten, 2003). Structured input is a type of instruction that directs learners to pay attention to the target language through arranging input from the instruction. These activities are called structured input activities. The basic notion of these activities is how learners encode grammatical forms through meaningful context. The purpose of structured input activities is to raise learners' awareness of the target structures with meaning.

2.11 Grammar Relevance in Communicative Language Teaching

Even though the natural approach (Krashen and Terrell, 1983) neglected the importance of formal instruction in promoting second language acquisition, it is evident that without grammar it would be impossible to communicate effectively and to be understood. Moreover, it must be clear to foreign language teachers that focus on form that is the modern way to teach grammar does not mean to return to traditional grammar based on syllabus but due to the fact that in the world of European countries English is learnt as foreign language not as second language. Woods (1995) asserts that a good knowledge of the grammar system is essential to master a foreign language and it is also on the most important part of communicative competence. He generalizes grammar as a framework without which language cannot be structured and a message cannot be conveyed smoothly and fluently. Long (1983), Rutherford and Sharwood Smith (1988) strongly suggest that some focus on form may be necessary for many learners to achieve accuracy as well as fluency in their acquisition of a second or foreign.

2.11.1 Grammar Teaching Techniques in CLT

It is obvious that different techniques create different degree of students' participation and interest in the lesson. For example, techniques which focus on grammatical and phonological like choral repetition, drilling substitution, concept explanation will result in learners' passiveness and limit their participation in learning. In contrast, the techniques that involve students in communicative activities such as role-play, games, problem-solving, pair and group work, discussion etc. can encourage students to participate in the lesson. According to this, CLT does deal with grammar, at least in its shallow-end approach.
First, it just dresses up the grammatical structures into communicative functions; although they are not presented explicitly, they are still there. Second, if we have a functional, Holliday and concept of grammar, the explicit teaching of functions would still be grammar teaching: according to Holliday, grammar is the study of linguistic forms realizing functions or meaning; both wordings and functions are studied by grammar (Halliday, 1997). However, the fact that there is grammar teaching in the shallow-end approach does not mean that this version of Communicative Language Teaching is not communicative. Grammar is considered as a means towards communication. In shallow-end syllabuses grammar is taught, but it is the way in which it is taught and its final result into the learners' communicative.

To date, teachers of English as second language (ESL) are still confronted with the crucial issue of choosing the best approach to improve their students' grammatical accuracy. It cannot be denied that there has been a lot of progress in English language teaching since the introduction of Communicative Language Teaching (CLT). Obviously, applying CLT to grammar teaching is necessary in order to deal with the disadvantages of Grammar Translation method when being used to teach grammar such as the learners' inappropriate utterances and passive learning style. Nunan (1991) in the section "Focus on form: the role of grammar" discusses the place of grammar in recent language teaching.

While grammar played a dominant role in traditional classroom, it was just of marginal importance in earlier communicative classrooms, which drew merely on meaning rather than form. Unlike in traditional approaches, where grammatical mastery was ultimate learning objective, grammar now is important but just as a means to the end and hence, is always put into context and learned for the sakes of social functions.

Communicative language classrooms, which focus on both forms and meaning, truly reflect the view of learning grammar as both processes and products. There are two main approaches to teach grammar. These are the deductive and inductive approach. In deductive approach, the teachers give the rules and then students give examples. In contrast, an inductive approach is when the rule is inferred through some forms of guided discovery.

The teacher gives example and asks the students to find out the rules from themselves. A deductive approach often fits into a lesson structure known as PPP (Presentation- Practice- Production). And PPP approach is a common one to communicative language teaching that works through progression of three sequential stages.
2.11.2 Grammar Instruction and Teacher Beliefs
Teacher beliefs play an important role in instructional decision-making and teaching practices (Johnson, 1994; Shavelson & Stern, 1981; Tillema, 2000; Wong, 2010). Teacher perceptions in regard to form-focused instruction have a great impact on whether they will incorporate grammar teaching in their classrooms (Fox, 1993; Mc Cargar, 1993; Musumeci, 1997; Schulz, 1996). Several studies have been conducted to investigate teacher beliefs regarding grammar instruction (Edilian, 2009; Farrell & Lim, 2005; Golombek, 1998; Ng & Farrell, 2003; Richards, Gallo, & Renandya, 2001; Wang, 2009; Yim, 1993). Farrell and Lim (2005) examined two English teachers' beliefs of grammar teaching in an elementary school in Singapore. The teachers believe that grammar instruction and providing grammar exercises for students are necessary. In addition, Wang (2009) reported in her study that the teachers agreed that grammar drills are important in language teaching and learning. Nevertheless, they also believe that students need communicative activities to enhance their speaking ability. Similarly, Rich Cathy Chiu Yin Wong and 64 Mirta Barrea-marlysards, Gallo, and Renandya (2001) reported that the teachers in their study believe that explicit grammar instruction is essential in L2 learning, although they claimed that they adopted communicative language teaching in their teaching. There seems to be a discrepancy between L2 teachers' beliefs regarding grammar instruction in communicative language teaching and their actual classroom practices.

2.12.1 Learner and Teacher Roles
Communicative language teaching emphasizes' self-direction for the learners' (Oxford, 1990, p. 10). As the teacher won't be around to guide them the whole time, especially not when the learners speak the language outside the classroom they are expected to take on a greater degree of responsibility for their own learning. According to Oxford, 'this is essential to the active development of the new language' (1990, p. 4). The learner should enter into situations where communication takes place as much as possible to increase his or her communicative proficiency. Teachers no longer rely on activities that require repetition, accuracy and the memorization of sentences and grammatical patterns; instead, they require the learners to negotiate meaning and to interact meaningfully in the new language. Learners have to participate in classroom activities based on a cooperative rather than individualistic approach to learning; they need to listen to their peers in order to carry out group work successfully.

The teacher adopts different roles. On the one hand she is a" facilitator, a guide and a helper" and on the other hand a coordinator, an idea-person and a co-communicator (Oxford, 1990, p. 10). She talks less and listens more to the students output. In addition to that, the teacher also identifies the
students learning strategies and helps the students to improve them if necessary and shows them how to work independently. Instructional tasks become less important and fade into the background. That doesn't mean that they aren't used at all, but with less significance. These changes give the teacher more scope for variety and creativity and it gives up his/her status as a person of authority in a teacher-learners hierarchy. It is the teachers' responsibility to be creative and prepare appropriate material at home. The teacher can also assume other roles, for example the needs analyst, the counselor or the group process manager (Richards & Rodgers, 2001).

2.13 Previous Studies
This section will present some of the studies carried out in this field.

2.13.1 The First Study
The First study was an M.A research conducted by Abdelaziz, Osman Awwad (2001). It is titled “The Communicative Approach and the Sudanese English language syllabus SPINE”. The Objectives of this study focuses on the Communicative Approach and the Sudanese English language syllabus (SPINE) series book 1, 2, 3 and 4.

1. It aims to check whether the spine course is designed on the basis of the communicative approach.
2. It aims to help the Sudanese basic and secondary teachers to teach the English language communicatively.
3. It is carried out to investigate the Sudanese pupils' problems in learning the English language and the Sudanese teachers in teaching English language.

The findings of this study show the following points:
1. The CA techniques and procedures are effective in teaching English as a foreign language.
2. It is rich and pregnant of useful, enjoyable and motivating activities and techniques.
3. It treats the pupils as the centre of learning and suggests pupils-centred lesson.
4. It encourages the learner to learn independently, so it insists on pair work and group work which is the main feature of the course.
5. It foresees the lessons to be vivid and natural. Not to forget that it prepares the pupils to continue study on their own because they have been exposed to more than one source of language such as magazines, radio and TV English programs and library books.
6. It deepens insight to the learning process.

The Sample was 25 Sudanese teachers who work in the ministry of education in different regions of Saudi Arabia and 50 Sudanese teachers who have been working in Sudan.
2.13.2 The Second Study
The Second study was done by Gasim El-Seed, Ahmed (2010). It is titled “The Communicative Approach and its Techniques in English Language Teaching in Sudanese Schools.” It attempts to discuss the difficulties that influence the teaching of English in Sudan. It also suggests techniques and activities through which the elements and communicative skills of the language can be taught. It presents many ideas on using approaches and strategies substance and techniques for teaching sound, grammar, vocabulary and cultural subsystems.
A wide variety of communication activities has been incorporated for teaching discrete linguistic features and communicative abilities. The methods of teaching explained here were chosen because they are all currently practiced in Sudan although some were practiced without being given a label such as total physical response. The methods of teaching explained in this study were chosen because they are all currently practiced in the Sudan although some were practised without being given a label such as total physical response.
The findings of this study were as follows:
1. An eclectic method biased towards the communicative theory.
2. A competent well trained language teachers.
3. A learner centred approach teaching.
4. Creating a pedagogic motivation.
5. Adopting the classroom procedures which comprise:
   a) conducive classroom situation
   b) regular preparation of lessons
   c) good class management
   d) keeping the class active
   e) errors are to be tolerated) external practice of English.
6. Utilizing teaching aids.

2.13.3 The Third Study
The Third study was done by Mohyideen Adam, Siralkhatim (2008). It is entitled “Learners' and Teachers’ Attitudes towards Grammar Teaching Techniques.” This study was done in Saudi Najran District Secondary Schools. It aims to select the best and most suitable techniques that may be used in applying grammatical structures. The objectives are as follows:
1. To investigate learners' and teachers attitudes towards grammar teaching techniques in Saudi Najran district secondary schools.
2. To investigate and discuss the advantages and disadvantages of using grammar teaching techniques.
3. Then to select the best and the most suitable techniques that may be used in applying grammatical structures.

4. To find some solutions for students weakness in grammar especially in Secondary schools in Saudi Arabia Najran district.

The findings of this study were as follows:

1. Most of the secondary schools students in Najran district have positive attitudes towards learning grammatical structures.

2. The secondary schools students in Najran district have different attitudes towards learning grammatical structures according to the scholastic level.

3. The English language teachers in secondary schools in Najran district have equivalent attitudes towards techniques of teaching grammatical structure.

4. There are different attitudes among English language teachers towards techniques of teaching grammatical structures according to the experience.

5. There are differences among the English language teachers towards the best techniques of teaching grammatical structures.

2.13.4 The Fourth Study

The fourth study is an M.A research done by Chang, Shih-Chuan (2011). Its title is “A Contrastive Study of Grammar Translation method and communicative approach in teaching English grammar on Taiwan college students.” It aimed to find out which of the approaches (communicative approach and Translation Method) is more suitable for grammar teaching in college in Taiwan. It also aimed to discover whether learners in the experimental class can make a significant progress in grammar learning after experiencing an experimental semester. The sample was Taiwan college students. A pre-test and Post-test were used in the experiment as well as a questionnaire. The researchers come out with the following findings; firstly, learners in the experimental class made a significant progress in grammar learning after experiencing an experimental semester. After the experimental semester, learners in the experimental class made more progress in grammar learning than those in the control class. Finally, the Grammar Translation is Method is more effective in improving learners' learning confidence, and motivation than the Communicative Approach.


2.13.5 The Fifth Study
The Fifth study is an M.A research done by Thi Hien, Nguyen (2011). It is titled “A study on the Impact of the Communicative Approach to Grammar Teaching on Students’ Interest at IFL- Hanoi University of Agriculture.” It aimed to investigate how Communicative Language Teaching is applied in teaching grammar at the Institute of Foreign Languages- Hanoi University of Agriculture and its impact on students' interest in learning grammar. The subjects of the study were 100 students who were studying at IFL at that time and 10 teachers who were both IFL and The Department of Linguistics and Foreign Culture. Tools used were questionnaire, interview and observation. The study has figured out the important findings with a view to improving the English teaching at IFL-HUA.

Applying CLT in teaching grammar teachers in IFL in particular and HUA in general have met some obstacles, which make the lessons less interesting and attractive. Students' attitude towards learning English should be changed. Teachers can make a change in students' attitude by enhancing their motivation. More importantly, the gaps between grammar teaching styles and learning styles need to be narrowed. Teachers also need to reduce the students' anxiety in public speaking by letting them work in groups, in pairs of mixed – ability students.

Teachers themselves should self-study to improve their sociolinguistic competence as well as their teaching methods so that they will feel self-confident to manage communicative classes. The research recommended that to apply CLT successfully in traditional language classrooms, students' attitude about learning English in general and grammar in particular needs to be change. The teachers need consciously get their students familiar with communicative approach through every lesson. To have a successful grammar lesson in a communicative way, the teachers need create a friendly atmosphere between the teachers and the students and give them more praise and encouragement. The training courses in CLT should be held regularly to help teachers update their knowledge and exchange their teaching experience so that they can apply CLT to teaching grammar to their teaching grammar effectively. Some suggested communicative activities for a grammar lesson such as using games and problem solving activities, using songs, role play, and interview and telling stories.

2.13.6 The Sixth Study
The sixth study is an M.A done by Yin Wong, Cathy Chiu and Marlys Barrea, Marlys(2012).It is titled “The Role of Grammar in Communicative Language Teaching; An Exploration of Second Language Teachers' Perceptions and Classroom Practices.” Its main focus is on individual teachers' perspective of communicative language teaching because teachers' perceptions of their pedagogical skills have an impact on how they teach (Bandura,1993,1997). The participants were
six college level teachers who taught Spanish as L2 in a major university in the Southern United States (six graduate students and part-time instructors at the Spanish department in a major university in the Southern United States) the Spanish department required the instructors to use the communicative language teaching in their teaching. Data were collected through classroom observation, interview, and document and record collection.

The findings indicated that there was a mixture of perceptions regarding the inclusion of explicit grammar instruction in a communicative language teaching classroom.

The findings also revealed that teachers' perceptions of what they deem to be effective L2 instruction are influenced by their experience as learners as well as their observation of student learning. They recommended that teachers' beliefs are generally reflected in their classroom practices, but exceptions may occur due to department regulations.

Pedagogical implications for teacher education and world language methods courses were drawn up based on the findings of the study. The findings in this study provide important information that can be applied to all levels of language students and teachers. There is a mixture and perceptions regarding grammar instruction in a communicative language teaching classroom. Some teachers believe that despite the advantages of teaching communicatively, having a variety of teaching methods is necessary. However, half of the teachers do not agree with the idea of including grammar explanations in a communicative language teaching classroom.

On the other hand, two teachers believe explicit grammar instruction will only help them receive good grades on tests; it will not facilitate their communication with others. They also feel that focusing on communicative activities without explaining grammar is a viable way for students to learn a L2. Three participants have different perceptions and feelings about communicative language teaching. They believe that grammar is necessary for students, and believe that communicative language teaching should include both speaking and writing. They support the notion of engaging students in communication, but feel that teaching grammar is necessary, because students need grammar to communicate.

2.13.7 The Seventh Study

The seventh reference is a paper written by Divya Nimit Walia, IIS University, Jaipur, India. Traditional Teaching Methods VS CLT. In this paper the main objective is to evaluate the significance and challenges of the CLT approach of language teaching in Rajasthan in India. On the basis of responses elicited from the language teachers indicated the restricted use of the CLT approach on account of the following limitations:
1. Time Constraints: Organization of activities like simulations and role playing in a language class requires time and in most language syllabuses, time is a constraining factor.

2. Similarly for the preparation of interactive exercises, one has to devote a lot of time.

3. Selection of suitable activities: Some criteria will have to be set before selecting the appropriate activity. Factors to be considered include the language level of the learners, the costs of purchasing or making sets for activities like simulation, its relevance to the students and so on.

4. Cost Factor: For conducting some of the interactive activities like simulation, role playing, etc. some kind of preparation in terms of designing and set up is required. For some of the exercises or games, bigger rooms may be required. Some activities also involve use of technological devices. As such implementation of CLT approach becomes a little costlier.

**2.13.8 The Eighth Study**

The eighth study is a paper presented by HCMC Open University, Ho Chi Minh City, Vietnam and Le Hong Phong Junior High School, Ninh Thuan province, Vietnam April 14, 2014. The Effects of Communicative Grammar Teaching on Students ‘Achievement of Grammatical Knowledge and Oral Production. The purpose of this study was to investigate whether the communicative grammar teaching method was effective in terms of students’ grammatical knowledge and oral communication, and their attitudes towards this teaching method. The results of the study highlight the treatment on grammatical knowledge and oral communication as well as positive attitudes from the students. These lead to two major conclusions that the communicative grammar teaching indeed helped the students improve their grammar competence and use it effectively in communication, at least in oral production. Besides, interest in grammar lessons, this implementation appealed the students’.

**2.13.9 The Ninth Study**

The ninth study is a paper presented by Khoi Mai Ngoc, University of Languages and International Studies, Vietnam National University Noriko Iwashita, The University of Queensland. A comparison of learners’ and teachers’ attitudes toward communicative language teaching at two universities in Vietnam. This study compares Vietnamese learners and teachers attitudes towards Communicative Language Teaching (CLT) in terms of four factors: grammar instruction, error correction, group and pair work, and teachers’ role. The results show that both groups held favourable attitudes towards CLT, but that teacher participants had more positive attitudes than learner participants for all the factors, except group and pair work.
The participants favourable attitudes were taken to indicate positive signals for the implementation of CLT in the Vietnamese context, since its core tenets, learner centeredness and learner autonomy, appear to be accepted in the context of this study. However, the study also indicated that for CLT to be implemented successfully, it is important to consult learners in order to establish a match between teachers and learners views. Since both learners and teachers are major stakeholders in CLT, learners' voices need to be heard before effective pedagogical decisions can be made.

Finally, the CA and its role was the focus of the researchers in the previous studies. Regardless what topic they chose and the difference in population, age, level of study and different ways of collecting the data, researchers comes out that the CA focus on communication related to realistic use of language in context. Emphasised authentic language use and realia in the cultural context of the language. There are differences among the English language teachers towards the best techniques of teaching grammatical structures. Some views strongly supports the grammar translation method. While others, recommended that to apply CLT successfully in traditional language classroom, students’ attitude about learning English in general and grammar in particular needs to be changed. The teacher need consciously get their students familiar with CA through every lesson. This point supports the CA and show that it might be really an effective approach when used in teaching grammar. Another paper concluded that the CA will continue to be the major general language teaching methodology for years to come, since it deals with certain factors such as motivation, individualization and learning strategies which play a major part in teaching any language and the way it is being taught. Being a learner-centred approach, the role of the teacher is that of facilitators, who are facilitating language for all practical and communicative purposes by giving students control over their own learning. Will this approach from all various approaches plays an effective role when used in teaching grammar and enhances the learners positively enabling them to learn grammar and be able to communicate in and outside the bounders of the classroom. This is the goal behind this study.

2.14 Summary

This chapter presented review of both types of literature: theoretical and empirical. It cited scholarly work on the Communicative approach and on Communicative Language teaching; definitions, emergence and development, and different views of activities, grammar treatment, teacher’s roles and students expected performance through activities and techniques.

In this chapter all topics related to the study was mentioned so as to review the scope of the study. The section of previous studies cited nine different studies in different contexts. It focussed on the methodological aspects of each study, the aims and the findings. These studies helped the
researcher a lot in designing the present study and in being familiar with methods and techniques adopted. This also gave the researcher the opportunity to find a place for the current study on the shelves of similar studies.
CHAPTER THREE
Research Methodology

3.0 Introduction
This chapter discusses the following; population of the study, sample of the study, the experiment, description of the sample and the instruments, reliability, validity and data analysis procedure. The purpose of this study is to examine the effect of communicative approach on teaching grammar. The study adopts the experimental design and it also adopts the techniques of descriptive and analytical approach which is used to conduct this study. It concentrates on finding facts to ascertain the nature of something as it exists. And since it is also analytical research, it helps to test the hypothesis of the study based on analysis of data collected (Dadonienė et al. 2013)

3.1 Population and Sample of the Study
The research population covers third year secondary government school students. The school chosen is Wad Babi Secondary School for Girls. One class in this school will represent the Traditional Approaches and this will be the control group. The second class will represent the Communicative Approach and this will be the experimental group. A sample of students, English language teachers and experts will be chosen from the above mentioned school and other government schools as well as from different educational institutions. The purposive random selection sampling procedure will be adopted to select the sample from Wad Babi Government Secondary School For Girls. A number of 40 female students will be chosen from one class which will be taught according to the Traditional Approaches and is taken as the control group. Another class of 40 female students will be taught according to the Communicative Language Teaching Approach and will be the experimental group. Also 50 English language teachers (males and females) will be chosen from similar educational institutions in this areas.

3.3 The Experiment
This experiment will give feedback about the effect of the communicative approach and to what extend it enhances or hinders the learners' achievement when learning grammar compared with the traditional approaches.
The experiment will be done to discover whether learners in the experimental group can make a significant progress in grammar after learning for three weeks. In other words, it is used to give concrete descriptions about whether the experimental group (learners) can make more progress in grammar learning than those in the control group.

It also aims to find out whether the methods used in teaching grammar (different methods) are more effective in improving learners' learning confidence and motivation than the communicative approach or that the CA approach have a great effect on the learners’ performance when used more than the traditional approaches.

The experiment will last for three weeks (two weeks for teaching and the third week for the post test). The same teaching materials will be taught over six lessons each week.

The first two classes are taught by the English teacher following the plan given by the researcher for both groups. The researcher will observe the two lessons. However, the two groups are taught using different methods. The experimental group is taught through the Communicative Approach, whereas the control group is taught through traditional methods of grammar.

The experiment is divided into three stages

- **The first stage**
  The pre-test will be given to all the participants. The main objective of this stage is to compare and analyze the pre-test scores of the two groups so that the researcher can make sure the two groups are in the same level. Also, from the test result one can assess their general grammatical competence.

- **The second stage**
  This is the experimental stage (nouns and its different parts will be taught during this period). All participants use the same teaching materials and will be taught six lessons each week.

  The first two classes will be taught by the class teacher following the plan given by the researcher for both groups. The researcher observes the two lessons.

  The researcher will teach the remaining lessons for both groups. The third lesson will be given by the researcher to the experimental group. It is about nouns (common and proper).

- **The third stage**
  This is the stage of the final evaluation. The two groups will sit for the post test.
3.4 Tools of the Study
This study will employ a number of instruments which will yield enough data from different sources. The idea is that such data will provide from various sources that relate to the theme of the study. Data from different sources will triangulate in order to pool results which will support each other. The ultimate aim of selecting the instruments for data collection is to generate information that can be used in the investigation of the effect of the communicative approach on teaching grammar.

3.4.1 Pre- and post test
The main function of the pre-test is to provide baseline data which will make possible the analysis and comparison of the existing situation of the two groups. This will ensure that the two groups are in the same level prior to the conduction of the experiment.

The post-test will be given at the end of the experiment. It is mainly used for measuring performance and evaluating the progress of the subjects. The test which involves different types of questions will be done by the students who have been taught through the communicative approach and the traditional approaches to test their performance after the experiment.

3.4.2 Teachers’ questionnaire
The second instrument is a questionnaire which is distributed to the teachers (males and females). This questionnaire includes a covering page which introduces the topic of the research and identifies the researcher. It uses Likert 5-point scale (strongly agree, agree, uncertain, disagree and strongly disagree). The statements are about the Communicative Approach and the traditional approaches used during the experimental period. It asks about which method is more effective in improving learners' learning confidence and motivates them. Which method shows improvement in students' confidence in grammar learning and reinforce them to learn grammar easily and at the same time enhance them to communicate effectively.

3.5 Reliability and validity
Both reliability and validity are measured on a continuum, and evaluated in terms of degree. Maximum validity is the square root of reliability. That means if the research instrument is not reliable it is not valid (Golafshani, 2003). Reliability answers questions such as whether or not the measurement procedure gives the same accurate measurement each time it is used?. If the procedure or test yields the same results if you repeat the measurement another time - so long as conditions have not changed.

Validity refers to the extent to which the data collection procedure measures what it intends to measure (Seliger and Shahomy, 1989:188). This research will demonstrate the reliability and validity of instruments used for gathering the data needed. Evaluating whether data are reliable
and valid is a key element in applying the research findings. Statistical techniques will be used in evaluating the reliability and validity of data.

In order to check the validity for the questionnaire, it was referred to the following experts for judgement.

1. Dr. Mohamed Kamal, Al-Taif University phone number 0536221353.
2. Dr. Ahmed Khairy, AL-Taif University phone number 0509606743.

Some of the referees made some suggestions, and others agree that the questionnaire is suitable. The researcher studied all suggestions and some corrections were made to the questionnaire. Also, the students’ tests were evaluated by some experts before the students sit for them. After the step of checking reliability and validity of the questionnaire and the tests, the researcher distributed the questionnaire on determined study sample (50 teachers out of 58) from 15 school and administered the tests (80 students) at the appropriate points in the course of the experiment for the questionnaire.

3.6 Data Analysis Procedure

The researcher used the SPSS programme for analysis of data. The results of pre- and post-tests will be analyzed and relevant statistical measures will be applied to arrive at accurate results. This will also be done with the teachers’ questionnaire.

To answer on study's questions and to verify the hypotheses, the median will be computed for each question from the questionnaire that shows the opinions of the study respondents about the particular element. The qualitative (nominal) variables (strongly disagree, disagree, Uncertain, agree, and strongly agree) are transformed to quantitative variables (1, 2, 3, 4, 5) respectively. This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, will the non-parametric chi-square test will be used to know if there are statistical differences amongst the respondents' answers about hypotheses questions.

As for the students’ test, the results of the pre-tests and the post-tests will be statistically treated using the SPSS program. The tests will be as follows:

(1) Descriptive statistics to show the mean, the mode, the median and the standard deviation for each test in both groups (the control group and the experiment group)
(2) Histograms with normal curve to show the normal distribution of data.
(3) Paired sample T-tests for each group.
(4) Independent samples T-tests
(5) Effect size for the experiment group.
3.7 Summary
This chapter has drawn the road map for the study. It has described the different aspects of the research (population, samples, material, instruments, etc). It has also described in detail the experiment and the procedures for data analysis.
CHAPTER FOUR

Analysis and Discussion of Data

4.0 Introduction

This chapter presents the analysis of data collected by the study instruments. It will also discuss the results of the analyses with the purpose of answering the research questions and testing the hypotheses.

The study uses both types of data analysis; qualitative and quantitative. The results obtained from the analysis of each type are to consolidate and strengthen the conclusions reached from the other. The data collected by the teachers’ questionnaire will be presented first. It will be followed by the statistical analysis of the students’ tests.

4.1 The Teachers’ Questionnaire

Here the data collected from the questionnaire will be presented in frequency tables and graphs in order to be discussed and to be used later for answering the research questions and to test the hypotheses.

4.1.1 Teachers’ profile

This section will give an idea about the academic qualification of the teachers who responded to the questionnaire as well as showing their field experience in teaching English.

4.1.1.1 Qualification

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.A.</td>
<td>38</td>
<td>76.0</td>
</tr>
<tr>
<td>M.A.</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Ph.D</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.1): Teachers’ Qualification
The table and the figure above show that the majority of the respondents, i.e., 38 teachers totaling (76.0%) have a B.A. as qualification; Those who have M.A. as qualification are 11 – equivalent to (22.0%). There is only one Ph.D. Holder.

4.1.1.2 Experience

Table (4.2): Teachers’ Experience

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 less than 5</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>5 less than 10</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>10 less than 15</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>15 less than 20</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Above 20</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.2): Teachers’ Experience

Table (4.2) and Figure (4.2) above show that

(a) (16.0%) of the sample has experience that ranges between 1 – 5 years.
(b) (16.0%) of the sample has experience that ranges between 5 - 10 years.
(c) (36.0%) of the sample has experience that ranges between 10 – 15 years.
(d) (18.0%) of the sample has experience that ranges between 15 – 20 years.
(e) (14.0%) of the sample has experience that exceeds 20 years.

The teachers’ profile indicates that the majority of teachers are B.A holders. It also shows that they have experience that ranges between 10 – 15 years of work.
4.2 Teachers’ Responses to the Questionnaire
This section presents the data obtained from the questionnaire which the teachers completed.

4.2.1 Question No. (1): Textbooks and the Communicative Approach

Table (4.3): Textbooks and the Communicative Approach

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Agree</td>
<td>22</td>
<td>44.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

It is clear from table (4.3) and Figure (4.3) above shows that there are (5) respondents (a percentage of 10.0%) who strongly agree that the textbooks are properly designed to fulfill the objectives of the communicative approach. In addition, there are 22 respondents (a percentage 44.0%) agreed on the same. However, 7 respondents (with percentage of 14.0%) are uncertain about that together with 13 (a percentage of 26.0%) who disagree with that and 3 others (a percentage of 6.0%) strongly disagree on that.

This indicates that (54%) of the teachers believe that the textbooks are properly designed to fulfill the objectives of the Communicative Approach.
4.2.2 Effect of Role-Play and Oral Discussions

Table (4.4): Effect of role-play and oral discussions on communicative skills

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>28</td>
<td>56.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.4): Effect of role-play and oral discussions on communicative skills

It is clear from Table (4.4) and Figure (4.4.) that 28 of the respondents (56.0%) strongly agreed that the two techniques help students to improve communicative skills " . Added to these are 18 more (36.0%) who agreed to that. On the other hand, there are 2 respondents (4.0%) who are uncertain about that, and only one person with a percentage of (2.0%) who disagrees.

The overall result of this is that (92% ) of the teachers believe that these two techniques can help improve the communicative skills of the students.

4.2.3 Question No.(3): Ability of Communicative Activities to Stimulate Participation and Interaction.

Table (4.5): Stimulation of participation and interaction through communicative activities

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Agree</td>
<td>20</td>
<td>40.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Figure (4.5): Stimulation of participation and interaction through communicative activities

Table (4.5) and Figure (4.5) above show that 25 respondents (with a percentage of 50.0%) strongly agree with the opinion that the communicative activities stimulate students’ participation and interaction. In addition, there are 20 (with a percentage of 40.0%) who just agree to the same. However, there are 3 (a percentage of 6.0%) who are uncertain about that, and 2 more (a percentage of 4.0%) who disagree.

From this, it can be said that the great majority of the teachers (90%) believe that communicative activities can help stimulate the participation and interaction of the students.

4.2.4 Question No.(4): Effect of Communicative Approach on Teaching Grammar

Table (4.6): Effect of Communicative Approach on teaching grammar

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>26</td>
<td>52.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table (4.6) and Figure (4.6) show that 26 respondents (with a percentage of 52%) strongly agree that using the Communicative Approach to teach grammar makes the students better communicators. Moreover, there are 18 other respondents (36.0%) who agree to the same opinion. Yet, there are 3 respondents (6.0%) who are uncertain and 3 more (another 6.0%) who disagree.

The sum of those who strongly agree and those who agree with this opinion amounts to (88.0%) of the total number of the sample.

**4.2.5 Question No.(5): Effect of Learning Style on Learning of Grammar.**

**Table (4.7): Effect of learning style on learning of grammar**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table (4.7) and Figure (4.7) show that 19 of the respondents (38.0%) strongly agreed with the statement that says "Students learning style affects their performance when learning grammar". The percentage of acceptance of the opinion is further supported by 25 other respondents (50.0%) who agree to the same. On the other hand, 4 respondents (with a percentage of 8.0%) are uncertain about that, and 2 others (with a percentage of 4.0%) disagree.

The result of this shows that (88%) of the sample believe that the learning styles of the students affect their performance in learning grammar.

4.2.6 Question No.(6): Success of the Communicative Approach in Teaching Grammar in Large Classes

Table (4.8): Success of the Communicative Approach in teaching grammar in large classes

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>Agree</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>10</td>
<td>20.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>15</td>
<td>30.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
**Figure (4.8): Success of the Communicative Approach in teaching grammar in large classes**

Table (4.8) and Figure (4.8) above show that 10 of the respondents (20.0%) strongly agreed that using the communicative approach to teach grammar is successful in large class. Also, 10 others (20.0%) agree on the same. However, 10 respondents (20.0%) are uncertain about that, and 15 of the respondents (30.0%) disagree. Moreover, 5 respondents (10.0%) strongly disagree on that. It is clear that there a wide disparity of opinions on this point. However; if those respondents who are uncertain are ignored, then more respondents (40%) are in favor of the opinion - in contrast to the (40.0%) who are not on its side.

**4.2.7 Question No.(7): Difficulty of Application of the Communicative Approach in Sudanese Secondary School.**

**Table (4.9): Difficulty of Application of the Communicative Approach in Sudanese Secondary School**

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Agree</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

*Figure (4.9): Difficulty of Application of the Communicative Approach in Sudanese Secondary School*

Table (4.9) and Figure (4.9) show that 14 of the respondents (28.0%) strongly agree with the statement that says “It is difficult to apply the Communicative Approach in Sudanese high secondary school ”In addition to these, there are 11 respondents (22.0%) who agree to that. However, there are 7 respondents (14.0%) who are uncertain about that and 13 others (26.0%) who disagree. Added to these are 5 more (10.0%) who strongly disagree.
Here, a majority of (50%) of the respondents think that the Communicative Approach can be applied in the secondary schools in Sudan. Those who are against this opinion constitute (36.0) of the sample – if those who are uncertain are ignored.

4.2.8 Question No.(8): Teaching Grammar through the Communicative Approach is Time Consuming.

Table (4.10): Teaching grammar through the Communicative Approach is time consuming

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table (4.10) and Figure (4.10) show that 11 of the respondents (22.0%) strongly agree with the opinion that says “In comparison with the traditional teaching methods, using the communicative approach to teach grammar is time consuming ”. There are also 18 more (36.0%) who agree on that. From the other side, there are 11 respondents (22.0%) who are uncertain about that. Furthermore, there are 8 respondents (16.0%) who disagree with that and 2 more (4.0%) who strongly disagree.

This means that a majority of (58.0%) are on the side of the fact that using the Communicative Approach to teach grammar is time consuming – if compared to the traditional methods. Not taking into account those who are uncertain (22.0%), (20.0%) of the respondents hold the opposing opinion.
4.2.9 Question No.(9): Teachers Face Difficulties when Teaching Grammar through the Communicative Approach.

Table (4.11): Teachers face difficulties when teaching grammar through the Communicative Approach

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>12</td>
<td>24.0</td>
</tr>
<tr>
<td>Agree</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>7</td>
<td>14.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.11): Teachers face difficulties when teaching grammar through the Communicative Approach

Table (4.11) and Figure (4.11) show that 12 of the respondents (24.0%) strongly agree with the statement that says "Teachers face difficulties when teaching grammar through the Communicative Approach ". Added to these are 16 more (32.0%) who agree to the same idea. However, there are 7 respondents (14.0%) who are uncertain, 14 respondents (28.0%) who disagree, and only one person (2.0%) who strongly disagree.

This indicates that (56%) of the sample support the opinion that teachers face difficulties when teaching grammar through the Communicative Approach. If those who are uncertain are excluded (14.0%), then those who stand on the opposite side will be (30.0%).
4.2.10 Question No.(10): Emphasis of the advantages of the Communicative Approach over traditional teaching methods by related studies.

Table (4.12): Emphasis of the advantages of the Communicative Approach

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Agree</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.12): Emphasis of the advantages of the Communicative Approach

Table (4.12) and Figure (4.12) show that 18 of the respondents (36.0%) strongly agree with the statement that says "The advantages of the communicative approach over traditional teaching methods should be emphasized by related studies". Moreover, there are 24 respondents (48.0%) who agree with the same. On the other hand, there are 6 respondents (12.0%) who are uncertain, 2 respondents (4.0%) who disagree about that. This indicates that a great majority of (84%) of the respondents hold the position that there is a need for emphasizing the advantages of the Communicative Approach over the traditional methods through research.

4.2.11 Question No.(11): Need for training teachers on using the Communicative Approach to teach grammar

Table (4.13): Need for training teachers on using the Communicative Approach to teach grammar

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
The result of this is that (88.0%) of the sample are on the positive side of the statement while only (4.0%) are on the negative side.

4.2.12 Question No.(12): Tolerance of the Students Errors in the Communicative Approach

Table (4.14): Tolerance of the Students Errors in the Communicative Approach

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>56.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Disagree</td>
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<td>2.0</td>
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<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Table (4.14) and Figure (4.14) show that 14 of the respondents (28.0%) strongly agree with the opinion that "Students’ errors in the Communicative Approach are tolerated ". In addition, there are 28 respondents (56.0%) who agree on that. However, there are 6 respondents (12.0%) who are uncertain about that, while only one respondent (2.0%) disagrees and only one respondent (2.0%) strongly disagrees.

What can be concluded from this is that the majority of the respondents (84%) believe that errors of the students are tolerated when the Communicative Approach is applied. A very small minority of (4.0%) thinks the opposite – if those who are uncertain are not taken into account.

4.2.13 Question No.(13): Application of the Communicative Approach in Sudanese Secondary School

Table (4.15): Application of the Communicative Approach in Sudanese Secondary School

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>8</td>
<td>16.0</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Figure (4.15): Application of the Communicative Approach in Sudanese Secondary School

Table (4.15) and Figure (4.15) above show that there are 8 respondents (16.0%) who strongly agree with the statement that says "The Communicative Approach is used in Sudanese secondary school ". There are also 19 more (38.0%) who agree on that. However, 9 of the respondents (18.0%) are uncertain about that, 11 of the respondents (22.0%) disagree, and 3 of the respondents (6.0%) strongly disagree.
This indicates that a majority of (54%) believe that the Communicative Approach is used in the Sudanese secondary schools. If those who are uncertain are excluded (18.0%), then there will remain a percentage of (28.0%) who do not support that point.

4.2.14 Question No.(14): Preference of Teachers to use the Communicative Approach to Teach Grammar

Table (4.16): Preference of teachers to use the Communicative Approach to teach grammar

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Figure (4.16): Preference of teachers to use the Communicative Approach to teach grammar

Table (4.16) and Figure (4.16) show that 13 of the respondents (26.0%) strongly agreed with the statement that says "Teachers prefer teaching grammar through the communicative approach". Also there are 9 respondents (18.0%) who agree on that. On the other hand, There are 11 respondents (22.0%) who are uncertain, 13 respondents (26.0%) who disagree on that, and 4 respondents (8.0%) who strongly disagree.

This means that (44.0%) of the respondents believe that the teacher prefer to teach grammar through the Communicative Approach. If those who are uncertain are not taken into account, then (34%) of the respondents do not believe that is the case.
Table (4.17): Availability of material in the schools for using the Communicative Approach

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Agree</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>11</td>
<td>22.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>13</td>
<td>26.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Table (4.17) and Figure (4.17) show that there are 13 respondents (26.0%) who strongly agree with the statement that says "Secondary high schools have sufficient instructional materials to use when applying the Communicative Approach". There are also 9 others (18.0%) who agree on that. However, 11 of the respondents (22.0%) are uncertain about that. Moreover, 13 respondents (26.0%) disagree and 4 more (8.0%) strongly disagree.

This indicates that more teacher (44% of the sample) hold the opinion that the secondary schools in Sudan do not have sufficient instruction materials for the application of the Communicative Approach. Those who say the opposite represent (34%) of the sample.
4.2.16 Question No.(16): Effect of Teaching Grammar through the Communicative Approach on the production of proper Grammatical Expressions.

Table (4.18): Effect of the Communicative Approach on Grammatical Expressions

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>16</td>
<td>32.0</td>
</tr>
<tr>
<td>Agree</td>
<td>28</td>
<td>56.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Figure (4.18): Effect of the Communicative Approach on grammatical expressions

Table (4.18) and Figure (4.18) show that there are 16 respondents (32.0%) who strongly agree with the opinion that "Using the Communicative Approach to teach grammar helps students to produce proper grammatical expressions ". Added to them are 28 respondents (56.0%) who agree on that. On the other hand, there are 4 respondents (8.0%) who are uncertain about that, only one person (2.0%) disagrees about that, and one more (2.0%) strongly disagrees.

This means that a great majority of the teachers (88%) believe that teaching of grammar through the Communicative Approach helps the students to produce proper grammatical expressions. A small percentage of the teachers (4.0%) thinks the opposite.
4.2.17 Question No.(17): Development of Performance needs time after the Teaching of Grammar through the Communicative Approach

Table (4.19): Change in performance needs time to appear

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Figure (4.19): Change in performance needs time to appear

Table (4.19) and Figure (4.19) show that there are 21 respondents (42.0%) who strongly agree with the opinion that "Students need time to develop their performance after being taught grammar through the Communicative Approach ". Also, there are 25 respondents (50.0%) who agree on that. However, there are 2 respondents (4.0%) who are uncertain about that and 2 others (4.0%) disagree.

This indicates that the overwhelming majority of the teachers (92.0%) believe that the effect of teaching grammar through the Communicative Approach does not appear on the spot but needs time to do that.

4.2.18 Question No.(18): The Effect of the Teacher, the Learner and the Environment on the Communicative Approach

Table (4.20): The effect of the teacher, the learner and the environment on the Communicative Approach

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Agree</td>
<td>25</td>
<td>50.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
(4.20): The effect of the teacher, the learner and the environment on the Communicative Approach

Table (4.20) and Figure (4.20) show that there are 21 respondents (42.0%) who strongly agree with the statement that says "The teacher, the learner and the environment work together in enhancing or hindering the role of Communicative Approach". In addition, there are 25 respondents (50.0%) who agree on that. On the other hand, there are 2 respondents (4.0%) who are uncertain about that and 2 more (4.0%) who disagree about that. This indicates that there is a vast majority (92.0%) of the teachers who believe that the role of the Communicative Approach can be affected positively or negatively by the teacher, the learner and the work environment.

4.2.19 Question No.(19): The Effect of the Communicative Approach on preparing the students for real life situations

Table (4.21): The effect of the Communicative Approach on preparing the students for real life situations

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>24</td>
<td>48.0</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
Figure (4.21): The effect of the Communicative Approach on preparing the students for real life situations

Table (4.21) and Figure (4.21) show that there are 24 respondents (48.0%) who strongly agree with the statement that says "Communicative Approach might be the ideal approach which forms a combination both formal teaching and engages communicative activities by preparing the learner to handle the language rules for actual communication". Also, there are 23 respondents (46.0%) who agree on that. However, there are 2 respondents (4.0%) who are uncertain about that, and only one respondent (2.0%) who disagrees. This indicates that there is an overwhelming majority of (94%) of the sample who believe that is the ideal approach that can prepare the students to handle the language rules for actual communication.

4.2.20 Question No.(20): Grammar Translation Method is an appropriate method for teaching grammar.

Table (4.22): Appropriateness of the Grammar Translation Method for teaching grammar

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>14</td>
<td>28.0</td>
</tr>
<tr>
<td>Agree</td>
<td>23</td>
<td>46.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>9</td>
<td>18.0</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3</td>
<td>6.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table (4.22) and Figure (4.22) show that there are 14 respondents (28.0%) who strongly agree with the opinion that "Grammar Translation Method is an appropriate method for teaching grammar ". Moreover, there are 23 respondents (46.0%) who agree on that. On the other hand, there is only one respondent (2.0%) who is uncertain about that, there are 9 respondents (18.0%) who disagree, and there are 3 respondents (6.0%) who strongly disagree.

This indicates that a majority of (74%) of the sample hold the opinion that the Grammar Translation Method is appropriate for the teaching of grammar. In contrast, those who do not accept this view represent (24.0%) of the sample.

**4.2.21 Question No.(21): Adoption of the Grammar Translation Method for a long time.**

Table (4.23) : Adoption of the Grammar Translation Method for a long time.

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>21</td>
<td>42.0</td>
</tr>
<tr>
<td>Agree</td>
<td>18</td>
<td>36.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.2.2 Question No. (22): The Students Understand Grammar best through the Grammar Translation Method

Table (4.24): The students understand grammar best through the grammar translation method

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>20</td>
<td>40.0</td>
</tr>
<tr>
<td>Agree</td>
<td>19</td>
<td>38.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>5</td>
<td>10.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>6</td>
<td>12.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
(4.24): The students understand grammar best through the grammar translation method

Table (4.24) and Figure (4.24) show that there are 20 respondents (40.0%) who strongly agree with the view that "The students understand grammar best through the grammar translation method". Moreover, there are 19 respondents (38.0%) who agree on that. However, there are 5 respondents (10.0%) who are uncertain about that and 6 others (12.0%) who disagree.

This indicates that a great majority of (78.0%) of the sample support the view that the students learn grammar best through the Grammar Translation Method. If those who are uncertain are excluded, then the percent of those who do not support this view is (12.0%) of the sample.

4.2.23 Question No.(23): Effect of Communicative Teaching of Grammar on performance of the students in real life

Table (4.25): Communicative teaching of grammar and real life

<table>
<thead>
<tr>
<th>Answer</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>27</td>
<td>54.0</td>
</tr>
<tr>
<td>Agree</td>
<td>17</td>
<td>34.0</td>
</tr>
<tr>
<td>Uncertain</td>
<td>4</td>
<td>8.0</td>
</tr>
<tr>
<td>Disagree</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
<td>100.0</td>
</tr>
</tbody>
</table>
Table (4.25) and Figure (4.25) show that there are 27 respondents (54.0%) who strongly agree with the opinion that "Teaching grammar through the Communicative Approach enables the students to use the language outside the classroom". There are also 17 respondents (34.0%) who agree on that. On the other hand, there are 4 respondents (8.0%) who are uncertain about that and there are 2 others (4.0%) who disagree.

This indicates that there is a wide-spread view amongst the teachers (represented by 88.0% of the sample) that teaching grammar thorough the Communicative Approach enables the students to use the language outside the boundaries of the classroom. If those who are uncertain are not taken into account, then the percent of those who do not support this view is only (4.0%) of the sample.

4.3 The Students’ Test

In this section, the results of the pre-tests and the post-tests will be statistically treated using the SPSS program. The tests will be as follows:

(6) Descriptive statistics to show the mean, the mode, the median and the standard deviation for each test in both groups (the control group and the experiment group)

(7) Histograms with normal curve to show the normal distribution of data.

(8) Paired sample T-tests for each group.

(9) Independent samples T-tests

(10) Effect size for the experiment group.
4.3.1 The Control Group

4.3.1.1 Descriptive Statistics

Table (4.26): Statistics

<table>
<thead>
<tr>
<th>Score of pretest</th>
<th>Valid</th>
<th>Missing</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>40</td>
<td>0</td>
</tr>
<tr>
<td>Mean</td>
<td>28.1750</td>
<td></td>
</tr>
<tr>
<td>Median</td>
<td>25.5000</td>
<td></td>
</tr>
<tr>
<td>Mode</td>
<td>13.00</td>
<td></td>
</tr>
<tr>
<td>Std. Deviation</td>
<td>16.05901</td>
<td></td>
</tr>
<tr>
<td>Skewness</td>
<td>0.861</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Skewness</td>
<td>0.374</td>
<td></td>
</tr>
<tr>
<td>Kurtosis</td>
<td>0.284</td>
<td></td>
</tr>
<tr>
<td>Std. Error of Kurtosis</td>
<td>0.733</td>
<td></td>
</tr>
<tr>
<td>Minimum</td>
<td>6.00</td>
<td></td>
</tr>
<tr>
<td>Maximum</td>
<td>71.00</td>
<td></td>
</tr>
</tbody>
</table>

Table (4.26) above shows that

1. The mean = 28.1750 (out of 100) which indicates that the average score in this test is very low.
2. The mode = 13.00 which means that the most frequent score in the group is 13 out of 100.
3. The Std. Deviation = 16.05901 which means that the scores vary greatly from the average score.

Histogram (4.1): Control Group Pre-test normal distribution curve
Histogram (4.1) shows that the data from this test is normally distributed since the curve is neither flat nor peaked. Also it is not leaning to either side.

This means that the independent variable in the control group is normally distributed. This fact will be used for the analysis of the statistics below.

4.3.1.2 Control Group: Paired Samples test

Table (4.27): Control Group: Paired Samples Test

<table>
<thead>
<tr>
<th>Paired Samples Test</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mean</td>
<td>Std. Deviation</td>
<td>Std. Error Mean</td>
<td>95% Confidence Interval of the Difference</td>
<td></td>
<td></td>
<td></td>
<td>df</td>
</tr>
<tr>
<td>Pair 1 pre-test-posttest</td>
<td>-16.42106</td>
<td>19.84500</td>
<td>3.18984</td>
<td>22.07920</td>
<td>-9.96500</td>
<td>5.153</td>
<td>37</td>
</tr>
</tbody>
</table>

Table (4.27) above shows that $t = -5.153$

Effect Size = $ES = t / \sqrt{N}$

$ES = 5.153/ 6.4 = 0.81$

4.3.1.3 Experiment Group $t$-test

1. Assumptions

The three basic assumptions for the paired sample $t$-test are met.

   a. The observations are independent of each other:
      The same group is tested twice; before using the Communicative Approach (pre-test) and after using it (post-test)

   b. The dependent variable is measured on an interval scale:
      The dependent variables are the scores obtained by the students.

   c. The differences are normally distributed in the population:
      The Histogramm below shows that.
Histogram (4.2) : Expriment Group pre-test : Normal distribution of différences
2. Hypotheses

H₀: There is no difference between the means of scores in the two variables.
H₁: There is a difference between the means of the scores in the two variables.

3. Results of the Paired Sample t-test

Table (4.28): Experiment Group: Paired Samples Statistics

<table>
<thead>
<tr>
<th></th>
<th>Mean</th>
<th>N</th>
<th>Std. Deviation</th>
<th>Std. Error Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pair 1 pretest score</td>
<td>54.9231</td>
<td>39</td>
<td>18.76921</td>
<td>3.00548</td>
</tr>
<tr>
<td>post test score</td>
<td>77.7436</td>
<td>39</td>
<td>3.47713</td>
<td>.55679</td>
</tr>
</tbody>
</table>

This table provides the descriptive statistics for both variables. The mean, the number of observations, the standard deviation, and the standard error mean. The post-test mean is higher than the pre-test mean: 54.9231 vs. 77.7436.

4. Correlation

Table (4.29): Experiment Group: Paired Samples Correlations

<table>
<thead>
<tr>
<th></th>
<th>pretest score</th>
<th>post test score</th>
</tr>
</thead>
<tbody>
<tr>
<td>pretest score</td>
<td>1</td>
<td>.967**</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td>.000</td>
</tr>
<tr>
<td>N</td>
<td>40</td>
<td>39</td>
</tr>
<tr>
<td>post test score</td>
<td>.967**</td>
<td>1</td>
</tr>
<tr>
<td>Sig. (2-tailed)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>N</td>
<td>39</td>
<td>39</td>
</tr>
</tbody>
</table>

**. Correlation is significant at the 0.01 level (2-tailed).

This table shows the correlation between the two variables. The Sig. is less than 0.05. This means that there is a strong positive correlation. People who did well on the pre-test also did well on the post-test.
The level of Sig. is 0.000 which is less than 0.05. This indicates that there is strong evidence that the Communicative Approach has considerably enhanced the learning outcome of the students. Therefore, the null hypothesis is rejected in favour of the alternative hypothesis. There is a difference between the mean of the scores in the two variables.

5. **Effect Size**

\[ ES = \frac{t}{\sqrt{N}} \]

\[ ES = \frac{9.234}{6.4} = 1.46 \]

The ES is 1.46 which is a considerable size effect. This means that the Communicative Approach has greatly improved the learning of the students.

From Section 4.3.1.2 above, the Effect Size of the traditional method on the achievement of the students was as follows

\[ \text{Effect Size} = ES = \frac{t}{\sqrt{N}} \]

\[ ES = \frac{5.153}{6.4} = 0.81 \]

Compared to the Effect Size of the Communicative Approach (1.46), it is clear that the Communicative Approach has a greater effect than the traditional method.
4.4 Summary
This chapter presented the analysis of collected and discussed the results of the analyses in order to provide answers to the research questions and to verify the hypotheses. The following points emerged from the analysis:

- **In Connection with the Teachers’ Profile, it Appeared that;**
  - The majority of the respondents (76.0%) have B.A. as qualification. A number of them are M.A. holders (22.0%) and there is only one Ph.D. Holder.
  - A great number of them have work experience ranging between 10 – 20 years (54.0%)

- **The Responses to the Questionnaire can be Summerized as Follows:**
  - (54%) of the teachers believe that the textbooks are properly designed to fulfill the objectives of the Communicative Approach.
  - An overwhelming percent of opinions (92%) indicates that the two techniques (role-play and discussions) can help improve the communicative skills of the students.
  - A great majority of the teachers (90%) believe that communicative activities can help stimulate the participation and interaction of the students.
  - (88.0%) of the total number of the sample believe that the Communicative Approach to teach grammar make the students better communicators.
  - (88%) of the sample believe that the learning styles of the students affect their performance in learning grammar.
  - (40%) of the teachers are in favor of the opinion that the Communicative Approach to teach grammar is successful in large class, but (40.0%) of them on the opposite side.
  - (50%) of the respondents think that the Communicative Approach can be applied in the secondary schools in Sudan. Those who are against this opinion constitute (36.0%) of the sample.
  - (58.0%) are on the side of the fact that using the Communicative Approach to teach grammar is time consuming, but (20.0%) of the respondents hold the opposing opinion.
  - (56%) of the sample support the opinion that teachers face difficulties when teaching grammar through the Communicative Approach. Those who stand on the opposite side are (30.0%).
(84%) of the respondents hold the position that there is a need for emphasizing the advantages of the Communicative Approach over the traditional methods through research.

(88.0%) of the sample believe that teachers need training in how to use the communicative approach when teaching grammar.

(84%) believe that errors of the students are tolerated when the Communicative Approach is applied.

(54%) believe that the Communicative Approach is used in the Sudanese secondary schools.

(44.0%) of the respondents believe that the teacher prefer to teach grammar through the Communicative Approach. However, (34%) of them do not believe that is the case.

(44%) of the sample hold the opinion that the secondary schools in Sudan do not have sufficient instruction materials for the application of the Communicative Approach. Those who say the opposite represent (34%) of the sample.

(88%) believe that teaching of grammar through the Communicative Approach helps the students to produce proper grammatical expressions.

An overwhelming majority of the teachers (92.0%) believe that the effect of teaching grammar through the Communicative Approach does not appear on the spot but needs time to do that.

A vast majority (92.0%) of the teachers who believe that the role of the Communicative Approach can be affected positively or negatively by the teacher, the learner and the work environment.

An overwhelming majority of (94%) of the sample believe that the Communicative Approach is the ideal approach that can prepare the students to handle the language rules for actual communication.

(74%) of the sample hold the opinion that the Grammar Translation Method is appropriate for the teaching of grammar. In contrast, those who do not accept this view represent (24.0%) of the sample.

(78.0%) of the respondents believe that the Grammar Translation Method has been used for a long time in teaching grammar.

(78.0%) of the sample support the view that the students learn grammar best through the Grammar Translation Method.
(88.0%) of the sample believe that teaching grammar through the Communicative Approach enables the students to use the language outside the boundaries of the classroom.

- **The Students’ Tests Revealed the Following:**
  - The data from the control group and the experiment group is normally distributed which means that the independent variable in the control group is normally distributed.
  - The Effect size of the traditional approach to teaching grammar is 0.81.
  - In the experiment group, the post-test mean is higher than the pre-test mean: 54.9231 vs 77.7436, which indicates that the students' performance improved as a result of teaching grammar through the Communicative Approach.
  - There is a strong positive correlation in the results of the test of the experiment group which means that the students who did well on the pre-test also did well on the post-test.
  - The analysis showed a strong evidence that the Communicative Approach has considerably enhanced the learning outcome of the students. This means that there is a difference between the mean of the scores in the two variables.
  - The Effect Size in the case of the experiment group is 1.46 which is a considerable one. This means that the Communicative Approach has a greater effect than the traditional approach whose effect is 0.81.
CHAPTER FIVE
Conclusions and Recommendations

5.0 Introduction
This chapter presents the analysis of the questionnaire items and the students test to answer the research questions and to test the hypotheses. For more accuracy of results, Chi-square test will be administered to support the results presented in Chapter Four. To do this, the nominal variables have to be transformed to quantitative ones. This will be as follows:

- 5 degrees will be assigned for "strongly agree",
- 4 degrees for "agree",
- 3 degrees for "Uncertain",
- 2 degrees for "disagree", and
- 1 degree for "strongly disagree".

This will enable the researcher to use the median which represents the central answer of the respondents and the non-parametric Chi-square test to know if there are statistical differences amongst the respondents' answers about hypotheses questions or not.

5.1 Test of Hypothesis
This section will use the results of analyses to verify the hypotheses.

5.1.1 The First Hypothesis
The first hypothesis in this study states the following:

“Use of communicative approach activities when teaching grammar have an impact on the learner performance”

The underlying assumption of this hypothesis is that the use of communicative approach activities when teaching grammar has a positive impact on the learner performance.

From Chapter Four, it is clear that

- (54%) of the teachers believe that the textbooks are properly designed to fulfill the objectives of the Communicative Approach.
- An overwhelming percent of opinions (92%) indicates that the two techniques (role-play and discussions) can help improve the communicative skills of the students.
- A great majority of the teachers (90%) believe that communicative activities can help stimulate the participation and interaction of the students.

To test this hypothesis, it is necessary to know the trend of the respondents' opinions concerning each of the questions related to hypothesis.
Table (5.1): The median of respondents’ answers concerning the questions of the first hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Median</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The textbooks are properly designed to fulfill the objective of the communicative approach.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>2</td>
<td>Role playing games, pair work group work, discussion cards etc help students to improve communicative skills.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>3</td>
<td>The communicative activities stimulate students’ participation and interaction.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Source: The researcher from applied study, 2014

Table (5.1), shows that:

- The calculated value of the median for the respondents’ answers of the first question is (5). This value means that most of the respondents strongly agree with the opinion that “The text books are properly designed to fulfill the objective of the Communicative Approach.”

- The calculated value of the median for the respondents’ answers of the second question is (5). This value means that the two techniques (role-play and discussions) can help improve the communicative skills of the students.

- The calculated value of the median for the respondents’ answers of the third question is (4). This value means that the communicative activities can help stimulate the participation and interaction of the students.

The results above show that there are different views about the statements in the questions, it is necessary to test the statistical significance of the differences among the answers of the respondents for the first hypothesis. Chi-square test will be used to indicate the differences for each question of the first hypothesis. Table no.(5.2) explains the results of the test for the questions as follows:
Table no.(5.2): Chi-square test results for respondents’ answers about the questions of the first hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Degree of Freedom</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The textbooks are properly designed to fulfill the objective of the communicative approach.</td>
<td>4</td>
<td>23.60</td>
</tr>
<tr>
<td>2</td>
<td>Role playing games, pair work group work, discussion, cards etc help students to improve communicative skills.</td>
<td>4</td>
<td>61.40</td>
</tr>
<tr>
<td>3</td>
<td>The communicative activities stimulate students participation and interaction.</td>
<td>3</td>
<td>33.04</td>
</tr>
</tbody>
</table>

Table (5.2) above shows the following:

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the first question is (23.60) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). This indicates that there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have strongly agreed with the statement that says “The textbooks are properly designed to fulfill the objective of the communicative approach”.

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the second question is (61.40) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have strongly agreed with the opinion that “Role playing games, pair work group work, discussion, cards etc help students to improve communicative skills”.

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the third question was (33.04) which is greater than the tabulated value of chi-square at the degree of freedom (3) and the significant value level of (1%) which is (11.34). This indicates that there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have agreed with opinion that “The communicative activities stimulate students participation and interaction”.

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From the above results, it is clear that the first hypothesis “Use of communicative approach activities when teaching grammar have an impact on the learner performance” is verified.

5.1.2 The Second Hypothesis:

The second hypothesis in this study states the following:
“Communicative approach when used in learning grammar affects the learners positively”
The underlying assumption of this hypothesis is that the Communicative Approach, when used in learning grammar, affects the learners positively.

From Chapter Four above, it is clear that (88.0%) of the total number of the sample believe that the Communicative Approach to teach grammar make the students better communicators.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Median</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Using the communicative approach in teaching grammar helps students to become better communicators.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Table (5.3): The median of respondents’ answers about the question of the second hypothesis

Table (5.3) shows that:
- The calculated value of the median for the respondents’ answers of the ninth question is (5). This value means that most of the respondents’ strongly agreed with the opinion that “Using the communicative approach in teaching grammar helps students to become better communicators”.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Degree of Freedom</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>9</td>
<td>Using the communicative approach in teaching grammar helps students to become better communicators.</td>
<td>4</td>
<td>31.44</td>
</tr>
</tbody>
</table>

Table (5.4): Chi-square test results for respondents’ answers about the question of the second hypothesis

According to the Table (5.4) above:
- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the ninth question is (31.44) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This means that there are statistically significant differences at the level of (1%) among the answers of the respondents, which support the respondents who have
strongly agreed with that “The communicative approach is used at Sudanese high secondary school”.

So, the second hypothesis which states that “Using the communicative approach in teaching grammar helps students to become better communicators” is verified.

5.1.3 The Third Hypothesis:

The third hypothesis in this study states that:

“Learning styles plays an important role both for learns and teachers”

The underlying assumption of this hypothesis is that learning styles plays an important role both for learns and teachers.

From Chapter Four, it is clear that (88%) of the sample believe that the learning styles of the students affect their performance in learning grammar.

Table (5.5): The median of respondents’ answers about the question of the third hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Median</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Students learning style affects their performance when learning grammar.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Table (5.5) above shows that:

- The calculated value of the median for the respondents’ answers of the tenth question is (5). This value means that most of the respondents’ strongly agreed with the opinion that “Using the communicative approach in teaching grammar helps students to become better communicators”.

Table (5.6): Chi-square test results for respondents’ answers about the question of the third hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Degree of Freedom</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>10</td>
<td>Students learning style affects their performance when learning grammar.</td>
<td>3</td>
<td>30.48</td>
</tr>
</tbody>
</table>

According to the Table (5.6) above:

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the tenth question is (30.48) which is greater than the tabulated value of Chi-square at the degree of freedom (3) and the significant value level of (1%) which is (11.34). This indicates that, there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who
have strongly agreed with that “Students learning style affects their performance when learning grammar”.

From the above results it is clear that the third hypothesis that states “Learning styles plays an important role both for learners and teachers” is verified.

5.1.4 The Fourth Hypothesis:
The fourth hypothesis in this study states that:

“Number of students in class encourages/ discourages the teaching of grammar through the communicative approach”

The underlying assumption of this hypothesis is that the number of students in the class discourages the teaching of grammar through the communicative approach.

From Chapter Four, it is clear that (40%) of the teachers are in favor of the opinion that the Communicative Approach to teach grammar is successful in large class, but (35.0%) of them on the opposite side.

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Median</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Using the communicative approach to teach grammar is successful in large class.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>4</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table (5.7) shows that:

- The calculated value of the median for the respondents’ answers of the sixth question is (4). This value means that most of the respondents’ agreed with the opinion that “Using the communicative approach to teach grammar is successful in large class”.

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Degree of Freedom</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Using the communicative approach to teach grammar is successful in large class.</td>
<td>3</td>
<td>30.48</td>
</tr>
</tbody>
</table>

Table (5.8) shows that:

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the sixth question is (30.48) which is greater than the tabulated value of Chi-square at the degree of freedom (3) and the significant value level of (1%)
which is (11.34). This indicates that there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have agreed with that “Using the communicative approach to teach grammar is successful in large class”.

From the above results, it is clear that the fourth hypothesis which states that “Number of students in class encourages/ discourages the teaching of grammar through the communicative approach” is verified

**5.1.5 The Fifth Hypothesis**

The fifth hypothesis in this study states that:

“Teachers are well trained and aware about the importance and effectiveness of the communicative approach”

The underlying assumption of this hypothesis is that teachers are well trained and aware about the importance and effectiveness of the communicative approach.

From Chapter Four, it is clear that

- (54%) of the respondents think that the CA can be applied in the secondary schools in Sudan. Those who are against this opinion constitute (36.0%) of the sample.
- (58.0%) are on the side of the fact that using the Communicative Approach to teach grammar is time consuming, but (32.0%) of the respondents hold the opposing opinion,
- (56%) of the sample support the opinion that teachers face difficulties when teaching grammar through the Communicative Approach. Those who stand on the opposite side are (30.0%).
- (84%) of the respondents hold the position that there is a need for emphasizing the advantages of the Communicative Approach over the traditional methods through research.
- (88.0%) of the sample believe that teachers need training in how to use the communicative approach when teaching grammar.
- (84%) believe that errors of the students are tolerated when the Communicative Approach is applied.
### Table (5.9): The median of respondents’ answers about the questions of the fifth hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Median</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>It is difficult to apply the communicative approach in Sudanese high school.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>14</td>
<td>In comparison with the traditional teaching methods, using the communicative approach to teach grammar is a time consuming.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>15</td>
<td>Teachers face difficulties when teaching grammar through the communicative approach.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>18</td>
<td>The advantages of the communicative approach over traditional teaching methods should be emphasized by related studies.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>19</td>
<td>Teachers need training in how to use the communicative approach when teaching grammar.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>20</td>
<td>Pupils errors in the communicative approach are tolerated.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td><strong>Overall</strong></td>
<td>4</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table (5.9) shows that:

- The calculated value of the median for the respondents’ answers of the eighth question is (5). This value means that most of the respondents’ strongly agreed with the opinion that “It is difficult to apply the communicative approach in Sudanese high secondary school”.

- The calculated value of the median for the respondents’ answers of the fourteenth question is (4). This value means that most of the respondents’ agree with the opinion that “In comparison with the traditional teaching methods, using the communicative approach to teach grammar is a time consuming”.

- The calculated value of the median for the respondents’ answers of the fifteenth question is (4). This value means that most of the respondents’ agree with the opinion that “Teachers face difficulties when teaching grammar through the communicative approach”.

- The calculated value of the median for the respondents’ answers of the eighteenth question is (4). This value means that most of the respondents’ agree with the opinion that “The advantages of the communicative approach over traditional teaching methods should be
emphasized by related studies.”.

- The calculated value of the median for the respondents’ answers of the nineteenth question is (5). This value means that most of the respondents strongly agree with the opinion that “Teachers need training in how to use the communicative approach when teaching grammar”.

- The calculated value of the median for the respondents’ answers of the twentieth question is (5). This value means that most of the respondents strongly agree with the opinion that “Pupils errors in the communicative approach are tolerated.”

Table (5.10): Chi-square test results for respondents’ answers about the questions of the fifth hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Degree of Freedom</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>It is difficult to apply the communicative approach in Sudanese high secondary school.</td>
<td>4</td>
<td>18.07</td>
</tr>
<tr>
<td>14</td>
<td>In comparison with the traditional teaching methods, using the communicative approach to teach grammar is a time consuming.</td>
<td>4</td>
<td>23.74</td>
</tr>
<tr>
<td>15</td>
<td>Teachers face difficulties when teaching grammar through the communicative approach.</td>
<td>4</td>
<td>19.15</td>
</tr>
<tr>
<td>18</td>
<td>The advantages of the communicative approach over traditional teaching methods should be emphasized by related studies.</td>
<td>4</td>
<td>31.57</td>
</tr>
<tr>
<td>19</td>
<td>Teachers need training in how to use the communicative approach when teaching grammar.</td>
<td>4</td>
<td>25.47</td>
</tr>
<tr>
<td>20</td>
<td>Pupils errors in the communicative approach are tolerated.</td>
<td>4</td>
<td>33.57</td>
</tr>
</tbody>
</table>

Table (5.10) shows that:

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the eighth question is (18.07) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that there are statistically significant differences at the level (1%) among the answers of the respondents, which supports the respondents who have agreed with that “It is difficult to apply the communicative approach in Sudanese high secondary school”.
The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the fourteenth question is (23.74) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have agreed with that “In comparison with the traditional teaching methods, using the communicative approach to teach grammar is a time consuming”.

The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the fifteenth question is (19.15) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that, there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have agreed with the opinion that “Teachers face difficulties when teaching grammar through the communicative approach”.

The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the eighteenth question is (31.57) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). This indicates that there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have agreed with that “The advantages of the communicative approach over traditional teaching methods should be emphasized by related studies”.

The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the nineteenth question is (25.47) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.34). This indicates that there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have agreed with that “Teachers need training in how to use the communicative approach when teaching grammar”.

The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the twentieth question is (33.57) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that, there are statistically significant differences
at the level (1%) among the answers of the respondents, which supports the respondents who have agree with that “Pupils errors in the communicative approach are tolerated”.

From the above results, we see that the fifth hypothesis that states “Teachers are well trained and aware about the importance and effectiveness of the communicative approach” is verified.

5.1.6 The Sixth Hypothesis:

The sixth hypothesis in this study states that:

“The Sudanese high secondary government school have sufficient instructional material to use when applying communicative approach”

The underlying assumption of this hypothesis is that the Sudanese secondary government school have sufficient instructional material to use when applying communicative approach.

From Chapter Four above, it is clear that:

- (54%) believe that the Communicative Approach is used in the Sudanese secondary schools.
- (44.0%) of the respondents believe that the teacher prefer to teach grammar through the Communicative Approach. However, (34%) of them do not believe that is the case.
- (48%) of the sample hold the opinion that the secondary schools in Sudan do not have sufficient instruction materials for the application of the Communicative Approach. Those who say the opposite represent (34%) of the sample.

**Table (5.11): The median of respondents’ answers about the questions of the sixth hypothesis**

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Median</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>The communicative approach is used at Sudanese high secondary school.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>5</td>
<td>Teachers prefer teaching grammar through the communicative approach.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>13</td>
<td>Secondary high schools have sufficient instructional materials to use when applying the communicative approach.</td>
<td>2</td>
<td>Disagree</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>4</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table (5.11) shows that:
The calculated value of the median for the respondents’ answers of the fourth question is (4). This value means that most of the respondents’ agreed with the opinion that “The communicative approach is used at Sudanese high secondary school”.

The calculated value of the median for the respondents’ answers of the fifth question is (5). This value means that most of the respondents’ strongly agree with the opinion that “Teachers prefer teaching grammar through the communicative approach”.

The calculated value of the median for the respondents’ answers of the thirteenth question is (2). This value means that most of the respondents’ disagree with the opinion that that “Secondary high schools have sufficient instructional materials to use when applying the communicative approach”. 
Table (5.12): Chi-square test results for respondents’ answers about the questions of the sixth hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Degree of Freedom</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The communicative approach is used at Sudanese high secondary school.</td>
<td>4</td>
<td>20.60</td>
</tr>
<tr>
<td>2</td>
<td>Teachers prefer teaching grammar through the communicative approach.</td>
<td>4</td>
<td>15.60</td>
</tr>
<tr>
<td>3</td>
<td>Secondary high schools have sufficient instructional materials to use when applying the communicative approach.</td>
<td>4</td>
<td>24.80</td>
</tr>
</tbody>
</table>

Table (5.12) shows that:

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the first question is (20.60) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that, there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have agreed with that “The communicative approach is used at Sudanese high secondary school”.

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the second question is (15.60) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that, there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have strongly agreed with that “Teachers’ prefer teaching grammar through the communicative approach”.

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the third question is (24.80) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that, there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who have disagreed that” Secondary high schools have sufficient instructional materials to use when applying the communicative approach”.

158
From the above results, it is clear that the sixth hypothesis that states “The Sudanese high secondary government school have sufficient instructional material to use when applying communicative approach” is verified.

5.1.7 The Seventh Hypothesis

The seventh hypothesis states that:

“The communicative approach when used in teaching grammar gives the learner the capability to produce grammatical and acceptable utterances in language.”

The underlying assumption of this hypothesis is that the Communicative Approach, when used for teaching grammar, gives the learner the capability to produce grammatical and acceptable utterances in the target language.

From Chapter Four above, it is clear that:

- (88.0%) of the sample believe that teaching grammar through the CA enable the students to use the language outside the boundaries of the classroom.
- (88%) believe that teaching of grammar through the Communicative Approach helps the students to produce proper grammatical expressions.
- An overwhelming majority of the teachers (92.0%) believe that the effect of teaching grammar through the Communicative Approach does not appear on the spot but needs time to do that.
- A vast majority (82.0%) of the teachers who believe that the role of the Communicative Approach can be affected positively or negatively by the teacher, the learner and the work environment.
- An overwhelming majority of (94%) of the sample believe that the Communicative Approach is the ideal approach that can prepare the students to handle the language rules for actual communication.
Table (5.13): The median of respondents’ answers about the questions of the seventh hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Median</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Teaching grammar through the Communicative Approach enables the students to use the language outside the classroom.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>17</td>
<td>Using the communicative approach to teach grammar helps students to produce proper grammatical expressions.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>21</td>
<td>Students need time to develop their performance after being taught grammar through the communicative approach.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>22</td>
<td>The teacher, the learner and the environment work together in enhancing or hindering the role of communicative approach.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>23</td>
<td>Communicative approach might be the ideal approach which forms a combination both formal teaching and engages communicative activities by preparing the learner to handle the language rules for actual communication.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td></td>
<td>Overall</td>
<td>4</td>
<td>Agree</td>
</tr>
</tbody>
</table>

Table (5.13) shows that:

- The calculated value of the median for the respondents’ answers of the sixth question is (5). This value means that most of the respondents’ strongly agreed with the opinion that “Teaching grammar through the communicative approach enables the students to use the language outside the classroom”.

- The calculated value of the median for the respondents’ answers of the seventeenth question is (4). This value means that most of the respondents’ agree with the opinion that “Using the communicative approach to teach grammar helps students to produce proper grammatical expressions”.

- The calculated value of the median for the respondents’ answers of the twenty-first question is (4). This value means that most of the respondents’ agree that “Students need
time to develop their performance after being taught grammar through the communicative approach”.

- The calculated value of the median for the respondents’ answers of the twenty-second question is (4). This value means that most of the respondents’ agree with “The teacher, the learner and the environment work together in enhancing or hindering the role of communicative approach.”.

- The calculated value of the median for the respondents’ answers of the twenty-third question is (5). This value means that, most of the respondents’ strongly agree that “Communicative approach might be the ideal approach which forms a combination both formal teaching and engages communicative activities by preparing the learner to handle the language rules for actual communication”.

Table (5.14): Chi-square test results for respondents’ answers about the questions of the seventh hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Degree of Freedom</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Teaching grammar through the communicative approach enables the students to use the language outside the classroom.</td>
<td>4</td>
<td>18.07</td>
</tr>
<tr>
<td>17</td>
<td>Using the communicative approach to teach grammar helps students to produce proper grammatical expressions.</td>
<td>4</td>
<td>23.74</td>
</tr>
<tr>
<td>21</td>
<td>Students need time to develop their performance after being taught grammar through the communicative approach.</td>
<td>4</td>
<td>19.15</td>
</tr>
<tr>
<td>22</td>
<td>The teacher, the learner and the environment work together in enhancing or hindering the role of communicative approach.</td>
<td>4</td>
<td>31.57</td>
</tr>
<tr>
<td>23</td>
<td>Communicative approach might be the ideal approach which forms a combination both formal teaching and engages communicative activities by preparing the learner to handle the language rules for actual communication.</td>
<td>4</td>
<td>33.57</td>
</tr>
</tbody>
</table>

Table (5.14) shows that:

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the sixth question is (18.07) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of(1%) which is (13.28). This indicates that, there are statistically significant differences at the level of(1%) among the answers of the respondents, which supports the respondents who
have agreed that Teaching grammar through the communicative approach enables the students to use the language outside the classroom”.

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the seventeenth question was (23.74) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). This indicates that, there are statistically significant differences at the level of(1%) among the answers of the respondents, which supports the respondents who have agreed that “Using the communicative approach to teach grammar helps students to produce proper grammatical expressions”.

- The calculated value of chi-square for the significance of the differences for the respondents’ answers in the twenty-first question is (19.15) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that, there are statistically significant differences at the level of(1%) among the answers of the respondents, which supports the respondents who have agreed with that “The Students need time to develop their performance after being taught grammar through the communicative approach”.

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the twenty-second question is (31.57) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which was (13.28). This indicates that, there are statistically significant differences at the level of (1%) among the answers of the respondents, which support the respondents who have agreed that “The teacher, the learner and the environment work together in enhancing or hindering the role of communicative approach”.

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the twenty-third question is (33.57) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level (1%) which is (13.28). This indicates that, there are statistically significant differences at the level (1%) among the answers of the respondents, which support the respondents who have agreed with that “Communicative approach might be the ideal approach which forms a combination both formal teaching and engages communicative activities by preparing the learner to handle the language rules for actual communication”.

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From the above results, it is clear that the seventh hypothesis that states “The communicative approach when used in teaching grammar gives the learner the capability to produce grammatical and acceptable utterances in language” is verified.

5.1.8 The Eighth Hypothesis:

The eighth hypothesis in this study states the following:

“Teachers prefer using the grammar translation method when teaching grammar”

The underlying assumption of this hypothesis is that the teachers prefer using the grammar translation method when teaching grammar.

From Chapter four above, it is clear that:

- (74%) of the sample hold the opinion that the Grammar Translation Method is appropriate for the teaching of grammar. In contrast, those who do not accept this view represent (24.0%) of the sample.
- (78.0%) of the respondents believe that the Grammar Translation Method has been used for a long time in teaching grammar.
- (78.0%) of the sample support the view that the students learn grammar best through the Grammar Translation Method.

Table (5.15): The median of respondents’ answers about the questions of the eighth hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Question</th>
<th>Median</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar translation method is an appropriate method for teaching grammar.</td>
<td>4</td>
<td>Agree</td>
</tr>
<tr>
<td>2</td>
<td>The Grammar translation method is adopted in teaching grammar for along time.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
<tr>
<td>3</td>
<td>The students understand grammar best through the grammar translation method.</td>
<td>5</td>
<td>Strongly Agree</td>
</tr>
</tbody>
</table>

Overall: 5 | Strongly Agree

Table (5.15) above shows that:

- The calculated value of the median for the respondents’ answers of the first question is (4). This value means that most of the respondents’ agreed that “Grammar translation method is an appropriate method for teaching grammar”.
- The calculated value of the median for the respondents’ answers of the second question is (5). This value means that most of the respondents’ strongly agree that “The Grammar translation method is adopted in teaching grammar for a long time”.

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The calculated value of the median for the respondents’ answers of the third question is (5). This value means that most of the respondents’ strongly agree that “The students understand grammar best through the grammar translation method”.

Table (5.15): Chi-square test results for respondents’ answers about the questions of the eighth hypothesis

<table>
<thead>
<tr>
<th>No</th>
<th>Questions</th>
<th>Degree of Freedom</th>
<th>Chi-square value</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Grammar translation method is an appropriate method for teaching grammar.</td>
<td>4</td>
<td>22.16</td>
</tr>
<tr>
<td>2</td>
<td>The Grammar translation method is adopted in teaching grammar for a long time.</td>
<td>4</td>
<td>18.60</td>
</tr>
<tr>
<td>3</td>
<td>The students understand grammar best through the grammar translation method.</td>
<td>4</td>
<td>26.80</td>
</tr>
</tbody>
</table>

Table (5.15) shows that:

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the first question is (22.16) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that there are statistically significant differences at the level of (1%) among the answers of the respondents, which supports the respondents who agree with that “Grammar translation method is an appropriate method for teaching grammar”.

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the second question was (18.60) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level of (1%) which is (13.28). This indicates that, there are statistically significant differences at the level of(1%) among the answers of the respondents, which supports the respondents who have agreed that “The Grammar translation method is adopted in teaching grammar for a long time”.

- The calculated value of Chi-square for the significance of the differences for the respondents’ answers in the third question was (26.80) which is greater than the tabulated value of Chi-square at the degree of freedom (4) and the significant value level of(1%) which is (13.28). This indicates that, there are statistically significant differences at the level of(1%) among the answers of the respondents, which supports the respondents who
have disagreed that “The students understand grammar best through the grammar translation method”.

From the above results, it is clear that the eighth hypothesis that states “The Teachers prefer using the grammar translation method when teaching grammar” is verified.

5.2 The Students’ Tests

As has been shown in Chapter Four, the analyses of the students tests revealed the following:

- In the experiment group, the post-test mean is higher than the pre-test mean: 54.9231 vs 77.7436, which indicates that the students performance improved as a result of teaching grammar through the Communicative Approach.
- There is a strong positive correlation in the results of the test of the experiment group which means that the students who did well on the pre-test also did well on the post-test.
- The analysis showed a strong evidence that the Communicative Approach has considerably enhanced the learning outcome of the students. This means that there is a difference between the mean of the scores in the two variables.
- The Effect Size in the case of the experiment group is 1.46 which is a considerable one. This means that the Communicative Approach has a greater effect than the traditional approach whose effect is 0.81.

This indicates that the application of the Communicative Approach to the teaching of grammar in Sudanese secondary schools has a very positive effect on the performance of the students. It also shows that the Communicative Approach has more effect than the traditional methods.

5.3 Results

- Finally, this study tried to find the effect of the CA on teaching grammar. The research population were 3rd year secondary high school students. Collecting the data needed for the research was done through the experiment in which the sample were divided into a (control/experimental) groups were they were given a (pre-post) test as well as a questionnaire for teachers. The results summary obtained from the test and the questionnaire are revealed in the following statements;
- The students performance improved as a result of teaching them through the CA.
- The analysis showed a strong evidence that the CA has considerably enhanced the learning outcome of the students.
o The CA has a greater effect than the other traditional approaches.

o Concerning the CA (88%) of the sample believe that this approach when used to teach grammar help in developing the learner to become a better communicator. The CA is used in most and not all Sudanese government schools. There is a great need to emphasize its advantages through many researches. This approach needs sufficient instructional materials to ease its use in schools since it is affected by the scope it deals with. (88%) of the sample believe that teaching grammar through the CA enables the learners to use the language outside the boundaries of the classroom effectively. It is preferred than other traditional approaches when compared with the (78%) responses who support the use of traditional methods.

o From the results seen from both test and questionnaire it is clear that applying the CA for teaching grammar in Sudanese secondary government schools is of great benefit for developing the learners performance and improving his/her capability in communicating in real life and at the same time master the grammatical rules and approach grammar in a different way from the traditional methods.

5.4 Recommendation

o Throughout the research process, the following Recommendations came to the attention of the researchers mind that might be of great benefit:

  o Teachers need more training in how to use the CA when teaching grammar.
  o Instructional materials are needed in government schools, so as to encourage and help in applying this approach.
  o The communicative approach is needed to be applied from primary level up to secondary level.
  o English teachers should apply the CA when teaching grammar to develop the learners performance.
  o Traditional approaches are needed to be replaced with the CA.

5.4 Suggestions for Further Research

o More researches are needed to find out the obstacle which hinders the use of the CA in Sudanese primary schools.

o Researches are needed in problems teachers face when applying the CA.

o Conducting other research procedures for finding the obstacles which learners face when dealing with the CA so as to give a complete picture which will complete the results of this study.
o Researches are needed to find the effect of the CA in private schools when compared with the Sudanese schools.
References:


Byram, M. Cultural Studies in Foreign Language Education at Google Book.


Dr.Ahmed Gasm El-Sied A. (2010).English Language Teaching Approaches Methods and Techniques.


Geoff Thompson, ELT Journal Volume 50/1 January 1996, pp. 9 – Some misconceptions about communicative language teaching.


Incecay, G., & Incecay, V. (2009). Turkish University Students’ Perceptions of Communicative and non-Communicative activities in EFL classroom.
Hugh Lafferty & Dr. Keith Burley, Do learning styles Exist?


http://iteslj.org/


Savignon, Sandra J. (2002). Interpreting Communicative Language


Questionnaire for the Teacher Appendix A:

To, From:
Mr/Mrs, Researcher
………………………….. University of Gezira
………………………….. Faculty of Education-Hassahiesa
………………………….. English Department

The purpose of this questionnaire is to collect information for Ph.D. research in applied linguistics at the Gezira University. The researcher wants to find out the Effect of Communicative Approach on Teaching Grammar/CLT. (Halliday, 1997) Grammar is considered as a means towards communication. Grammar is put in context & learned for the sake of social functions.

Could you please contribute to this study by putting (√) a tick against each statement in the column that suits your opinion. Your opinion will be treated with complete confidentiality for research purposes only. If you have any doubt please write on the next page.

It will be appreciated if the questionnaire is returned within 1 day. Thank you for your time and cooperation.
PART --- 1

General information of the teacher

1. Name of the teacher/lecturer/doctor/professor: -------------------------------------- (optional)

2. Educational Qualifications:-----------------------------------------------

3. Experience of Teaching English:--------- years

4. Name of the school:--------------------------------------------------

5. Class Level:--------------------------------------------------------------

<table>
<thead>
<tr>
<th>Subject</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Syllabus used for teaching grammar</td>
<td></td>
</tr>
<tr>
<td>Methods used when teaching grammar</td>
<td></td>
</tr>
</tbody>
</table>
# Classroom Teaching

<table>
<thead>
<tr>
<th>Statements</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-Grammar Translation method is an appropriate method for teaching grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2-The Grammar Translation method is adopted in teaching grammar for a long time</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3- The students understand grammar best through the grammar translation method</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4- The communicative approach is used at Sudanese High secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5-Teachers prefer teaching grammar through the communicative approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6-Teaching grammar through the communicative approach enables the students to use the language outside the classroom</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7-The communicative activities stimulate students' participation and interaction</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8-It is difficult to apply the communicative approach in Sudanese High secondary schools</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9-Using the communicative approach in teaching grammar helps students to become better communicators</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Statement</td>
<td>Strongly Agree</td>
<td>Agree</td>
<td>Uncertain</td>
<td>Disagree</td>
<td>Strongly Disagree</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>----------------</td>
<td>-------</td>
<td>-----------</td>
<td>----------</td>
<td>-------------------</td>
</tr>
<tr>
<td>10-Students learning style affects their performance when learning grammar</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(L.Style is the way in which the learner sees or perceives things best and then uses that knowledge)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-Role playing games, pair work, group work, discussion, cards etc help students to improve communicative skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12- Using the communicative approach to teach grammar is successful in large classes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13- Secondary High schools have sufficient instructional materials to use when applying the communicative approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>14- In comparison with the traditional teaching methods, using the communicative approach to teach grammar is a time consuming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>15-Teachers face difficulties when teaching grammar through the communicative approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>16- The textbooks are properly designed to fulfill the objectives of the communicative approach</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>17-Using the communicative approach to teach grammar helps students to produce proper grammatical expressions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Paragraph</td>
<td>Text</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>-----------</td>
<td>------</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>The advantages of the communicative approach over traditional teaching methods should be emphasized by related studies.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Teachers need training in how to use the communicative approach when teaching grammar.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Pupils' errors in the communicative approach are tolerated.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Students need time to develop their performance after being taught grammar through the communicative approach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>The teacher, the learner, and the environment work together in enhancing or hindering the role of communicative approach.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>The communicative approach might be the ideal approach which forms a combination of both formal teaching and engages students in communicative activities by preparing the learner to handle the language rules for actual communication.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix (C): Students Placement Test

Part One: 16 mark

Composition (Water)

Your composition should contain the ideas given below; but you can add to them from your own. It should be between (120-180) words.

Write about ‘’The Importance of Water in Life’’

1- If there were no water, there would be no life.
2- Water is more precious than gold.
3- There are many sources of water in nature (rains, rivers, seas, lakes, etc).
4- Water can be friendly for people in (drinking, washing, cooking, swimming, agriculture, travelling)
5- But sometimes water is an enemy in such cases of ‘flood’ or ‘pollution’.
6- Don’t forget, water can be a sign of ‘war e.g. flood’
Part Two: Comprehension 16 mark

Read the following passage carefully, then answer the questions that follow it:

It is a tradition in some societies that if a man wants to get married, the girl’s father can ask for a large dowry for her. We are going to read about Tito and Tana who lived in such a society and wanted to marry each other.

Tito was a farm worker who loved Tana very much and wanted to marry her. Tana’s father asked Tito for two years wages as a dowry. “If you do not have the money after two years, I promise you that Tana will be married to someone else” Said Tana’s father. Tito worked hard every day and gave the money he saved to his brother Lando to keep it safe for him. The years passed and Tito had almost enough money to marry Tana. One day, however Lando’s child became very ill.

Lando took the child to the doctor who asked for a large amount of money to treat the child. Lando had very little money and he was worried about his child. Finally, he took the money that brother Tito had kept with him and paid the doctor Lando’s money.

When Tito found out that his money was gone, he was very sad. He went to Tana’s father and asked him for two more years to pay the dowry. My brother has taken all the money to save his sick child. What has that to do with me? Cried Tana’s father. You have not keep your promise, but I will keep mine. Tana will be married to someone else.

Tito ran to tell Tana about her father’s decision. Tana decided to leave her father’s house and stay with Tito’s relative’s in a village far, far away. When Tito had saved enough money, he would join her and they would be married. Her mother loved her very much. Tana left home quietly one night. The next morning, when her mother Zelga realized her absence, she wept bitterly and became weak and sick until she died afterwards of a broken heart.

Give short answer:

1- How much was the dowry for Tana?

2- What were the promises mentioned by Tana’s father?

3- Why did Tito give his money to his brother?

4- Why did Tana leave home?

5- What happened to Zelga at the end of the story? Why?

Decide whether the following statements are true or false. Write T for true and F for false: 3 marks

1- Lando was Tana’s brother. ( )

2- Tito was an active person. ( )
3- Tana went to live with Tito’s relatives.

**Draw a circle round the best answer A, B, C or D:** 7mark

1- The word ‘dowry’ means: money paid for.........................
   a- marriage   b- a car   c- a house   d- a doctor
2- The word ‘wages’ means.................................
   a- two years   b- work in farms   c- dowry   d- salaries
3- The phrase ‘found out’ means..................
   a- took care of   b- discovered   c- looked for   d- gave to
4- Tito gave the money he saved to his brother.....................
   a- Kito   b- Tuto   c- Lendo   d- Hindo
5- Finally; Lendo’s child......................................
   a- became well   b- died   c- ran away   d- killed a child
6- If I had been Lendo........................................
   a- I would have told Tito before taking the money
   b- I will tell Tito before taking the money
   c- I would tell Tito before taking the money
   d- I must tell Tito before taking the money
7- Tana’s mother name was.....................................
   a- Zelfa   b- Zenga   c- Zelga   d- Zeta

**Part Three:** 11 marks

**Summary**

Read the following passage carefully, look for the main ideas and then in your own words, write a summary. Your answer should be a connected piece of language and should exceed 25 words.

One day, Mubarak took the students to his place of work which is near Sukel Shaabi in Omdurman. While they were walking through the industrial area to his garage, they saw many light industry factories specialized in the manufacture of different materials. They saw logs of wood being turned into finished furniture such as chairs, tables and cupboard. They also saw blacksmiths shops, leather-works, an ironmongery and welding workshop. They arrived at the workshop where Mubarak works.

**Part Four:** 7 marks

3

**In not more than (20) words summarize what did they see in their way to Mubarak’s shop?**

....................................................................................................................................................................................
....................................................................................................................................................................................
....................................................................................................................................................................................
....................................................................................................................................................................................

**Part Four:** 7 marks
Put the verbs between brackets in their correct forms:

1- Some years ago Iraq........................................ by the American’s troops.(destroy)
2- If Nagi.........(study) well now, he..............................................(pass) the exam.
3- Look! Why.................. the family........................................ near the gate? (stop)
4-Would you love....................................................... with national team.(play)
5-Oh, No, I............................................................... the balloon at this time.(see-not)
6-The students.......................(revise) for a long time. But they are still.
7-While we were passing near their house, we heard them...................(quarrel)

Add the following Prefixes to the words at the end of each sentence to form words, which fit in the given spaces below:

ex........ , over.......... , in......... , pre......... , for........

1-Eygpt.................................................country in Africa.(population)
2-He did not go out because he was...........................................(occupied)
3-The teacher........................................ the lesson very well.(Plain)
4-Yesterday I..................................... one of my suitcases at the airport.(got)
5-The University.................................................. was 555 in 1965.(take)

Choose the suitable words from the list below to complete the following text:

worn , dyes, occasions, traditional, however

The kilt is the ...... dress of Scotsmen. Nowadays, the kilt is ..... only for weddings and other special.......... . In the past,........., the kilt was very practical and was worn every day. The colours came from very practical and was worn every day. The colours came from........made from flowers and plants grown locally.

Part Five:

Write a letter between(120-180) words to your friend inviting him/her for wedding of your elder brother, which will be held at the end this month.
Your letter should include the opening salutation, paragraphing and the closing phrase.

Letter writing

You are Saber/Sabreen. You live in port Sudan P.O.box 3370, Swaken street. Block(5).Red Sea state.
NB:(Don’t write any addresses)
Complete sentences (B) so that it has a similar meaning to sentence (A) using the given words in each space. You must use from 2 to 5 words. 5 marks

1- A: The Taka mountain is so high that you can’t climb it.
Such B: The Taka............................................................................................................................

2- A: Although it was dark, we saw the others.
Despite B: We saw the others..........................................................................................................

3- A: He studied hard. He passed his exam.
By B: He passed............................................................................................................................

4- A: If Musa does not carry a lot of money, he can’t buy the car.
Unless B: .................................................................................................................................

5- A: He asked me, “Did you take my chance?”
If B: He asked me....................................................................................................................

Choose the suitable preposition from the list to fill in the spaces below: 5 marks

<table>
<thead>
<tr>
<th>Among, from, with, of, at</th>
</tr>
</thead>
</table>

1- He gave me a cup full..............................................................................hot milk.
2- Salih is a very good..............................................................................English and Arabic too.
3- There is only one rose...........................................................................the plants.
4- Your furniture was covered.....................................................................dust.
5- Your hand writing is different..................................................................mine.

Part Six: Summary 5 marks

Read the following text carefully and then in your own words as far as possible, write a summary. Your answer should be a connected piece of writing:

Television is one the most popular mass media. It enables viewers to follow the political news all over the world. It shows educational programmes. It also entertains viewers by showing a lot of dramatic programmes including plays and films which deal with social problems.

“In not more than (15) words, summarize the usefulness of television”
Appendix(D)English Language Post-Test

**Control Group**
Wab Babi Secondary High School
3rd year students

Students Name: ....................................................

**Question One:**

**A. Instructions:** Circle the **nouns** in these sentences. Hint: there are 20.

1. The cat and the dog were playing in the park.
2. Misha plays the piano and the drums.
3. David said to take the cake, cookies, and cups to the picnic.
4. Danielle went to see the Avatar at the theater.
5. Love and peace are better than hate and war.
6. My family plays as a team.

**B. Instructions:** Circle the **proper nouns** and underline the **common nouns**.

1. To make cookies, Mother need eggs, flour, sugar, and butter.
2. Jose read The Giving Tree last week.
3. Every Tuesday in June, my team goes to Sonic.
4. Spongebob is my favorite show on television.
5. Disneyland is a fun place to be with my friends and parents.
6. 

**Question Two:**

**A. Instructions:** Circle the **proper nouns** and underline the **collective nouns.** HINT: There are 10 all together.

1. Bob is on the faculty and is the head of his department.
2. My family is going to Florida on vacation.
3. I love August because school starts.
4. The jury was picked on Monday.
5. I want a puppy and a computer for Christmas.

**B. Instructions:** In each sentence a **noun** is underlined. Put “A” if it is **abstract,** and “C” if it is **concrete.**

1. ___ Democracy is the best kind of government.
2. ___ The baby beluga whale was just born.
3. ___ Curiosity killed the cat.
4. ___ Patience is a virtue.
5. ___ The school needed new desks.
6. ___ There is nothing to fear but fear itself.
7. ___ The Chinese culture is ancient.
8. ___ Yesterday, I saw a good movie.
9. ___ Trust is a two-way street.
10. ___ Eat your vegetables to stay healthy.
C. Instructions: In each sentence a noun is underlined. Put “C” if it is a countable noun, “U” if it is uncountable.

1. ___ I really love chocolate!
2. ___ She has coffee every morning.
3. ___ My dog had five puppies.
4. ___ You need to change the oil in the car.
5. ___ I have three final tests tomorrow.

Question Three:

Find the word that is NOT a noun. Click on the boxes to check your answers.

1) cat, house, run, barn

2) girl, frog, car, hear

3) sister, talk, dog, letter

4) can, horn, sing, meat

5) desk, room, Bill, say

6) Mom, teacher, head, cry

7) tell, clock, floor, sky

8) bed, sleep, toe, paper

9) chair, pray, chicken, egg

10) eat, apple, banana, cookie

2
Question Four:

Look at the picture and write the noun words into the correct categories.

<table>
<thead>
<tr>
<th>Person</th>
<th>Things</th>
<th>Places</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
<td>(a)</td>
</tr>
<tr>
<td>(b)</td>
<td>(b)</td>
<td>(b)</td>
<td>(b)</td>
</tr>
<tr>
<td>(c)</td>
<td>(c)</td>
<td>(c)</td>
<td>(c)</td>
</tr>
</tbody>
</table>
Question Five:

Nouns

Everything around us has a name. People, animals, places and things have names that we call nouns.
Example: The farmer is in his farm.

Underline the nouns in the paragraph below.

1. One morning Sandy left home to catch some fishes from the pond. He passed Mr. Mavin’s shop. There were apples and grapes. There were candies and cakes in Mr. Mavin’s shop. But Sandy did not have money so he went to the pond.

2. Ben Pitt has a soccer ball. He will play soccer with John, Roger and other friends. They are on the field. Their coaches are on the field. Their parents will also come.

Question Six:

Directions: This is the story that I just told you. Underline the nouns in this
Ali Baba and the Forty Thieves

Ali Baba, a poor woodcutter, had a rich brother, Kasim, who never shared any of his money. Instead, he treated Ali Baba, his wife and son badly. One day, as Ali Baba finished cutting logs in the forest, he saw lots of men on horses and he hid. He climbed up a tree, finished cutting logs in the forest saddlebags full of gold and they took them to a big rock and watched the forty horsemen. The men had the rock opened and the man entered the cave. One of the men cried, ‘Open, Sesame’, and a door in the cave. The others followed. After a while they came out and the leader entered. He was amazed by all the gold, silk, jewels and gold crowns piled up. Feeling it was alright to steal from thieves Ali Baba decided to take some gold home for himself and his family.

When he got home, he showed the gold to his wife. His wife wanted to know how much gold went to Kasim’s house to borrow his wife’s scales so she could weigh the gold. She did not want Kasim and his wife to know about the gold, so she said they were weighing meat. Kasim’s wife did not believe Ali Baba’s wife in the bottom of one of the pans. When to buy meat. She tricked Ali Baba’s wife by putting honey to the honey. Kasim’s wife Ali Baba’s wife returned the scales the next day, a gold coin was stuck. Kasim went to coin, he told carrying ten huge chests. He got inside by saying the password but he the cave with ten donkeys. The thieves found him inside and killed him. Kasim was jealous. He went to Ali Baba’s house and asked his brother where he got it. When Ali Baba saw the gold his brother about the cave and the forty thieves. The next morning, Kasim went to coin, he told carrying ten huge chests. He got inside by saying the password but he the cave with ten donkeys. The thieves found him inside and killed him. Kasim was jealous. He went to Ali Baba’s house and asked his brother where he got it. When Ali Baba saw the gold his brother about the cave and the forty thieves. The next morning, Kasim went to coin, he told carrying ten huge chests. He got inside by saying the password but he the cave with ten donkeys. The thieves found him inside and killed him. Kasim was jealous. He went to Ali Baba’s house and asked his brother where he got it. When Ali Baba saw the gold his brother about the cave and the forty thieves. The next morning, Kasim went to coin, he told carrying ten huge chests. He got inside by saying the password but he the cave with ten donkeys. The thieves found him inside and killed him. Kasim was jealous. He went to Ali Baba’s house and asked his brother where he got it. When Ali Baba saw the gold his brother about the cave and the forty thieves. The next morning, Kasim went to coin, he told carrying ten huge chests. He got inside by saying the password but he the cave with ten donkeys. The thieves found him inside and killed him. Kasim was jealous. He went to Ali Baba’s house and asked his brother where he got it. When Ali Baba saw the gold his brother about the cave and the forty thieves. The next morning, Kasim went to coin, he told carrying ten huge chests. He got inside by saying the password but he the cave with ten donkeys. The thieves found him inside and killed him. Kasim was jealous. He went to Ali Baba’s house and asked his brother where he got it. When Ali Baba saw the gold his brother about the cave and the forty thieves. The next morning, Kasim went to coin, he told carrying ten huge chests. He got inside by saying the password but he the cave with ten donkeys. The thieves found him inside and killed him. Kasim was jealous. He went to Ali Baba’s house and asked his brother where he got it. When Ali Baba saw the gold his brother about the cave and the forty thieves. The next morning, Kasim went to coin, he told carrying ten huge chests. He got inside by saying the password but he the cave with ten donkeys. The thieves found him inside and killed him.
Read the paragraph and identify the nouns. Write each noun under the category to which it belongs.

1. It is warm and Jane and Adam are at the seashore. They are building a sandcastle. A lark is playing with its ball. The ball hits the sandcastle. And now there is no sandcastle!

<table>
<thead>
<tr>
<th>Person</th>
<th>Place</th>
<th>Animal</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

2. Wandy and Jason had gone out with their dad, mom, and grandma. Wandy and Jason had taken their toys. When they got back home, Wandy got into her bed and Jason fell asleep on the couch.

<table>
<thead>
<tr>
<th>Person</th>
<th>Place</th>
<th>Animal</th>
<th>Things</th>
</tr>
</thead>
<tbody>
<tr>
<td>x</td>
<td>x</td>
<td>x</td>
<td>x</td>
</tr>
</tbody>
</table>

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Choose the correct noun for each picture. Options are given below the picture.

1. Picture of a person with a life buoy on a beach.
   - (a) Iguana
   - (b) Lifeguard
   - (c) Beach
   - (d) Clock

2. Picture of a judge in a courtroom.
   - (a) Porcupine
   - (b) Judge
   - (c) Railway Station
   - (d) Ice Cream

3. Picture of a manatee.
   - (a) Airport
   - (b) Manatee
   - (c) Pen
   - (d) Lifeguard

4. Picture of a river scene.
   - (a) Airport
   - (b) Cow
   - (c) River
   - (d) Tailor

5. Picture of keys.
   - (a) Worker
   - (b) Clock
   - (c) Keys
   - (d) Lion

6. Picture of a black buck.
   - (a) Black Buck
   - (b) Painter
   - (c) Postman
   - (d) Airport
Choose the correct noun for each picture. Options are given below the picture.

1. (a) Keys  (b) Lion  (c) Postman  (d) City
2. (a) Airport  (b) Manatee  (c) Pen  (d) Lifeguard
3. (a) River  (b) Porcupine  (c) Gavial  (d) Postman

(a) Airport  (b) Gavial  (c) Railway Station  (d) Teddy Bear
(a) Farm  (b) Black Buck  (c) Soccer Ground  (d) Postman
(a) Black Buck  (b) Painter  (c) Postman  (d) Airport
Choose the correct noun for each picture. Options are given below the picture.

1. (a) River  
   (b) Porcupine  
   (c) Gavial  
   (d) Postman

2. (a) Baseball  
   (b) Iguana  
   (c) Airport  
   (d) Armadillo

3. (a) City  
   (b) Manatee  
   (c) Beach  
   (d) Elk

4. (a) Soldier  
   (b) Park  
   (c) Present  
   (d) Manatee

5. (a) Baker  
   (b) Desert  
   (c) Farm  
   (d) Globe

6. (a) Teacher  
   (b) Baker  
   (c) Cadbury  
   (d) Barack Obama
Nouns

Everything around us has a name. People, animals, places and things have names that we call nouns.

Example: The **farmer** is in his **farm**.

Circle the nouns in the box below.

<table>
<thead>
<tr>
<th>Muddy</th>
<th>Building</th>
<th>Newspaper</th>
<th>Slate Creek</th>
</tr>
</thead>
<tbody>
<tr>
<td>Small</td>
<td>Planet</td>
<td>Tall</td>
<td>May</td>
</tr>
<tr>
<td>Round</td>
<td>Old</td>
<td>Festival</td>
<td>Arabian Nights</td>
</tr>
<tr>
<td>Shiny</td>
<td>Chocolate</td>
<td>Large</td>
<td>Between</td>
</tr>
<tr>
<td>Dark</td>
<td>Delicious</td>
<td>Deer Park</td>
<td>Oxford</td>
</tr>
<tr>
<td>Continent</td>
<td>Monument</td>
<td>From</td>
<td>Done</td>
</tr>
<tr>
<td>Bright</td>
<td>Difficult</td>
<td>Dr. Cube</td>
<td>Marriott</td>
</tr>
</tbody>
</table>

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Nouns

Everything around us has a name. People, animals, places and things have names that we call nouns.

Example: The farmer is in his farm.

Circle the nouns in the box below.

<table>
<thead>
<tr>
<th>Sharp</th>
<th>Little</th>
<th>Beverage</th>
<th>Among</th>
</tr>
</thead>
<tbody>
<tr>
<td>Great</td>
<td>Park</td>
<td>Loud</td>
<td>Near</td>
</tr>
<tr>
<td>City</td>
<td>Hobby</td>
<td>Long</td>
<td>Atlantic Ocean</td>
</tr>
<tr>
<td>Rich</td>
<td>Gentle</td>
<td>Hyde Park</td>
<td>Across</td>
</tr>
<tr>
<td>Drinks</td>
<td>Simple</td>
<td>Japan</td>
<td>Hot</td>
</tr>
<tr>
<td>Cute</td>
<td>Color</td>
<td>Wide</td>
<td>River Nile</td>
</tr>
<tr>
<td>Eateries</td>
<td>Smart</td>
<td>Beautiful</td>
<td>Rainy</td>
</tr>
</tbody>
</table>
Choose the correct letter from the box to complete each word.

B D R L G T

OA

OA

OA

OA
Choose the correct letter from the box to complete each word.

L T R F B D H

EE

EE

EE

EE
Choose the correct letter from the box to complete each word.

Imelugo

1. ___t  
2. ___et

3. ___at  
4. s___t

5. ___ot  
6. p___t

7. ___ot  
8. tr___t

9. b___g  
10. m___g
Choose the correct letter from the box to complete each word.
Look at the picture and write the noun words into the correct categories.

<table>
<thead>
<tr>
<th>Person</th>
<th>Things</th>
<th>Places</th>
<th>Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>postman</td>
<td>elk</td>
<td>painter</td>
<td>gavial</td>
</tr>
<tr>
<td>iguana</td>
<td>desert</td>
<td>river</td>
<td>police-station</td>
</tr>
<tr>
<td>ice-cream</td>
<td>jar</td>
<td>lifeguard</td>
<td>keys</td>
</tr>
</tbody>
</table>

(a) __________   (a) __________   (a) __________   (a) __________
(b) __________   (b) __________   (b) __________   (b) __________
(c) __________   (c) __________   (c) __________   (c) __________
Read the sentence and circle the nouns.

1. Joe is my cousin.

2. I like these beautiful flowers.

3. She played with her brother.

4. The bus stopped suddenly.

5. We saw many animals at the zoo.

6. There are no markers in the box.

7. Children were playing outside.
Read the sentence and circle the nouns.

1. There is a bouquet of lovely roses on the table.
2. The bear loves to eat honey.
3. Amelie will go the market to buy some books.
4. Dorothy drinks a cup of milk everyday to stay fit.
5. I have bought a pretty blue dress.
6. The Smiths are going to Switzerland next week.
7. I like these beautiful flowers.
Appendix(E) English Language Post-Test

Experimental Group

Wab Babi Secondary High School

3rd year students

Students Name:

Question One:

Directions: Underline the common noun or nouns in each sentence below.

Example: A- The Yankees is a good baseball team.

Answer: The Yankees is a good baseball team.

1. John has to go to school tomorrow.
2. We are going to the park today.
3. What school do you go to?
4. Let’s go to the movies.
5. Will we meet at the restaurant?
6. I will sleep in my bed.
7. David told me the entire story.
8. I like to play different sports.
10. The freeway is crowded with cars.

Directions: Circle the concrete nouns in each sentence below.

Example: I painted the picket fence white. picket fence

1. I sat on the porch with my dad.
2. The drawbridge of the castle went down.
3. We took a tour of the castle.
4. I saw a bear in the woods.
5. The dolphins swam in the ocean.
6. I wore a beautiful dress to the dance.
7. We had to wear a uniform to school.
8. My shoes were untied.
10. I wore a vest under my jacket.

Question Two:

Directions: Circle the noun in each sentence below. Then, label it a person, place or thing on the lines provided.

Example: The cabin was scary.  cabin

The cabin was scary.  thing

1. My alarm went off loudly.
2. California is beautiful.
3. The lion slept.
4. The couch was comfortable.
5. Don’t wake up your father.
6. The girl slept.
7. The boy cried.
8. The mountain crumbled.
9. The dream was funny.
10. Oregon is cold.

Question Three:

Directions: Match each general noun on the left column with a more precise noun on the right column.

General Noun | Precise Noun

Charlotte’s Web desktop George Washington German Shepherd structure Sarah Lincoln High School smart phone Gloria Road environment

**Question Four:**
Use the words in the box below and put them in sentences and underline the nouns.

<table>
<thead>
<tr>
<th>health</th>
<th>fruit</th>
<th>vegetable</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>diet</td>
<td>vitamin</td>
<td>food</td>
</tr>
<tr>
<td></td>
<td>nutrient</td>
<td>Healthy food</td>
</tr>
</tbody>
</table>

**Question Five:**

**Grandmother’s Visitors**

Complete the story by writing the correct words into the gaps. Underline the Nouns.

One day, grandmother had a [ ] who claimed to be her [ ] from Kasala. The visitor brought a [ ] as a gift, and grandmother [ ] some [ ] with it, and served a fine meal.

Then another visitor arrived, saying she was [ ] of grandmother; then a third, who said she was a friend of grandmother. They didn't bring any [ ], but grandmother gave them a meal anyway. They spend a
Nice evening talking about old days and remembering all the old neighbors who moved to a different neighborhood and still visit their old friends.

**Question Six:**
Directions: This is the story that I just told you. Underline the nouns in this story.

**Ali Baba and the Forty Thieves**

Ali Baba, a poor woodcutter, had a rich brother, Kasim, who never shared any of his money. Instead, he treated Ali Baba, his wife and son badly. One day, as Ali Baba finished cutting logs in the forest, he saw lots of men on horses and he hid. He climbed up a tree, finished cutting logs in the forest, saddlebags full of gold and they took them to a big rock and watched the forty horsemen. The men had the rock opened and the man entered rock. One of the men cried, ‘Open, Sesame’, and a door in the cave. The others followed. After a while they came out and the leader words and When the thieves left, Ali Baba walked to the entrance of the cave. He said the magic entered. He was amazed by all the gold, silk, jewels and gold crowns piled up. Feeling it was alright to steal from thieves Ali Baba decided to take some gold home for himself and his family.

When he got home, he showed the gold to his wife. His wife wanted to know how much gold went to Kasim’s house to borrow his wife’s scales so she could weigh the gold. She they had. She wife to know about the gold, so she said they were weighing meat. did not want Kasim and his and wondered where they could have got the money. Kasim’s wife did not believe Ali Baba’s wife in the bottom of one of the pans. When to buy meat. She tricked Ali Baba’s wife by putting honey to the honey. Kasim’s wife Ali Baba’s wife returned the scales the next day, a gold coin was stuck knew their secret. When she told Kasim about his brother’s gold, he was jealous. He went to Ali Baba’s house and asked his brother where he got it. When Ali Baba saw the gold his brother about the cave and the forty thieves. The next morning, Kasim went to coin, he told carrying ten huge chests. He got inside by saying the password but he the cave with ten donkeys. The thieves found him inside and killed him. forgot the magic words to get back out

**Good Luck**