Sudan University of Science and Technology

College of Graduate Studies

Investigating the Impact of Teaching Grammar through the Direct Method

أثر تدريس النحو في اللغة الانجليزيةباستخدام الطريقة المباشر ة

(A case study of secondary schools – Jeddah – Kingdom of Saudi Arabia)

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بسم الله الرحمن الرحيم

قال تعالى:

(وما أُوتِيتُمْ مِنَ العِلْمِ إلاَّ قَلِيلاً)

سورة الإسراء الآية (85)

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DEDICATION

To the beloved members of my Family.

Acknowledgements

Abstract

This study aimed at investigating the impact of teaching grammar to secondary school students through the direct method. The study drew a special attention to the feedback by such students from this academic process. The researcher adopted the quantitative analytical method/s along with the (SPSS) programme for analyzing the results.

The main instrument/s and samples that the researcher got use from/of were a questionnaire that involved a number of forty five (45) secondary school teachers and diagonistictes which was conducted for a number of fifty six (56) relevant students. As the researcher analyzed the results upon whose findings the researcher formed a number of recommendations and suggestions for further studies.

مستخلص الدراسة

هدفت هذه الدراسة للتقصي والتحقق من أثر تدريس النحو في اللغة الأنجليزية لطلاب المرحلة الثانوية بأستخدام الطريقة المباشرة. أعطت الدراسة إنتباهاً خاصاً لأداء الطلاب لهذا الجهد (العمل) الأكاديمي. تبنى الباحث مستخدما المنهج التحليلي الكمي بمساعدة برنامج الخدمة الأحصائية للعلوم الإجتماعية (SPSS) لتحليل النتائج. الأليات والعينات الرئيسية لمجتمع البحث تمثلت في استبيانات شملت لعدد خمسة وأربعين (45) من معلمي المرحلة الثانوية وأختباراً تجريبياً شمل لعدد ستة وخمسين (56) من طلاب المرحلة الثانوية, حيث قام الباحث بتحليل للنتائج والتي قام الباحث بموجبها بصياغة لعدد من التوصيات والمقترحات لدراسات لاحقة.

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Introduction

Chapter One

Introduction

1-1 Overview:

First of all, one can't understand grammar just by thinking about it, but has to carry out analyses, experiments and survey, just as one would do in any other technical subjects.

Secondly, the ever-growing needs for good communication skills in English that has created a huge demand for English teaching around the world. Millions of people today want to improve their command of English or to ensure that their children achieve a good command of English. And opportunities to learn English are provided in many different ways such as through formal instruction, travel, and study abroad, as well as through the media and the internet. The worldwide demand for English has also created an enormous demand for quality language teaching and language teaching materials and resources. Therefore, learners set themselves in demanding goals. They want to be able to master English in a high level of accuracy and fluency. Employers, too, insist that their employees have well English language skills and fluency in English is a prerequisite for success and advancement in many fields of employment in today's world (Dr: Sudhansu Dash). The demand for an appropriate teaching methodology is more needed of this study. The researcher examine the approach which known as Direct Method, to explore the assumptions which is based on. It aims to use the target language to communicate with daily words. Grammar is taught inductively, in which students discover the rules, and how it has influenced approaches to language served teaching today. Since its inception in the 1860s, Direct Method has as a major source of influence on language teaching practice around the world. Many of the

issues raised by direct teaching methodology are still relevant today, though teachers who are relatively new to the profession may not be familiar with them. This study therefore, serves to review what we have learned from direct language teaching and what is relevant to today.

Once early in the past while was doing an English lesson with secondary classes, some students got high marks or may be the full high marks when they were tested in English grammar, but those students who got high marks may fail in communication effectively using this grammar, so there are some reasons to this, because many English teachers explain grammar deductively (through giving rules followed by examples). The most important thing is that to present context with grammatical rules to the students to discover themselves. So that they were found out more likely to remember putting the grammatical rules into context by it. It also means giving them both form focused practice and meaning form practice and all these could be explained through using Direct Method itself. In contrast is the Grammar-Translation Method, which emphasizes reading and writing, fixed rules for sentences patterns, and grammar and translation skills. In other words, in direct method, no translation, no native language but with meaningful context, realia, pictures, visual aids, demonstration and dramatization to help students learn words, preposition and the grammar of the target language it also encourages the pupils to communicate in the target language and Let them to learn the correct pronunciation and better oral skills because no native language is used and communication is main activity in the class. Whereas, students' enterprising spirits and the teacher speaking the target language fluently are required. Thus the language is target to serve the purpose of communication and in this method the students have been expected to use the language in meaningful context inside and outside the classroom.

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1-2 Statement of the Problem:

This study aims at investigating the impact of teaching grammar through Direct Method to explore and figure out that the researcher resorted to case study of third level of Jeddah secondary schools students Saudi Arabia. It is quite known that grammar is one of the languages aspects that cause lot of problems to (E F L) learners, relevant to the culture of the target language. Furthermore, phrasal verbs are almost a neglected variable in ET in secondary schools environment.

Since grammar is not peculiar to a language, so the perception is often not a great challenge to the native speakers of that language because they form a manner of speaking that is natural to that speaker. But for non-native speakers it may be a difficult task. As far as English Language is concerned one need to consider the components of a language which is important to him or her. The cause of a combination of words to be a phrasal verb as an example is due to non-linguistic factors such as the social, historical, and cultural factors relevant the use of language. It adds a distinction to the quality of the expression. A learner should grasp these peculiar characteristics of the phrasal verbs. The nature of a language and the reasons that give rise to such its attributes are responsible for the problems they make in the field of language learning and teaching EL learners would find problems in identifying grammatical properties. A factor that contributes to the problems of learning and teaching some grammar aspects is that teaching materials in secondary schools may neglect them includes the memorization of isolated rules. Grammar is central to the teaching and learning of languages It is also only one aspect to do them to make as interesting , pleasant, anxiety or at least as painless as possible. All of the methods and approaches of teaching grammar ,the grammar translation method (G T M) is considered the least useful method since it is taught inductively in Jeddah secondary schools students

may fail victim to this explicit way of teaching grammar , as result of this cannot express themselves in spoken language. The Direct Method focuses on target language more similar to first language acquisition process and thus grammar is implicitly absorbed. The Direct Method is designed to address areas like oral communication, spontaneous use of language, and developing the ability to acquired rather than being learned by heart more rules .The effect of grammar rules that have been learned by Jeddah secondary students are merely a method of memorization of this rules without being reflected in spoken language. So the effect of schools students of Jeddah secondary schools is apparently clear, they only memories the grammar rules in their mind.

1-3 Objectives of the Study:

1- To find out the problem that face students in learning grammar through Direct Method.

2- To highlight the positive impact effect of using Direct Method on developing grammar.

3- To find out the advantages of using Direct Method by teachers and learners in teaching and learning grammar.

1-4 Research Questions:

The study will provide answers for the following questions:

1- To what extent do students of third class of secondary schools face problems in grammar?

2-To what extend that Direct Method has appositive impact on developing grammar.

3- How can teachers and learners extremely benefit from Direct Method in teaching and learning grammar?

1-5 Hypotheses of the Study:

1- Students of third class secondary schools have problems in grammar.

2- Teachers of English languages use the Direct Method in teaching grammar in appositive way.

3-The Direct method can contribute in solving learning grammar through application of communicative activities.

1-6 Significance of the Study:

The importance of this study is derived from the significance of English language itself as an international language means of communication all over the world. Learning a second language is a crucial necessity for students so it concerns with the students of Jeddah secondary schools who face problems in learning grammar deductively. The importance of this study arises from using Direct Method as applicable and suitable method of teaching grammar besides finding radical solutions for the problems of grammar in both learning and teaching. Grammar through direct method In order to find out suitable solution for this problem gradually.

1-7 Methodology of the Study:

The researcher follows the experimental and analytical approach to carry out this study .The tools that were for collecting data are: a questionnaire for English language teachers and attest for secondary schools students to find out solutions of teaching grammar through Direct Method.

1-8 Limitation of the Study:

This study is limited to be carried out in (2015-2016). The subject was some English language teachers who are teaching in Jeddah district secondary schools. Moreover, the study is limited to students of secondary schools of Jeddah district as a sample for applying the test.

Chapter two
Literature review and
Previous Studies

Chapter Two

Literature review and Previous Studies

2-1 Introduction:

In this chapter, the researcher attempts to shed light on literature related to study which is about teaching grammar in Jeddah Secondary School and problems encountered by both teachers and Students.

The study focuses on grammar related to linguistic competence, types of grammar, theories and approaches and suitable techniques for teaching grammar at Jeddah Secondary School, as well as on the problems related to methods and Educational functional factors affecting teaching grammar.

2-2 What is the language?

Language is a part of culture: it is an aspect of human behavior. Language is an acquiring habit of systematic vocal activity correlated with meaning derived from human experiences. Professor Edger H. Sturtevant of Yak 1987 says: "a language is a system of arbitrary vocal symbols by which members of a social group co- operate and interact"

This definition has three major implications:

1- Language operates in a regular and systematic fashion?

2-Language is primarily oral and the oral symbols represent meaning as they are correlated which actual life situations and experiences.

3- Language has a social function and that without it, society would probably not exist.

2-3 Language Components:

Language, as a system, operates in set patterns, such patterns exist on three closely related levels- phonology and morphology, vocabulary, and grammar.

Grammar: grammar consists of the means by which relations between words are shown. These relations also stem from our experiences. The means by which the relationships are shown includes:

(a) Inflectional, which involves changes in the forms of words.

(b) Word order, which is arrangement of words in relation to each other, and

Grammatical words, which are in themselves signal grammatical relationships without necessarily having any lexical meaning. Since this study is closely related to the teaching of grammar, the bulk of investigation shall concentrate on the reach ability of grammar, particularly its explicit knowledge. To start with, it is important to give a brief history of grammar and to explain its meaning.

2-4 The History Of Grammar:

Grammar is an old branch of language. It dates back to the earliest centuries. The first attempts of the study of grammar began in about the 4th century. B.C. in India with Panini's grammar of Sanskrit and in Greece with Plato's dialogue Cratylus.

2-5 Learning About the Rules of Grammar:

The researcher has come to know that learning the rules of grammar means being able to build sentences which have all the words in the right order, with the right endings, so that everything makes sense. It also means being able to recognize when the rules are being followed and when they are being broken. When a sentence is formed according to the rules of the language, we say it is grammatical, whereas when a sentence breaks the rules, we say it is ungrammatical.

One may "know grammar" but may not "know about" grammar. "Knowing about" grammar means being able to talk about what is you know. It is the same as "Knowing about" any other subject. (David

Crystal –Discover Grammar- 2007).

Why is it important to know about grammar?

Out of and based on what the researcher has learned, there are various reasons stand behind learning rules of grammar of any language, but here in this thesis(is) about the grammar of English language. Which are:

- Grammar is the foundation of a language, it is not the target part of a language, nor is it the most noticeable part; but it is the most fundamental part.

- Users of language are incessantly urged to carefully and critically think about the way language is used. Professionals, experts and others manipulate grammar to suite their purposes.

- English Language, as any language, is an object of great power, flexibility and beauty. It is a medium which provides us with vast areas of use to explore, especially in literature, and within which we ourselves can be creative. The more people generally and students especially know about how this medium works, to achieve its remarkable effects, the more they are able to appreciate it when people are using it well, and the more chance they get into improving the use.

- Learning about the grammar of English can help when one wants to learn other languages. The more one or(the learner) knows about the way words and sentences work in English, the more one is able to observe the relationships between English and other languages.

The earliest Tamil grammar has been dated variously between 1st and 10th century. Irish grammar appeared in the7th century. Arabic grammar was started with emergence of the work of   Ibn   Abi Is hag and his students in the 8th century. In 1762 the introduction to English grammar of Robert Lowth was published. High   German grammar in five volumes by Johann Christopher Adelung appeared as early as 1774.

From the latter part of the 18th century grammar came to be understood as the subfield of the emerging discipline of modern linguistics. The Serbian grammar by Vuk stefanovic arrived in 1814. The comparative grammar of Fraz Bopp. The starting point of modern comparative linguistics came out in 1833.

Thus   The history of grammar is dated back to ancient Ages, but what is exactly meant by grammar?

2-6 The Definitions Of Grammar:

The word grammar derives from Greek Y Pauuallky………………. (Grammatik technic) which means "art of letters" from ………….. (grammar) " letter" itself from ……………..(graphing), " to draw, to write".

Grammar is differently defined by many writers, but all these definitions do not move far from the definition of "rules".

The Wikipedia ,(2012) describes grammar as:

"English grammar is the body of rules that describe the structure of expressions in the English language. This includes the structure of words, phrases, clauses and sentences. A text that contains more than one sentence is no longer in the realm of grammar, but is instead in the realm of discourse. The oxford Advanced learners Dictionary (2005:675) has three different definitions of the word grammar:

(1) The rules in a language for changing the form of words and joining them into sentences.

(2) A person's knowledge and use of language: e.g. his grammar is appealing.

(3) A book containing a description of the rules of a language. Oxford Advanced learner's dictionary. The addition (2005: 675).

Thus the oxford Advanced learner's dictionary explains grammar in

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three different but related meanings. The first as "rules" the second as a person's knowledge of these" rules" and the third is the book contains these "Rules"

Longman Exams Dictionary defines grammar as: "the rules by which words change their forms and are combined into sentences, or the study of these rules- Longman Exams Dictionary (2006:665).

Samuel Kirkham. Author of one of the best-selling grammar books in nineteenth century in America. defines grammar as:" the art of speaking and writing the English language with propriety"/

the first thing to notice in this definition is that grammar is seen as an art, Kirkham's word " propriety" suggests that grammar is a form of social decorum.

An internet site,

http://www.brainyqoute.comwords/

/grammar170191.Html#dsmHJVISBj6 PABVC.99, defines grammar as follows:

The science which treats the principles of language: the study of forms of speech, and their relations to one another: the art concerned with the right use and application of the rules of a language, in speaking and writing.

 (1) the art of speaking and writing with correctness or according to established usage speech considered with regard to the rules of grammar, Britannica Concise Encyclopedia defines grammar as follows:

(A) The system by which words are used together to form meaningful utterances. It denotes both the system as it is found to exist in the use of a language (also called prescriptive grammar). (Britannica Concise Encyclopedia).

(B) Rules of a language governing its phonology, morphology, syntax, and semantics: also a written summary of such rules.

Jack C. Richards. John Platt Heidi Platt (1992- 161) defines grammar as: "a description of the structure of a language and the way in which linguistic units such as words and phrases are combined to produce sentences in the language. It usually takes into account the meaning and functions these sentences have in the overall system of the language. It may or may not include the description of the sounds of a language. (Jack C. Richards. john Platt. Heidi Platt (1992: 161).

Thus all these definitions Centre round the idea of rules to be instructed and be learned most often by heart which on its turn (decides) teach - ability of grammar.

Grammar is the structure of the sentence. As mentioned in Cambridge encyclopedia of language (11:88) it is difficult is difficult to capture the central role played by grammar in the structure of language, other than by using a metaphor can express satisfactorily the multifarious kinds of formal patterning and abstract relationship that are brought to light in a grammatical analysis. Two steps can be distinguished in the study of grammar. One is to identify units in the streams of speech unit such as (word and sentence) and the other is to analyze the pattern into which these units fall. The relationships of meaning that these pattern convey. Depending up on which units, we recognize At the beginning of the study, so the depending up on which units, we recognize at the beginning of the study, so the definition of grammar alter.

Richard (2002:231) defines grammar as "the speakers'knoweledge of the language. "It looks at the language in relation to how it may be structured in the speakers mind and which principles and parameters are available to the speakers when producing the language.

Most approaches begin by recognizing the "sentence" and grammar is the study of sentence structure. A grammar of language is an account of

the languages as possible sentence structures organized according to certain general principles.

Chomsky (1928:11) writers

"A grammar is a device of some sort of producing the sentence of the language under the analysis to which is added rider that the sentences produced must be grammatical ones acceptable to the native speaker"

There are two distinct application of the term grammar, specific sense and general one .the specific thing is more traditional in which grammar is presented as one branch of language structure distinct from phonology and semantics.

Fig (2-1) language structure

Language structure

Phonology　　　　grammar　　　semantics
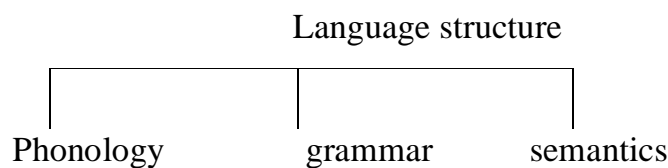
This is the approaches used in this Cambridge encyclopedia. The general sense of the term popularized by Chomsky subsumes and introduced the term syntax as more specific notion. Chomsky (1957:p.11).

Fig (2-2) grammar

Semantics　　　　　　syntax　　　　　　phonology
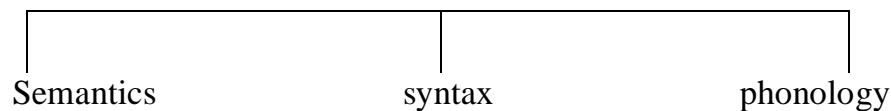
Looking of these two views, it is Chomsky, s that gives a wide perspective definition of grammar.

2-7 The place Of Grammar:

Brown (1994) states that grammar is a system of rules governing the conventional arrangement and relationship of words in a sentence. in place of words e.g." I could ", for more specify , have said" morphemes ", but for the moment just remember that components of words (prefixes

and suffixes / roots ,verb and noun endings ,etc.) are a apart of grammar and , when we use the word grammar ,we refer to sentence level rules. *Yule (1996:75)* states that" morphemes minimal unit of meaning or grammatical function".

Grammatical function occupies a prominent position as a major component of communicative competence. Organizational competence is an intricate, complex array of rules, some of which govern sentence grammar, while other governs how we string sentences together "discourse". Grammatical competence is necessary for communication to take place. But not sufficient to account for all production and reception in language. *(ibid: 6). Penny Ur (1988:4) states that "you can't use words unless you know how they should be put together, but, there has been some discussion in recent years of the question, do we have to have grammar exercises."?*

Is it better for learners to absorb the rules intuitively through speaking activities than to be taught through especial exercises explicitly aimed at teaching grammar? He content that the ability to communicate effectively is probably not attained most quickly or effectively through pure communication practice in the classroom. Not at least, within a framework of a formal course of study.

Celcemurcia (1988-17) pointed out that "the question of how and when to teach Grammar depend on many variables". Students need change over the course of several weeks, and a teacher should be sensitive to these changes. Penny UR (1988-5) contents that there should be a corpus planning for a grammatical lesson before rushing into teaching the grammatical items all at once. . Marianne Celce Murcia (1988-7) states that the important of grammatical knowledge:

- -integrating form, meaning and content in syllabus design.
- Selecting and preparing materials and classroom activities.

- Identifying and analyzing which student's error to concentrate on at any given time.
- Selecting and sequencing the grammatical forms to emphasize at any given time.
- Preparing appropriate exercises and activities for rule presentation or error correction.
- Answering student question about grammar.

Such knowledge of grammar then helps in carrying out these important responsibilities ,however, the issue of teaching grammar remains controversial among the linguistics for example penny UR (1988-5) states that the learning of grammar should be seen in long terms as One of the mean of acquiring a through mastery of the language as a whole not as the other hand (Brrumffit) C.J and J, Keds, 1979,1650) indicates that " important point is that the study of grammar as such is neither necessary nor sufficient for learning to use language". The writer saying that you don't need to learn grammar in order to learn a language , this statement is probably true because we require our first language without learning grammar ,we produce grammar intuitively, but also the statement is misleading because the question is not whether teaching grammar is necessary for learning the language ,but ,weather it facilitates or not.

In other words some teachers prefer to explain form of grammar explicitly through exercises and some prefer to explain the forms implicitly and let the learners absorb the rule by themselves. But it still depends on the students need, standard, and backgrounds, and it also depend on the time devoted for learning and on the difficulty of form itself.

2-8 The Study Of Grammar:

Sidney (2002) states that the study of language is a part of general knowledge. We study the complex working of the knowledge to understand ourselves. In the study of language, grammar occupies central position. But there is also a practical reason to emphasize the study of grammar.it is easy to learn to use dictionaries yourself to find the pronunciation, spelling or meaning of words but it is difficult to consult grammar books without considerable knowledge of grammar. These several application of grammatical study:

1. Recognition of grammatical structure is often essential for punctuation.

2. A study of one's native grammar is helpful when one studies the grammar of a foreign language.

3. Knowledge of grammar is a help in the interpretation of literary as well as nonliterary texts, since the interpretation of the passage sometimes depends crucially on grammatical analysis.

4. A study of grammatical resources of English is useful I composition: in particular, it can help you to evaluate the choices available to you when you come to revise an earlier written draft.(IBID:6).

2-9 Competence and Grammar:

Chomsky (1999) states that competence is in principle, independent of performance. As the result of accident or stork people are often rendered speechless and appear to loss their language faculty, yet they may subsequently show no ill- effects of their trauma.

The investigation of competence is challenging because our knowledge of language is both complex and largely unconscious. Few people capable of understanding the sentence could give you a linguistic analysis of it, so the question of how such knowledge can be studied permits of no easy answers. To know language is to have mentally represented grammar,

standard viewed consisting of a set of ruled which conspire to define the individuals competence.

We can't just have memorized a huge list of words and sentence that we dredge from our memory on the appropriate occasion: we must have command of set of rules that constitute our grammar and by reference to which we can produce or understand or make judgments on any of an infinite set sentence. The use of language is creatively a rule governed comes from examples of overgeneralization particularly prominent in speech of children acquiring their first language **(ibid).**

Such rules are part of our individual knowledge of language and this knowledge can be idiosyncratic and different from adult pattern that the child is acquiring. In any community, the rules we know are largely, shared, but they properties of the individual, internal to his or her head. To reflect this fact or mentally represented grammar is now referred to as our1- language (first language) our individual, internal language as opposed to E- Language outside our head, to us.(ibid).

Bloomfield (1933:15) defines:

"A language is the totality of utterance that can be made in speech community. Utterances are the fruits of performance, so there is apparently a close relationship between E- language and performance. But while performance data provide some evidence for the nature of 1 – A language there is no need, of making additional claim that these data constitute an entity in their own right an E- language".

William (1967:4) states, "Speakers of a language are able to produce and understand an unlimited number of utterances, including many that are novel and unfamiliar". This ability which is called linguistic competence constitutes the central subject matter of linguistic. The investigation of linguistics competence, linguistics focus on mental system that allows human being to form an interpret words and sentence of their language. This system called grammar.

For this purpose we will divide grammar into components:

Component	Responsibility
1. phonetics	the articulation and perception of
2. morphology	word formation
3. phonology	the pattern of speech sound
4. syntax	sentence formation
5. semantics	the interpretation of words and sentence

Linguists use the term grammar in a rather special and technical way. Because this usage may be unfamiliar to average university students, we will devote some time to considering several fundamental properties of that linguists call grammar. (ibid: 5).

2- 10 Meaning In Grammar:

Lock (1996) claims that in order to think about grammar as a resource for making and exchanging meaning, it is necessary to explore what might be meant by meaning, there are three types of meaning within grammatical structures can be identified: experiential meaning, interpersonal meaning and textual meaning. Experiential has to do with ways language represent our experience (actual and vicarious) of the word as well as inner world of our thought and feeling. Interpersonal meaning has to do with ways in which we act upon one another through language, giving requesting information, getting people to do things and offering to do things ourselves and the ways in which we express our judgments and attitude about such things as likely hood, necessity and desirability. Textual meaning is important in the certain of coherence in spoken and written text.

Chomsky (1995:42) explains

> *"Evidence for innateness, for properties of the initial state of the child acquiring its first language, can be drawn equally from the development of the vocabulary: word meaning is largely innate"*

Alkhuli (1989:35) argues that the meaning of a sentence is derived from two sources: its lexemes, i.e. words and its grammar. Lexemes supply us with a part of meaning called lexical meaning. On the other hand, the grammar build- ups of a certain sentence supplies us with part of meaning called grammatical meaning. The grammatical meaning consists of four components: syntax, function words, intonation and inflection.

Looking at these two views, it is lock, s that gives strong evidence about the meaning in grammar.

2-11 Grammar and Language Teaching:

Grammar has been neglected in the field of second language teaching for different reasons. Widdowson (1985:8) defines "language teaching as being a social and often in situational activity, brings theories of language and language learning into contact with practical constructions."

Allen and Corder (1975:45) state

"Since the end of the second world war language teaching theory has tended to emphasize the rapid development of automatic speech habits and the need of discourse students from thinking consciously about underlying grammatical rules Advocates of oral method, the audio-lingual method and the multi-skill method in more extreme forms have assumed that language learning is and inductive rather than a deductive process and the most effective of teaching is to provide plenty of oral and practice , so that students learn to use the language spontaneously without need for overt grammatical analysis".

The experience of a large number of teachers over many years suggests that a combination of inductive and methods produce the best result. Language learning is not simply mechanic process of habits formation but a process which involve the active co-operation of the learner as rational individual. Most teachers will continue to see language learning as fundamentally an inductive process based on the presentation of data, but one which can be controlled by explanation of suitable type.

An important question concerns with the nature of the grammatical explanations given to the students and the type of linguistic grammar from which these explanations should be drawn. Thus we see the teaching of grammar   not as an end in itself, but a useful aid in helping a student to achieve the practical mastery of a language.(ibid).

2-12 The Role of Grammar In Communicative Language Teaching:

There is a mixture of beliefs regarding grammar instruction. Some scholars support the exclusion of grammar learning (e.g. Prabhu, 1987), while other researchers emphasize the need to include grammar teaching in CLT (e.g. Light Bown & 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

Ards, 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 CLT in their teaching. There seems to be a discrepancy between L2 teachers' beliefs regarding grammar instruction in CLT and their actual classroom practices. As

such, there is a need to investigate L2 teachers' perceptions and implementation of grammar instruction within a CLT context.

in addition Grammar plays an important role in the field of second language teaching. Murcia (1991:465) offers six easily identified variables that can help you to determine the role of grammar in language teaching. Notice that for each variable the continuum runs from less to more important.

Table (2-1): Variables that determine the continuum of the importance of grammar.

variables	Less important	Focus on form	More important
A- learner variable			
1- age	Children	Adolescents	Adult
2- level proficiency	Beginning	intermediate	Advanced
3- Education background	Preliterate(no formal Education	Semi-formal Education	Literate well educated
B-In structural variable			
1- skills	Listening-reading	speaking	Writing
2- register	Informal	consultative	Formal
3- need/ use	Survival	vocational	Professional

2-13 Approach, Method, and Technique:

These are different terms invented and different terms invented and developed to help specialists and teachers of language in the activities of language Teaching and the implementation of language courses. The technique carries out a method which is consistent with an approach. Within one approach there may be many methods. They influence the process of ordering the presentation of language materials for the purpose of Teaching. Each has its own definition.

Holiday et al (1970) states that "method as a specific set teaching techniques and materials. Generally backed by stated principles" According to Allen H.B. and Campell R.N. method is " an overall plan for the orderly presentation of language material no part of which contradicts and all of which is based upon the selected approach. An approach is axiomatic, a method is procedural. for Macky (1965) it is the method which largely decides what is to be taught and the order in which it is be taught. It also decides how the meaning and form are presented to the learners. Ali Hamazah Abu. Gharah (2006).

An approach is a set of correlative assumptions that dealing with this nature of language, its teaching and learning. It describes the nature of the subject matter to be taught. 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 s point of view , a philosophy, an articles of faith- something which one believes but cannot necessarily prove" Yeddi Elnoor (2003) defines technique as :" the trick, the strategy or the contrivance related to classroom procedures that aim at accomplishing an immediate objective." Yeddi Elnoor (2003:33). Ali hamazzah Abu Gararah explains that the term technique " refers to such activities and instructional practice which the teacher actually adopts in specific

classroom in order to achieve better results of his instruction. " the technique goes in consistence with both the assumption and plan of the instruction, i.e. approach and method. Technique depends on the teacher, his individual skill, his creatively, resourcefulness and the novelty of his teaching. It depends on his ability to resort to various techniques to deal with different problems facing him while teaching English. Gasim El sied (2010) defines techniques as "any of a wide variety of exercise, activities, or devices used in the language classroom for realizing lesson objectives". Gasm El Sied (2010:3).

2-14 Methods and Approaches of Teaching English Language:

The method of teaching a second / foreign language can be classified into two major groups: those old approaches which emphasize form and those innovative approaches which emphasize communication. Form oriented method include: grammar- translation (Sweet, 1899: Kelley, 1969), Direct method (de Sauze, 1929: Hester, 1970), the Audio lingual method (Brooks, 1964, Moulton, 1961). Communication oriented methods encompass total physical response (Asher, 1982), suggest ology (Bancroft, 1972: Lazonov, 1979). The Natural Approach (Terrell, 1983), the communicative approach (Wilkins 1972) and the eclectic way(Demos Girad, 1998).

2-15 Grammar Translation Method:

 Johann Seidenstiiker

As the names of some of its leading exponents suggest (, Karl Plotz), "grammar translation method was the offspring of German scharship, the object of which, according to one of its critics, was "to know everything about something rather than the thing itself". Rouse, Quoted in Kelly, 1969:53). Grammar translation was in fact first known

in the United States as the Prussian method. (A book by B. Sears, an American classics teacher, published in 1845 was titled the Ciceronian or the Prussian method of teaching the elements of the Latin language (Kelly 1969:53). Richard and Thodgers (2001:5) stated the principle characteristics as follows:

(1) The goal of foreign language study is to learn a language in order to read its literature or order to benefit from the mental discipline and instinctual development that result from foreign language study. Grammar translation is a way of studying a language that approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and text into and out of the target language. It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language. "The first language is maintained as the reference in the acquisition of the second language" (Stern 1983: 455).

(2) Reading and writing are the major focus: little or no systematic attention is paid to speaking and listening.

(3) Vocabulary selection is based solely on the reading text used, and words are taught through bilingual words lists, Dictionary study and memorization. In typical grammar – translation text, grammar rules are presented and illustrated.

(1) The sentence is the basic unit of teaching and language practice.

Much of the lesson is devoted to translating sentence into and out of the target language, and it is this focus on the sentence that is a distinctive feature of the method. Earlier approaches to foreign language study used grammar as an aid to the study of texts in a foreign language. But this was thought to be too difficult for students in universities, and the focus on the

sentence was an attempt to make language learning easier (see Howatt 1984).

(1)Accuracy is emphasized. students are expected to attain high standards in translation, because of " the high priority attached to meticulous standards of accuracy which, as well as having an intrinsic moral value, was a prerequisite for passing the increasing number of formal written examinations that grew up during the century"(Howatt 1984:132).

(2) Grammar is taught deductively that is, by presentation and study of explicit grammar rules, which are then practiced through translation exercises. In most grammar – translation points throughout a text, and there was an attempt to teach grammar in an organized and systematic and systematic way.

(3) The student's native language is the medium of instruction. it is used to explain new items and to enable comparisons to be made between the foreign language and the students' native language.

A BU- Ghararah (2005:2) states that: "the grammar – translation method places significant emphasis on reading. it makes an extensive use of the native language of the learner to explain and to discuss the target language. This method also focuses on direct instruction of grammatical rules and memorization of isolated words". He also mentions that in this method "vocabulary is Controlled and grouped by frequency is minimal, written grammar exercise are given in class and as homework assignments. Adequate attention is not given to listening and speaking skills. Shaikh (1993:11) states that a "person who learnt the target language by this method is commonly found to be deficient in speech". Thus the grammar-translation method robs the Sudanese universities, English language particularly their communication skills since it teaches grammar explicitly. Ovando and Collier (1985:27) claim "this method is seen as extremely inappropriate in teaching modern second languages,

given our concern today for all communicative competence in languages". Ahmed Gasm Elsied AS. (2010:12) claims that " grammar-translation method aims at inculcating an understanding of the grammar of the language, expressed in traditional terms, and training students to write the language accurately 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".

Celce- Murcia and Prator (1979:3) state that the grammar-translation method is typically used in teaching Greek and Latin, and generalized to modern languages. They Also state that this method characterized by the following:

(1)Classes are taught in the mother tongue, with active use of the target language.

(2) Much vocabulary is taught in the form of lists of isolated words.

(3)Long elaborate explanations of the intricacies of grammar are given.

(4)Grammar provides the rules for putting words together, and instruction often focuses on the form and inflection of words.

(5) Reading of difficult classical text is begun early.

(6) Little attention is paid to the content of text, which is related as exercises in grammatical analysis.

(7) Often the only drills are exercise in translating disconnected sentence from the target language into the mother tongue.

(8)Little or no attention is given to pronunciation..

Alfaki (2007:4) claims that {"grammar- translation method makes use of translation and grammar study as the main teaching and learning activities. It is an old method. It was once used to teach Latin and Greek and hence was called the Classical method"/ he also states that: "in the 19th century it began to be used to teach modern language such as French, English and German, and it is still used in many countries today including

Sudan. Alfaki states that the most Characteristics features of the grammar translation method can be summarized as follows"

Learners translate reading passages from the foreign language into their native language.

(1)The reading passages are often excerpted from the foreign language literature.

(2)Grammar rules are presented with examples. The exception to any rule is also made clear. After studying the grammar rules together with their exceptions, the learners are instructed to apply the rules to different examples. This procedure of teaching grammar is technically known as deductive grammar teaching (explicit Knowledge of grammar teaching).

(3)Learners are given lists of foreign languages vocabulary items (words) and their native language translations (equivalents) and are asked to memorize them.

2-16 Direct Approach:

The direct method strongly emphasizes the use of the target language in the classroom (Benseler, D. and R. Schultz(1980: 64, 88,96). the use of the native language is not permitted in class at all. All discussion and explanations is carried out through the target language, it focuses on inductive teaching of grammatical patterns (implicit teaching) and on meaningful exercises, instead of rote drills. Question- answer practice and open- ended response; to the instructional materials are critical features of this method. "Language learners may suffer from "language shock and culture shock {"since the use of this method plunges them into a native like situation (Schuman, 1978).

2-17 Reading Approach:

The instructional objective of the reading Approach is to improve EFL reading ability and reading comprehension, the new reading material

is introduced orally and with significant attention to the accuracy of L2 (i.e. the target language) pronunciation. It makes great use of technique s developed for native language reading instruction. Reading vocabulary is strongly emphasized, controlled and grouped by frequency .also stresses the limitation and gradation of vocabulary for the foreign language learners. Moreover grammar is strictly limited. Comprehension of the reading grammatical explanation. This method lays maximal emphasis on l2. Reading types i.e., intensive and rapid reading techniques i.e., scanning and skimming are frequently used and greatly stressed in and out the classroom.

2-18 Audio Lingual Approach:

The Audio lingual method is often seen as a reaction to the failure of the grammar- translation method which concentrates on reading and writing skills. The Audio lingual method views language as a set of habits (behaviorism theory) which require repeated exposure to specific forms.

The target language is presented orally in a dialogue form. Language competence requires knowledge of conventions: grammar and vocabulary. It attaches great emphasizes on the instruction of primary manifestations (i.e. aural oral before the secondary reading and writing), mimicry, memorization, pattern drills are the essential techniques proposed by this method. It emphasized the use of audio and visual aids in teaching.

2-19 Cognitive Approach:

The cognitive approach pays great attention to conscious instruction/drills rather than to mechanical ones. Rules of grammar are taught through dialogues and are presented in a sequential basis. The

deductive method (explicit) is used for explaining the rules of grammar and is permitted for clarifying the meaning of vocabulary. It also attaches equal importance to the four skills. Errors are permissible and acceptable for teaching purposes. Writing is used to enhance oral performance of the target language. Affective variable and social interaction is regarded an important ingredients in this approach.

Novelty and creativity in developing new sentence are significantly stressed. The language teacher is viewed as a cooperative facilitator.

2-20 Innovative Language Teaching Approaches:

There are some innovative approaches to language teaching, these are:

2-21 Communicative Approach:

Communicative approach originated from the work by the council of Europe and applied linguists (Wilkins 1972: V an Ek and Alexander 2980). The communicative approach is also known as functional national approach. The primary goal of communicative approach is to enable FFL learners to communicate in the target language fluently and freely-(thinking in the language). It greatly emphasizes the communicative use of language in everyday real world situations. This approach also concentrates on communicative functions (greetings, making appointments, sharing wishes, making excuses.etc.) and notional concepts.

Wilkins (1972, 1976), Van Ek (1977) n and Finocchiaro and Brumfit (1983), distinguish numerous functions of communication.

The communicative approach based on a set of principles:

(a) Communicative competence is the goal of language teaching.

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(b) Language Skills are equally emphasized from the first day.

(c) Speaking through the use of situations (As opposed to grammatical topics dialogue of a particular topic is sought).

(d) Minimal concern is placed on grammatical competence. The communicative approach also focuses on effective communication and comprehensible pronunciation. It attaches a salient emphasis on functional expression, meaning elements, contextualization and cultural understanding. Moreover, linguistic variation and sequencing of materials and methodology are important. However, the communicative Approach gives almost no attention to the acquisition of rules, accuracy of grammar and grading of structures.

2-22 Total Physical Response:

Total physical response is not an actual method. Due to its active contribution in teaching EFL, it is usually grouped within the frame of methods. TPR attaches great importance and emphasis to listening and listening comprehension skills. A language teacher utters an order in the foreign language and then models it with physical action. Learners are encouraged to execute the order with the appropriate body movement. Learners normally utter the same commands unintentionally and make a correlation between sound and movement when they respond to the commands physically. Advocates' claim that the method enhances memory. Gradually they begin to speak L2 freely and move to other language skills i.e. reading and writing. Abstract vocabulary and tense are taught through the use of pictures and a combination of familiar orders. Novelty and creativity in some commands is extremely stressed.

2-23 Natural Approach:

The Natural Approach views language a means as interpersonal communication skills. Terrell (1983:119) identifies the basic principles of the Natural Approach "(1) speech is not taught directly, rather it is acquired by means of comprehensible input in low-anxiety environments. (2) Speech emerges in natural stages "competence in the target language involves the ability to exchange meaningful messages with native speakers to understand what is said and to make one understand.

Vocabulary items are emphasized and semantically grouped. Inductive and deductive processes are used in the instruction of grammar. L1 and L2 are permitted in the explanation of the material. The four language skills are emphasized equally and taught simultaneously.

2-24 Procedures in Teaching Grammar:

1- Briefly review the known items such as names of objects, meanings of key words and auxiliary verbs which you want to introduce before presenting and practicing with the new grammatical pattern. For example, if you want to teach the past tense, you may wish to review the present tense with subject pronouns "you" and "they" and expressions of times such as yesterday and last week.

2- Use various techniques in presenting grammatical structure such as diagrams, mimes, objects, drawings etc., and let the Ss' listen to your presentation attentively.

3- Be sure to use the new structure in a short and simple sentence in which all the other words are known to the Ss. Help the students understand the utterance through the use of objects pictures, charts or actions.

2-25 Method:

Kailani and Mutaz (1995) States That "method is a set of procedures, a system that spells out rather precisely how to teach a language such as the silent method; a practical realization of an approach where decisions about types of activities, roles of teachers and learners, the kinds of material which will be helpful and some model of s-syllabus organizations, including procedures and techniques". Methods are a set of techniques or procedures that follow a systematic scheme. A method needn't be tied to any particular theory about language or learning but may simply be claimed as successfully in practice.

2-26 Approach:

(kailiani and Muattaz, 1995:210) claims that " an approach to language teaching involves commitment to particular theory about language or learning". Approach refers to different theories about the nature of language and how languages are learned such as cognitive (the most general of three, the broadest); an approach describes how language is used and how it's constituent parts interlock and also how people acquire their knowledge of the language and makes statements about the conditions which will promote successful language learning.

2-27 Deductive approach:

In this approach grammar teaching is taught deductively. It based on facts and statements; it is also based on prior logic. Therefore the learners are told the grammatical rule and will work from that.

2-28 Inductive approach:

In this approach, grammar teaching is taught inductively. It is based on trial and error, experiments. The learners learn from trying different things, seeing what works and what does not. Through experimenting they figure out the grammatical rules.

2-29 Importance of Grammar:

The study of language is a part of general knowledge. We study the complex working of the human body to understand ourselves; the same reason should attract us to studying the marvelous complexity of human language. Everybody has attitudes towards the English language and its varieties, and has opinions on specific features. These attitudes and opinions affect relationships with other people. If you understand the nature of language, you will realize the grounds for your linguistic prejudices and perhaps moderate them; you will also more clearly assess linguistic issues of public concern, such as worries about the state of the language or what to do about the teaching of immigrants. Studying the English language has a more obvious practical application: it can help you to use the language more effectively. In the study of language, grammar occupies a central position. But there is also a practical reason to emphasize the study of grammar. It is easy to learn to use dictionaries by you to find the pronunciation, spelling, or meanings of words, but it is difficult to consult grammar books without a considerable knowledge of Its Features.

2-30 Opinions about the Teaching of Grammar

The student's craving of the explicit formulization of generalizations can usually be met better by textbooks and grammars that he/she reads outside class than by discussion in classroom. The language teacher's view of what constitutes knowledge of a language is knowledge of a syntactic structure of sentences. The assumption that the language teacher appears to make is that once this basis is provided, and then the learner will have no difficulty in dealing with the actual use of language. From h.g. widdowson, direction in the teaching of discourse, in brumfit,c.j and johnson, eds 179:49-60 thee evidences seem to show

beyond doubt that thought it is by communicative method use in real speech acts that the new language sticks in learners mind, insight into pattern is an equal partners with communicative method use in what language teacher now sees as the dual process of a question learning. Grammar.

2-31 Field of Grammar:

It is widely known field of grammar is divided into two main areas, one dealing with the analysis of words, and the other with the analysis of sentences. The study of the form and structure of words is called Morphology. The study of the form and structure of sentences is called Syntax.

Grammar

Morphology   **Syntax**

(Words)   **(Sentences)**
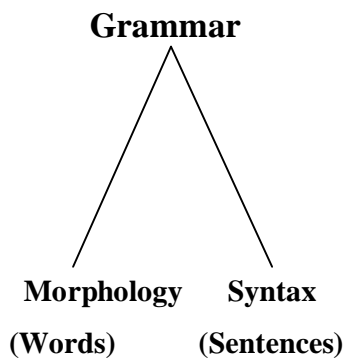
-Morphology:

This term come from ancient Greek: **morphe** meant 'form', so **morphology** is basically, 'the study of the form of something'.

-Syntax:

This term is also came from ancient Greek, where **syn** meant **'together'** and **tassein** meant 'arrange'. In grammar, the things which are 'arranged together' are words. Speakers string words together so that they can express more complex ideas, producing the patterns which are called **phrases, clauses**, and most important of all – **sentences**.

Grammarians talk about a sentence's syntactic structure and the rules which tell the sentence patterns are possible and which are not they call **syntactic rules**.

2-32 Presenting and Explaining Grammar:

One of the important and difficult issues is the idea of presenting and explaining grammar, because it depends on many variables such as student's styles, standards, backgrounds, preference, age and the time devoted for teaching and learning. Some students came to the classroom with different background about learning grammar , most of them look at it as something very boring and difficult to be understood, those learners will lack the motivation of learning grammar also we have different styles among the students : visual learners for example prefer to be what is written in the background, auditory learners prefer to listen rather than write or see and the learners prefer to understand through movement, moreover the age make the matters different for example the young children are more likely to learn grammar explicitly through activities such as games, songs role playing etc… while adult students prefer more explanation. We shouldn't forget the role time played in the explaining of the form for instance if the form to be explained by the teacher is complex and the time is limited so explaining is better and the other way round that is why we as teachers need much time especially for the communicative practice.

Penny UR (1991) states that the problem in presenting and explaining is in how to understand the structure (it's written and spoken form, it's nuances of meaning) , and in particular what is likely to cause difficulties to learners , and how to present examples and formulate explanations that will clearly convey the necessary information he also contents that it is essential for the teacher to present the form for the learners in any way that is clear, simple, accurate and helpful.

2-33 Tasks-based Grammar Learning:

According to an article on stop English website, an effective approach to teaching English grammar is by assigning communicative tasks to students and letting them figure out the grammar on their own. After the students are done with their tasks, ask them to explain, discuss and read the task out loud, and explain which grammar rules apply where and why.

Techniques for teaching English grammar. Lucy naktek, ehow contributor said that grammar is the cornerstone of any language, and without mastering grammar, students cannot master a language .studying grammar is often boring and un appealing which teachers present grammar as asset of rules students need to memorize and apply where appropriate. However, teachers and professors have developed new and more effective way of teaching grammar.

2-34 Teaching with Examples:

Making connections between learning material and tangible things that students relate to. It is always a good approach to studying. Rather than asking your students to learn the rules of English grammar by heart, explain its rules with the help of examples so the method is also known as the discovery method, according to the article on the one stop English website. Read text you think will interest the students, and then explains various grammar rules you bump into the text. Ask students about rules of grammar which related to the questions from the text, and let them discover and explain which grammar rule is applied where. The examples should always be correct and age appropriate.

2-35 Why Study Grammar?

Studying the grammar of any language is very important because language cannot be transmitted correctly and accurately .therefore, language without grammar is, to some extent, meaningless and aimless.

In addition, palmer (1971: 7-8) states that grammar is the link to make our communication with other people meaningful and understood able. He added that we as humans spend a lot of our life listening, speaking, reading and writing.

Finnegan (1998: 470) confirms that all creatures have their own language to communicate; some of them make meaningful sounds to make links between sounds and meaning.

Moreover, woods (1995: 5) states that grammar helps learners to express their thoughts correctly either in speaking or in writing.

Kohli (1999: p, 139) says that grammar is regarded as a very important aspect in the field of language teaching.

Furthermore, alexander (1990: 7) mentions that grammar is the support system of communication and learning; it helps learners communicate better using a language. He added that grammar explains the why and how of language. He stated that people cannot learn a language without studying and learning its grammar.

2-36 The Uses of Grammar:

Woods (1995 : 5) describes that grammar was used in different aspects to mean different matters .that is to say, it may come in a book form to mean the language rules or it may come as a subject which teachers teach at schools to their learners to utilize the language correctly or grammar may be regarded as an approach to describe and analyze the language .

Leech et.al (1982: 5) confirms that the term grammar is considered as the core of the language that relates the semantics with phonology. Podgorski (2008: 4) asserts that grammar is considered to be an important part of a language and therefore taught in detail using several different teaching methods.

2-37 Grammar and Written Language:

Thorns bury (2004: 8**)** says that grammar in the recent days presented to the learners is basically based on written grammar. Rid out and Clarke (1970: 146**)** mentions that the term grammar was derived from the Greek meaning "the science of letters". Leech and et.al (1982: 8) see that mastering grammar helps learners improving their style of writing.

2-38 Grammar and Spoken Language:

Eyre's (2000: 6) **c**larifies that grammar is something which a language speakers need. He shows that knowledge of grammar is divided into two types: implicit knowledge which enables speakers to form sentences in a grammatical way and explicit knowledge which enables speakers to identify and describe the errors.

Jespersen (1969 : 19) sees that the speaker of the language has different choices in using the language in expression his thoughts and feelings, while in suppression some speakers may want to express something but they couldn't and this will affect the impression of the listeners .

2-39 Grammar and Gommunication:

Lock (1996 : 266 – 267) states that communicative competencies is not just the ability to produce correct sentences but also to know when, where, and with whom to use them . He also added that communication has pre-requisites .he added that grammatical competence is an essential part of communicative competence and the development of the

communication is the result from the relation between grammar and communication .

Purport (2004: p, 53) asserts that the grammatical competence is the knowledge of the rules of phonology, lexicon, syntax and semantics. He added that there are three kinds of competencies that people need for communication: sociological competence (using the language functionally and contextually), strategic competence (ways to get our meaning across) and discourse competence (strategies of constructing and interpreting texts). The knowledge of grammar has been considered as the successful elements for students who are studying English as a foreign language. However, it seems that grammar is less important in communication due to the current trend of communicative competence, the basic concept of communicative competence is that the speaker doesn't need to worry about grammatical errors as long as she/ he gets a cross the meaning. It doesn't mean that grammar is not important. To provide solid background for communication, grammar cannot be discarded in language teaching. In this paper is tried to argue why grammar is necessary for communication so most students want to learn how to express and communicate well a foreign language. This primary goal in studying foreign language. Today the world becomes smaller and English   is now a tool to connect ourselves to other countries- as time passes, we need English more to communicate properly in a competitive global word.

The main concern of researchers and English teachers in the world was how to deal with grammar effectively in English classroom. The knowledge of grammar has been considered as the successful element for students who are studying English as a foreign language. In Greek and Latin times, the study of language was the study of grammar. Grammar was very important area in the academic world. As bastogne (1994) says

that effective communication in a language would be seriously impaired without an ability to put grammars to use in a variety of situations. He argues that grammatical knowledge is a must for successful communication**.** Noonan (1991) also supports that grammar exists to enable us to mean, and without grammar it is impossible to communicate beyond a very rudimentary level.

2-40 Types of Grammar:

Grammar is classified into two types: prescriptive grammar and descriptive grammar. Yule (1996: 87) confirms that each adult speaker of a language has some types of mental grammar, first a form of internal linguistic knowledge. This grammar is subconscious and is not the result of any teaching. A second, linguistic etiquette which is the identification of the best structures to be used in a language. A third view of grammar involves the study and analysis of the structures found in a language

2-41 Prescriptive Grammar:

Yule (199: 91) that the prescriptive grammar is to adopt the grammatical labels to categorize words in English sentences; it is a set of rules for the proper use of English. Eyras (2000: 5-6) shows that prescriptive grammar is considered traditional and old type; it tackles the language rules and it should be used by speakers in writing and speaking in correct way. He added that prescriptive grammar deals with structure or words as correct or incorrect. Prescriptive grammar focuses on the necessary areas of the language.

Kohli (1999: 140) highlights that prescriptive grammar attempts to perform the legislative function of the language and no need to neglect the language rules. He added that prescriptive grammar doesn't allow the neglecting of the language rules.

Fromkin and rodman (1993:13) state that prescriptive grammar attempts to legislate what the learners grammar should be. It prescribes; it doesn't describe, except incidentally.

Yule (1996: 92) mentions that throughout the present century the descriptive grammar appeared when analysts collected samples of the language they are interested in and attempted to describe the regular structures of the language as it is used, not according to some view of how it should be used. He added that the descriptive approach is the basis of most modern attempts to characterize the structure of different language. From kin and Rodam (1993:13) state that descriptive grammar descriptive grammar describes the basic linguistic knowledge of the language. He added that descriptive grammar deals with sounds, words, phrases and sentences of the language.

He also confirmed that the descriptive grammar of a language represents the unconscious linguistic knowledge or capacity of its speakers. It doesn't teach the rules of the language; it describes the rules that are already known. Nordiques (2004 :17) mentions that descriptive grammars are essentially scientific theories that attempt to explain how language works. The goal of the descriptivist is simply to state how language actually works. People spoke long before there were linguists around to uncover the rules of speaking. The intending of descriptive grammar is to posit explanations for the facts of language use, and there is no assumption of correctness or appropriateness.

2-42 Functional Grammar:

Wikipedia, (2009) the free encyclopedia, maintained that functional grammar is a model of grammar motivated by functions. The model was originally developed by Simon c. Dik at the university of Amsterdam in the 1970s, and has undergone several   revisions ever since. The latest standard version under the original name is laid out in the two- volume

1997 edition, published shortly after Dik, s death. The latest incarnation features the expansion of the model with a pragmatic/ interpersonal module by Kees Hengeveld and Lachlan Mackenzie. This has led to a renaming of the theory to functional discourse grammar/ this type of grammar is quite distinct from systematic functional grammar as developed by Michael Holliday and many other linguists since the 1970s. Kohli (1999: 1339) states that functional grammar is incidental grammar that acquired by language learners naturally. He added that grammar can be learnt via the learning process and can be learnt by limitation or consciously by deduction and observation.

2-43 Formal Grammar:

Kholi (1999: 141) mentioned that the formal grammar deals terminology. It tackles the description and analysis of the language. Lapalombara (1976: 54) sees that it is not possible to separate between functional grammar and formal grammar because the two kinds deal with words and their group.

2-44 Traditional Grammar:

Wikipedia, (2009) the free encyclopedia, maintains that traditional grammar, linguistically, is theory of the structure of language based on ideas western societies inherited from ancient Greek and roman sources. The term is mainly used to distinguish these ideas from those of contemporary linguistics. In the English – speaking world at least, traditional grammar is still widely taught in elementary schools. Traditional grammar is not unified theory that attempts to explain the structure of all languages with a unique set of concepts (as is the aim of linguistics). There are different traditions for different languages, each with its own traditional vocabulary and analysis. In the case of European languages, each of them represents an adaptation of Latin grammar to

particular languages. Traditional grammar distinguishes between the grammars of elements that constitute a sentence (inter-elemental. Yule (1996: 89) mentioned that traditional grammar is concerned with using the parts of speech to label the grammatical categories of words in sentences. Woods (1995: 6) points out that teachers use the traditional grammar widely in the classroom via giving definitions of the parts of speech. Gith (1973 : 41) sates that the traditional grammar focuses on the good arrangement of words and the relations between the words in a sentence. He clarifies that traditional grammar tackles the syntactic organization of words in a sentence. He criticizes the traditional grammar of being based on Latin grammar and some of the traditional grammar schools are based on the written rather than spoken languages.

2-45 Generative Grammar:

Nordiques (2006:28) describes that a generative grammar is essentially one that' projects' one or more given sets of sentences makes up the language one is describing, a process characterizing human language. Chomsky (1997: 13) states that a generative grammar must also be explicit; that is, it must precisely specify the rules of the grammar and their operating conditions. He added that generative grammar is a set of explicit rules. Yule (1996: 101) mentions that generative grammar was an attempt to produce a particular type go grammar, as a development of the American linguist Noam Chomsky, which is a very explicit system of rules specifying what combinations of basic elements would result in well- formed sentences.

2-46 Mental Grammar:

Forman (2000: 5) clarified that descriptive grammars aim at revealing the mental grammar which represents the knowledge a speaker of the language has. They do not attempt to prescribe what speakers, grammars

should be. Chomsky (1986: 20) states that all humans are born with the capacity for constructing a mental grammar, given linguistic experience; this capacity for language is called the language faculty.

2-47 Universal Grammar:

From Kin and Roman (1993: 27) states that universal grammar is concerned with linguistic universals that pertain to all parts of grammar, the ways in which these parts are related, and the forms of the rules. All these principles comprise universal grammar. Nordiques (2006: 28) described that universal grammar is the system of categories, operations, and principles shared by all human languages and considered to be innate. The concept of universal grammar has been traced to the observation of roger bacon, ah- century Franciscan friar and philosopher, that all languages are built upon a common grammar. The expression was popularized in the 1950s and 1960s by Noam Chomsky and other linguists.

2-48 The Definition of Direct Method:

The Direct Method of teaching , which is sometime called the natural method , and is often (but not exclusively) used in teaching foreign language , refrains from using the learners native language and use only the target language. It was established in Germany and France around 1900 and contrasts with the Grammar Translation method and other traditional approach . It was adopted by key international language schools such as Berlitz and Inligua in the 1970s and many of the language departments of the foreign service institute of the U.S state Department in 2012. In general teaching focuses on the development of oral skills.

Direct method is a method of teaching language directly establishing a direct or immediate association between experience and expression , between the English word , phrase oridiom and its meaning

through the English demonstration dramatization without the use of the mother tongue. (From Wikpedia , the free encyclopedia).

2-49 History of Direct Method:

Richards and Rogers (1986:10) mention that this method was advocated first by French and German educators and then introduced to American commercial language schools by Berlitz at the turn of the 20th century. This approach was developed initially as a reaction to the grammar –translation approach in an attempt to integrate more use of the target language in instruction.

Freeman (2000 : 23) sees that the direct method is not new , and it took its name from the fact the meanings can be conveyed directly in the target language via the use of practice demonstration and visual aids. Its principles have been applied by language teachers for many years . Most recently , it was revived as a method when the goal of instruction became learning how to use a foreign language to communicate . Since the grammar – translation method was not very effective in preparing students to use the target language communicatively , the Direct Method become popular.

Lado in 1961 said it could be help to those who want to speak the foreign language with a reasonable degree of fluency. So the direct method was developed for the teaching of foreign languages.

We can see that in the direct method , " Grammar is not of as importance as in Grammar- Translation method.
Larsen Free man , 1986 – 24 , 26 , 43 – 46) , grammar is taught by inductive analogy from the examples presented orally in the target language.

Little of no analysis of grammatical rules is given . Structural patterns are given through the repetition drills and sequenced by means of contrastive analysis and taught one at one time.

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(Brown , 2000 : 45 , 74-75):

The direct Method enjoyed great popularity at the end of the nineteenth century and the beginning of the twentieth but was difficult to use, mainly because of the constraints of budget , time , and classroom size.

Yet , after a period of decline this methods have been revived , leading to the emergence of another method , the Audio –lingual Method (a method of foreign or second language teaching which emphasizes the teaching of speaking and listening before reading and writing , using DIALOGUES and DRILL , discourages use of mother tongue in the classroom , often makes use of contrastive analysis.

2-50 The Similarities and the Differences Between Grammar Translation Method and Direct Method:

The similarities between Grammar Translation and direct method in teaching reading class on the writer point's view are:

- Both of Grammar Translation Method and Direct Method are exploiting one of the skills in teaching English that is reading: According to (Dolmans , al , 1982 : 22).

It means that the reading is a verbal process which has a relation with other language skills namely , listings , speaking and writing , and reading is the process of reconstructing information from the author to the reader. Reading is an activity knowledge , or in order critique a writer's ideas or writing style.

Traditionally , the purpose of learning to read in a language has been to have access to the literature written in that language.

In the language instruction , reading materials have traditionally been chosen from literary texts represent a higher form of culture.

In conclusion , reading is very important for most of people in order to get the information in the written form.

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Encourage students to learn how to communicate in foreign language literature.

The differences between Grammar Translation Method and Direct Method:

GTM: The students should be able to read literature written in the target language.

DM: The students should learn how to communicate in the target language.

Role of the teacher and the student.

GTM: The teacher is the authority in the classroom. The students do as she says , so they can learn what she knows. DM: the students and the teacher are more like partners in the teaching learning process.

Characteristics of teaching / learning process .

GTM: Student are taught to translate from one language into another.

Students study grammar deductively students memorize native language equivalents for target language vocabulary words.

Characteristic of teaching / learning process.

DM: students need to associate meaning with the target language directly . Grammar is taught inductively the syllabus used in diredt method is based upon situation or topic student practice vocabulary by using new words in complete sentences.

The nature of student – teacher interaction and students – student interaction. GTM: teacher to students little student initation and little student – student interaction. DM: teacher to student and student to teacher , students converse with one another .

How is language viewed?

GTM: literary language is considered DM language is primarily spoken not written.

How is culture viewed? GTM culture is viewed as consisting of literature and fine arts- DM: They study the history, geography and daily lives of the speakers of the language.

What areas of language are emphasized:-

GTM: vocabulary and Grammar.

DM: vocabulary.

What language skills are emphasized? GTM: reading and writing – DM. reading , writing , speaking and listening.

What is the role of the students, native language? GTM the student's native language is mostly used DM: the student's native language should not be used in the classroom.

How is evaluation accomplished?

GTM: written tests in which students are asked to translate.

D M: we did not actually see any formal evolution in the class we observed.

How does the teacher respond to students errors? GTM: The teacher gives them correct answer . DM: the teacher tries to get students to self-correct.

Part of the problem with these two methods, is that they do not cover the four basic skills of reading writing listening comprehension and speaking . Grammar Translation focuses on reading and writing and virtually no oral skills , while the direct method is focused heavily on speaking and listening

2-51 The Goals of Direct Method:

Direct Method aims to build a direct relation between experience and language, word and idea, thought and expression.

- This method intends that students learn how to communicate the target language.
- This method is based on the assumption that the learner should experience the new language in the same way as his / her experience

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mother tongue.

2-52 The Principles of the Direct Method:

Class room instructions are conducted exclusively in the target language – only everyday vocabulary and sentence are taught during the initial phase: grammar reading and writing are introduced in intermediate phase – Oral communication skills are built up in a carefully graded progression organized around question – and answer exchanges between teachers and students in small intensive classes. Grammar is taught inductively. New teaching points are introduced orally. Concrete vocabulary is taught through demonstration , objects and pictures , abstract vocabulary is taught by association of ideas. Both speech and listening comprehensions are taught.

Correct Pronunciation and grammar are emphasized . Student should be speaking approximately 80% of the time during the lesson. Students are taught from inception to ask questions as well as answer them. (From Wikipedia , the free encyclopedia).

Freeman (2000 : 26-28) sees that the direct method has some principles .

They are as follows: No translation is allowed. Reading in the target language should be taught from the beginning of language instruction; the reading skill is developed through practice with speaking.

The native language should not be used in the classroom. The teacher should demonstrate not explain or translate.
Students should learn to think in the target language as soon as possible. Vocabulary is acquired more naturally if students use it in full sentences , rather than memorizing word lists. The purpose of language learning is communication . Grammar is taught inductively . The syllabus is based on situations.

Kohli (1999:51) sees that the main principle of the direct method is

that learners think directly using the foreign language. Language is taught via conversations, discussions and reading in the language directly without translation, drilling and studying the terminology of language.

Woods (1995:62) mentions that the direct method is knows as natural method and based on the idea of teaching grammar via activities which teacher utilizes inside the classroom.

In practice is stood for the following principles and procedures. Classroom in instruction was conducted exclusively in the target language.

- Only everyday vocabulary and sentence were taught.
- Oral communication skills were built up in a carefully graded progression organized around question – and – answer exchanges between teachers and students in small intensive classes.
- Grammar was taught inductively.
- New teaching were introduced orally.
- Concete vocabulary was taught through demonstration , objects, and pictures , abstract vocabulary was taught by association of ideas.
- Both speech and listening comprehension were taught. Correct pronunciation and grammar were emphasized.

These principles are seen in the following guidelines for teaching oral language , which are still followed in contemporary Berlitz schools:

- Never translate: demonstrate.
- Never explain : act.
- Never make speech: ask questions.
- Never imitate mistake: correct.
- Never speak with single words: use sentences.
- Never speak too much : makes students speak much.
- Never use the book: use your lesson plan.
- Never Jump around use your plan.

- Never go too fast : keep the space of the student,

- Never speak too slowly: speak normally.

- Never be impatient: take it easy.

The direct method was quite successful in private language schools , such as those of Berlet chain , where paying clients had high motivation and the use of native speaking teacher was the norm-but despite pressure from proponents of the method . It was difficult to implement in public secondary school education.

Lado (1961 . P:5) said that the theory , however , , was based on the assumption that learning a foreign language is very much like learning ones mother tonque. that exposing the language impresses it perfectly upon the learners mind.

2-53 Techniques of Direct Method:

Question answer exercise – the teacher ask questions of any type and the student answer. Dedication – the teacher chooses a grade appropriate passage and read it aloud.

Reading aloud – the students take turn reading sections of a passage, play or a dialogue aloud. Student self correction – when student self-correction – when student makes mistakes the teacher will offer him a second chance by giving a choice.

Conversion practice – the students are given an opportunity to ask own questions to the other students or to the teacher, because , there is a teacher – learner interaction , as well as learner – learner interaction , as well as learner - - learner interaction. Paragraph writing – the students are asked to write a passage in their own words.

2-54 Characteristics of Direct Method:

It gives priority to speech and oral skills, and reject memorization of conjugation, declension and rules of grammar, at the same time it rejects the pupils, mother tongue as it consider translation a useless activity in teaching foreign language.

Therefore the meaning of concrete or abstract words and sentences is given through dramatization, demonstration or pointing at objects without the use of the mother tongue. Grammatical rules are not taught. They are acquired unconsciously through practical use (i.e. intensive listening and imitation) that is to say rule generalization comes after experience. The new material is presented orally. This words and patterns are taught direct association with actions , dialogues , situations , objects or picture. Mim-mem, technique is also used. Pupils memorize selected foreign language sentences , short dialogues , expressions and songs after imitation the mother tongue is never used in all these activities. The preferred types of exercise is a series of questions based on these activities. And answered in a target language. Verb are systematically conjugated.

Reading and writing are differed for much.

Reading aloud is done in the early stages and pronunciation is emphasized.

Advanced learners read literature for comprehension and pleasure; literary text are not analyzed grammatically.

Many techniques procedure are developed to make this method more effective in foreign language teaching and learning. For example ; statements are demonstrated with action and pupils repeat both the language model and the action as is this sentences ; I'm going to the widow , I'm standing up , I'm going to the widow. I'm looking at the cat in the street , etc.

The Harvard psychologist Roger Brown had documented similar problems with strict direct method techniques. He described his frustration, observing a teacher performing verbal gymnastics in an attempt to convy the meaning of the Japanese words , when translation would have been a much more efficient technique to use (Brrown 1973:5).

By the 1920 , use of direct method in non commercial schools in EUROPE HAD CONSEQUENTLY DECLINED. In France and Germany it was gradually modified into versions. That combined some direct method techniques with more controlled grammar. Based activities . The European popularity of the direct method in the early part of the twentieth century caused foreign language specialists in the united states to attempt to have it import anted in American schools and colleges , although they decided to move with caution. A study begun in 1923 on the state of foreign language in school , the limited skills of teacher , and the perceived irrelevance of conversation skills in foreign for the average American college student they study Published as the Coleman report – Advocated that more reasonable goal for foreign language course would be a reading knowledge of a foreign language , a chivied through the gradual introduction of words and grammatical structure in simple reading texts.

In addition new types of students – immigrants, business people , and tourists – created a new kind of classroom population in the students did not necessarily share the same first language , making it simply impossible for instruction to proceed through first language explanation and translation. Added to this , the new types of students needed spoken as well as written language , and they needed it fast. Language –learning.

Experts responded to this challenge with radical new ideas about how language should be taught. They advocated a direct method in which

the students , own languages were banished and everything was to be done through the language under instruction. Translation and first – language explanation were banned and the new method enforced , sometime quite truth . For example, classroom microphones monitored what teachers were saying and they could be fired for uttering a single word in a student's own language.

2-55 Merits of Direct Method:

- Facilitates understanding of language – it helps to understanding of language becomes easier due to the inhibition of the linguistic interferences of the mother tongue , it establishes the direct bond and helps in understanding directly what he hears and reads. Improve fluency of the speech –if the student gets fluency of speech it results in easy written and it tends to improve expression in comes speech and expression in writing , it is the quest way of learning and expanding vocabulary.

-Aids reading – the reading of language becomes easy and pleasant and helps in promoting a habit of critical study.

- Improve to develop language sense.

- This method is based on full of activity so it is very interesting, exciting.

- It emphasize on the target language, so it helps the pupil to express their thoughts and feeling directly by the English without usage of mother tongue.

- It helps in bringing the words of the passive vocabulary into active vocabulary.

- It helps in proceeding the English language from particular to general , it bridge the gap between the practice and theory.

It makes use of audio visual aids and also facilates reading and writing.

- This method facilities alertness and participation of students. (From Wikipedia, the free encyclopedia). Kohli (1999 : 52) sees that the direct

method has some advantages . They are as follows: it is a natural method and it makes a great demand on demonstration and practice in earning a foreign language as they learn their mother tongue language.

Freeman (2000:26) mentions that the direct method makes use of the audio aids. If focuses on the use of the aids in the classroom to help learners understand and practice the target language – it focuses on using the target language communicatively and naturally. It facilities the reading and writing skills.

2-56 Demerits of Direct Method:

- The method ignores systematic written work and reading activities.

- This method may not hold well in higher classes where the translation method is found suitable.

Limited vocabulary – it restricts the scope of vocabulary as all words cannot be directly associated with their meanings.

- lacked application – the method aims , at active command of language , only the clever child can profit by this method.

- Lack of skilled teachers – most of the teachers in Indian schools themselves have poor command of English. The time allotted to English in the School also is limited.

- This method does not suite or satisfy the needs of individual student in large classes.

- This method is inconvenient in huge class.

- It ignores reading limited and writing aspects of language learning.

- Grammar are not thought systematically. It time consuming in creating read life situations.

- This method finds difficulty for slow learners.

Kohli (1991 : 28) mentions some of the demerits of the direct method:

It concentrates greatly on speaking skill and little attention is given

to the writing and reading skills. It is difficult in explanation and needs a competent teachers who are well – qualified and able to speak and use the target language correctly and accurately.

Freeman (2000: 28) mentions that the direct method has some demerits: it focuses on speaking and conversations and neglects the other skill such as writing and reading. It is not suitable for all learners and levels.

In addition gouin had been one of the first of nineteenth century reformer to attempts to build methodology around observation of child language learning. Other reformer towards the end of the century likewise turned their attention to naturalistic principles of language learning and for this reason they are sometimes referred to as advocates of a (natural) method in fact at various times throughout the history of language teaching attempts have been made to make second language learning more like first language learning.

Montaingne in   sixteen century – described how he was entrusted to a guardian how addressed him exclusively in Latin for the first years of his live since Montaigne's father wanted his son to speak Latin well. Among those how tried to apply natural principles to language classes in the nineteenth intensive oral interaction in the target language , employing question as a way of presenting and eliciting language. He opened a language school in Boston in the late of 1860 and his method soon became referred to as natural method. Sarver and other believers in the natural method discussed that a foreign language could be taught without translation or the use of the learner's native tongue if meaning was conveyed directly through demonstration and action. The German schooler Frank wrote on the psychological principle of direct association between forms and meaning in the target language 1884 and provided a theoretical justification for amonoling approach teach according to Frank , a language could be best taught by using it is activity in the classroom

rather than analytical procedures that focus on explanation of grammar roles in classroom teaching.

2-57 The Similarities and the Differences Between Grammar Translation Method and Direct Method:

The similarities between Grammar Translation and direct method in teaching reading class on the writer point's view are:

- Both of Grammar Translation Method and Direct Method are exploiting one of the skills in teaching English that is reading: According to (Dolmans , al , 1982 : 22).

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2-58 How is Language Viewed?

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Part of the problem with these two methods , is that they do not cover the four basic skills of reading writing listening comprehension and speaking . Grammar Translation focuses on reading and writing and virtually no oral skills , while the direct method is focused heavily on speaking and listening.

2-59 Previous Studies:

The finding of the study seems to show consistency with what has been come in the relevant literature so far. It is reasonable to argue that teachers working in other English as a foreign language countries have similar difficulties and challenges in the implementing of communicative language teaching.

Such difficulties as highly centralized grammar based examinations, over-crowded classes and heavy teaching loaded of teachers, fewer opportunities for teachers retraining, students lack of motivation to develop communicative skills, and communicative language teaching inadequate account of English as a foreign language teaching largely reported in the literature as well.

First Related Studies

Ahmed Ibrahim Ahmed,(2016) "Investigating the Effectiveness of teaching grammar through Communicative Method in

Alzaiem Alazhari University" PhD, Faculty of Education.Sudan University of Science and Technology.

This research confirms that Communication is the main focus on teaching and learning English grammar that it is very important for the Students to be competent communicators so as not to lose motivation and interest in learning the language.

Objectives:

To know the impact of teaching grammar through communicative method.

To know the common strategies Sudanese English language teachers use when they teach Speaking and listening.

To know also about the common strategies Sudanese English teachers use when they teach some grammatical items.

To know the effect of teaching some listening Strategies in developing English Oral Communication.

Second Related Studies

Omar Mohammed Ali (2009)" the impact using Direct method in grammar teaching of EFL Learners, Oral Communication Skills" PhD faculty of Education- Gasa University, college of Education.

this research confirmed that the teaching grammar through Natural method is most effective way for the Students in using target language inside the classroom because it helps Students 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 and also teaching grammar implicitly allows learners to be exposed to ample authentic examples in the target language"

Third Related Studies

Cargri Tugrul Mart (2013) "The best start to teach Grammar through Direct method'' Ishik University, Erbil, Iraq.

This research confirm that teaching grammar through Direct method is unique way for the student progressive in communication because it develop students communicative activities through using the target language constantly inside the classroom.

Results:

Teachers should value Students, talk. Acquisition of a good oral proficiency is of paramount importance in foreign language learning process, creating a communicative environment encourages students to get engaged in the target language, and enhances their oral language development. The teacher should be aware of his or her potential in the direct method as it will positively influence language development of students

Fourth Related Studies

Damaris Cordero (2006) "Direct Method In teaching Grammar "An effective tool to teach Second language in two days Classes" "language teachers must see grammar teaching Strategies as a way to develop techniques to teach the grammar Subjects by implementing Communicative activities in the Classroom.

The study specifically looks at the advantages of implementing the direct method in the traditional grammar lessons – and the way it makes the Students learn a second language in an interactive and creative Classroom environment. This analyzed by the researchers with the main objective of this study. with the results, helping English language Teachers at Universidad National to improve their Grammar lessons through the use of the Direct language teaching Approach.

Chapter Three

Methodology

Chapter Three

Methodology

3-1 Introduction:

This chapter will present the methods of the study which include the instrument, population of the study, sample of the study, description of the sample , reliability, validity and data analysis procedures.

3-2 Methods and Instruments of the Study:

The researcher used the experimental analytical approach as well as a questionnaire and the test as tools to prove the following hypotheses:

1- Students of third class of secondary Schools have problems in grammar.

2-Teachers of English language use the Direct Method in teaching grammar in appositive way.

3-The Direct Method can solve the problem of learning grammar through application of communicative activities. The researcher has used the statistical package for social sciences (S PSS) namely; the researcher focuses on percentages and frequencies.

3-3 Populations of the Study:

The population of this study was drawn exclusively from young learners at Jeddah Secondary Schools, in the academic year 2015-2016. The researcher has chosen two samples to represent this study as such:

Firstly: teachers of English from various universities who responded to questionnaire.

Secondly: young learners (females) at Jeddah secondary Schools , in the academic year (2015-2016) who responded to the test .

3-4 Tools of the Study:

The researcher used two tools to collect the information of this study. One includes the questionnaire which was given to (45) English teachers whom were selected randomly. The other tool was pre and post-test which were given to the young learners of Jeddah Secondary Schools, the academic year (2015-2016). The researcher chooses fifty- six (56) young learners as the sample.

3-4-1 Teachers' questionnaire

The second tool is a questionnaire which was distributed to the teachers from both sexes. This questionnaire includes a covering page which introduces the topic of the research and assist the researcher conduct the research's hypotheses. It uses five liker scales(Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The statements are about the direct method.

The questionnaire was designed as a tool for collecting data about the problems that encounter young learners at Jeddah Secondary Schools, in the academic year(2015-2016). The questionnaire include (15) statements given to English teachers of secondary schools. It was judged by experienced professors and doctors from Sudan University of Science and Technology. The question was analyzed by an expert in statistics and the results will be shown in the following chapter.

Subject

The young learners

The subjects of this study were (56) second English language young learners at Jeddah Secondary Schools. These young learners were selected because they have already have background about Direct Method in English language as well as they are already have ability to speak if we encourage them spoken before. Their age range between(17-18). They have the same educational background. Arabic language is the

mothers tongue of most these young learners. These young learners included only females.

3-4-2 Instruments of data collection

Diagnostic test

The material of this research are originally written as answers to grammar test designed by the researcher, to test subject's ability to express their ideas in five different sessions, the young learners were provided with grammar test and were allowed one hour to finish the test.

3-4-3 Procedures

Young learners at Jeddah Secondary Schools in Saudi Arabia, in the academic year(2015-2016) (56) were asked to answer the Test which include some aspect s of grammar, the young learners were allowed one hour to finish the task.

The topic was An English Grammar.

Chapter Four

Data Analysis, Results and Discussions

Chapter Four

Data Analysis, Results and Discussions

4-1 Introduction:

This chapter is devoted to the analysis, evaluation and interpretation of the data collected through the questionnaire and test. Questionnaire was given to 45 respondents who represent the teachers' community (see appendix A) at Jeddah Secondary Schools, and test was given to 56 respondents (see appendix B) who represent the students' community at Jeddah Secondary Schools.

4-2 The Responses to the Questionnaire:

The responses to the questionnaire of the 45 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire is analyzed statistically and discussed. The following tables will support the discussion.

4-3 Analysis of Teachers' Questionnaire:

Now, let us turn to analyze the teachers' questionnaire. All Tables show the scores assigned to each of the 15 statements by the 45 respondents.

Cronbach alpha coefficient = (0.85), a reliability coefficient is high and it indicates the stability of the scale and the validity of the study Validity coefficient is the square of the islands so reliability coefficient is (0.92), and this shows that there is a high sincerity of the scale and that the benefit of the study.

Table: (4-1) showed the distribution of frequencies

Value	Frequencies	Percent
Male	43	95.6%
Female	2	4.4%
Total	45	100.0%

Figure: (4-1)
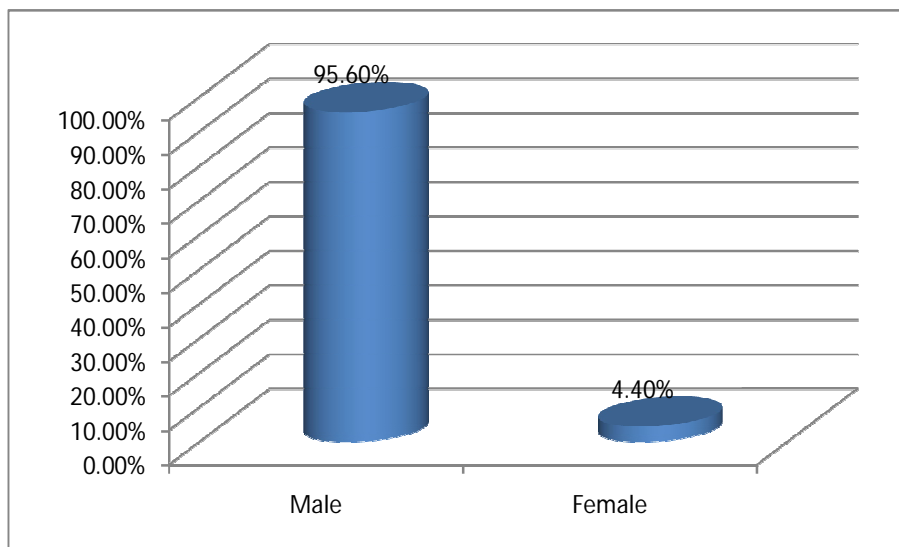
Table and figure (4-1) above show that the distribution of the sample by the statement as follows male by (95.6%) and female by (4.4%)

Statement (1): Students have no problem in learning grammar through direct method

Table: (4-2)

Value	Frequencies	Percent
Strongly Agree	10	22.2%
Agree	13	28.9%
Neutral	5	11.1%
Disagree	8	17.8%
Strongly disagree	9	20.0%
Total	45	100.0%

Figure: (4-2)
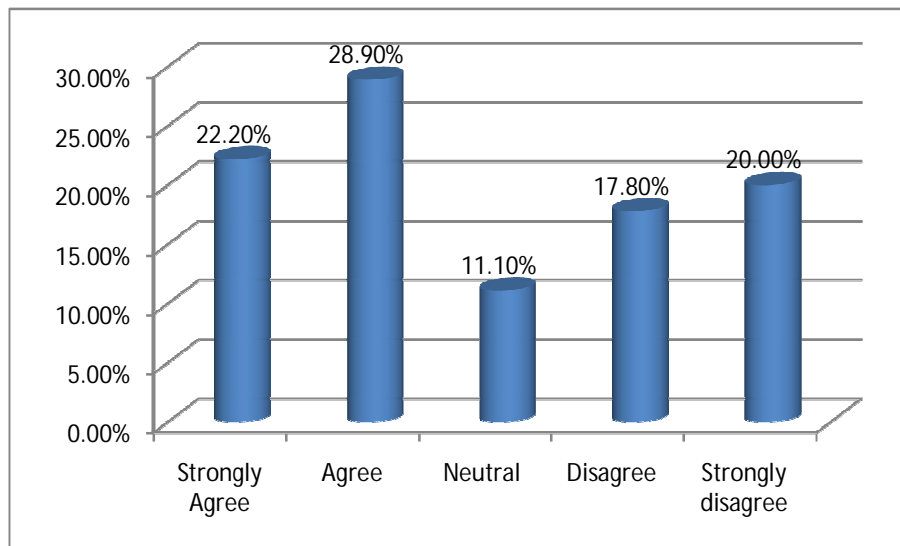
Table and figure (4-2) above indicate that a majority of respondents (51.1%) strongly agree and they agree that Students have no problem in learning grammar through direct method only (37.8%) don't agree to that. This justifies that teacher need to be familiar and developed to use direct method inside the classroom practically.

Statement (2): Teachers should be well skilled to use Direct Method in English language teaching classrooms.

Table: (4-3)

Value	Frequencies	Percent
Strongly Agree	19	42.2%
Agree	13	28.9%
Neutral	1	2.2%
Disagree	7	15.6%
Strongly disagree	5	11.1%
Total	45	100.0%

Figure: (4-3)
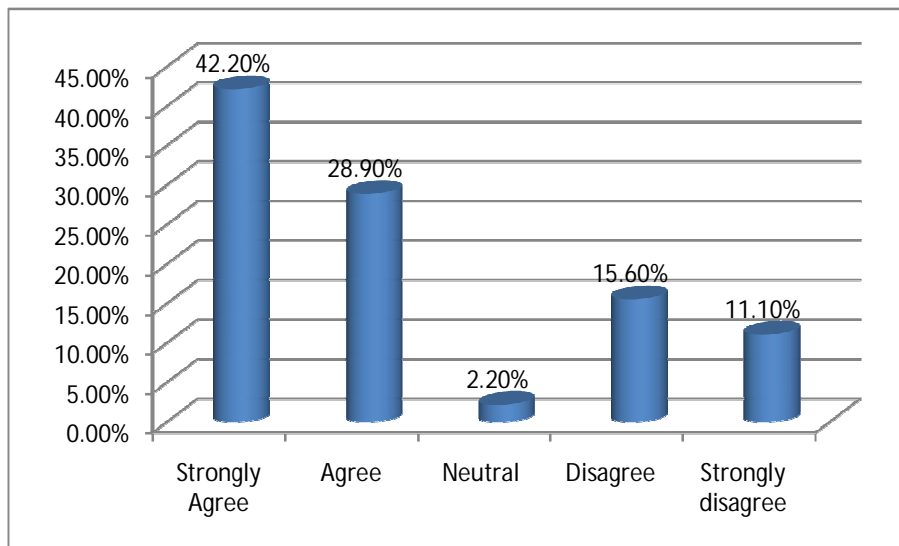
Table and Figure (4-3) explain that a vast majority of respondents (%71.1) strongly agree and agree that students should be well   trained to use direct method in English language classroom. Only (%26.7) don't agree on that. This indicates that teachers need to be familiar with using Direct Method in English language teaching classrooms.

Statement (3): Teaching grammar through direct method is effective way in learning the target language.

Table: (4-4)

Value	Frequencies	Percent
Strongly Agree	8	17.8%
Agree	11	24.4%
Neutral	6	13.3%
Disagree	12	26.7%
Strongly disagree	8	17.8%
Total	45	100.0%

Figure: (4-4)
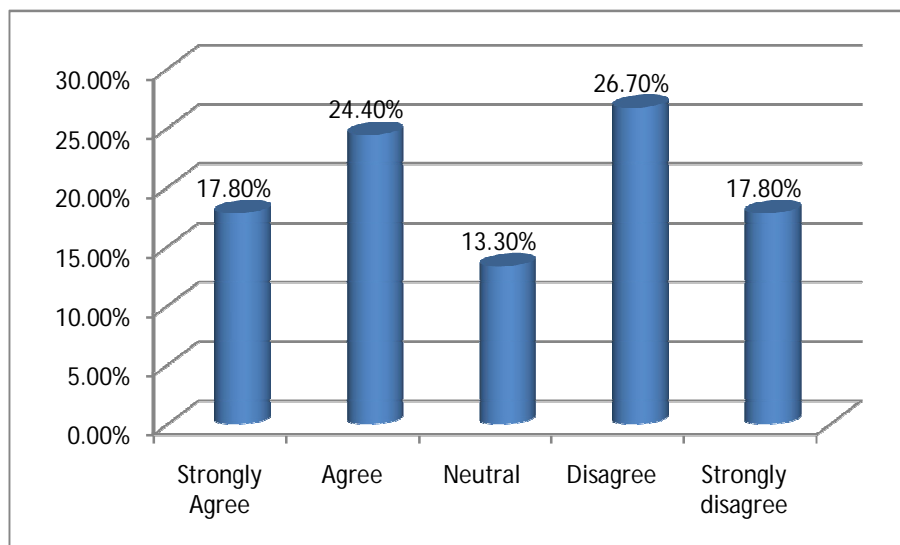
The table and figure (4-4) above mention that a vast majority of respondents (%42.2) strongly agree and agree that teaching grammar through direct method is effective way in learning the target language. Only (%44.5) don't agree on that. This indicates that teachers need to be familiar and develop to use grammar implicitly.

Statement (4): Teachers have no problem to use direct method in teaching grammar.

Table: (4-5)

Value	Frequencies	Percent
Strongly Agree	9	20.0%
Agree	15	33.3%
Neutral	4	8.9%
Disagree	9	20.0%
Strongly disagree	8	17.8%
Total	45	100.0%

Figure: (4-5)
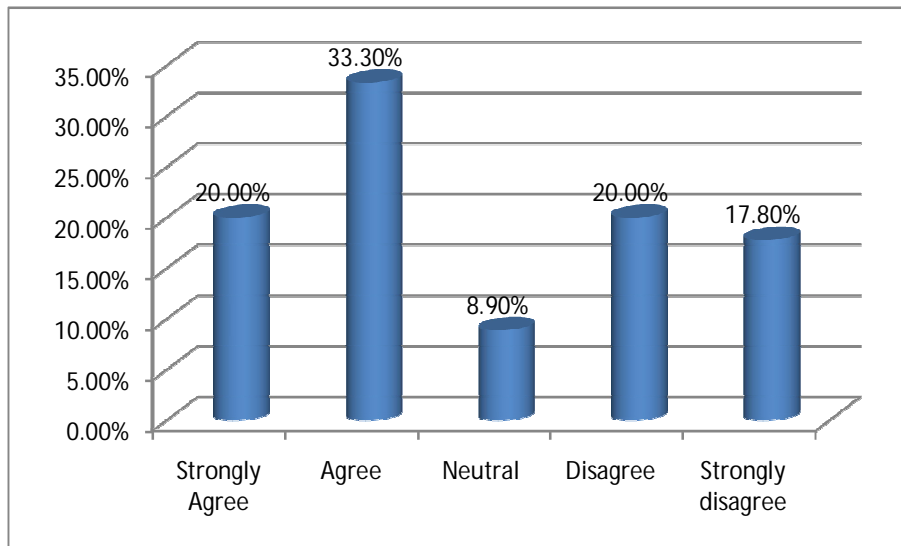
Table and figure (4-5) above show that a vast majority of respondents (%53.3) strongly agree that teachers have no problem to use direct method in teaching grammar. Only (%37.8) don't agree on that. This proves that teachers need to be skilled and developed to present grammar inductively.

Statement (5): Students misunderstand the grammatical rules of target language.

Table: (4-6)

Value	Frequencies	Percent
Strongly Agree	4	8.9%
Agree	15	33.3%
Neutral	8	17.8%
Disagree	14	31.1%
Strongly disagree	4	8.9%
Total	45	100.0%

Figure: (4-6)
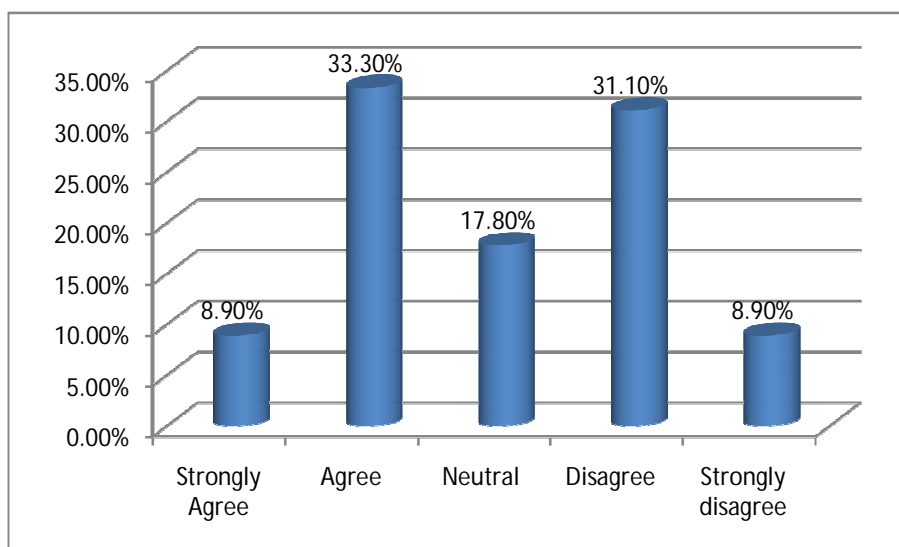
Table and figure (4-6) above express that most of respondents (%42.2) strongly Agree and they agree that Students misunderstand in grammatical rules of the target language. Only (%40) don't agree on that. This justifies that students cannot understand grammatical Rules of the target language.

Statement (6): Having dialogue in the class are very useful in developing both listening and speaking skills.

Table: (4-7)

Value	Frequencies	Percent
Strongly Agree	22	48.9%
Agree	11	24.4%
Neutral	7	15.6%
Disagree	1	2.2%
Strongly disagree	4	8.9%
Total	45	100.0%

Figure: (4-7)
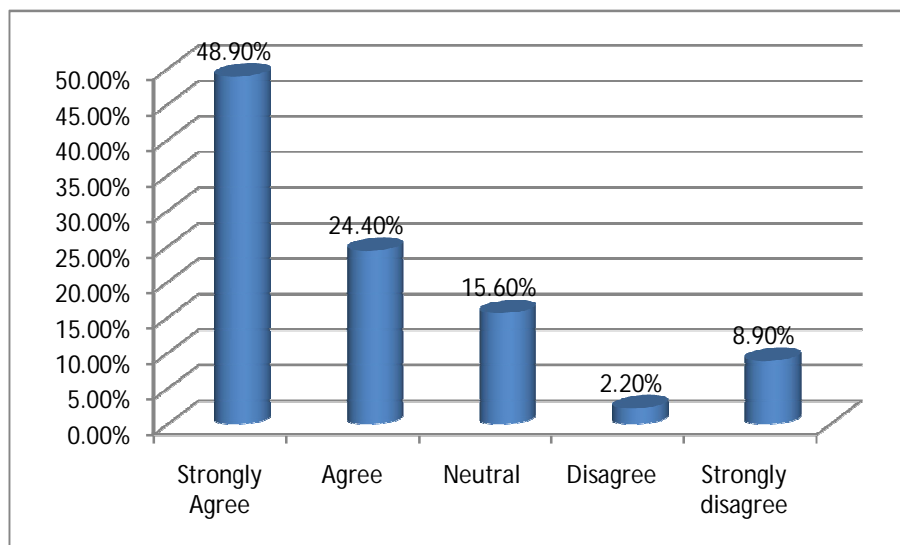
Table and figure (4-7) above explain that a vast majority of respondents (%73.3) strongly agree and agree that Having dialogue in the class are very useful in developing both listening and speaking skills.   Only (%11.1) don't agree on that. These indicate that teachers need to be familiar and developed to use dialogues in their classrooms.

Statement (7): Students are well motivated to learn target language inside the classroom.

Table: (4-8)

Value	Frequencies	Percent
Strongly Agree	5	11.1%
Agree	14	31.1%
Neutral	11	24.4%
Disagree	6	13.3%
Strongly disagree	9	20.0%
Total	45	100.0%

Figure: (4-8)
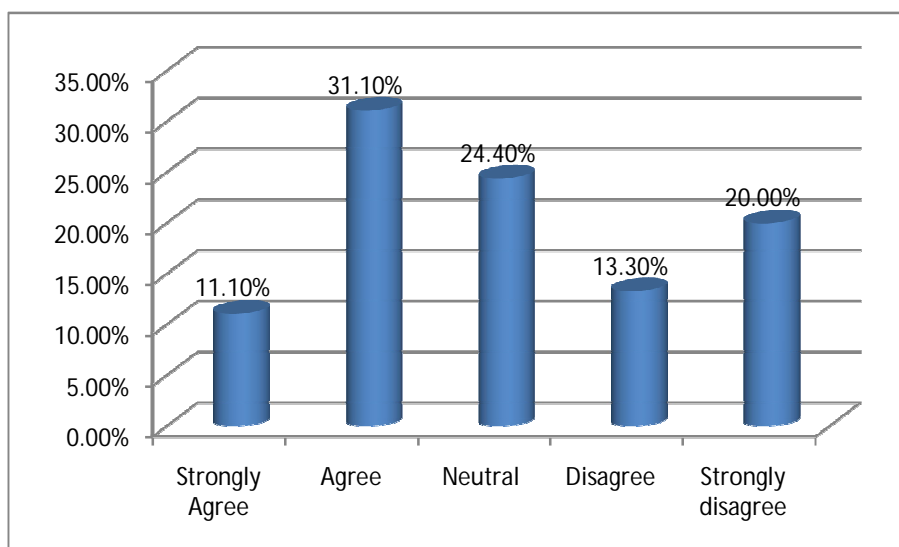
Table and figure (4-8) above tell that a majority of the respondents (%42.2) strongly agree and agree that Students are well motivated to learn target language inside the classroom. Only (%33.3) don't agree to that. This justifies that teachers need to be familiar and developed to use target method inside the classroom successfully.

Statement (8) Students are encouraged to speak English effectively.

Table: (4-9)

Value	Frequencies	Percent
Strongly Agree	16	35.6%
Agree	14	31.1%
Neutral	4	8.9%
Disagree	7	15.6%
Strongly disagree	4	8.9%
Total	45	100.0%

Figure: (4-9)
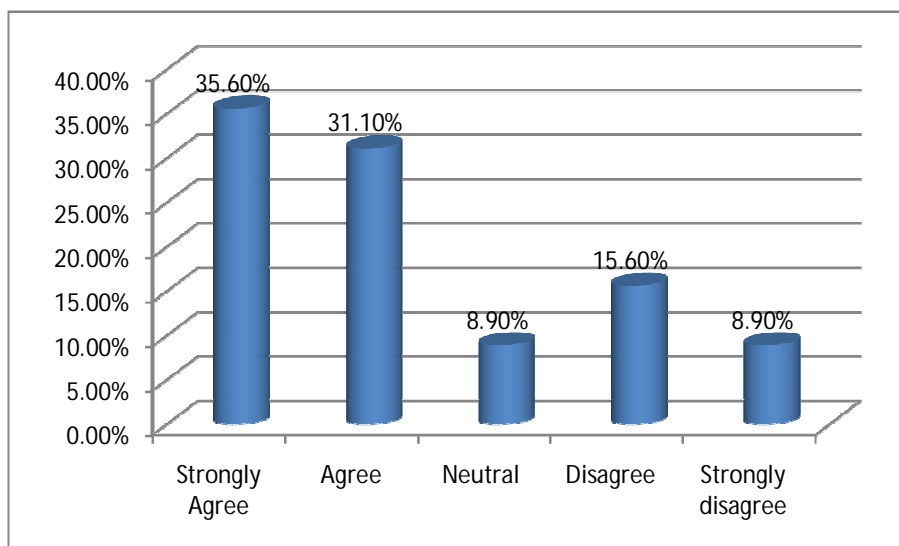
Table and figure (4-9) above show that a vast majority of the respondents (66.7%) strongly agree and they agree that Students are encouraged to speak English effectively. Only (%24.5) don't agree to that. This justifies that teachers need to be skilled and developed to use direct method effectively.

Statement (9): Situational interaction is the best way to develop speaking skill

Table: (4-10)

Value	Frequencies	Percent
Strongly Agree	12	26.7%
Agree	13	28.9%
Neutral	7	15.6%
Disagree	7	15.6%
Strongly disagree	6	13.3%
Total	45	100.0%

Figure: (4-10)
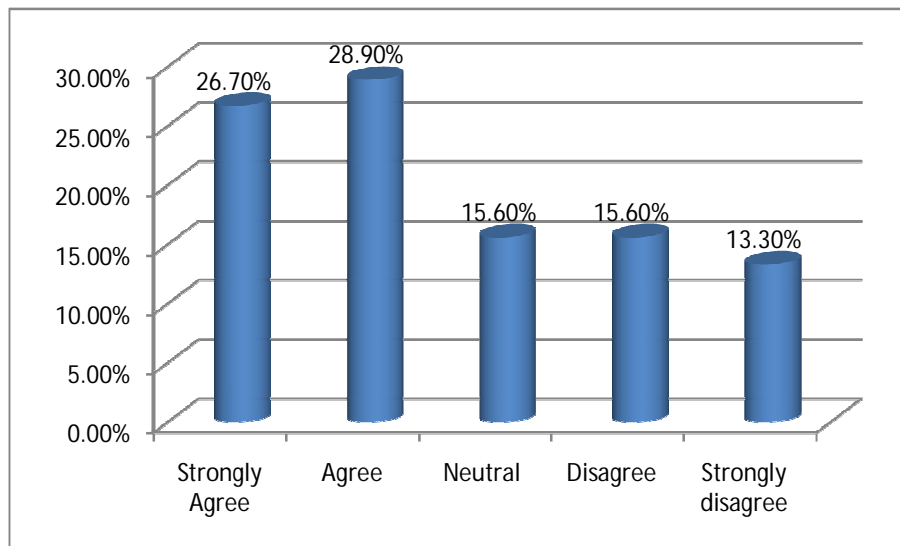
Table and figure (4-10) above include that a vast majority of the respondents (%55.6) strongly agree and they agree that Situational interaction is the best way to develop speaking skill. Only (%28.9) don't agree to that. This indicates that teachers need to be familiar and developed to use direct Method effectively.

Statement (10) the purpose of teaching grammar through direct method is to help learners to speak English.

Table: (4-11)

Value	Frequencies	Percent
Strongly Agree	16	35.6%
Agree	14	31.1%
Neutral	4	8.9%
Disagree	7	15.6%
Strongly disagree	4	8.9%
Total	45	100.0%

Figure: (4-11)
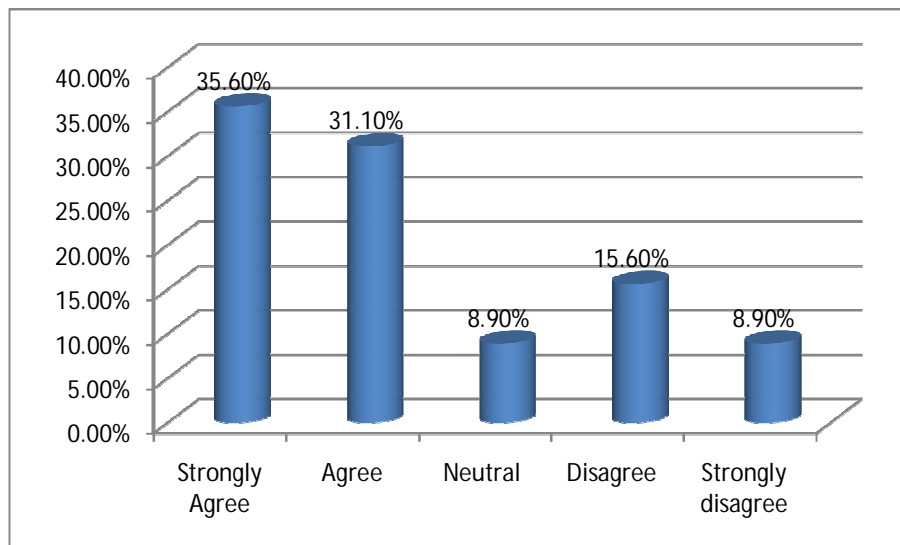
Table (4.11) above shows that a vast majority of the respondents(66.7%)strongly agree and agree that The purpose of teaching grammar through Direct method is to help learners to speak fluently rather than accurately. Only (%24.5) don't agree to that. This justifies that teachers need to be trained and developed to use direct method.

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Statement (11) Teachers apply direct Method effectively in teaching grammar.

Table: (4-12)

Value	Frequencies	Percent
Strongly Agree	12	26.7%
Agree	13	28.9%
Neutral	7	15.6%
Disagree	7	15.6%
Strongly disagree	6	13.3%
Total	45	100.0%

Figure: (4-12)
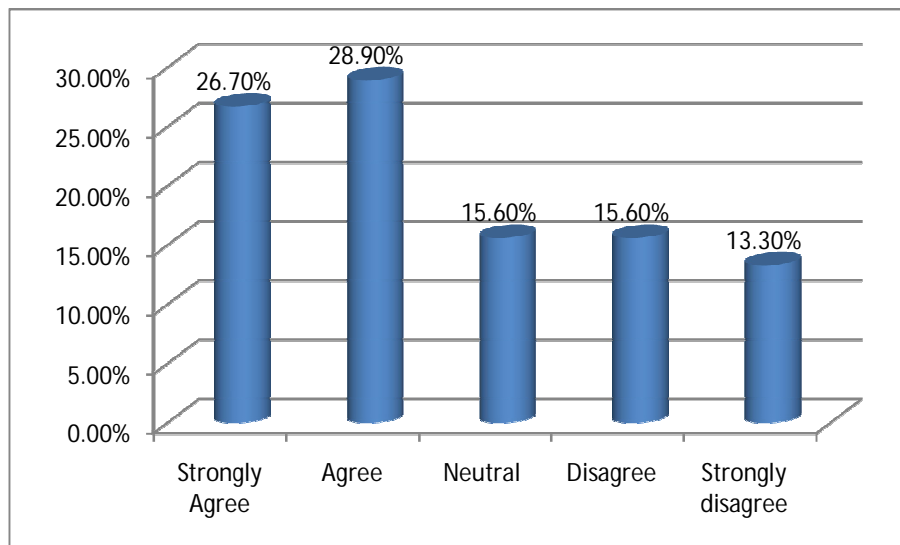
Table (4.12) above includes that a vast majority of the respondents (%55.6) strongly agree and agree that Teachers apply direct method effectively in teaching grammar. Only (%28.9) don't agree to that. This indicates that teachers need to be trained and developed to use direct Method effectively.

Statement (12) Students at higher secondary schools are encouraged to speak English.

Table (4-13)

Value	Frequencies	Percent
Strongly Agree	12	26.7%
Agree	15	33.3%
Neutral	6	13.3%
Disagree	6	13.3%
Strongly disagree	6	13.3%
Total	45	100.0%

Figure: (4-13)
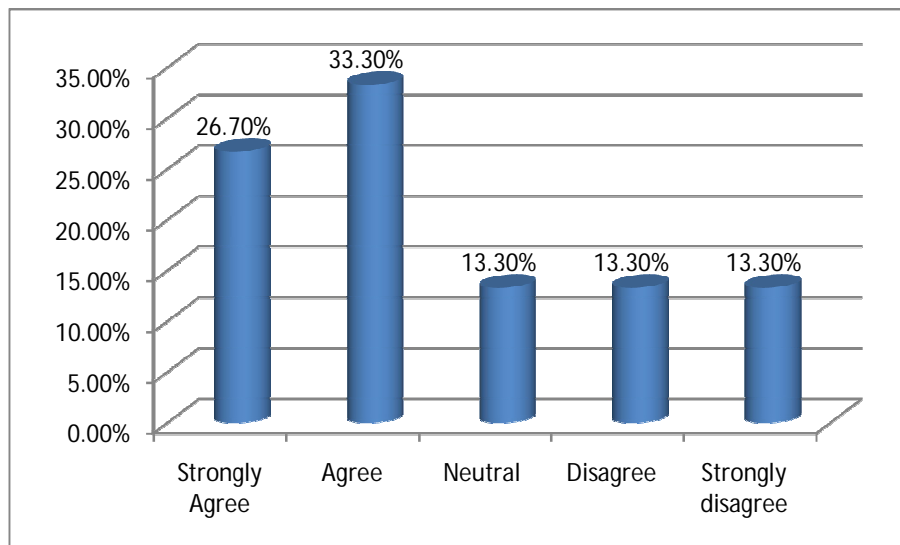
Table (4.13)   above expresses that a vast majority of the respondents (60%) Strongly agree and agree that Students at some secondary schools aren't encouraged to speak English. Only (26.6%) do not agree to that. This indicates that Students need to be trained and developed to speak English.

Statement (13) Students prefer learning grammar through direct method.

Table (4-14)

Value	Frequencies	Percent
Strongly Agree	10	22.2%
Agree	18	40.0%
Neutral	3	6.7%
Disagree	8	17.8%
Strongly disagree	6	13.3%
Total	45	100.0%

Figure: (4-14)
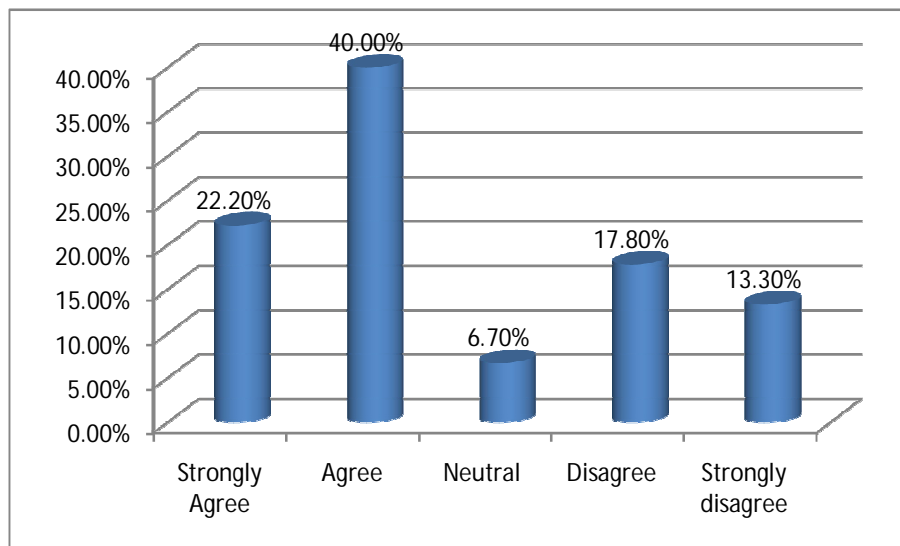
Table (4.14)   above expresses that a vast majority of the respondents (62.2%) Strongly agree and agree that Students prefer learning grammar through direct method .Only (31.1%) do not agree to that. This indicates that Students need to be well trained to use grammar implicitly.

Statement (14) At secondary schools teachers instruct grammar without implicitly, to prepare the students for the examinations.

Table (4-15)

Value	Frequencies	Percent
Strongly Agree	9	20.0%
Agree	20	44.4%
Neutral	4	8.9%
Disagree	5	11.1%
Strongly disagree	7	15.6%
Total	45	100.0%

Figure: (4-15)
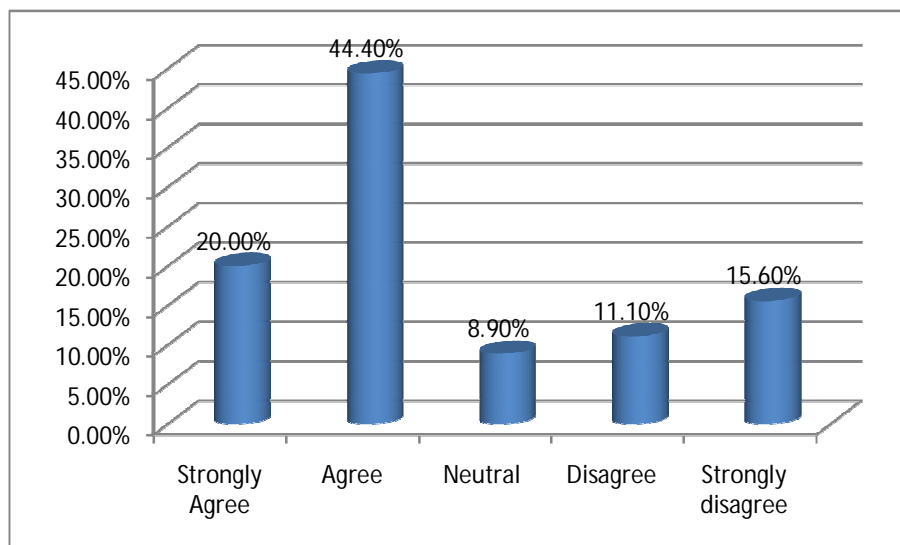
Table (4.15) above expresses that a vast majority of the respondents (64.4%) Strongly agree and agree that presenting grammar in meaningful context helps students to speak English. Only (26.7%) don't agree to that. This indicates that students need to be trained to use grammatical rules in meaningful sentences.

Statement (15) implicit grammar leads students to real authentic language.

Table (4-16)

Value	Frequencies	Percent
Strongly Agree	8	17.8%
Agree	13	28.9%
Neutral	6	13.3%
Disagree	10	22.2%
Strongly disagree	8	17.8%
Total	45	100.0%

Figure: (4-16)
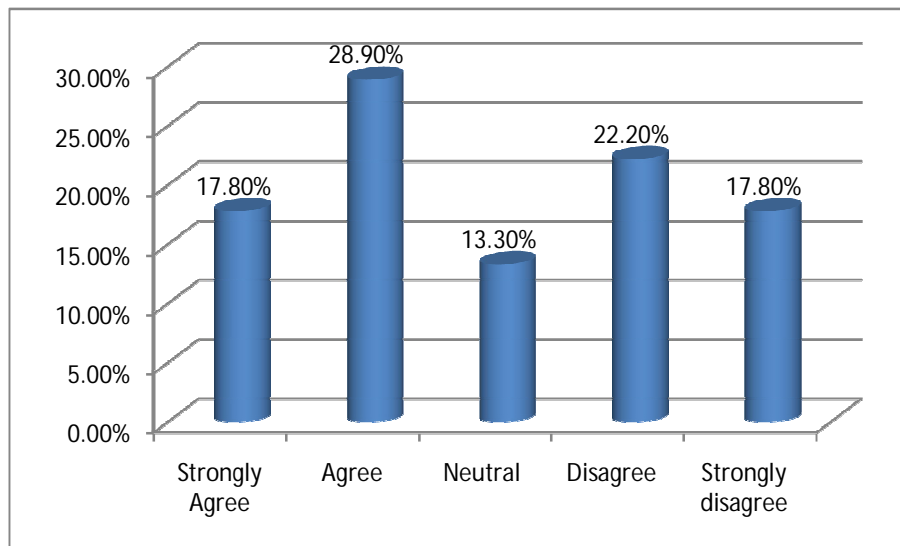
Table (4.16) above shows that a vast majority of the respondents (46.7%) Strongly agree and agree that explicit grammar instruction is not that effective in offering opportunities for successful communications. Only (40%) don't agree to that. This indicates that teachers need to be trained and developed to speak English fluently.

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Table (4-17) this table showed that the frequency and percentage of the questionnaire's finding

Value	Frequencies	Percentage
Strongly Agree	174	25.7%
Agree	211	31.3%
Neutral	88	13.0%
Disagree	110	16.3%
Strongly disagree	92	13.6%
Total	675	100.0%

4-4 Findings of the Study

As seen from the above (16) tables that statements in all sections obtained the highest mean of agreement given by the teachers. In other words, these statements scored a highest percentage of (57%) agreement among the teachers. This gives evidence that the teachers of English (respondents) were in total agreement with the concept of the students of Third year of Jeddah secondary schools which have problems in grammar in the following Areas: tenses, preposition, Articles and sentence structure. (29. 9 %) represented The Lowest Disagreement of the Teachers' responses. This gives evidence that the teachers of English were in total agreement(675%) with the concept of the teachers use target language inside the classroom which have represented that teachers teach grammar implicitly(through explaining grammatical rules in context). Finally with above two scoring of percentages agree and disagree were proved that Direct method could solve the problem of learning grammar through application of techniques such as role- play, self-correction, dialogues, question and answers and fill-in-blanks.

4.5. The Responses to the Test:

The responses to the test of the 56 students were tabulated and computed the following which were an analytical interpretation and discussion of the pre and post test

This indicates the evidence that the teachers have favor to understand. Findings regarding different points related to the objectives and hypotheses of the study.

Each question in the test is analyzed statistically and discussed. The following table will support the discussion.

Table (4.18) Show the statistical test for the hypotheses

No.	Value	Chi-Square	df	Sig	Median	Scale
1	.Students have no problem in learning grammar through Direct Method.	3.778	4	0.00	4.00	Agree
2	Teachers should be well skilled to use Direct Method in English language teaching classrooms	22.222	4	0.00	4.00	Agree
3	Teaching grammar through Direct Method is effective way in learning target language	2.667	4	0.00	3.00	Neutral
4	Teachers have no problem to use Direct Method in teaching grammar .	6.889	4	0.00	4.00	Agree
5	Students are misunderstanding in grammatical rules of target language .	12.444	4	0.00	3.00	Neutral
6	Having dialogues in the class are very useful in developing both listening and speaking skills.	29.556	4	0.00	4.00	Agree

7	Students are well motivated to target language inside the classroom .	6.000	4	0.00	3.00	Neutral
8	Students are encourage to speak English effectively.	14.222	4	0.00	4.00	Agree
9	Situational interaction is the best way to develop speaking skill.	4.667	4	0.00	4.00	Agree
10	The purpose of teaching grammar through Direct Method is to help learners to speak English.	8.000	4	0.00	4.00	Agree
11	Teachers apply Direct approach actively in teaching grammar.	14.222	4	0.00	4.00	Agree
12	Students at higher secondary schools are encouraged to speak English .	18.444	4	0.00	4.00	Agree
13	Students prefer learning grammar through Direct Method.	3.111	4	0.00	3.00	Neutral
15 14	Teachers prefer to teach explicit grammar Implicit grammar leads students to the real authentic language.	10.444	4	0.00	4.00	Agree

Table (4.19) Test of the hypothesis

Value	Mean	Std. Deviation	t	df	Sig.(2-tailed)	Scale
Pre	23.18	8.656	-9.982	56	0.00	Significant
Post	36.64	7.150				

From the table above that the value of (t) test its (-9.982) by significantly value (0.000) which is less than the probability value (0.05) this means that the statistically significant differences between the pre-test and post-test for the benefit post-test.

Table (4.20) Pre-test

Section No	Percent		Total
	Correct answer	**incorrect answer**	
1	71.9%	28.1%	100.0%
2	1.7%	98.2%	100.0%
3	29.8%	70.2%	100.0%
4	45.6%	54.4%	100.0%
5	75.4%	24.6%	100.0%

QUESTION (1)

According to the table above which has shown the highest percentage (71.9%) which represents the correct answers, whereas the in correct answers which is represented in (28.1%); accordingly, this justifies that students need to be trained to use verbs to fill the gabs and knowing tense's rules.

QUESTION (2)

According to the table above which has told the highest percentage (1.7%) which represents the correct answers, whereas the in correct answers which is represented in (98.2%); accordingly, this justifies that students need to be trained and developed to use comparison of adjective, conditional sentence.

QUESTION (3)

According to the table above which has explained the highest percentage (29.8%) which represents the correct answers, whereas the correct

answers which is represented in (70.2%); accordingly, this justifies that students need to be trained and developed to use preposition in its correct position.

QUESTION (4)

According to the table above which has expressed the highest percentage (45.6%) which represents the correct answers, whereas the in correct answers which is represented in (54.4%); accordingly, this justifies that students need to be trained and developed to transfer the verbs.

QUESTION (5)

According to the table above which has shown the highest percentage (75.4%) which represents the correct answers, whereas the in correct answers which is represented in (24.6%); accordingly, this justifies that students need to be trained and developed to use articles.

Post-test

Experimental group

Table (4.21) Post-test

Section No	Percent		
	Correct answer	**incorrect answer**	**Total**
1	92.9%	7.1%	100.0%
2	78.6%	21.4%	100.0%
3	60.7%	39.3%	100.0%
4	60.7%	39.3%	100.0%
5	83.9%	16.1%	100.0%

QUESTION (1) According to the table above which has shown the highest percentage (92.9%) which represents the correct answers, whereas the incorrect answers which is represented in (7.1%); accordingly, this justifies that students need to be trained and developed in using tenses.

QUESTION (2) According to the table above which has explained the highest percentage (78.6%) which represents the correct answers, whereas the in correct answers which is represented in (21.4%); accordingly, this justifies that students need to be trained and developed to use comparison of adjective, conditional sentence.

Question (3) According to the table above which has mentioned the highest percentage (60.7%) which represents the correct answers, whereas the in correct answers which is represented in (39.3%); accordingly, this justifies that students need to be trained and developed to use prepositions correctly.

Question (4) According to the table above which has clarified the highest percentage (60.7%) which represents the correct answers, whereas the in correct answers which is represented in (39.3%); accordingly, this justifies that students need to be trained and developed to transfer the verbs.

Question (5) According to the table above which has shown the highest percentage (83.9%) which represents the correct answers, whereas the in correct answers which is represented in (16.1%); accordingly, this justifies that students need to be trained and developed to use articles.

Table (4.22) pre-test

Section No	No	Mean	Std. Deviation
1	56	6.1	2.23
2	56	0.7	1.63
3	56	3.6	2.97
4	56	5.2	3.48
5	56	7.0	3.00

Table (4.23) post-test (Per mental group)

Section No	No	Mean	Std. Deviation
1	56	7.7	1.62
2	56	6.1	3.03
3	56	5.4	2.50
4	56	5.8	3.05
5	56	7.2	2.77

Question(1) showed that the average of students scored in the first question in the pre-test is (6.1%) and std. Deviation(2.23%) whereas the average of students 'scores in the first question of the post-test is (7.7%).

Question (2) explained that the average of students scored in the second question in the pre-test is (0.7%) and std. Deviation (1.63%) whereas the average of students' scores in the second question of the post-test is (6.1%).

Question (3) mentioned that the average of students scored in the third question in the pre-test is (3.6%) and std. Deviation (2.97%) whereas the average of students' scores in the third question of the post-test is (5.4%).

Question (4) considered that the average of students scored in the fourth question in the pre-test is (5.2%) and std. Deviation (3.48%) whereas the average of students' scores in the fourth question of the post-test is (5.8%).

Question (5) told that the average of students scored in the first question in the pre-test is (7.0%) and std. Deviation (3.00%) whereas the average of students scored in the first question of the post-test is (7.2%)

4-6 Results

Referring to the test, the tables above displayed a comparison between the pre-test and post-test of the experimental group. According to the results, the experimental group achieved better results in the post – test than the pre-test.

The purpose of making these tables is to show the different results between correct answers and incorrect answers of the pre-test and post-test. The responses showed that the total average of learners' correct answer of the pre-test was (71.9%) while (28.1%) for incorrect answers this indicates that students have a problem in how to use a verb in a sentence correctly e.g. instead of he speaks English. they say that he speak English. in preposition. Instead of I am responsible for my study, students mistakenly use (from). In transferring the verb from the base form into past and past participle they don't differ between regular and irregular verbs. Also, the responses showed that the total average of learners' correct answers of the post test was (92%) while (7.1) for

incorrect answers of the same group. Slight difference was recorded between the results of the two tests.

Pre-test

Table (A) (4-24)

Section No	No	Mean	Std. Deviation
1	56	6.1	2.23
2	56	0.7	1.63
3	56	3.6	2.97
4	56	5.2	3.48
5	56	7.0	3.00

Post-Test

Table (B) (4-25)

Section No No	No	Mean	Std. Deviation
1	56	7.7	1.62
2	56	6.1	3.03
3	56	5.4	2.50
4	56	5.8	3.05
5	56	7.2	2.77

The Figures (A) and (B) showed the difference between the pre and post-test in their performance. Also, it showed clearly the big difference between performance of the experimental group, that (92%) for the correct answers and (7.1%) for the incorrect answers.

Most of research hypotheses were proved in this study by conducting the grammar test and drawing results in one side, and recording the teacher's attitudes towards the questionnaire parts. Hypotheses (1-2-3-) were proved by making a comparison between the pre and post-test of the experimental group.

4-6 Discussion:

The results of the previous tables displayed the fact that, in all cases the experimental group achieved progress in learning grammar rules. The experimental group which learned grammar through direct method faced less speaking difficulties and was able to speak more fluently as well as accurately.

These were shown by the results provided by techniques as well as the improvement in their performance.

The difference between the pre and post- test of the experimental group in terms of using different direct method techniques in learning English grammar through Direct Method. In particular was clearly reflected in the degree of accuracy and fluency in speaking. That means, the experimental group was able to benefit of the circumstances provided by direct techniques such as motivation, group discussion, role-play, pair work, answering questions. All these factors made a close connection between learners in side and improving their performance in learning grammar through target language.

4-7 Summary:

To sum up, the findings of this chapter revealed that all sections justify 'the Need for Direct Method in teaching grammar was highly rated by the third level students. We can say there was a consensus of opinions in favor of the using speaking and listening skills giving feedback and understanding contextual meaning. The neutral responses, however, show irregularity and unexpected and unexplainable instability of the respondents' uncertainty in the all hypotheses.

The responses to all statements in terms of Direct Method are positive in this sections were either strongly agree or only agree.

The percentage of the negative responses was less significant for the students, but it's higher for the teachers. All teachers, agreed to the all statements of the sections "using direct method inside the classroom". The neutral responses however, showed little differences.

The majority of the respondents were in Need to be familiar and skilled in using grammar through direct method.

A vast majority of the respondents agreed on:

1-Teachers use direct Method inside the classroom.

2-Teachers should be familiar in using direct Method in teaching English inside the classroom.

3-Teachers have no difficulties in teaching grammar implicitly.

4-Adopting dialogues as a teaching technique can help in enhancing students, communicative competence.

5-Students are misunderstanding in grammatical rules of the target language.

6-Having dialogues in the class are very useful in developing both listening and speaking skills.

7- Students are well motivated to learn target language inside the classroom.

8-Students are encouraged to speak English effectively.

9- Situational interaction is the best way to develop speaking skills.

10- Students at some secondary schools of Jeddah are not encouraged to speak English and this may cause some difficulties (reducing the students fluency and probability of mother tongue interference will increase and the students always think of translating and keeping grammar rules in their mind and at the same time they could not use them in a meaningful sentences and ideas from Arabic to English.

On the other hand, the purpose of teaching direct method is to assess learners to speak fluently rather than accurately so these are very great ways to improve the knowledge of the students about the language, in all four English skills particularly in listening and speaking ones.

From the above results, it could be concluded that Direct Method techniques especially (group discussion, pair work, role-play and dialogues) are of great help to the teaching Direct Method and to the learners to speak the language, for group discussion can worth thousand words in context and this is particularly true when teaching English as a second or foreign language. In addition, all activities and techniques can be used to teach listening and speaking or part from keeping lessons interesting for the learners.

Chapter five

Main Findings, Conclusion, Recommendations And Suggestions For Further Studies

Chapter Five

Main Findings, Conclusion, Recommendations and Suggestions for Further Studies

5-1 Introduction:

This chapter presents the following:

The main findings, conclusion, recommendations and suggestions for further studies

5-2 Conclusion:

The researcher conducted his investigation under the following categories:

1- Investigating the role of teaching methods in grammar.

2- The effectiveness of teaching Direct Method through grammar. The benefits of teaching direct method in grammar.

3- The results were compared to examine the achievement of the research hypotheses at the level of existence of students' Direct Method difficulties, less speaking skill difficulties of learners who are good at grammatical rules in the target language. The positive influences of its use in learning listening and speaking.

4-Tables in chapter four displayed the fact that, in all cases the experimental group has progressed in learning. The experimental group that learned grammar implicitly faced less difficulties in solving the test and was able to speak fluently and accurately and knowing how to use word in meaningful sentence a . These facts were shown by the results provided with the subjects as well as the improvement in their performance.

5- The difference between the pre and post- test in the experimental group in terms of using Direct Method learning grammar in general and using

the target language in particular. That means, the experimental group was able to benefit of the circumstances provided by learning grammar implicitly and through some classroom activities such as motivation, group discussion, answering question and self-correction. All the factors above made a close connection between learners.

5-3 Findings and Resulting:

The researcher found that:

1- Teachers use direct method inside the classroom.

2- Teaching grammar through Direct Method is effective in learning target language

3- Teachers face problems to use Direct Method in teaching grammar.

4- Students don't understand grammatical rules of the target language

5- Having dialogues in the class are very useful in developing both listing and speaking skills.

6- Students are well- motivated to learn target language inside the classroom.

7- Students are encouraged to speak English.

8-The purpose of teaching grammar through Direct Method is to help learners to use the target language and speak English fluently.

9-Teachers apply Direct Method effectively in teaching grammar.

10-Students prefer learning grammar through Direct Method at secondary schools.

11-School teachers instruct grammar explicitly to prepare the students for the examinations. Direct Method can solve the problem of learning grammar through using the target language.

5-4 Recommendations:

Based on the main findings, it is obvious that using Direct Method in learning and teaching grammar is significant for both teachers and learners. Therefore, the researcher recommended that:

1-Teachers and learners should pay special attention to learners' classroom activities.

2-Using group discussion, pair work, and dialogues should be given special attention in teaching Direct Method in grammar.

3- Secondary schools students should be equipped with modern language laboratories and recorded materials.

4-Short training course should be accompanied with classrooms' activities.

5- According to the findings of pre and post -test teachers should teach grammar in conversation activities to enhance the oral communication skills, since languages are about communication and not grammar rules rehearsal.

5-5 Suggestions for Further Studies:

The researcher suggests the following topics to be areas for researching, they might serve as completion parts or at least their results might be equal to this study.

1- Investigating the effectiveness of teaching grammar on E F L learners, oral communication.

2- The effective of teaching implicit grammar on E F L learners, speaking skills.

3-Teaching literature to recycle already taught grammatical structures.

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Appendices

Appendix (A)

بسم الله الرحمن الرحيم

Teacher's questionnaire

Dear teachers of English language at secondary schools in Jeddah district. **I** would really be glad to have these statements in this questionnaire marked, according to the situation that best suits you, concerning the statements allotted in each domain.

Dear teachers, ticking these statements appropriately will contribute positively in bringing the finding of this research to light. The research is on the area of:

The effectiveness of teaching grammar through Direct method

The item of the questionnaire lies in one domain and they are tabulated into totally in one table concerning the one domain. This is all to collect data about the topic explained above for a M.AThesis. The values are given to the options range from 5 to 1: 5 being strongly agree whereas on the other extrem1 (1   ) is the value given to strongly disagree.

Name:..
state:...

School:..
Sex:...

St1 **domain: the effectiveness of teaching grammar through Direct Method.**

	Statements	Strongly dis agree	dis agree	neutral	Agree	Strongly Agree
1	Students have no problem in learning grammar through Direct method					
2	Teachers should be well skilled to use Direct Method in English language teaching classrooms.					
3	Teaching grammar through Direct method is effective way in learning the target language.					
4	Teachers have no problem to use Direct method in teaching grammar.					
5	Students are misunderstanding the grammatical rules of target language.					
6	Having dialogue in the class are very useful in developing both listening and speaking skills.					
7	Students are well motivated to learn target language inside the classroom.					
8	Students are encouraged to speak English effectively.					
9	Situational interaction is the best way to develop					

	speaking skill.				
10	The purpose of teaching grammar through Direct method is to help learners to speak English.				
11	Teachers apply Direct approach actively in teaching grammar.				
12	Students at higher secondary schools are encouraged to speak English.				
13	Students prefer learning grammar through Direct method.				
14	At secondary schools teachers instruct grammar withoutimplicitly, to prepare the students for the examinations.				
15	Implicit grammar leads students to the real authentic language.				

Appendix (B)

Students Test

A test designed for the problems of learning grammar at Elfal secondary schools for girls

The following questions are designed for the students to get the nature of the problems which hinder students in learning grammar through Direct Method.

Question One

Put the verbs between the brackets into their correct forms:

1. Soha…………………………to School yesterday. (go   )
2. All the students …………………o abroad soon.(travel   )
3. My father always…………………………….by bus.(come)
4. She………………………..(Arrive) to the airport before my friend…………………………(come   )
5. Please stop………………………………………………(smoke).
6. If Soha………………………………………………..more, she would have got high marks.(read   )
7. ……………..you ever……………………A camel? (ride   )

Question Two

Complete sentence(B) So that it has a similar in meaning to sentence (A) using the words given.

 (A) Ali likes drinking coffee more than tea.

Prefer (B) Ali……………………………………………………….

 (A) She is washing her cloches at this moment.

Her clothes (B)---

 (A) Sugar is more expensive than salt.

As not (B)   **Salt** is…………………………………………………sugar.

1

(A) Although she is clever, he doesn't pass the exam.

In spite of (B)..., she doesn't Pass The Exam.

(A) Literature Is So Enjoyable That All Students Study It.

Such (B) ....Study It.

Question Three

Fill in the spaces with the suitable prepositions from the list below:

Of	in	on	for	at

Rachel was the third………………………….the list of the ten applicants for the interview. She waited anxiously…………………………………her to come. The bell rang and the secretary told Rachel to go…………………………………………………..she told her to sit down ………………..the end of a long table. On each side sat two members…………………………………the board and the chairperson sat opposite her.

Question Four

Transfer the following verbs

Base form	Past	Past-participle
Go		
Drink		
Speak		

Write		
Broke		

Question Five

Choose (), the or () for "no"   article "for each blank below.

(1) I need ….. Egg for this recipe, but we, re out.

(2) I need …… milk for this recipe but we're out.

(3) Is that …….."U" or "o"? I can't read it?

(4) Do you know…….. Name of her perfume?

(5) He is from…….European country, but I don't know.