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(Faculty of Education (ELT

Investigating the Effectiveness of Teaching Grammar through Communicative Method

تقصي فعالية تدريس قواعد اللغة الانجليزية من خلال الطريقة

التواصلية

A Thesis Submitted for the Degree of P.HD In English Language Teaching ((ELT

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بسم الله الرحمن الرحيم

قال تعالى: (وَمَا أُوتِيتُمْ مِنَ الْعِلْمِ إِلَّا قَلِيلًا)

{الإسراء: 85}

Dedication

To my beloved parents and family

Acknowledgement

Abstract

This study aims to investigate the effectiveness of teaching grammar through communicative method: A case study of4th level of English language students at ALziem Alazhari University in Omdurman locality. it concentrates on investigating the diversified views that English language teachers at University of Alzaiem who have these problems as well as testing university students through pre and post Test inside the classroom so as to see their fluency and accuracy as well as standing on their common mistakes when they carried out great hope that, this investigation will help in the diagnosis of these problems.

The data consists of the population, sampling framework

The data collection method, as well as the procedure which the researcher follow to achieve the aims of the study.

the population of the study consists of forty-five English language teacher from different Sudanese universities in Khartoum states who have differences in their experience as well as their universities whether they are supervisor, lecturers in governmental Universities and others are experts.

The study confirms the existence of these problems as far as the hypotheses of the study are concerned. The majorities of the teachers strongly agree or agree with the problems which are mentioned in the hypotheses of the study. In addition to that, from the pre and post-test, many problems appear from the students answers. The study ends by recommendations related to the different views given by the English language teachers at Alzaiem Alazhari University in Omdurman locality. In addition to that, there are suggestions for further studies in the some field.

خلاصة البحث (Abstract)

هدفت هذه الدراسة الي تقصي فاعلية تدريس قواعد اللغة الانجليزية من خلال الطريقة التواصلية: دراسة حالة طلاب السنة الرابعة جامعة الزعيم الازهري بمحلية امدرمان. تركز الدراسة علي تقصى وجهات النظر المختلفة لمعلمي اللغة الانجليزية بجامعة الزعيم الازهري كلية التربية بمحلية امدرمان. حول مشاكل التخاطب بالاضافة الي اجراء اختبار قبلي وبعدي الي عينة لطلاب اللغة الانجليزية للوقوف على اخطائهم التي تم تسجيلها اثناء الاختبار.

تتكون بيانات هذه الدراسة من المجتمع الدراسي، بعض العينات والنماذج, جمع البيانات,عامل الصدق والثبات, بالاضافة الى الاجراءات التي اتبعها الباحث لتحقيق الهدف من الدراسة.

يتكون المجتمع الدراسي من خمسة واربعين معلم ومعلمة بولاية الخرطوم يختلفون في خبراتهم والجامعات التي يعملون بها.

اكدت الدراسة وجود مشاكل في التخاطب وفقا لفرضيات الدراسة حيث تراوحت اجابات الغالبية من المعلمين والمعلمات مابين (اوافق بشدة/ اوافق) كما أظهرت كثير من مشاكل التخاطب عند اجراء الاختبار القبلي والبعدي لدي الطلاب.

خلصت الدراسة ببعض التوصيات وفق لوجهات النظر المختلفة لمعلمي اللغة الانجليزية بالجامعات بولاية الخرطوم والى بعض الاقتراحات لمزيدمن الدراسات في هذا المجال.

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Chapter One

Introduction

1.0 background

This study aims at investigating the effectiveness of teaching grammar through communicative method: A case study of Sudanese English language students at Alzaiem Alazhari University in Omdurman locality. Communicative method is considered as one of the most effective method of English language learning. Sudanese students have different difficulties when they want to communicate fluently or accurately with their teachers and with another one .They also find it difficult to converse in English in the classroom. They resort to the use of Arabic in communicating orally with their classmates. This has negative effect on general standard of learning process.

The main objective of this study is to investigate the above mentioned problems to find out whether the cause concerns the lack of confidence, motivation, as well as interest on the part of the students. They feel afraid and anxious when try to talk in English. some English language teachers participate in this problems especially those lack experience in teaching English through foreign language and instead of this they teach English in Arabic, therefore ,they play a passive role in teaching. Also, the techniques of teaching grammar communicatively at University may need to be tackled. Beside the cultural differences among the students, weakness in vocabulary, lack of grammatical and socio-linguistic competence are other factors. However, the problem of oral communication among the students aggravates gradually and it comes into existence as a real problem.

No doubt differences in how, when, where, and to whom things are orally communicated can not only create slight misunderstandings but can also seriously impair effective teaching and learning. Moreover, if the classroom is filled with students from a wide variety of linguistics and cultural backgrounds that possess a range of second language students will learn, talk, act, or interact in predictable ways. On the other hand, if teachers understand how the dynamic of classroom communication influences second language students' perceptions and participation in classroom activities, they may be better able to monitor and adjust the patterns of oral classroom communication in order to create an environment that is conducive to both classroom learning and second language acquisition.

The researcher investigates these problems seriously in order to help in paving the way for the coming generations through having an updated ways of oral communication to cope with dominates the world today under what is known as globalization and modern technology in learning effectively.

1.1 Statement of the problem:

The theme of this study centers on investigating the effectiveness of teaching grammar through communicative method: A case study of 3rd level of Sudanese English language students at Alzaiem Alazhari University in Omdurman locality.

Grammar is one of the language aspects that causes a lot of troubles to EFL learners since it includes the memorization of isolated rules. Grammar is central to the teaching and learning of languages. It is also only one thing to do then to make it as interesting, pleasant, anxiety-free, or at least as painless as possible.

Of all the methods and approaches of teaching grammar, the grammar translation method (GTM) is considered the least useful method since it teaches grammar explicitly and

An Lzaiem Alazhari university students particularly English language students fall victims to this explicit way of teaching grammar, as a result they couldn't express themselves in spoken language, so it robs their fluency in oral communication and thinking in the language.

Other methods and approaches secure ground for grammar to be learned smoothly. The direct method focuses on foreign language more similar to first language acquisition, and thus grammar is implicitly absorbed. The direct method is designed to address areas like oral communication, spontaneous use of the language, and developing the ability to "think" in the target language. The grammar is acquired rather than being learned by heart as mere rules.

The audio-lingual methods considered listening and speaking as first and central task in learning a language, so it targets at emphasizing the oral skills of the language and not the mere rules for their own sake.

The effect of university students of Alzaiem Alazhari is apparently clear, they hardly express themselves in oral communication gatherings, and forums, even worse: sometimes they couldn't express themselves in single sentence, they don't show the slightest effort of competence and they don't seem to think in the language, this is all due to the memorization of explicit grammar mere rules.

1.2 Significance of the study

The importance of this study is derived from the significance of English language itself. Learning a second language is a normal necessity for students

So it concerns with the students of Alzaiem Alazhari University who have problems in learning grammar through communicative approach to find out suitable solution to this problem gradually.

1.3 Objectives of the study

1- To find out solutions of teaching grammar through communicative Approach.

2- To solve some difficulties that face teachers in teaching grammar through communicative approach.

3- To trace the problems that face learners in learning grammar through communicative approach.

1.4 Research questions.

The study will provide answers for the following questions:

1- To what extent do students of fourth year university have problems in grammar?

2-what are the reasons behind fluency for the university students.

3- How can communicative approach solve the problem of learning grammar?

1.5 Research hypotheses

 (1) Students of fourth year university have problems in grammar.

(2) The reasons behind fluency for the university students are demotivation and grammar explicitly.

(3) The communicative approach can solve the problem of learning grammar through application of communicative activities.

1.6 Scope of the study

The researcher follows the descriptive and analytical method. The tools with which the data were collected are: a questionnaire for Sudanese English language teachers and pre and post- tests for university students to find out solutions of teaching grammar through communicative method.

1.7 Limits of the study.

The study was carried out in 2014. In addition, it is confined to the teachers and some experts of English language at some representative Sudanese universities. The study primarily falls into the field of applied linguistics.

The method which has been chosen to achieve the objectives of the study is experimental method. The population of this study is teachers of English language from different Sudanese universities. A sample of (45) and (3) experts was taken by the researcher. The questionnaires, pre-test and post-test were used to collect the relevant data.

Then, the researcher has used "SPSS" statistical package for social sciences" to analyze these data

Chapter Two

Literature Review and Previous Studies

Chapter Two

Literature review

2-0 introduction:

In this chapter, the researcher is attempted to shed some light on literature related to study which is teaching grammar in Alazhari University and problems facing both teachers and students.

The study is focused on grammar related to linguistic competence, types of

Grammar, theories and approaches and suitable techniques for teaching grammar at universities.

It is also focused on the problems related to methods and Educational factors affecting teaching grammar. In addition, it focuses on those reviews related to previous studies on the some topics and the comment of them.

2-1 What is language?

Language is part of culture: it is an aspect of human behavior. Language is an acquiring habit of systematic vocal activity correlated with meanings Derived from human experiences. Professor Edgar 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) That language operates   in   a regular and systematic fashion.

(2) That language is primarily oral and that these oral symbols represent meaning as they are correlated with actual life situations and experiences.

(3) That language has a social function and that without it, society would probably not exist.

2-2the components of language

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

Phonology: phonology can be identified as the features of sound in a language are systematically structured. These features are divided into two main branches:

(a) the branch of segmental features including consonants and vowels,

(b) The branch of supra – segmental features including stress, intonation, pause, juncture and rhythm.

Vocabulary: vocabulary of a language consists of the lexical items (words) that refer to part of our experience.

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

(c) 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 reachability of grammar, particularly its explicit knowledge. To start with, it is important to give a brief history of grammar and to explain its meaning.

2-3 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 $4^{th \ century.}$ B.C. in India with Panini's grammar of Sanskrit and in Greece with Plato, s dialogue Cratylus. 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?

2-4The meaning 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 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) teachabibility of grammar.

2-5 definition 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 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 (1) language structure

Language structure

Phonology   grammar   semantics
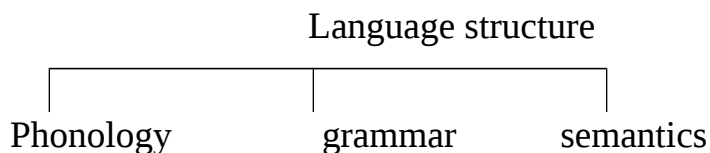
This is the approaches used in this Cambridge encyclopedia. The general sense of the term popularized by Chomsky subsumes and

introduced the term syntax as more specific notion.
(Chomsky(1957:p.11).

fig(2)grammar

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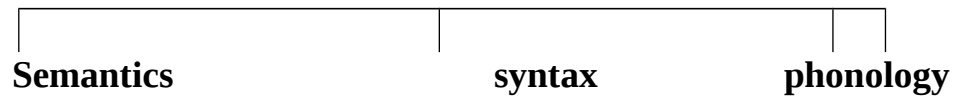
Looking of these two views, it is Chomsky, s that gives a wide perspective definition of grammar.

2-6 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.

2-7 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).

2-8 the Organization of Grammar

Lock (1996:4) mentions that the organization itself can be considered two important concepts are needed for this, (ranked and class). Rank refers to different level of organization within grammar.

For examples people through stones.

The stretch of language consist of one sentence and three words

Highest rank of grammatical organization in both spoken and written English.

Cook (1989:44) defines

"Rank as the one way of representing the relationship of the parts to whole is the rank structure in which each rank is used in linguistics to describe grammar of sentences. The ranks of grammar are sentence, clause, phrase and word"

The sentence can be analyzed into three units. These units are called groups. The sentence consist of three groups each which consists of a number of words. Sometimes the sentence consist of two clauses or more, each of which clause consists of a number of groups, each group

consist of words. The analysis will take into accounts four ranks within grammar: word group, clause and sentence. (ibid: 5)

Class: terms like noun (N) and verb (V) are names of word classes (parts of speech). The word in the sentence can be labeled according to their class. The two other major word classes are adjective (adj) and adverb (adv.) and the same class labels are also used to label the groups. Phrase: the term group has been used here, some grammars use the term phrase, for example noun phrase, verb phrase and adverbial phrase for noun group, verb group and adverb group. Embedding: where one unit is used as constituent of other units in the same or lower rank (ibid: 8).

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 forma-

  tion

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.

2-11Grammar 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-lin-

gual 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).

2-12The 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 focus-

ing 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 impo54tance 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 or-

der 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 canot 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 Traditional language teaching Approaches:

2-16 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 in-

stinctual 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 understand-

ing 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 to-

day 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.

2-17 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).

2-18Reading 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.

2-19Audio 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 Audo 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 pro-

posed by this method. it emphasized the use of audio and visual aids in teaching.

2-20 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.

2-21 Innovative language teaching Approaches

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

2-22 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 func-

tional 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.

(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.

2-23Total 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.

2-24Natural 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.

2-25Procedures 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.

2-26Method:

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.

-:2-27Approach

kaliani 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

:2-28Deductive 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.

2-29Inductive 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.

2-30Why study 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.

2-31Opinions 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 reads outside class than by discussion in classroom. The language teacher, 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.

2-32Presenting 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.

2-33Tasks- 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.

2-34Teaching 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.

2-35Why do we 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.

2-36The 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.

2-37Grammar 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.

2-38Grammar 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 .

2-39Grammar and communication:

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 try 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.

2-40Types 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

2-41Prescriptive 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.

2-42 Descriptive grammar:

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

:2-43Functional 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

2-44Formal 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.

2-45Traditional 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.

2-46 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.

2-47 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.

2-48 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. Nordquist (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.

2-49The definition of Communicative Language Teaching ((CLT

Communicative language teaching began in Britain in the 1960s as a replacement to the earlier structural method, called Situational Language Teaching. This was partly in response to Chomsky's criticisms of structural theories of language and partly based on the theories of British functional linguistis, such as Firth and Halliday, as well as American sociolinguists, such as Hymes , Gumperz and Labov and the writings of Austin and Searle on speech acts. Communicative language teaching is a one of the English language approach that is a developing from previous method like situational language teaching and audio lingual method, in this there is a combine between English aspects as structural and Funtional. As structural CLT emphasize in grammar but as Funtional it‟s emphasize in usage that language.

In terms of language teaching methodology, the communicative approach provides the learners with an opportunity to use language for communication purposes without focusing on accuracy (By gate, 2001). The aims of the communicative approach are (a) „to make communicative competence the goal of language Teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication‟ (Richards and Rodgers, 1986: 66). There are strong and weak versions of Communicative Language Teaching and Howatt (1984) makes a distinction between these two.

In the application of the communicative language teaching (CLT) method in the classroom, there are still several misconceptions about what it involves (Thompson, 1996). Since the main goal of CLT is communicative competence and its emphasis is on communication, several theorists and teachers state that CLT does not involve teaching grammar at all. These ideas have been argued by Thompson (1996) who claims that learners will learn better if they themselves are involved in what they learn and see the relevancy in their learning. In other words, the method has moved from „teacher covering grammar to the learners discovering grammar.

The other misconception is CLT only teaches speaking skills. As CLT emphasizes communication skill, it seems that CLT ignores the other three important skills in language learning which are listening, reading and writing. Again, Thompson (1996) points out that communication do not only take place through speech, but it also involves both writing and reading. Thompson‟s view is a concrete statement because when

we write, we are actually communicating with our reader and when we

read, we are having communication with

the text as well as the writer of that particular text. That is why when we read, we can argue with what the author writes in the paper. The third misconception about CLT is the narrow scope of using other techniques besides pair work which means role play in most of the activities conducted in the classroom. Thompson (1996) once again, opposes the view by stating that we should look at pair work from another angle such as it can actually work as „a preliminary stage to any contribution from the learners". The last misconception about CLT is the demand on the teacher is practically greater. It means that the non-native teachers should have a high degree of proficiency in the target language since the lesson in the classroom tends to be less predictable. In my point of view, this is not a misconception about CLT, instead a challenge to the non-native teachers to re-evaluate and re-develop their skills in the target language. He concludes that these misconceptions could arise from teachers who do not wish to change

.(their old way of teaching (Thompson, 1996

2-50History of communicative language teaching

The origins of communicative teaching are to be found in changes in the British language teaching tradition dating from the late 1960s- until then. Situational language teaching represented the major British approach to teaching English as a foreign language. In situational language   teaching , language was taught by practicing basic structures theory underlying Audiolingualism was rejected in the united states of America in the mid of 1960s British applied linguists began to call into question the theoretical assumption underlying situational language

teaching. By the of the sixties it was clear that situational approach…
had run its course. There was no future in continuing pursue the
chimera of predicting language on the basis of situational events. What
was required was a closer study of the language itself and return to the
traditional concept that utterance carried meaning in them and ex-
pressed the meanings and intentions of the speakers and writers who
created them-(howzat 1984: 280). This was partly a response to the
sorts of criticisms the prominent America linguist Noam Chomsky had
leveled at structural linguistic theory in his now classic book syntactic
structure 1957. Chomsky had demonstrated that the current standard
structural theories of language were incapable of accounting for the
fundamental characteristics of language - the creativity and uniqueness
of individual sentences. British applied linguists emphasized another
fundamental dimension of language that was inadequately addressed in
current approaches to language teaching at that time – the functional
and communicative potential of language. They saw the need to focus
in language teaching on communicative proficiency rather than on
mere mastery of structures. Scholars who advocated this view of lan-
guage. Such as Christopher and he- nary Widdowson,drew on the work
of British functional linguists(e.g.: john firth, m . A. K. Holliday),
American work in sociolinguistics (e.g.: dell homes, william labor), as
well as work in philosophy. Another impetus for different approaches
to foreign language teaching came from changing educational realities
in Europe. With the increasing interdependence of European countries
came the need for greater efforts to teach adults the major languages of
the European common market and the council of Europe: regional or-
ganization for cultural and educational cooperation. Education was one

of the council of europe's major areas of activity. It sponsored interna-
tional conferences on language teaching, published monographs and
books about language teaching, and was active in promoting the forma-
tion of the international association of applied linguistics. The need to
articulate and develop alternative methods of language teaching was
considered a high priority.

Wilkins (1972), which proposed a functional or communicative def-
inition of language that, could serve a basis for developing communica-
tive syllabuses for language teaching. Wilkins's contribution was an
analysis of the communicative meanings that a language learner needs
to understand and express rather than describe the core of language
through traditional concepts of grammar and vocabulary, Wilkins at-
tempt to demonstrate the systems of meaning that language behind uses
of language. He described the two types of meaning notional categories
(concepts such as time, sequence, quality, location, and frequency).
And categories of communicative function (request, details, offers,
complaints). Wilkins later revised and expanded his 1972 document
into a book called national syllabuses (Wilkins 1976), which had sig-
nificant impact on the development of communicative language learn-
ing. The council of Europe incorporated his semantic /communicative
analysis into asset specifications for a first level communicative lan-
guage syllabus. These threshold level specifications (Van Ek and
Alexander 1980) have had a strong influence on the design of commu-
nicative language programs and textbooks in Europe. The work of the
council of Europe: the writings of Wilkins, Widdowson, Candlin ,
Christopher Brumfit Keith Johnson, and other British applied linguists
on the theoretical basis for a communicative or functional approach to

language teaching: the rapid application of these ideas by textbook writers : and the equally rapid acceptance of these new principles by British language teaching specialists, curriculum development centers , and even governments gave prominence nationally and internationally to what came to be referred to as the communicative approach, or simply communicative language teaching. The idea of communicative language teaching (CLT) has expanded since the mid-1970s. Both American and proponents now see it as an approach and (not a method) that aim to (a) make communicative competence the goal of language teaching and (b) develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication. Its comprehensiveness thus makes it different in scope and status from any of the other approaches or methods. There is no single text or authority on it, nor any single model that is universally accepted as authoritative. For some communicative language teaching means little more than an integration of grammatical and functional teaching. Little wood (1981:1) states, "one of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language. For other it means using procedures where learners wok in pairs or groups employing available language resources in problem-solving tasks. Language teaching is that communicative language teaching was also greatly influenced by the early version of long's (1983a, 1983b, 1996) interaction hypothesis. Since then, second language (l2) instructors have been encouraged to employ communicative ways of teaching in their classrooms. The focal point of communicative language teaching was almost exclusively on meaningful interaction through the use of

spontaneous speech during pair and/or group work. There are various methods for teaching communicatively, for example, immersion, task-based instruction, structure input, and the natural approach (Krashen& Terrell, 1983). One controversial aspect of communicative language teaching is the role of grammar instruction. Krashen's (1982, 1985) monitor theory suggests that grammar instruction is unnecessary and has a very minimal effect on second language acquisition (SLA). Since the revised version of the interaction hypothesis (long, 1996), communicative language teaching scholars have become interested in integrating form-focused instruction with communicative activities (Spada &Lightbown, 2009). Pica (2000) argues that communicative teaching that focuses mainly on meaning with very little attention Cathy Chiu yin Wong and Marlysto said that forms are not adequate to prepare learners for attaining native-like proficiency. However the role of grammar in communicative language teaching needs to be justified. Instructors' pedagogical practices and their decisions regarding teaching methods are heavily influenced by their teacher beliefs.

Yalden (1983) discusses six communicative language design alternatives, ranging from a model in which communicative exercises are grafted on an existing structural syllabus, to a learner- generated view of syllabus design (e.g., Holec 1980). Howatt distinguishes between a "strong" and a "weak" version of communicative language teaching. There is, in a sense, "a strong" version of the communicative approach and a "weak" version. The weak version which has become more or less standard practice in the last ten years. Stresses the importance of providing learners with opportunities to use their English for communicative purposes and, characteristically, attempts to integrate such activities into a wider program of language. The strong version of the communicative language teaching, on the other hand, advances the claim

that language is acquired through communication, so that it is not merely a question of activating an existing but inert knowledge of the language, but of stimulating the development of the language system itself. If the former could be described as "learning to use English, The Latter Entails Using English to Learn It" (1984: Page 279) Finocchiaro and Brumfit (1983) contrast the major distinctive features of the audio-lingual method and the communicative approach, according to their interpretation:

Audio-lingual		Communicative language teaching
1	Attends to structure and form more than meaning.	Meaning is paramount
2	Demands memorizing of structure- based dialogs.	Dialogs, if used, center around communicative function and are not normally memorized.
3	Language items are not necessarily contextualized.	Contextualization is basic premise.
4	Language learning is learning structures, sounds, or words.	Language learning is learning to communicate.
5	Mastery, or " over-learning" is sought	Effective communication is sought.
6	Drilling is a central technique.	Drilling may occur, but peripherally.
7	Native- speaker- like pronunciation is sought.	Comprehensible pronunciation is sought.
8	Grammatical explanation is avoided.	Any device which helps the learners is accepted – varying according to their age, interest, etc.
9	Communicative activities only come after a long process of rigid drills and exercises.	Attempts to communicative may be encountered from the very beginning.

10	The use of the student's native language is forbidden.	Judicious use of native language is accepted where feasible.

The major differences between communicative approach and earlier traditions in language teaching. The wide acceptance of the communicative approach and relatively varied way in which it is interpreted and applied can be attributed to the fact that practitioners from different educational traditions can identify with it, and consequently interpret it in different ways. One of its North American proponents Sauvignon 1983 for examples, offers as a precedent to communicative language teaching a commentary by Montaigne on his learning of Latin through conversation rather than through the customary method of formal analysis and translation. Writers Montaigne, " without methods, without a book, without grammar or rules, without a whip and without tears, i had learned a Latin as proper as that of my school master" (Sauvignon 1983: 47) this anti structural view can be held to represent the language learners version of a more general learning perspective usually referred to as " learning by doing " or " the experience approach " Hilgard and Bower 1966. This notion of direct rather than delayed practice of communicative acts is central to most the focus on communicative and factors in language use also has on antecedent in the work of the anthropologist Bronislaw Malinowski and his colleague, the linguist john first. British applied linguists usually credit first with focusing attention on discourse as subject and context for language analysis. First also stressed that language needed to be studied in the broader sociocultural context of its use, which included participants, their behavior and beliefs, the objects of linguistic discussion, and word choice.

Both Michael Halliday and Dell Hymes, linguists frequently cited by advocates of communicative language teaching, acknowledge primary. Debts to Malinowski and first another frequently cite of communicative, it's learner- centered and experience – based view of second language teaching , also has antecedent outside the language teaching tradition.

In addition Language teaching has seen many changes in ideas about syllabus design and methodology in the last 50 years and CLT prompted a rethinking of approaches to syllabus design and methodology. We may conveniently group tends in language teaching in the last 50 years into three phases:

A. Phase I: Traditional approaches (up to the late 1960S)

Traditional approaches to language teaching gave priority to grammatical competence as the basis of language proficiency. They were based on the belief that grammar could be learned through direct instruction and through a methodology that made much use of repetitive practice and drilling. The approach to the teaching of grammar was a deductive one: students are presented with grammar rules and the given opportunities to practice using them, as opposed to an inductive approach in which students are given examples of sentences containing a grammar rule and asked to work out the rule for themselves. It was assumed that language learning meant building up a large repertoire of sentences and grammatical patterns and learning to produce these accurately and quickly in the appropriate situation. Once a basic command of the language was established through oral drilling and controlled practice, the four skills were introduced, usually in the sequence of speaking, listening, reading, and writing.

Techniques that were often employed included memorization of dialogs, question and answer practice, substitution drills and various forms of guided speaking and writing practice.

In typical audio lingual lesson, the following procedures would be observed:

- ❖ Students first hear a model dialogue
- ❖ The dialogue is adapted to the students" interest or situation, through changing certain key words or phrases. This is acted out by the students
- ❖ Certain key structures from the dialogue are selected and used as the basis for pattern drills of different kinds.
- ❖ The students may refer to their textbook, and follow up reading, writing, or vocabulary activities based on the dialogue may be introduced.
- ❖ Follow up activities may take place in the laboratory, where further dialogue and drill work is carried out. (Richard and Rodgers, 2001, 64-65)

B. Phase II : Classic Communicative Language Teaching (1970S up to 1990S)

The notion of communicative was developed within the discipline of linguistics (or more accurately, the sub discipline of sociolinguistics) and appealed to many within the language teaching profession, who argued that communicative competence, and not

Simply grammatical competence, should be the goal of language teaching. CLT created a great deal of enthusiasm and excitement when first appeared as a new approach to language teaching in the 1970S and

1980S and language teachers and teaching institutions all around the world soon began to rethink their teaching, syllabuses, and classroom materials.

Rather than simply specifying the grammar and vocabulary learners needed to master, it was argued that a syllabus should identify the following aspects of language use in order to be able to develop the learners" communicative competence:

- ❖ As detailed a consideration as possible of the purposes for which the learner wishes to acquire the target language. For example using English for business purpose, in the hotel industry, or for travel.

- ❖ Some idea of the setting in which they will want to use the target language. For example, in an office, on an airplane, or in store.

- ❖ The socially defined role the learners will assume in the target language, as well as the role of their interlocutors. For example as a traveler, as a salesperson talking to clients, or as a student in a school setting.

- ❖ The communicative events in which the learners will participate: everyday situations, vocational or professional situations, academic situations, and so on. For example

Making telephone calls, engaging in casual conversation, or taking part in a meeting.

- The language function involved in those events, or what the learner will be able to do with or through the language. For example making introductions, giving explanations, or describing plans.

- The notion or concepts involved, or what the learner will need to be able to talk about. For example leisure, finance, history, religion.

- The skills involved in the "knitting together" of discourse: discourse and rhetorical skills. For example story yelling, giving an effective business presentation.

- The variety or varieties of the target language that will be needed, such as American, Australian, or British English, and the levels in the spoken and written language with the learners will need to reach.

- The grammatical content that will be needed

- The lexical content or vocabulary that will be needed (Van Ek and Alexander 1980)

C. Phase III: Current Communicative Language Teaching (late 1990S to the present).

2-51The Goals of Communicative Language Teaching

- CLT sets as its goal the teaching of communicative competence. Communicative competence includes the following aspects of language knowledge:

- knowing how to use language for a range of different purpose and functions

- Knowing how to vary our use of language according to the setting and the participants (e.g. knowing when to use formal and informal speech or when to use language appropriately for written as opposed to spoken communication)
- knowing how to produce and understand different types of texts (e.g. narratives, reports, interviews, conversations)

knowing how to maintain communication despite having limitations in one language knowledge (e.g. through using different kinds of communication strategies).

2-52Theory of language

The communicative language teaching starts from a theory of language as communication. The goal of language teaching is to develop what Hymes (1972) referred to as "communicative view of language and Chomsky's theory of competence. Chomsky held that linguistics theory is concerned primarily with an ideal speaker- listener in a completely homogeneous speech community.

Hymes theory of communicative competence was a definition of what a speaker need to know in order to be communicatively competence in speech acquiring both respect to.

1. Whether "and to what degree" something is formally possible.
2. Whether (and to what degree) something is feasible in virtue of means of implementation an available.
3. Whether (and to what degree) something is appropriate (an adequate, happy, successful" in relation to a context in which it is used and evaluated.

4. Whether (and to what degree) something is in fact done, actually performed, and what its doing entails.

Another linguistics theory of communication favored in communicative language teaching is holiday's functional account of language use. Linguistics... Is concerned. With the description of speech acts or texts, since only through the study of language in use are all the functions of language, and therefore all components of meaning, brought into focus" (Holliday 1970: 145).

> Hymes, s described "1975: 11- 17) seven basic functions that language performs for children learning their first language:

   a. The instrumental function: using language to get things.

   b. The regulatory function: using language to control the behavior of others.

   c. The interactional function: using language to create interaction with other.

   d. The personal function: using language to express personal feelings and meanings.

   e. The heuristic function: using language to learn and to discover:

The imaginative function: using language to create a world of the imagination.

   f. The representational function: using language to communicate information.

Another theorist frequently cited for his views on the communicative nature of language is henry Widdwson in his book teaching language as communication (1978), Wddowson presented a view of the relationship between linguistic systems and their communicative values

in text and discourse. He focused on the communicative acts underlying the ability to use language for different purpose. Amore recent but related analysis of commutative competence is found in Canale and swain 1980 in which four dimensions of communicative competence are defined: grammatical competence, sociolinguistics, competence, discourse competence, and strategic competence grammatical competence refers to what Chomsky calls linguistic competence and what Hymes intends by what is "formally possible." It is the domain of grammatical and lexical capacity. Sociolinguistic competence refers to an understanding of the social context in which communication takes place, including role relationships, the shared information of the participants, and the communicative purpose for their interaction. Discourse competence refers to the interpretation of individual message elements in terms of their interconnectedness and of how meaning is represented in relationship to the entire discourse or text. Strategic competence refers to the coping strategies that communicators employ to initiate, terminate, maintain, repair, and redirect communication. At the level of language, communicative language teaching has a rich, if somewhat Electic, theoretical base. Some of the characteristics of this communicative view of language follow.

1. Language is a system for the expression of meaning.

2. The primary function of language is for interaction and communication.

3. The structure of language reflects it's functional and communicative uses.

4. The primary units of languages are not merely it's grammatical and structural features but categories of functional and communicative meaning as exemplified in discourse.

2-53 Theory of learning

In contrast to the amount that has been written in communicative language teaching literature about communicative dimension of language, little has been written about learning theory. Neither Brumfit nor Johnson **(**1979), for example, offers any discussion of learning theory. Elements of an underlying learning theory can be discerned in some communicative language teaching practices, however. One such element might be described as the communication principle: activities that involve real communication promote learning. A second element is the task principle: activities in which language is used for carrying out meaningful tasks promote learning (johnson1982). A third element is the meaningfulness principle: language that is meaningful to the learner supports the learning process. Learning activities are consequently selected according to how well they engage the learner in meaningful and authentic language use (rather than merely mechanical practice of language patterns). These principles, we suggest, can be inferred from communicative language teaching practices (e.g., Littlewood 1981. Johnson 1982**).** They address the conditions needed to promote second language learning, rather than the process of language acquisition.

More recent account of communicative language teaching, however, has attempted to describe theories of language learning processes that are compatible with the communicative approach. Sauvignon (1983) surveys second language acquisition research as a source for learning theories and consider the role linguistic, social, cognitive, and individual variables in language acquisition. Other theories (e.g., Stephen Krashen, who is not directly associated with communicative language teaching) have developed theories cited as compatible with the principles of communicative language teaching. Krashen see acquisition as the basic process involved in developing language proficiency and distinguishes this process from learning. Acquisition refers to the unconscious development of the target language system as a result of using the language for real communication. Learning is the conscious representation of grammatical knowledge that has resulted from instruction, and it cannot lead to acquisition. It is the acquired system that we call upon to create utterances during spontaneous language use. The learned system can serve only as a monitor of the output of the acquired system. Krashen and other second language acquisition theorists typically stress that language learning comes about through using language communicatively, rather than through practicing language skills.

Johnson (1984) and little wood (1984) consider an alternative learning theory that they also see as compatible with communicative language teaching – skill- learning model of learning. According to this theory, the acquisition of communicative competence in a language is

an example of skill development. These involve both cognitive and behavioral aspect:

The cognitive aspect involves the internalization of plan for creating appropriate behavior. For language use, these plans derive mainly from the language system – they include grammatical rules, procedures for selecting vocabulary, and social convention governing speech. The behavioral aspect involves the automation of these plans so that they can be converted into fluent performance in real time. This occurs mainly through practice in converting plans into performance.(Littlewoods 1984: 74).

This theory thus encourages an emphasis on practice as a way of developing communicative skills.

2-54 Objectives

Biepho (1981:9) discusses the following levels of objectives in a communicative approach**:**

- An integrative and content level(language as a means of expression)

- A linguistic and instrumental level (language as semiotic system and an object of learning).

- An affective level of interpersonal relationships and conduct (language as a means of expressing values and judgments about oneself and others).

- A level of individual learning needs (remedial learning based on error analysis).

- A general educational level of extra- linguistic goals (language learning within the school curriculum). These are proposed as general objectives, applicable to any teaching situation. Particular objective of communicative language teaching cannot be defined beyond this level of specification, since such an approach assumes that language teaching will reflect the particular needs of the target learners. Tse needs maybe in the domains of reading, writing, listening, or speaking, each of which can be approached from a communicative perspective. Curriculum or instructional objectives for a particular course would reflect specific aspects of communicative competence according to the learner's proficiency level and communicative needs.

2-55Learner's roles

The emphasis in communicative language teaching on the processes of communication, rather than mastery of language forms, leads to different role for learners from those found in more traditional second language classrooms. Been and Candlin (1980: 110) describes the learner's role within communicative language teaching in the following terms:

The role of learner as negotiator- between the self, the learning process, and the object of learning- emerges from and interacts with the role of joint negotiator within the group and within the classroom pro-

cedures and activities which the group undertakes. Chomsky (1980:110) states that "The implication for the learner is that he should contribute as much as he gains, and thereby learn in an interdependent way".

Henner- Stan china and riley 1978 mention that "There is acknowledgement, in some account in communicative language teaching that learners bring preconceptions of what teaching and learning should be like". These constitute a "set" for learning, which unrealized can lead to learner confusion and resentment "". Often there is no text, grammar rules are not presented, classroom arrangement is nonstandard, students are expected to interact primarily with each other rather than with the teacher, and correction of errors may be absent or infrequent. The co-operative (rather than individualistic) approach to learning stressed in communicative language teaching may likewise be unfamiliar to learners. Communicative language teaching methodologists consequently recommend that learners learn to see that failed communication is a joint responsibility and not the fault of speaker or learner. Similarly, successful communication is an accomplishment jointly achieved and acknowledged.

2-56Teacher's roles

Breen and Candlin in (1980: 99) describe teacher roles in the following terms:

The teacher has two main roles: the first role is to facilitate the communication process between all participants in the classroom, and between these participants and various activities and texts. The second role is to

act as an independent participant within the learning – teaching group. The latter role is closely related to the objectives of the first role and arises from it. These roles imply a set of secondary roles for the teacher, first, as an organizer of resources and as a resource himself second as a guide within the classroom procedures and activities…. A third role for the teacher is that of researcher and learner, with much to contribute in terms of appropriate knowledge and abilities, actual and observed experience of the nature of learning and organizational capacities.

2-57Why do we need a new approach to CLT

Over the past decades CLT has become a cornerstone of language teaching methodology, but curiously, the specific content of the teaching approach has remained rather elusive. As Littlewood (2011: 541) pointed out, "A recurrent comment about communicative language teaching is that nobody knows what it is". This curious situation was not the result of classroom practitioners failing to keep up with scholarly guidelines, but rather the absence of any authoritative guidelines. Indeed, Richards and Rodgers (2001: 155) have been right to point out about CLT that "There is no single text or authority on it, nor any single model that is universally accepted as authoritative". We should also add that this vagueness is not a new phenomenon regarding CLT. Ever since the genesis of the method in the early 1 970s, its proponents have developed a very wide range of variants that were only loosely related to each other. This was caused - as we shall see below - by the fact that while CLT had a firm and elaborate linguistic foundation, the psychological understanding of how to convey the linguistic content was

rather imprecise. Therefore, while language teaching experts and materials writers became increasingly clear about what linguistic aspects of the second/foreign language (L2) to focus on, there were no firm guidelines on *how* best to present and teach this language content. It is fair to say that before the turn of the millennium there was no attempt to bring CLT in line with the theoretical advances of the psychology of learning in general and second language acquisition in particular. This underdeveloped psychological dimension inevitably led to diverse practical interpretations, of which the best-known example is the disagreement among experts about how to teach *grammar.* Before we present our proposal for reform, let us take a brief tour of the historical development of CLT, as this will allow us to indicate where the roots of the current confusion are.

2-58Grammar and the implicit/explicit learning dichotomy

Many followers of CLT have tended to associate the method with a basically 'no-grammar' or at least 'not-a-lot-of-grammar' approach, epitomized by Krashen's (1982) *Input Hypothesis,* which downplayed the conscious teaching of grammatical rules and foregrounded the provision of meaningful, comprehensible input as the driving force of effective L2 instruction. The argument was that because children do not focus on grammar as they acquire their Ll. a strong emphasis on grammar is not essential, and can even be distracting, as far as the developments of communicative skills are concerned. This position gained support from the recognition that in real-life communication grammatical accuracy is not essential - after all, does it really matter if we get a tense wrong as long as we are understood? Other CLT proponents, however,

disagreed with this view, and interestingly this group included most of the founding fathers and mothers of the method. If we re-read the early documents of the communicative approach, we find that most of the original CLT theoreticians were quite keen to emphasize salient structural linguistic components, as illustrated, for example, by the initial sentence of Little wood's highly influential teaching methodology text - *Communicative Language Teaching: An Introduction* (1 981): states that "One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view." Not only did this group of scholars not think that including grammar would undermine the effectiveness of communicative language teaching, they believed that a focus on accuracy was an essential part of the method.

These contrasting stances regarding grammar corresponded to a well-known psychological dichotomy, that of *implicit versus explicit learning. Explicit learning* refers to the learner's conscious and deliberate attempt to master some material or solve a problem. This is the learning type emphasized by most school instruction. In contrast, *implicit learning* involves acquiring skills and knowledge without conscious awareness, that is, automatically and often with no intentional attempt to learn them. Naturalistic language acquisition (e.g. picking up a language while staying in the host environment) clearly falls under this latter category, and as we saw earlier, the emerging view of a typical communicative classroom was that it should approximate a naturalistic learning context as closely as possible, thereby providing plenty of au-

thentic input to feed the students' implicit learning processors. Un-doubtedly, this view was to a large extent motivated by the fact that the main language learning model for humans - the mastery of our mother tongue - predominantly involves implicit processes without any explicit teaching; quite amazingly, children acquire the incredibly complex system of their Ll entirely through engaging in natural and meaningful communication with their parents and other caretakers, without receiving any tuition whatsoever, not even systematic corrective feedback. The implicit nature of this process is evidenced by the fact that most people cannot explain the rules of their mother tongue once they have mastered them.

Relying on the implicit learning model that nature has provided would indeed be a comfortable and straightforward solution when mastering an L2. Unfortunately, however, while implicit language processing does a great job in generating native-speaking Ll proficiency in children, it does not seem to work efficiently later when we want to acquire an additional language within institutional contexts. Unguided learning through mere exposure to natural language input does not seem to lead to sufficient progress in L2 attainment for most school-age and adult learners! This was demonstrated very clearly by the accumulated experiences in immersion Programmes - seen by many as an instructional approach that offers optimal conditions for implicit L2 learning - which indicated that immersion school students generally fail to acquire native-like proficiency in the L2. Accordingly, most scholars gradually came to agree with Lightbown and Spada's (2006: 1 76) conclusion that "we do not find support for the hypothesis that language acquisition

will take care of itself if second language learners simply focus on meaning in comprehensible input". If relying on implicit learning is not the answer, we are left with the alternative option that for best effect, L2 language learning needs to be scaffolded by some form of focused explicit instruction. The crucial question is how this scaffolding can be achieved without jeopardizing the benefits of the communicative approach. It is not a question of advocating a back-to-grammar-translation method, so the challenge is to find ways of maximizing the *cooperation* between explicit and implicit learning. Finding a theoretically sound and practically achievable response has been the main motivation behind developing the Principled Communicative Approach

2-59Communicative fluency

Everybody who has ever tried to speak in a foreign language knows that the accurate use of linguistic form is not the only, and very often not the most serious, concern with regard to communicative effectiveness. In many respects, *communicative fluency* is more significant and the implicit-explicit dichotomy discussed above also plays a crucial role in understanding this aspect of communication. In the literature of the psychology of language learning, fluency is usually discussed under the broader concept of "automaticity/automatization", and the promotion of fluency is usually subsumed under "skill learning theory". Thus, from a psychological point of view the relevant issue to explore is how L2 skills can be automatized.

Let us briefly look at the main tenets of *skill learning theory* because they illustrate how both explicit and implicit processes are necessary

for the successful mastery of L2 communicative competence. Skill learning theory holds that the utomatization of any skill, including language skills, requires implicit - or *procedural* - knowledge. Although this theory is consistent with Krashen's (1982) proposal that communicative competence relies on implicit (acquired) knowledge, it contradicts Krashen's theory by positing that in order to build up an implicit knowledge base, one has to start out by receiving explicit knowledge. The development of any skill (driving, knitting, playing tennis, etc.) needs to start with some initial explicit - or *declarative-* input, which in turn becomes gradually *automatized* through repetition. Thus, even though the ultimate goal of skill-learning is to arrive at automatized, implicit knowledge, a systematically designed fluency-building sequence is made up of an initial explicit teaching stage and subsequent practice, further divided into *controlled* and *open-ended* practice:

1- The *declarative input stage* provides clear and concise rules as well as sufficient examples that the learner can then interpret and rehearse, to raise explicit awareness of the skill to be internalized.

2- The *controlled practice stage* should offer opportunities for abundant repetition within a narrow context. "Narrow" is a key attribute here because the proceduralization of explicit knowledge requires a great deal of repetition, not unlike the way a musician practices a piece again and again. Therefore, the key to the effectiveness of this stage is to design drills that are engaging rather than demotivating.

3 The *open-ended practice stage* involves the continuous improvement in the performance of a skill that is already well established in a more varied and less structured applicability range.

Skill-learning theory has been validated by extensive psychological research (see DeKeyser and Criado, 2013a; Dornyei, 2009), and interestingly, the sequence of *declarative input -) controlled practice -) open-ended practice* is reminiscent of the well-known methodological progression of *presentation -4 practice --> production* (PPP).

2-60The principles of Communicative Approach

The previous discussion has indicated that the real challenge for language teaching methodology in the 21st century is to specify the nature of the optimal cooperation between explicit and implicit learning processes in a systematic manner. Working out all the details of a new, principled communicative approach is clearly an ongoing process, but we can formulate some key guiding principles for the approach. Dornyei (2009) offered seven maxims, which are in accordance with the state of the art of current psycholinguistic research:

1- *The personal significance principle:* the PCA should be meaning-Focused and personally significant. This has been the basic tenet of student-cent red, communicative language teaching and we believe that this principle is just as valid now as when it was first formulated.

2- *The declarative input principle:* To facilitate automatization, the PCA should involve explicit initial input components that are then `proceduralized' through practice.

3 *The controlled practice principle:* While the overall aim of CLT is to prepare learners for meaningful communication, skill learning theory suggests that the PCA should also include controlled practice activities to promote the automatization of L2 skills.

4 *The focus on form principle:* While maintaining an overall meaning-oriented approach, the PCA should also pay attention to the formal/structural aspects of the L2 that determine accuracy and appropriateness at the sentence, discourse and pragmatic levels.

5 *The formulaic language principle:* the PCA should include the teaching of formulaic language (e.g. fixed expressions, idioms, Set phrases, collocations) as a featured component. There should be sufficient awareness rising of the significance and the pervasiveness of formulaic language in real-life communication, and selected phrases should be practiced and recycled intensely.

6 *The language exposure principle:* the PCA should offer extensive exposure to large amounts of L2 input that can feed the learners'

Implicit learning mechanisms. In order to make the most of this exposure, learners should be given some explicit preparation in terms of pre-task activities, to prime them for maximum intake.

7 The focused interaction principle: the PCA should offer learners ample opportunities to participate in genuine L2 interaction. For best effect, such communicative practice should always have a specific formal or functional focus, and should always be associated with target phrases to practice.

Each of these principles will be explored in a separate chapter, starting with a brief theoretical overview and then presenting practical ideas on how to implement the principles in classroom tasks. Let us conclude this introduction by reiterating that the essence of the Principled Communicative Approach is the integration of meaningful communication with relevant declarative input and the automatization of both linguistic rules and lexical items. By applying the right principles to teaching L2 skills we can significantly increase in the effectiveness of the learning process.

2-61Communicative language teaching and communicative competence

The fundamental goal of communicative language teaching is to develop learners' communicative competence in l2 through communication and interaction with others (brown, 2002Canale& swain, 1980; Mochada, 2002). To achieve communicative competence, learners need to be competent in four aspects: linguistic, sociolinguistic, discourse, and strategic competence (Canale, 1983; Canale& swain, 1980; swain, 1985). According to Canale (1983) and Canale and swain (1980), linguistic competence, which is also called grammatical competence, concerns learners' use of lexis, syntax, and structures. Sociolinguistic competence concerns learners' appropriate use of language in different situations and settings. Discourse competence refers to the speakers' ability to form oral and written language appropriately and meaningfully. As suggested by the term itself, strategic competence relates to the use of strategies that can be used to make up for the inadequate abilities in other aspects of competence. Researchers have investigated the acqui-

sition of each competence (see Meyer, 1990; Rintell, 1990; Sato, 1990; swain &lapkin, 1990). These studies provide evidence that each competence plays a Significant role in the acquisition of communicative competence. However, teachers seem to be emphasizing grammar accuracy in their communicative language teaching classrooms (Wang, 2009). According to Savignon (2002**),** there is a difference between communicative competence and communicative ability. Communicative competence refers to the ability to interpret information, express oneself, and negotiate meaning. Communicative ability refers to the ability to comprehend meaning and to use forms appropriately. This implies the importance of grammar learning in order to achieve a higher level of communication. In the context of communicative language teaching, whether or not grammar instruction should be included a controversial topic.

2-62The rules of grammar in communicative language teaching

There is a mixture of beliefs regarding grammar instruction. Some scholars support the exclusion of grammar learning (prabhu, 1987), explains that "while other researchers emphasize the need to include grammar teaching in communicative language teaching (e.g. lightbown & spade, 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 second language acquisition. In his hypothesis, krashen claims that there is a distinction between acquisition and learning. He believes that acquisition happens naturally, provided the role of grammar in commu-

nicative language teaching that learners receive sufficient comprehensible input and that only acquired knowledge that can lead to fluent communication. Also krashen's monitor hypothesis proposes that explicit form teaching only serves as a tool for monitoring learners' language. That is, learners learn grammatical rules only to monitor the correctness of their language use, which is in addition to what has been acquired. However, the advocates of explicit grammar instruction argue that it is inadequate to acquire a second language l2, if meaning is the only focus. Long (1991) states that "differentiate between focus on forms and focus on form. He defines focus on forms as learning grammar rules, and focus on form as drawing learners' attention to grammar in activities and tasks". In the past two decades, some researchers have returned to the investigation of form-focus reinstruction in communicative language teaching (e.g. Celce-Murcia, 1991; "doughty & Williams, 1998; Ellis, 1993; long &Crookes, 1992). The studies on language accuracy of students in an immersion program in Canada provide important evidence that form focused instruction is needed (e.g. Harley & swain, 1984; swain, 1985). These immersion students received massive amounts of input and had plenty of interaction in the program for a period of time, but their utterances still contained grammatical mistakes. As a result of excluding form-focused instruction, the learners' output lacked in accuracy (Williams, 1995). Despite the negative reports about immersion programs in regard to language acquisition, research also indicates the success of French immersion programs in Canada. The students in the programs out performed those who learned French as a separate subject in their overall proficiency in French as well as their knowledge of the target language culture (cummins & swain, 1986;

lessow-hurley, 2009). Many educators misunderstand focus on form as teaching and learning grammatical rules. However, form-focused instruction does not refer to presenting rules to students. A number of studies (e.g. doughty, 1991; doughty & Williams, 1998; light own, 1991; trashy &white, 1993; white, 1991) have examined the effectiveness of focusing on form and indicated that students with form-focused instruction outperformed those without instruction on the targeted forms. The results of these studies are very important, because they support the role of form-focused instruction. Some teachers think that form-focused instruction and communicative activities, where the focus is on meaning, should be separated. Teachers believe that drawing students' attention to grammar, while they are engaging in meaning, may have harmful effects (lightbown, 1998). However, some scholars argue that form-focused instruction and communicative activities should be combined. Students pay more attention to target forms, and the forms become more memorable, if students learn them in context (Foto, 1994; Lightbown, 1998; Nassaji, 2000; Wang, 2009). One way to present grammar communicatively is through structured input activities (lee &Vanpatten, 2003). Structured input is a type of instruction that directs learners to pay attention to the target language through arranging input from the instruction. These activities are called structured input activities. The basic notion of these activities is how learners encode grammatical forms through meaningful context. The purpose of structured input activities is to raise learners' awareness of the target structures with meaning.

2-63Communicative language teaching (CLT) in teaching grammar.

An overview of communicative language teaching (CLT)

Towards the end of the 1960s there was a growing dissatisfaction among applied linguists and foreign language teachers with the language theories and teaching methods.

American linguist Noam Chomsky demonstrated that the current standard structural theories of language were incapable of accounting for the fundamental characteristics of language -the creativity and uniqueness of individual sentences. Then, British applied linguists emphasized another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time -the functional and communicative potential of language. Consequently, the teaching produced structurally competent students who were often communicatively incompetent. Communicative language teaching (CLT) emerged as a response to that judgment. The term communicative language teaching covers a variety of approaches that all focuses on helping learners to communicate meaningfully in target language. Bindley (1986: 11) pointed out that: "the 1970's and 1980's could be regarded as the era of communicative teaching." And it is probably the approach most used by trained teachers today (Paul Davies, 2000: 193).

2-64Characteristics of communicative language teaching

In communicative language teaching, meaning is paramount. Wilkins (1972) classifies meaning into notional and functional categories and views learning a second language as acquiring the linguistic means to

perform different kinds of functions. According to Larsen-freeman (1986: 132) the most obvious characteristic of communicative language teaching is that "almost everything that is done is done with communicative intent". Students use the language through communicative activities (e.g. games, role-plays and problem-solving tasks).

2-65Status of grammarian communicative language teaching

Celce Murcia (1988- 142) as mentioned above and pointed out that grammatical structure seem to pair naturally with other aspects of language , teaching techniques should vary according to the matching being emphasized. For example in structural social matches such as modals and requests, the degree of politeness depends on the relationship between the speaker and his / her interlocutor. In such cases dramatization and other dynamic, interactional techniques allow learners to make the connections between structural and social function. Such techniques facilitate a proper match between the grammar point being presented and the language factor with which its use is most often associated in case of structure meaning matches. The most useful techniques are: demonstration, illustration and total physical response (TPR) activities (1) these techniques allow the teacher to focus on meaning distinctions by manipulating the environment, thereby helping students to focus on contrasts of semantic systems.

Finally with the structure – discourse matches, the major technique include: text generation, manipulation and explanation. A combination of the teaching activities mentioned above can be used for this match. That is one can use a dynamic piece of discourse such as a natural dia-

logue for the text. Then the more static techniques of illustration, explanation and demonstration can be used to focus student's attention to the text itself and its cohesion rather than on pragmatic or semantic factor. With CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, towards the use of pair work activities, role plays, group work activities and project work these are discussed.

2-66 The kinds of classroom activities the best facilities learning

Since the advent of CLT, teachers and materials writers have sought to find ways of developing classroom activities that reflected the principles of a communicative methodology. This quest has continued up to the present day. The communication strategies identified in this study became the basis for subsequent identification by Canale and Swain (1980) of *strategic competence* as one of the components in their well-known framework for communicative competence, along with grammatical competence and sociolinguistic competence. (The classroom model of communicative competence proposed by Savignon [1983] includes the three components identified by Canale and Swain plus a fourth component, discourse competence, added by Canale [1983].

2-67 Communicative resource in teaching grammar:

There are suggested for each match who can be exploited in making the match clear to students. Role playing, storytelling and student generated skills for example or any resource which allows student to understand and focus on social factors that affect language use would be

appropriate with structure - social match. As for structure- semantic match, resources consisting of objects such as picture, Realia, and graphics would be appropriate. Since semantic distinctions often need visual reinforcement. Finally resource such as songs, verse, or problem in a text (i.e. Linguistic object) is very suitable to structure discourse.

2-68Communicative tasks and their roles in teaching and learning grammar

Brumfit (1984) lists a set of criteria necessary for achieving fluency:

A-the language should be means to end .i.e. The focuses should be the form and on the meaning as well.

B-the content should be determined by the learner that has to formulate and produce ideas.

C-there must be negotiation of meaning between the speaker i.e. Students must be included in interpreting the meaning from what they hear and construct what to as response.

D-the normal process of listening, speaking and writing will be in play: i.e. Students will practice and develop strategic competence.

E-teacher intervention to correct should be minimal.

In Brumfit view fluency activities will give students the opportunity to produce and understand items which they have gradually acquired during activities focused on linguistic form. (Elsadig 2007: 14)

Classroom activities develop pattern of language interaction among learners. Willis **(**1996) gives a useful typology of classroom activities:

Reasoning gap: involves deriving some information from given information through inference and deduction. Information transfer: is a type of communicative activity that involves transferring information from

one medium e.g. (text) to another, (from table- diagram), such activities are indeed to help developing learners communicative competence by engaging them in meaning focuses on communication.

Information gap: is another type of communicative activity in which each participant in the activity holds some information, other participants don't have and all participants have to share the information they have with other participants in order to successfully complete a task or solve a problem. Role playing and simulation: communicative act that achieve through language in the world outside the classroom and pedagogical tasks which are carried out in the classroom involve learners in comprehending, manipulating, producing or interacting in the language which their attention is principally focused on meaning rather form. They have a non – linguistic outcome, and can be divided into rehearsal tasks activation tasks: a piece of classroom work which involves communicative interaction, but one in which learners will be rehearsing for some out of class communication. Language exercise: apiece of classroom work focusing learners on, and involving learners in manipulating some aspect of linguistic system.

 -communicative activity: a piece of classroom work involves a focus on a particular linguistic feature but also involving the genuine exchange of meaning. Having specified target and pedagogical tasks, the syllabus designer analyses language items in order to identify the knowledge and skills that the learner will need to have in order to carry out the tasks. The next steps are to sequence and integrate the tasks with enabling exercises designed to develop the requisite knowledge and skills.

- Jigsaws: are highly interactive that require learners to pool their information to complete a task, the interaction among learners often includes questions, explanations, and requests for clarification.

- conversation and grid activities: provide learners with an opportunity to practice gathering and giving the information over and over again, thus they help to build automatically and they also provide learners with a chance to negotiate .” Discussion: an obvious way to promote interaction, they can be anything from cultural issue, education, learning English to current events and hot topics. The purpose of a discussion should be made very clear to the learners.

- Opinion gap: it involves identifying and articulating a personal preference, feeling an attitude in response to given situation such story completion.

2-69Communicative approach versus grammar translation method

The communicative approach stresses the need to teach communicative competence as opposed to linguistic competence. Thus   functions are emphasized over forms. Students usually work with authentic materials in small groups on communicative activities, during which they receive practice in negotiating meaning. The grammar translation method on the other hand is the classical method which emerged when people of the western world wanted to learn “foreign” languages such as Latin and Greek. Its focus was on grammatical rules, the memorization of vocabulary and of various declensions and conjunctions, translation of texts, doing writhen exercises.

A class working with grammar translation method would be like that:

-a classes are taught in the mother tongue, with little active use of the target language.

- much vocabulary is taught in the form of lists of isolated words

- long elaborate explanations of the intricacies of grammar are given.

- grammar provides the rule of putting words together and instruction often focuses on the form and inflection.

-the communicative classroom features on the other hand, are like this an emphasis on learning to communicate through interaction in the target language.

-the introduction of authentic texts into the learning situation (authentic material is a must because students cannot extrapolate to the real world their learning on made up material.

-the provision of opportunities for learners to focus not only on language but also on the learning process itself.

- an enhancement of the learners own experience as important contributing elements to classroom learning.

An attempt to link classroom learning with language activation outside the classroom.

Lindsey. J.D (1994) contends teaching English need to be based on communicative approach and how to prepare students to speak and write properly by the end of secondary school. Hence English teachers need to develop learner's competence, civil competence and goal oriented competence. Students at secondary school stage needs to be trained on how to scope with social interaction and teaching strategy.

William little wood (1981:10) illustrates how to relate structure to a communicative function through the following examples:

P: by the way, has john written that letter yet?

R: yes, he wrote it yesterday.

P: has he seen the film yet?

The item serve to illustrate communicative facts as structural facts, the prompt is an instance not only of a perfect interrogative, but also of a question, while the response is not to recognize the communicative function as well as the structural linguistic form.

Comparison between

2-70The listening and as main skills in communicative

Many years ago listening comprehension was really not taken very seriously in the main stream of English language teaching. The emphasis in teaching was mainly on reading and writing, but largely ignored the teaching of listening and speaking in most classroom. Brown, g(1977:5) states that as the idea of teaching the four skills developed during the late 50s and 60s , listening comprehension as one of these skills began to be paid little attention but it was still very much "runt of litter". The instructor cannot effectively ask students to listen faster nor dose study of vocabulary and grammar produce direct improvement in hearing of the rate native speakers speaks. Brown. G goes over explaining the relation of listening skill to grammar.

With respect to grammar, teachers should enable students to respond to different structural devices and patterns upon hearing them and to produce them with such skills as to elicit the desired response.

-the grammar must be mastered at two levels: receptive and productive visual aids.

- conditions, trained teachers.

- Positive attitude towards the errors.

- The teacher must know what is going on learners mind through priva-tion.

- grammatical explanations alone are in effective, it is better if it is used as a backup device or extra strategy at revision stage.

- the output should be authentic representation at input. This ignores the function of intake that knowledge of language the students internal-ize, teachers need to explicit knowledge to grammar particularly with references to the historical and the contemporary concepts of grammar to move from traditional perspective trends in teaching grammar. With CLT began a movement away from traditional lesson formats where the focus was on mastery of different items of grammar and practice through controlled activities such as memorization of dialogs and drills, towards the use of pair work activities, role plays, group work activities and project work these are discussed. .

2-71The Definition of Speaking

Speaking consist of producing systematic verbal utterance to convey meaning. Speaking is "an interactive process of constructing meaning that involves producing and receiving and processing information" (Flores in Bailey, 2005:2).

Speaking skill is an ability to orally express opinion, thought, and feel-ing to other people both directly and directly. Moris in Novia (2002) states that speaking is the novice means of communication among member of society in expressing their thought and is the representation of social behavior. On the other hand way around, Wilkin in Maulida (2001) proposes that the aim of recent teaching English as FL is speak-ing achievement. Furthermore, in Oktarina (2002) she underlines that speaking skill is the ability of arranging sentences since communica-

tion happens through the various society. In a bit different statement, Chaney (1998: 13) states that speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts

From the above definition, it can be concluded that speaking is a crucial part of second language learning and teaching. Dealing with the importance of speaking in EFL, Stovall (1998) in Malihah (2010: 88) states that language learners need to recognize that speaking involves three areas of knowledge:

a. Mechaniccs (pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation

b. Function (transaction and interaction): knowing when clarity of message is essential (transaction/information exchange) and when precise understanding is not required (interaction/relationship building).

c. Social, cultural, and norms (turn-talking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

2-72Speaking as main skill in communication

Of course all the four skills (listening, speaking, reading and writing) speaking seem intuitively the most important: people who know a language are referred to as speakers of that language. As if speaking including all the other kind of knowledge and many if not most foreign language learners are primarily in learning to speak.

Penny UR (1991: 120) states that" classroom activities that develop learner's ability to express themselves through speech would therefore seem an important component of a language course". Yet it is difficult to design and administer such activities: more so, in many ways than to do so for listening, reading and writing. Moreover penny adds the characteristics of an effective successful speaking activity as follow:

Learners talk a lot: as much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious but often most time is taken up with teacher talk or pauses.

Participation is even: classroom discussion is not dominated by a minority of talkative participation: all get chance to speak and contribution are fairly evenly distributed.

Motivation is high. Learners are eager to speak because they are interested in the topic and have something new to say about it or because they want to contribute to achieve a task objective language is of an acceptable level: learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

2-73Learner's variables

Although the researcher is reluctant to abandon grammar teaching without further evidence, he hesitate to recommend a single approach or method, as students have different learning strategies or styles. Studies in educational psychology suggested that people learning anything include second or foreign language use at least two distinct strategies analytical and holistic (2) Celce Murcia and Sharon hills (1988-p:5) differentiate between two styles: analytical learners form and test hypothesis: consciously or unconsciously, they extract paradigms and rules from examples, holistic learners, on the other hand , learn best by doing little or no analysis , instead , they learn by exposure to large chunks of language in meaningful context. In second language acquisition, these two types of learners might be designated as rule learners, and data gathers (hatch. etal. 1985: 44) learning strategies are affected also by age and task type. Children seem to prefer holistic approach over an analytical one, and even those adult who are generally more comfortable with analytical a style often approach a switch to a holistic one. The issue of children aside not everyone can learn grammar: nor for that matter does everyone need to formally of our learners, A pidginize communicative inter-language is completely sufficient for their social and vocational (1987) or a grammarless communicative syllabus may be the most efficient. Higs and Clifford (1982:73) pointed out that the most efficient way to achieve survival level proficiency would be a course that stressed vocabulary our experience indicates that such a course would work to the disadvantage of students who wished to develop higher level of proficiency.

2-74Related 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.

2-74-1First Related Studies

Al- Rafeea Suleiman Al-Fadil, (2010) "Strategies for developing English grammar through communicative method in Sudanese secondary School"ph.D, faculty of Education. Sudan University of Science and Technology

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

2-74-2Objective'

To know the impact of teaching English grammar through communicative method.

To know the common strategies Sudanese English Language Teachers use when they teach Speaking and Listening.

To know to know about the common strategies Sudanese English Language Teachers use when they teach some grammatical items.

To know the effect of teaching some Listening Strategies in developing English oral communication.

To suggest ways to enhance command of spoken English so that, Sudanese secondary School Students could be competent communicators.

2-74-3Results

According to the responses to the questionnaires and tests held to investigate and answer the above stated questions, the researcher comes out with the following results:

1-Teachers don't use most recommended strategies when they teach English Speaking skills. Lack of using proper strategies for teaching English speaking skills is obviously reflected in the students, inability to say even a single correct English sentence. it also provides reasons for the general assumption of the research.

2-teachers do not use effective listening strategies because they don't teach listening lessons. They only one strategy they use in general strategy which could be used for all skills. This results also justifies the poor standard of the students' communicative competence, since listening and speaking are an essential part of it

Sudanese English language teachers need to be trained to use communicative in teaching grammar.

2-74-5Second Related Studies

Damaris Cordero(2006) " communicative grammar " An effective tool to teach second language in today's 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 communicative language teaching 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 , with the results, helping English Language Teachers at Universidad National to improve their Grammar Lessons through the use of the Communicative Language Teaching Approach.

2-74-6Third Related Studies

Kirya Ahmed Mohammed (2014) "the implicit or explicit Grammar Teaching of EFL Learners, Oral communication Skills" Ph.D. faculty of Education- Sudan University of Science and Technology.

This research confirmed that the teaching grammar through implicit is most effective way for the Student's communicative competence 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"

2-74-7Fourth Related Studies

In their studies: Hiep (2007), Incecy (2009), Zekaryia (2010), l i (1998), li (2004), Rao (2002), and WN (2001**)** reported that "centralized grammar based exams had negative wash back on the teacher's classroom practices. Similarly, this was repeatedly mentioned by their respondents of this study as one of the major difficulties that prevented them for using communicative language teaching in their English classrooms.

This Study Aims That "large class for teachers was another major difficulty reported in this study that was vastly mentioned by other authors too"

2-74-8Fifth Related Studies

Burnaby and Sun (1998), Holliday (1994), Hui (1997), Li (1998). Li (2004), And Rao (2002) state That "This Issue Was A Significant Demonstrated In Their Studies That Issue Was A Significant Institutional Constraint The Hindered The Effective Implementation Of Communicative Language Teaching In EFL Classrooms".

In the literature, fewer opportunities for retraining in communicative language teaching was referred as another key challenge in using communicative language teaching in English as a foreign language contexts (Campbell and Zhao, 1993: Hui, 1997: li 1998: pinner, 1995: WU 2001) in the same vein, "it was confirmed that the responses of the teachers in this study aligned with what was suggested by those author in general".

 In addition, students low motivation for communicative competence was identified in the literature as a further significant challenge that

needed to be overcome to use communicative language teaching in teaching grammar.

2-74-9Sixth Related Studies

 Hiep (2007), li (1998), li (2004), and Rao (2002**)** pointed out that "students felt that primarily needed to learn grammar deductively, and thus they didn't have much motivation to develop their spoken English for communicative purposes as reported by the teachers in the present study, learners of English in Sudan feel exactly the same."

2-74-10Seventh Related Study

 Juan Bao and Jing sun (2010) pointed out that" correctly understanding Student, s attitude towards grammar is a key factor in teaching with the development of the communicative approach. Some teachers think that grammar is old- fashioned."

This study aims at developing Students speaking and listening ability throughout teaching grammar communicatively". These Chinese teachers have not captured the real meaning of the communicative approach. Communicative language teaching doesn't exclude grammar teaching: instead communicative language teaching aims broadly to apply theoretical perspectives of the communicative approach by making communicative competence the goal of language teaching and by acknowledging the interdependence of language and communication."

2-74-11Eight Related Studies

(Dian, 2000b), Sandra Fotos and rod Ellis 1991 states that "providing learners with grammar problems they must solve interactively integrates grammar instruction with opportunities for meaningful communication."

2-74-12Ninth Related Studies

Ali Omar 1996 "the effectiveness of teaching grammar through communicative method "un published, faculty of education – international African University.

This study aims at examine the perception of grammar instruction of six college level teachers who teach Spanish as l2 at exploring how they implement grammar instruction in their CLT Classrooms. The researcher used teachers and students' questionnaire, descriptive and analytical method: the evaluation scales is for the teacher and another for the students were developed and validated through a pilot study. the teacher s scales contained (60) items covering eleven of good texts books. Students scale consists of (70 items). The sample of the study consist of (150) students. (50 males) and (100) females. The sample also included of (160) supervisors and teachers. the results of this study revealed that the main score of experimental group is better than the control group. the researcher found that using group discussion helps students to communicate easily and effectively.

2-74-13Summary of the Chapter

English is the language of the world in all fields of the arts, hard science, humanists, and social sciences. International trade, commerce and diplomacy are conducted in English. Sudan is no exception. Where

English is taught and learn as an important language. But since the main purpose of language is communication, the situation in our country need to be change, it requires change in attitude and practices as for as the teaching of English is concerned. There may be reasons for that , from there searchers own point of view English grammar rules are taught in isolation and sufficient practice is not given in the use of different aspects of grammar in reading, writing, speaking etc….

Functional grammar is not taught in the classroom. More importance is given to the teaching of English text books and grammar is taught by the deductive method. In this method, the definition and rules of grammar are dictated to the students and then particular examples are given. Sufficient practice is not provided in the use of different aspects of grammar. This situation calls for a change in our teaching methods and the use of different techniques and methods moreover teachers sometimes miss match between the structure and the appropriate aspect of the language teaching.

As **Clece Marcia and Sharon (1988)** mentioned previously that every item of grammar has a match with one aspect of the language factor: social, semantic or discourse.

Finally the problem of teaching grammar can be solved in two ways: first adopting and practicing the inductive method of teaching English grammar, through many attractive such as group work, pair work, reasoning gap, information gap etc. Secondly the form with its appropriate match without language Factors (i.e. Semantic, social, or discourse).

Chapter Three

Research Methodology

Chapter Three

Methodology of the study

3.0 Introduction

This chapter has discussed the following: methods of the study, population of the study, sample of the study, description of the sample and the instruments, reliability, validity and data analysis procedure.

3.1 Methods and Tools   of the Study

The researcher has used the descriptive and analytical method, quantitative and qualitative methods as well as the questionnaire and the pre and post-test as tools to investigate the following hypotheses:

(1) Students of fourth year university have problems in grammar.

(2) The reasons behind fluency for the university students.

(3)The communicative approach can solve the problem of learning grammar through application of communicative activities.

The researcher has used the statistical package for social sciences (SPSS) namely; the researcher focuses on percentage and frequency

3.2Population and Sample of the Study

The population of this study is drawn exclusively from young learners at Alzaiem Alazhari University Students, the academic year 2016-2017. The researcher has chosen two samples to represent this study as such:

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

Secondly: young learners at Alzaiem Alazhari University Students who responded to the pre and post- test. The academic year 2016-2017 (from both sexes).

3.3 Tools of the study

The researcher was used two tools to collect the information of this study. One includes the questionnaire which was given to (45) Sudanese English teachers whom were selected randomly. The other tool was test which was given to the young learners at Alzaiem Alazhari University, the academic year 2016-2017. The researcher chooses fifty-six (56) young learners as the sample.

3.4 Teachers' questionnaire

The second tool is a questionnaire which is distributed to the teachers from both sexes. This questionnaire has included a covering page which introduces the topic of the research and identifies the researcher. It uses like 5-point scale (Strongly Agree, Agree, Neutral, Disagree, and Strongly Disagree). The statements are about the communicative method.

The questionnaire was designed as a tool for collecting information about the problems encountered young learners at Alzaiem Alazhari University, the academic year 2015-2016. The questionnaire included 15 statements given to Sudanese English teachers from different universities. It was judged by experienced professors and doctors from Sudan University of Science and Technology. The responses for the questionnaire were given to an expert in statistics and the results are as in the tables of analysis.

3.5 Subjects

3.6 Students

The subject of this study were (56) second English language Students at Alzaiem Alazhari university. These Students were selected because they have already had background about communicative method in English language as well as they have already spoken before. Their age range between (25-30). They have the same educational background. Arabic language is the mothers tongue of most these Students. These Students included both (male and female).

3.7 Instrument of data collection:-

3.8 Grammar 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 to with grammar topic and were allowed one hour to finish the topic.

3.9 Procedures

Students at Alzaiem Alazhari University in Omdurman locality, the academic year 2015-2016 (56) were asked to write Tenses, Preposition, Articles and Matching during the class, The Students were allowed one hour to finish the task.

The topic was An English Grammar after that the papers were collected, numbered and marked by the researcher and three different teachers.

3.10 Validity and Reliability

3.11 Validity of the Test

The test was administrated to an expert judge who related their relevance.

3.12 Reliability of the test

To estimate reliability, the researcher considered the test. The Students were asked to answer grammar questionnaire. They were not allowed to ask each other.

3-13 Reliability and validity of the teachers, Questionnaire

To guarantee the content validity and reliability of the teachers, Questionnaire, the researcher has adopted the following procedures:

1-the questionnaire was reviewed by five judges who are Ph.D. holders specialized in evaluation and measurement, educational psychology, linguistics and curricula designers.(see appendex2) the researcher intended for the questionnaire could be fully examined and evaluated.

2- Questionnaire was modified according to the judges, suggestions (some words were added, some difficult or unrelated

items were deleted, some items were reconstructed) (see appendix 3).

3-After typing the teachers, questionnaire in its final version, it was distributed to (15) participants from the study population to ensure its face validity.

4- Then this pilot questionnaire was collected.

5- The majority of the participants commented that the questionnaire is clear.

The validity of the questionnaire is that the tool measures the exact aim which it is designed for. The researcher calculated the validity statistically using the following.

The researcher calculated the reliability coefficient for the measurement, which was used in the questionnaire using (spilt. half).

This method stands on the principle of dividing the answer location coefficient) between the two parts, finally, the (reliability coefficient) was calculated according to cronbaach.

3.14 Study Piloting

3.15 Introduction

Nunan (1992-145) points out that all research instruments should have piloting phase. Bell (1993-48) also believes that, "all data gathering instrument should be piloted to test how long it takes recipient to complete them to check that all ques-

tions and instructions are clear and enable you remove any items which do not yield usable data".

The grammar test items were piloted priors to the main study. The fourth year S of English Students h language at Alzaiem Alazhari University participated in the pilot study.

The study piloting was conducted the following aims:

1. Give the researcher a clear idea about the time needed for the test.

2. Determine whether the texts questions and instructions were clearly written.

3. Identify any problems.

4. Identify any adjustment that may be needed.

After conducting the pilot study, the researcher note that some student did not understand all the instructions, therefore, the researcher further explained these instructions.

The following part presents the analysis the study piloting, which is the student's grammar test. "Kash Avarz's (1994) model was used to analyze student's grammar products

Chapter Four

Data Analysis

Chapter four

Data Analysis

4.0 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) in Sudanese universities, and test was given to 56 respondents (see appendix B) who represent the students' community in Alzaiem Alazhari University.

4.1. The Responses to the Questionnaire

The responses to the questionnaire of the 50 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.

4.2. 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 50 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. Sex Table: (1) showed the distribution of frequencies

Value	Frequencies	Percent
Male	43	95.6%
Female	2	4.4%
Total	45	100.0%
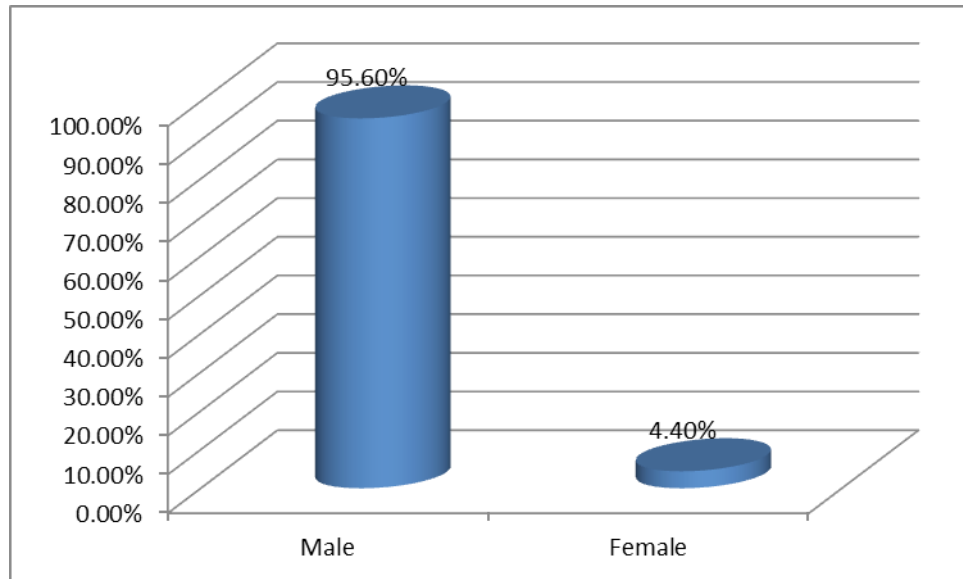
Table(1) above showed that the distribution of the sample by the statement as follows male by (95.6%) and female by (4.4%)

Statement (1): Teachers use Communicative Method inside the classroom.

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%
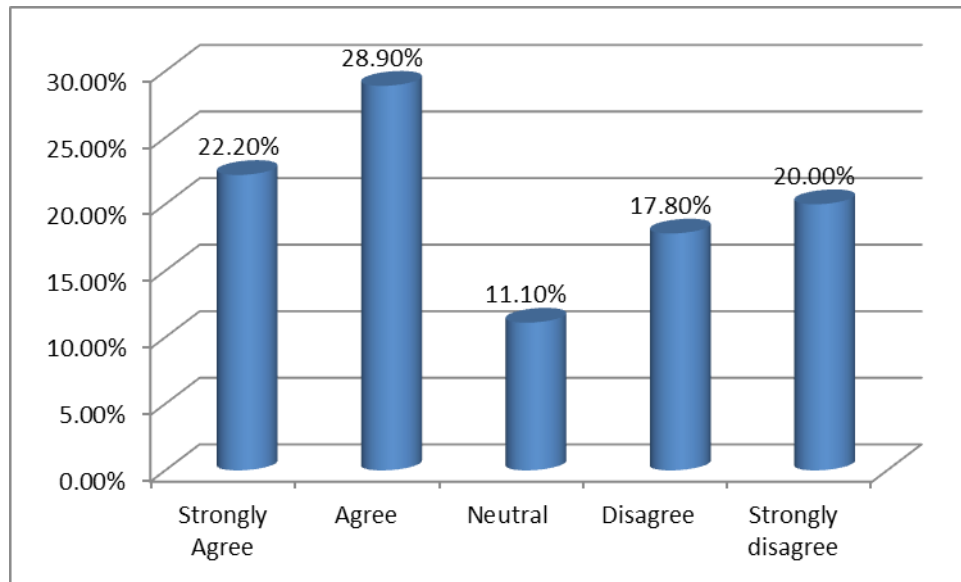
Table (4:1) above showed that a majority of respondents (51.1%) strongly agree and agree that teacher use communicative method in classroom. Only (37.8%) don't agree to that. This justifies that teacher need to be trained and developed to use communicative method inside the classroom.

Statement (2): Teachers should be well trained to use Communicative Method in English language teaching classrooms

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%
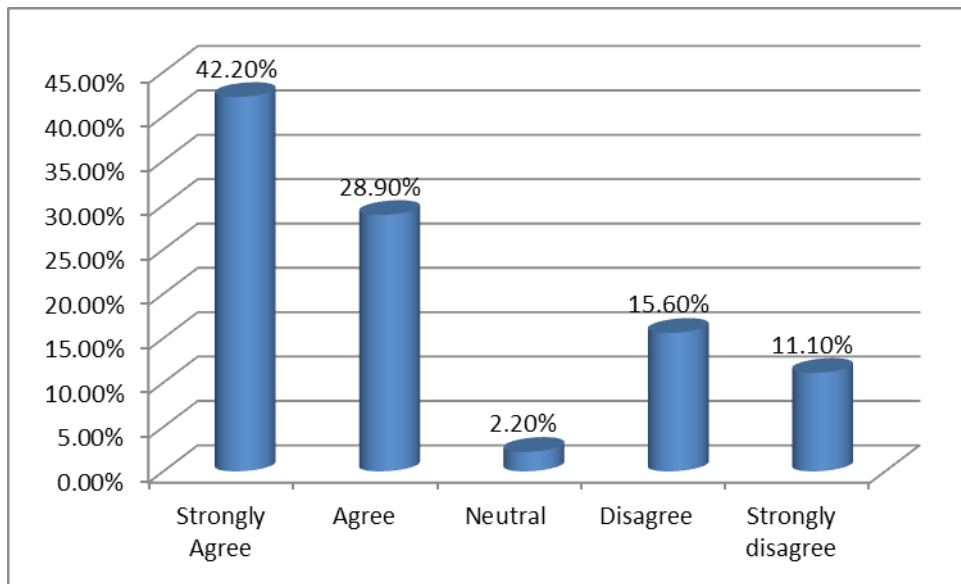
Table (4:2) explained that a vast majority of respondents (%71.1) strongly agree and agree that students should be well   trained to use communicative method in English language classroom. Only (%26.7) don't agree on that. This indicates that teachers need to be trained to use activities communicatively inside the classrooms.

Statement (3): Some teachers of English teach grammar explicitly

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%
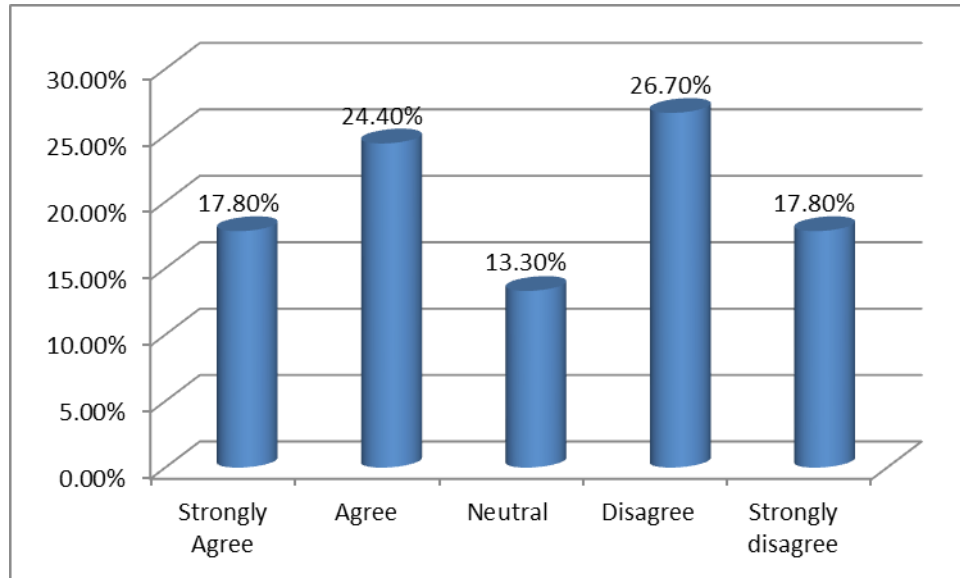
The table (4:3) above expressed that a vast majority of respondents (%42.2) strongly agree and agree that some teachers of English teach Grammar Explicitly. Only (%44.5) don't agree on that. This indicates that the statement is neutral and teachers need to be trained to use English grammar explicitly.

Statement (4): Teachers have no difficulties in teaching grammar communicatively

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%
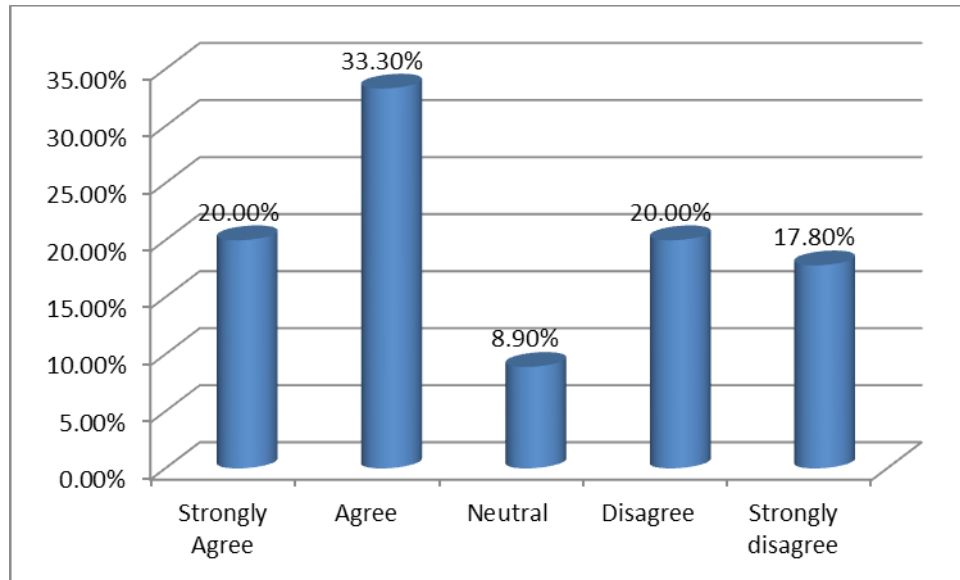
Table (4:4) above showed that a vast majority of respondents (%53.3) strongly agree that teachers have no difficulties in teaching grammar communicatively. Only (%37.8) don't agree on that. This proves that teachers need to be trained and developed how to use grammar communicatively.

Statement (5): Text books don't focus on communication

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%
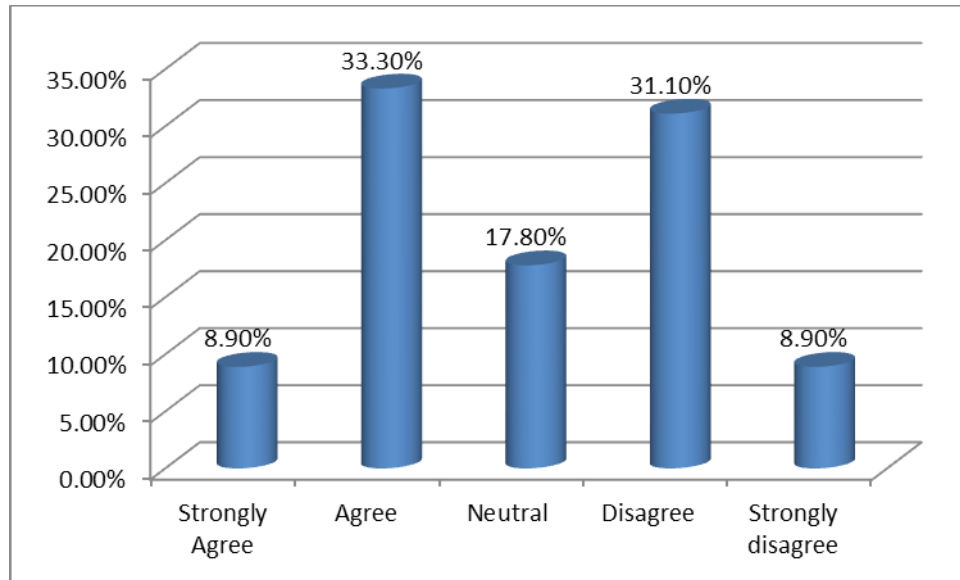
Table (4:5) above expressed that most of respondents (%42.2) strongly Agree and agree that Textbooks don't focus on communication. Only (%40) don't agree on that. This justifies that text books should be include communication skills so as help learners learn grammar communicatively.

Statement (6)

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

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%
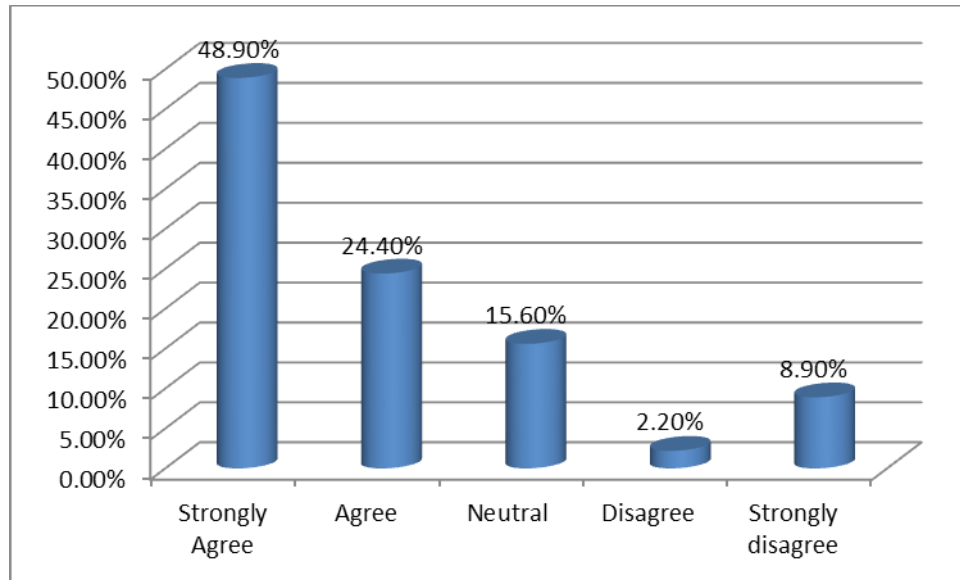
Table (4.6) above explained that a vast majority of respondents (%73.3) strongly agree and agree that Adopting dialogues as a teaching technique can help enhance students, communicative competence. Only (%11.1) don't agree on that. These indicate that teachers need to be trained and developed to include dialogues in their lectures while teaching grammar.

Statement (7)

Situational interaction is an effective way to develop communicative competence

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%
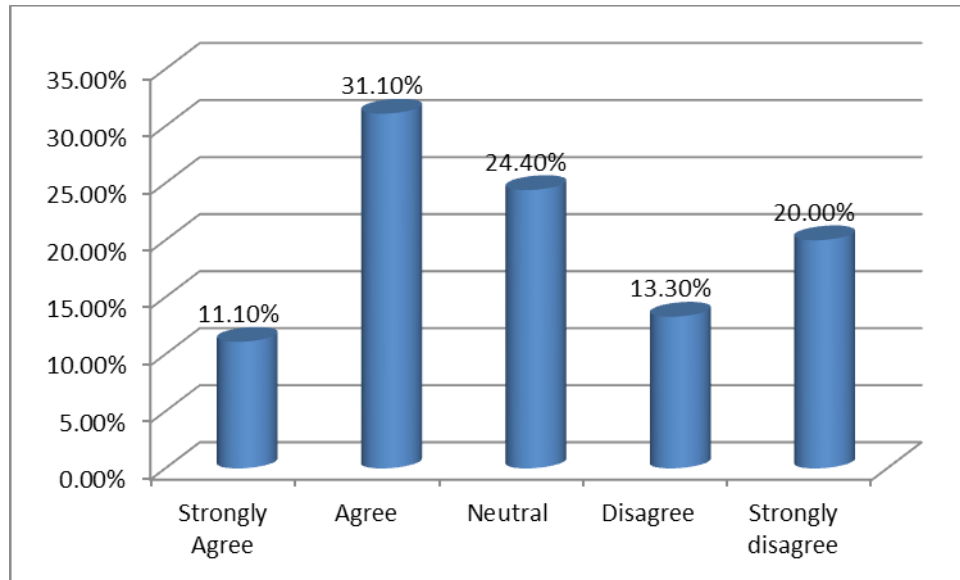
Table (4.7) above showed that a majority of the respondents (%42.2) strongly agree and agree that Situational interaction is an effective way to develop communicative competence. Only (%33.3) don't agree to that. This justifies that teachers need to be trained and developed to adapt communicative competence.

Statement (8) the purpose of teaching grammar through communicative method is to help learners to speak English language fluently rather than accurately

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%
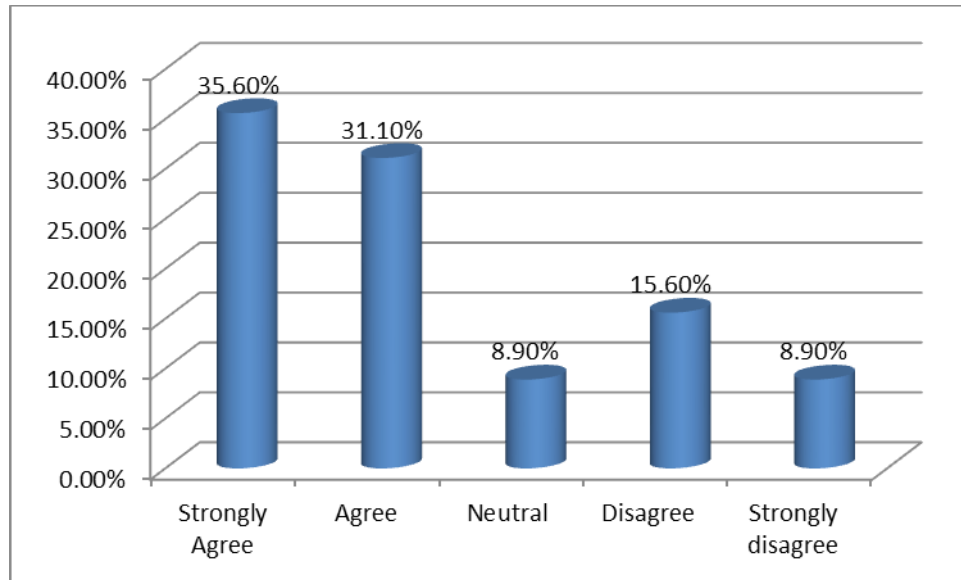
Table(4.8) above showed that a vast majority of the respondents(66.7%)strongly agree and agree that The purpose of teaching grammar through communicative method is to help learners to speak fluently rather than accurately. Only (%24.5) don't agree to that. This justifies that teaching need to be trained and developed in using communicative method.

Statement (9)

Teachers apply Communicative Method effectively in teaching grammar

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%

114
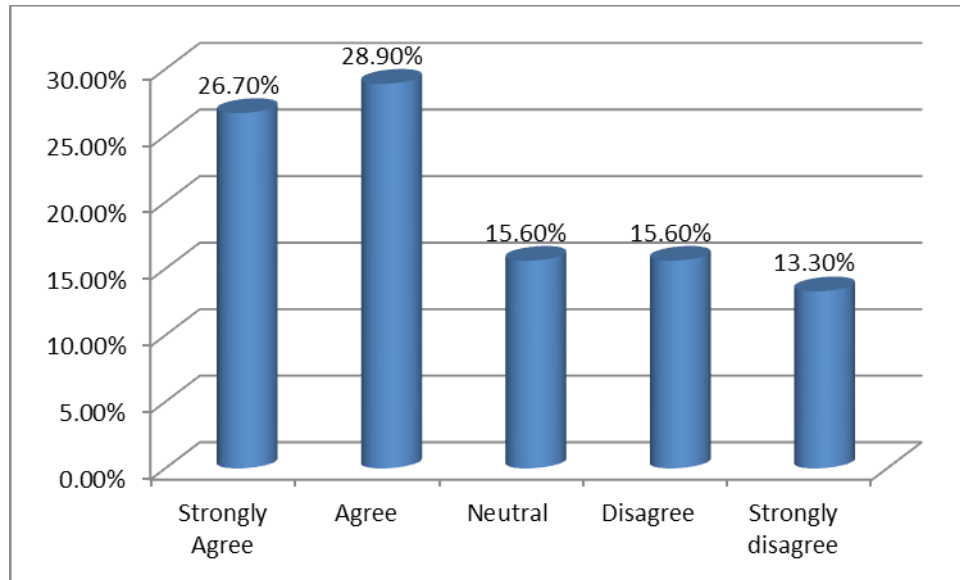
Table (4.9) above expressed that a vast majority of the respondents (%55.6) strongly agree and agree that Teachers apply communicative approach effectively in teaching g trained grammar. Only (%28.9) don't agree to that. This indicates that teachers need to be trained and developed in Communicative Method.

(Statement (10

Students at some universities aren't encouraged to speak English language.

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%
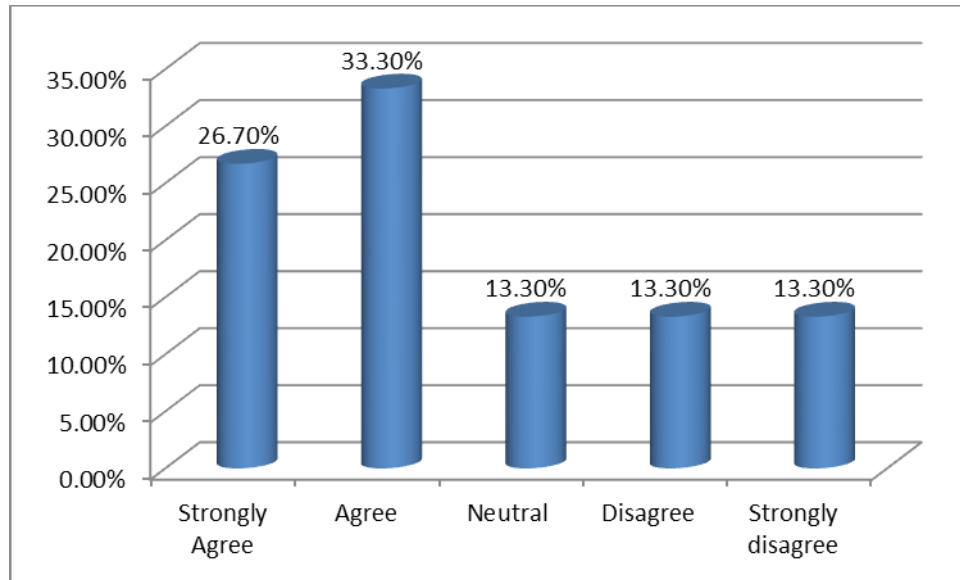
Table (4.10)   above expressed that a vast majority of the respondents (60%) Strongly agree and agree that first year students should be given more activities in terms of reading comprehension passage. Only (26.6%) do not agree to that. This indicates that Students need to be trained and developed to speaking skills.

Statement (11)

Students prefer learning grammar through communicative language method

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%
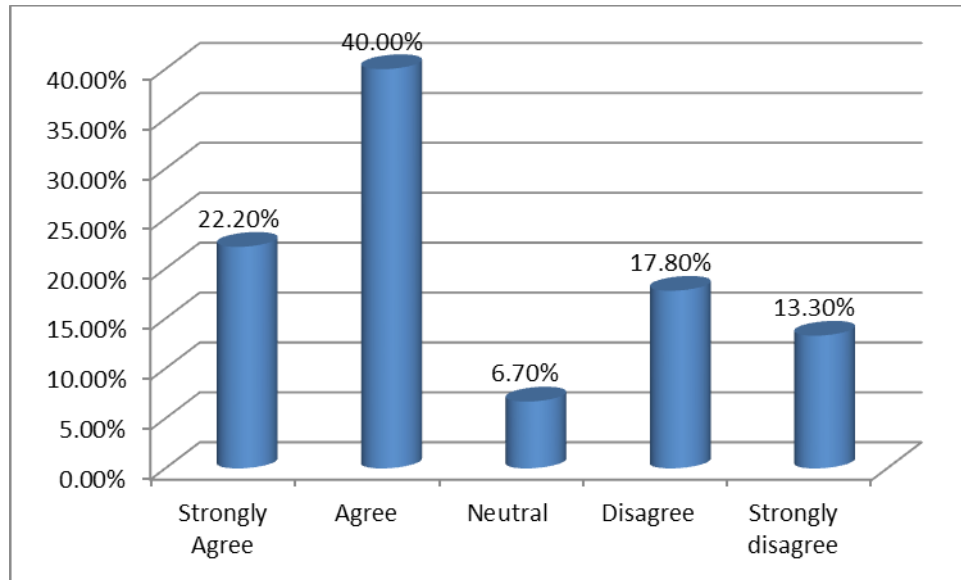
Table (4.11)   above expressed that a vast majority of the respondents (62.2%) Strongly agree and agree that Students prefer learning grammar through communicative language approach. Only (31.1%) do not agree to that. This indicates that Students need to be trained in using grammar communicatively.

(Statement (12

Presenting grammar in meaningful context helps students to speak English

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%
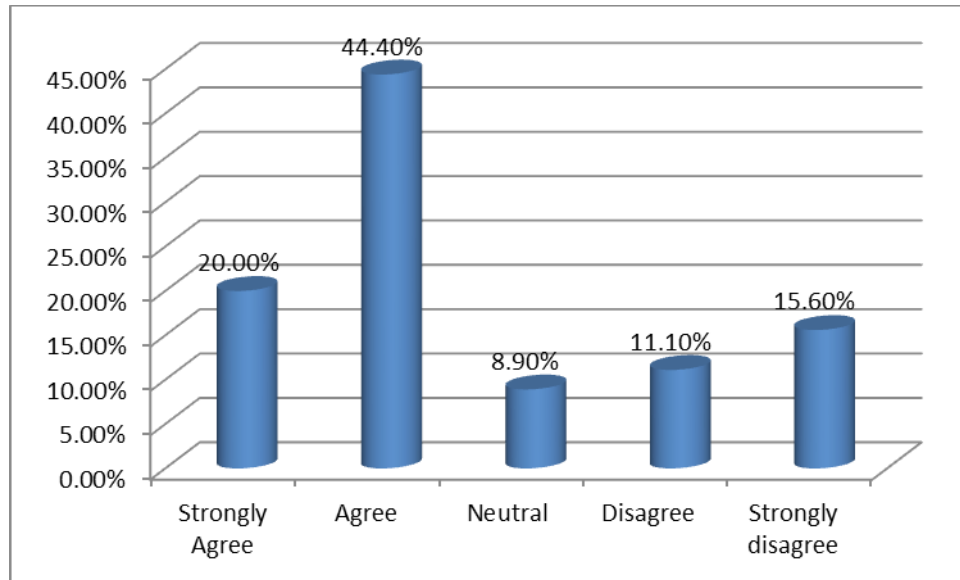
Table (4.12) above expressed that a vast majority of the respondents (64.4%) Strongly agree and agree that presenting grammar in meaningful context helps students to speak English. Only (26.7%) don't agree to that. This indicates that students need to be trained in using grammar in meaningful context.

(Statement (13

Explicit grammar instruction is not that effective in offering opportunities for successful communications

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%
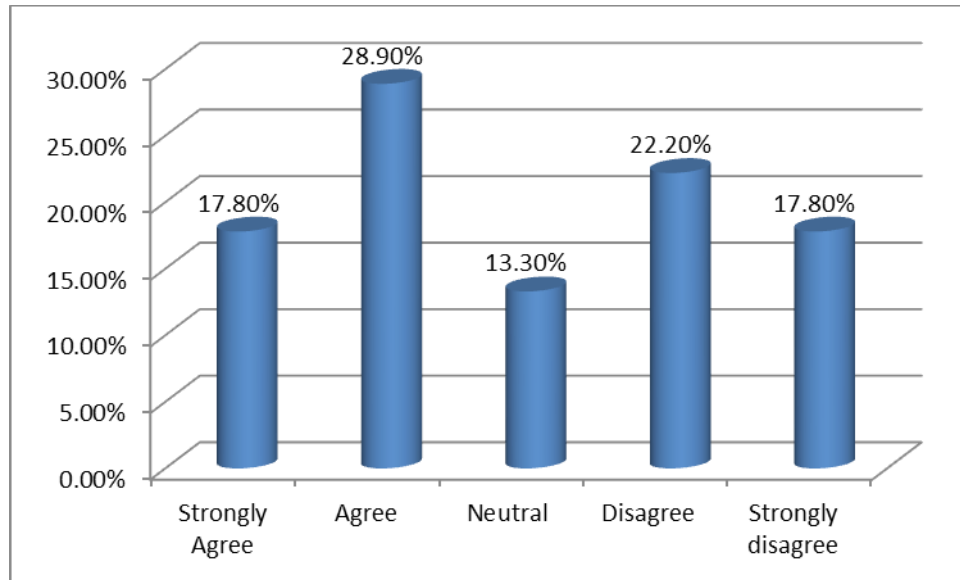
Table (4.13) above showed that a vast majority of the respondents (46.7%) Strongly agree and agree that explicit grammar instruction is not that effective in offering opportunities for successful communications. Only (40%) don't agree to that. This indicates that .teachers need to be trained and developed to use grammar implicitly

Statement (14)

Teachers prefer to teach explicit grammar

Value	Frequencies	Percent
Strongly Agree	15	33.3%
Agree	13	28.9%
Neutral	8	17.8%
Disagree	5	11.1%
Strongly disagree	4	8.9%
Total	45	100.0%
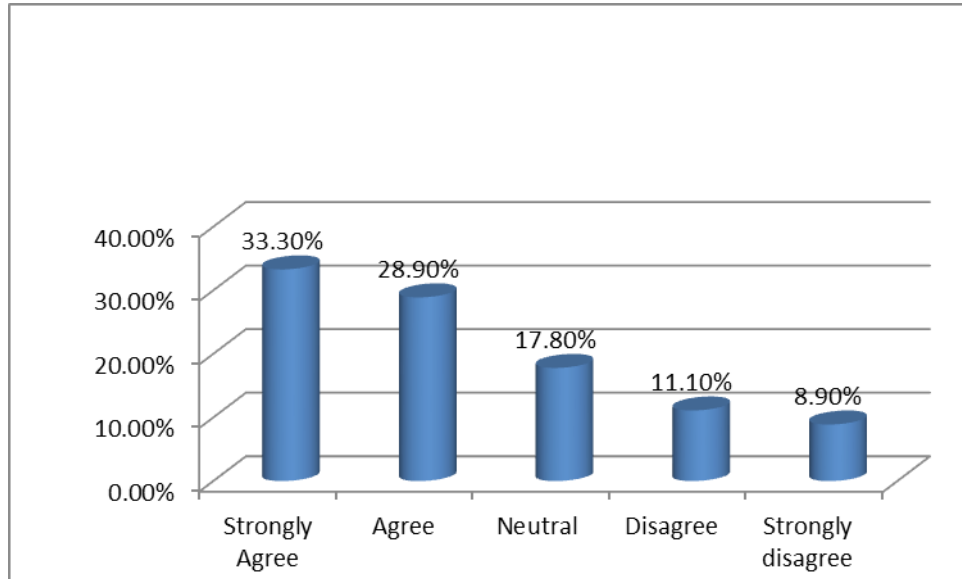
Table (4.13) above showed that a vast majority of the respondents (62.2%) strongly agree and agree that English teachers prefer to teach explicit grammar. Only (20%) don't agree to that. This indicates that students need to be trained and developed in using grammar rules.

(Statement (15

The communicative approach can solve the problem of learning grammar through using communicative activities.

Value	Frequencies	Percentage
Strongly Agree	15	33.3%
Agree	13	28.9%
Neutral	8	17.8%
		11.1%
		8.9%
		100.0%
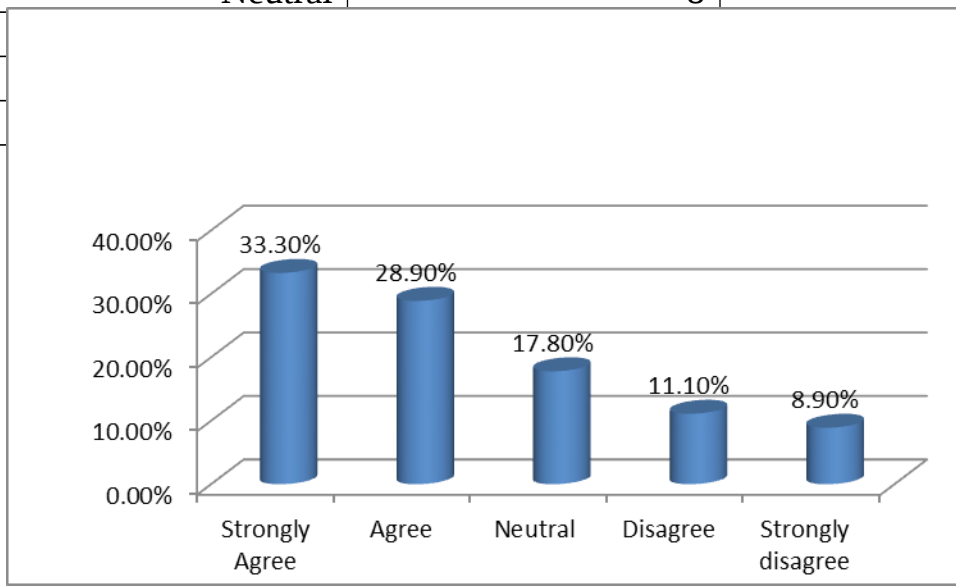
Table (4.15) above showed that a vast majority of the respondents (62.2%) strongly agree and agree that English teachers prefer to teach explicit grammar. Only (20%) don't agree to that. This indicates that students need to be trained and developed to use grammar rules.

Table (16) this table shows 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%

4-3 Results of the Teacher's questionnaire

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 fourth year university level which have problems in grammar

in the following Areas: tenses, preposition, Articles and sentence structure. (29.9 %) The Highest and Lowest Disagreement through the Teachers' responses. This gives evidence that the teachers of English were in total agreement with the concept of the reason behind fluency behind university students which have represented that teachers teach grammar explicitly (through explanation the rules in isolation and followed by an examples) , textbook in general education doesn't focus on communication and students are lack of motivation. Finally with above two scoring of percentages agree and disagree were proved that communicative method solve the problem of learning grammar through application of communicative activities such as role- play, problem-solving and also we could solve this difficulties through techniques such as(pair work, group work, games and discussion.

Statements gave the highest disagreement and lowest percentage with a percentage of (57. %) whereas It's disagrees which is (29.9%).

4.4 The Responses to the Test

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

This indicates the evidence that the teachers have favor to understand the problematic areas of students' reading comprehension passage obstacles. 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 (A) Show the statistical test for the hypotheses

No.	Value	Chi-Square	df	Sig	Median	Scale
1	Teachers use communicative approach in classroom.	3.778	4	0.00	4.00	Agree
2	Teachers should be well trained in using communicative method in English language teaching classroom.	22.222	4	0.00	4.00	Agree
3	Some English teachers teach grammar explicitly.	2.667	4	0.00	3.00	Neutral
4	Teachers have no problem in teaching of grammar communicatively.	6.889	4	0.00	4.00	Agree
5	Text books don't focus on communication	12.444	4	0.00	3.00	Neutral
6	Adopting dialogues as a teaching technique can help enhance students, communicative competence	29.556	4	0.00	4.00	Agree
7	Situational interaction is an effective way to develop communicative competence	6.000	4	0.00	3.00	Neutral
8	The purpose of teaching grammar through communicative method is to help learners to speak fluently rather than accurately.	14.222	4	0.00	4.00	Agree
9	Teachers apply communicative approach effectively in teaching grammar.	4.667	4	0.00	4.00	Agree
10	Students at some universities aren't encourage to speak English language	8.000	4	0.00	4.00	Agree
11	Students prefer learning grammar	14.222	4	0.00	4.00	Agree

		Value					
							.approach
12	Presenting grammar in meaningful context helps students to speak English.	18.444	4	0.00	4.00		Agree
13	Explicit grammar instruction is not that effective in offering opportunities for successful communications.	3.111	4	0.00	3.00		Neutral
14	Teachers prefer to teach grammar through communicative method	10.444	4	0.00	4.00		Agree

Table (4.1) 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.

Pre-test

Control group

Table (4.2)

Section No		Percent

	Correct answer	incorrect answer	Total
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 showed 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 showed 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 showed 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 showed 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 use sentence order.

 QUESTION (5)

According to the table above which showed 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 (4.2)

Section No	Correct answer	incorrect answer	Percent 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 showed 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 showed 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 showed 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 showed 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 sentence order.

Question (5) According to the table above which showed 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 (4.3) pre-test (control group)

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 (4.4) post-test (ex

perimental 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) showed 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) showed 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) showed 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) showed 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%)

4-5 comparing between pre and post - test

Tables Above   displayed a comparison between the pre-test and post-test of the experimental group. The experimental group was taught grammar implicitly and control group was instructed   grammar explicitly. The former one 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 questions and incorrect questions 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. 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 recoded between the results of the two tests.

(Pre-test (control group

(Table (A

Post- 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

(Experimental Group)

(Table (B

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

The Figures (A) and (B) showed the difference between the pre and post-test in the performance of the post-test. 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.

:Discussion 4-6

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 learned grammar through communicative method faced less speaking difficulties and was able to speak more fluently and accurately than the control group.

Discussion showed the results provided by activities and the improvement in their performance. The difference between the pre and post-test in the experimental group in terms of using different communicative activities and techniques in learning English grammar through communicative 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 communicative method such as motivation, group discussion, role-play, pair work and social interaction. All these factors made a close connection between learners in side and enhanced their performance in learning grammar communicatively.

4-7Summary of the Chapter

To sum up, the findings of this chapter revealed that all sections justify 'the Need for communication skills was highly rated by the first 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 communicative competence are positive in these sections were either strongly agreed or only agreed.

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 communicative approach inside the classroom". The neutral responses however, showed little differences.

The majority of the respondents were in Need of Training in Using Grammar through Communicative Method.

A vast majority of the respondents agreed on:

1-Teachers use communicative Method inside the classroom.

2-Teachers should be well trained in using communicative method in teaching English inside the classroom.

3-Teachers have no difficulties in teaching grammar communicatively.

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

5-The purpose of teaching grammar through communicative method is to help learners speak fluently rather than accurately.

6-Teachers apply communicative approach effectively in teaching grammar.

7- Teachers prefer teaching grammar through communicative method.

8-language students prefer learning grammar through communicative language method.

9-Presenting grammar in meaningful context helps students speak English.

10- Students at some universities aren't encouraged to speak English and this may cause some difficulties to the students such as:(reducing the students' fluency and probability of mother tongue interference will increase and 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 communicative 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 communicative activities especially (group discussion, pair work, role-play and problem-solving) are of great help to the teaching communicative approach 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, communicative activities can be used to teach listening and speaking or part from keeping lessons interesting for the learners.

When the students' responses were compared, no significant statistical differences were perceivable which stated that the students have

no opportunity for improving speaking skills. However, the teachers have confirmed that communication skills should be one of the main medium of improving students' competence, they were in favor of the use of speaking skills in teaching the target language so as to reach the maximum efficiency in promoting speaking strategies.

Chapter Five

Summary , Conclusion , Findings and Recommendations

Chapter five

Conclusion, findings and Recommendations

5.1Conclusion:-

The researcher conducted this investigation under the following :categories

1- Investigating the role of teaching communicative method in grammar.

2- The effectiveness of teaching communicative method through grammar,

3- The benefits of using communicative method in grammar.

4- The results were compared to examine the achievement of the research hypotheses at the level of existence of students' communicative 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 were good highly.

5- Tables in chapter four displayed the fact that, in all cases the experimental group has progressed in learning. The experimental group that learned grammar communicatively faced less communication skills difficulties and was able to speak English fluently and accurately. These facts were shown by the results provided with the subjects as well as the improvement in their performance.

6- The difference between the pre and post- test in the experimental group in terms of using communicative method in learning grammar in general and speaking skill in particular was clearly reflected in the degree of fluency and accuracy in speaking skill. That means, the experimental group was able to benefit of the circumstances provided by learning grammar communicatively and through some classroom activities such as motivation, group discussion and problem- solving concern good speaking skills. All the factors above made a close connection between learners and the aspects of native speakers' oral skills.

5-2 Findings

The researcher finds that:

1- Teachers use communicative method inside the classroom.

2- Teachers should be well trained to use communicative method in English language classroom

3- Teachers have no difficulties in teaching grammar communicatively.

4- Textbooks don't focus on communication.

5- Adopting dialogues as a teaching technique can help in enhancing students' communicative competence.

6- Situational interaction is an effective way to develop communicative competence.

7- The purpose of teaching grammar through communicative method is to help learners to speak fluently rather than accurately.

8- Teachers apply communicative method effectively in teaching grammar.

9- Fourth year students at some at Alzaiem Alazhari University aren't encouraged to speak English Fluently.

10- Students prefer learning grammar through communicative method.

11- Presenting grammar in meaningful context helps students to speak English.

12- Explicit grammar instruction is not that effective in offering opportunities for successful communication.

13- Teachers prefer to teach explicit grammar.

14- The communicative method can solve the problem of learning grammar through using communicative activities.

5-3 Recommendation

According to the obtained results of findings, it is obvious that using communicative 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 communicative method in grammar.

3- Sudanese universities should be equipped with modern language 1e laboratories and recorded materials.

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

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

Suggestions for further studies 5-4

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 role of teaching grammar on EFL learners, oral communication.

2- Investigating the role of teaching implicit grammar on EFL learners, speaking skills.

3- Investigating the role of teaching grammar through communicative method

4- Teaching literature to recycle already taught grammatical structures.

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Appendixes

(Appendixes(A

Teachers 'Questionnaire

Dear teachers of English at secondary schools at Khartoum states. 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 re-search is   on the   area of:

The investigating the role of teaching communicative method in grammar.

The item of the questionnaire lies in one domain and they are tabu-lated into totally in one table concerning the one domain. This is all to collect data about the topic explained above for a Ph.D. Thesis. The values 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 commu-nicative method.

	statements	Strongly dis agree	dis agree	neutral	Agree	Strongly Agree
1	Teachers are using communicative approach in classroom.					
2	Teachers should be well train in using communicative method in English language teaching classroom.					
3	Teaching communicative method is not included in the syllabus.					
4	Teachers have no problem in using communicative language teaching in teaching grammar.					
5	Students are misunderstanding in grammatical rules of target lan-					

	guage.				
6	Having dialogue in the class are very useful in students fluency.				
7	Students are well motivated in the classroom.				
8	Students cannot speak English fluency due to the lack of English laboratories.				
9	Situational interaction is effective way to develop fluency.				
1 0	The purpose of teaching grammar through communicative method is to help learners to speak fluently rather than accuracy.				
1 1	Teachers apply communicative approach				

	effectively in teaching grammar.					
12	English teachers prefer Students at higher secondary schools are not encouraged to speak English fluently.					
13	Students prefer learning grammar through communicative language approach.					
14	At secondary schools teachers instruct grammar explicitly to prepare the students for the examinations and not for oral communication.					
15	Explicit grammar instruction is not that effective in offering opportunities for successful communications.					

1 6	Explicit grammar rules divert the learners from the real authentic language.					
1 7	The students don't benefit from direct explicit instruction that does not allow them to practice the language spontaneously.					
1 8	Presenting grammar in meaningful context helps students to speak English fluently.					
1 9	Learners cannot be fluent speakers unless they forget memorizing the grammatical rules for their own sake.					
2 0	Some English teachers prefer to teach grammar implicitly.					

(Appendix (B

Students test

A test designed for the problems of learning grammar at ALzaiem Al azhary University.

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

Question One

Put the verbs between the brackets into their correct forms:

1. Soha…………………………………………….to School yesterday. (go   )

2. All the students …………………………………………………to 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) If I were you, I should buy a car.

Were **(B)…………………………………………………**buy a car.

(A) Sugar is more expensive than salt.

AS **(B)** Salt
is………………………………………………………………
……………………………….sugar.

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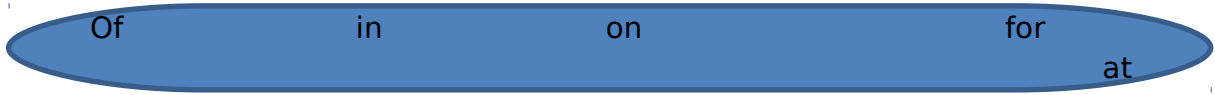
Rachel was the third……………………………the list of the ten applicants for the interview. She waited anxiously…………………………………her to come. The bell rang and the secretary told Rachel to go…………………………………………..she told her to sit down ………………..the end of a long table. On each side sat two members…………………………………the board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

Question four

Make the following into sentences.

Excuse/afraid my watch has a topped.

I suggest/ leave/ we and we / what can/done

Excuse/appears/ something wrong/my watch

Well/ afraid /not much/ do /actually

Excuse/ seems/ something wrong/ the vacuum cleaner I bought here

Oh/sorry/that, I / change it

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.