



Sudan University of Science and Technology

College of Graduate Studies

College of Education



**Exploring the Possibility of Implementing Communicative
Language Teaching Method (CLT) in EFL Teaching
Grammar Rules**

إستكشاف إمكانية تطبيق الطريقة التوافقية في تدريس قواعد اللغة الانجليزية لغة اجنبية

**(A Case Study Applied upon Some Secondary Level Teachers in
Khartoum State, Omdurman Locality)**

**A Thesis Submitted in Fulfillment of the Requirements for the
Degree of Ph.D. in Education. (ELT)**

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Dedication

To my mother, my father's soul and all the family.

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All praise be to Allah the Almighty Who enabled me to achieve this academic task. I thank my supervisor Dr. Ahmed Mukhtar Elmardi for his simultaneous guidance throughout the period of conducting this thesis. I am also grateful to my Co-Supervisor Dr. Alsadig Osman Mohammed for his regular help and support. I would like to thank Dr. Osama Mohammed for his advice and continuous encouragement. I would like also to thank my family for their regular encouragement throughout this scientific journey. Thank is extended to all of those who were always supporting and encouraging me to properly carry out this scientific project.

Abstract

This study aims at investigating the possibility of implementing Communicative Language Teaching method (CLT) in Teaching Grammar rules. The study also aims at evaluating the factors that help in applying this study. The descriptive analytical method was adopted in concluding the study. Questionnaire, interview and classroom observation were chosen as tools for data collection. The questionnaire was distributed to hundred secondary school teachers in Khartoum state/ Omdurman Locality. The interview was given to five experts and six grammar classes in six schools with different teachers were observed to validate the data obtained through the aforementioned tools. The SPSS programme (Statistical Package for Social Science) was utilized for data analysis. The overall findings show that: Communicative grammar teaching method is not being successfully implemented on account of some reasons. Students' lack of opportunity prevents to practice language items in meaningful situations. Students' poor exposure, shortage of class time and unmanageable class size are identified as the major hindrance based on findings. The study has recommended that, teachers should be offered regular training programmes on CLT. Teachers should teach grammar lessons using techniques such as games, role-plays and groupings. Finally, it is hoped that the study will initiate other researchers for further scientific inquiry.

Abstract
(Arabic Version)

المستخلص

تهدف هذه الدراسة إلى تقصي إمكانية إنفاذ الطريقة التواصلية في إطار تدريس قواعد اللغة الإنجليزية، كما تهدف إلى تقييم العوامل الممكنة لتنفيذ هذه الدراسة، و إتبعت الدراسة المنهج الوصفي التحليلي لجمع البيانات عن طريق تطبيق الاستبيان، المقابلات و الملاحظة الصفية لفصول القواعد، وقد تم توزيع الاستبانة لعدد مائة معلم لغة إنجليزية في المدارس الثانوية بولاية الخرطوم/ محلية أمدرمان. تم تحليل البيانات باستخدام برامج الحزم الإحصائية للعلوم الإجتماعية (SPSS)، و تم إعطاء المقابلات لعدد خمس خبراء، ثم إختيار ست فصول من ست مدارس مختلفة يتم فيها تدريس قواعد اللغة الإنجليزية بواسطة معلمين متخصصين في تدريس اللغة الإنجليزية للتحقق من مصداقية البيانات المتحصل من خلال الأدوات المذكورة . وقد توصلت نتائج الدراسة عموماً الي أنه لم يتم تنفيذ تدريس القواعد عن الطريق التواصلية بنجاح ولم يعط الطلاب الفرصة الكافية لممارسة اللغة، كذلك قلة زمن الحصة المحدد وعدم تعرض الطلاب للغة بشكل ملائم، بالإضافة إلى أن أحجام سعة الفصول غير مناسبة مما أدى إلى عرقلة تنفيذ هذه الطريقة في فصول القواعد. إستنادا الي هذه النتائج فقد أوصت الدراسة بضرورة تدريب المعلمين بكيفية تنفيذ هذه الطريقة لتدريس القواعد و إعاتهم لإستخدام أساليب مثل الألعاب، تبادل الأدوار و المجموعات لتدريس القواعد. أخيراً يتمنى الباحث أن تكون هذه الدراسة محفزة لغيره من الباحثين لمعرفة المزيد عبر هذه الدراسة.

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List of Abbreviation/s

Abbreviation/s	Word/s Term/s
CLT	Communicative Language Teaching
ELT	English Language Teaching
FL	Foreign Language
L1	First Language (Mother Tongue)
L2	Second Language
TBL	Task-Based Learning
TBLT	Task Based Language Teaching
PCS	Personal Communication System

List of Definition/s and Term/s

Term/s	Definition/s
Communicative Language Teaching	It is an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence.
Acquisition	It is a process by which learners incorporate new learning items into their developing system or interlanguage’.
Task-Based Learning	Task-work-based learning is a method of teaching which is based on involving the learners in meaningful interaction and negotiation focusing on completion of a task.
Teaching Grammar Deductively	It is a method of teaching grammar in which teachers state the rules and give one or several examples and point out the language confirming the given rules.
Teaching Grammar Inductively	It is a method of teaching in which learners are involved in the process of discovering the language and developing their own language strategies.
Task Based Language Teaching	TBLT is an approach based on the use of tasks which are considered as the unit of language instruction in language teaching.
Drills	They are activities that they give students rapid

	practice in using structural items.
Interactive Activities	This term stands for those activities in which practice of language is enjoyable and meaningful.

CHAPTER ONE

Introduction

CHAPTER ONE

Introduction

1.0 Overview

This introductory chapter is an overview of the research. It first specifies the researcher's motivation in conducting the research. It includes background about the study, statements of the problem, research questions, hypotheses of the study, objectives of the study, significance of the study, methodology of the study and limits of the study. Finally, the framework of the research is given.

1.1 Background About the Study

Making learners aware of grammatical concepts is one of the functional aspects in teaching English as a foreign or second language. However, it is also helpful for such learners to learn other languages skills too.

Eilis (1997) claims that grammar teaching is one of the bases in realizing learners to communicate effectively boost their communicative skills in second language proficiency. Nevertheless, different studies conducted by many authors at different levels show that most students who complete their secondary school lack of adequate proficiency in English language.

Grammar as a part of language teaching helps learners develop the skills which are essential for their success in diverse environments where English is used. Eilis (ibid) adds that recent research results on EFL/ESL learning show that without grammar instruction, learners frequently fail to achieve advance level of communicative competence. It is, thus crucial to include grammar in language curriculum through communicative competence.

Byrnes (2007), White (1987), Fotos, Eilis (1991) and Petevitz (1997) state that communicative grammar instruction can improve the quality of second language teaching.

Traditionally, second language teaching approaches have mainly dealt with the achievement of linguistic knowledge which is one important part of language learning, but instead of teaching grammar in a form focused way; teachers need to relate teaching grammar to meaning and use. In other words, Petrovitz (1997) remarks that language structure should be taught in context that involves some basic principles of communicative language teaching in grammar teaching. It is important to make language as realistic as possible.

As a result, specific grammar structure should be taught and practiced effectively in contexts which are natural and necessary to learning. It is decisive to prepare materials to teach grammar in a communicative way. Grammar lessons should include activities such as role-play, games and stimulate, pair work, group works, information gap and problem solving activities to enhance students' communication. These activities help learners to express their own feelings and interest. Communicative grammar teaching is essential for the learners of second language to communicate with others, to send and receive messages in spoken and written forms. Recently, it is intended to apply communicative language teaching practice. In the field of this idea, the study attempted to examine the practice and effectiveness of communicative grammar teaching of secondary school.

1.2 Statement of the Study Problem

It is obvious that grammar skill is one of the key elements in learning language for effective and real life communication purpose. Ur (1988) states that grammar is viewed as the central area of a language around which reading, writing, speaking, vocabulary and other components like meaning and function of a language revolve. It is evident that we cannot accurately pass the intended message without grammar

knowledge. Cook (2001:20) states, grammar is something called conceptual system that relates sounds and meaning is insignificant in itself but it is impossible to manage without it.

Hence teaching foreign language grammar has a vital importance for good command of foreign language where there is no natural way of acquiring the language.

Surfed (2002:71) states the teaching and learning of English in our secondary school would be expected to follow the communicative approach to language teaching.

In analogy to this, Stem (1983) shows that in L1 and L2 comprises mastery of form, linguistic, cognitive and effective and socio-cultural meaning expressed by language forms as well as the capacity to use the language with the maximum attention to communication and minimum attention to form the creativity of language use.

Theories and approaches of second language teaching lay fundamental principles on how to address second language or foreign language grammar skill in which it is as equally important as other skills. Ellis (1997) explains that grammar teaching is one of essential elements of language that enables learners to communicate meaningfully so that they can boost their communicative skills in foreign language. Hence, this study is going to investigate the extent at which both EFL/ ESL teachers implement Communicative Language Teaching approach (CLT) in teaching grammar contents.

1.3 Objectives of the Study

The study tries to realize and achieve the following objectives:

- 1- To assess the extent to which both ESL/ EFL teachers implement communicative approach in teaching grammar lessons.
- 2- To examine how frequently English language teachers practice grammar teaching in terms of form, meaning and function.
- 3- To find out the factors that affect the application of communicative based grammar teaching

1.4 Questions of the Study

The study provides answers to the following questions:

- 1-To what extent do ESL/ EFL teachers implement communicative approach in grammar lessons?
- 2-To what extent do English language teachers practice grammar teaching in terms of form, meaning and function?
- 3-What are the factors that affect the practical application of communicative based grammar teaching?

1.5 Hypotheses of the Study

The following points represent the hypotheses for the study:

- 1- ESL/ EFL teachers are unable to implement communicative approaches effectively in grammar lessons.
- 2- ESL/ EFL teachers are unable to practice grammar teaching in such a way that students can easily understand the form, meaning and function.
- 3- There are significant factors that affect the application of communicative based grammar teaching.

1.6 Significance of the Study

The study is considered significant for that; it concentrates on the sensitive issue whether English language teachers constantly practice effective grammar teaching or not with respect to the principles of communicative language teaching. The researcher found that, this study will serve different purposes which are expected to encompass the following:

- A- It initiates English language teachers to implement a sound grammar teaching in response to communicative based approach i.e. through involving the learners to understand the form, meaning function of a newly introduced piece of grammar in a clear context and a real situation.

B- It reminds teachers that they should know more often practice various techniques and strategies in teaching ESL/EFL grammar so as to help the learners become active participants both in the classroom and their real daily life communication.

C- It gains a good attention of those who wish to develop curriculum and design ELT materials and teachers training institutions, so that they can use it as the preliminary source of information

D- This study may also motivate other researchers to conduct same or relevant further studies.

1.7 Methodology of the Study

The study is designed to explore the extent at which communicative grammar teaching is being implemented in ESL/EFL grammar teaching. The main objective of the study therefore goes to find out how effectively and frequently teachers implement the principles of CLT in teaching grammar. In order to accomplish this; the researcher will use descriptive analytical method. The researcher will use questionnaire, interview and observation as main instruments for data collection. The data will be analyzed statistically and analytically to provide answers to the research questions.

1.8 Limits of the Study

The study is limited to the following dimensions:

1- The implementation of the study will have to be in the period of time between the years 2018-2020.

2- The study mainly concerned with the exploration of the practice and effectiveness of communicative approach in ESL/EFL grammar teaching with particular to Sudanese Secondary Schools in Omdurman Locality.

1.9 Organization of the Study

This study is comprised of five chapters. Chapter one as it should be clear by now is an introduction of the research, it includes background of the study, statement of the study, objectives, significance of the study, research questions, research hypotheses, methodology, limits of the study.

Chapter two is divided into two parts: the first one is about the literature review, and the second one is the previous studies.

Chapter three gives an account of the methodology of the present study which includes, the design of the study, data collecting instruments and methods of data analysis are presented.

Chapter four presents the results, data analysis and discussion.

Chapter five is the final chapter which incorporates conclusion, summary of the main findings, recommendations and suggestions for further studies.

CHAPTER TWO

Literature Review and Previous Studies

CHAPTER TWO

Literature Review and Previous Studies

2.0 Overview

This chapter attempts to provide a critical review of literature focusing on some key concepts of the research problem as well as critical survey of relevant previous studies. In other words, this chapter is divided into two parts: the first one introduces the literature review, and the second one presents the previous studies which were conducted by different previous researchers on the same field which has strong relationship with teaching grammar rules using the Communicative Language Teaching Method.

2.1 Conceptual Framework

This chapter consists of some relative subtitles such as definitions of communicative language teaching method CLT, brief background about grammar teaching, the theory of CLT, second language acquisition process, input and intake, acquisition, access and output, teaching grammar techniques, methods and approaches and task-based learning (TBL). Moreover, feedback benefits and challenges of teaching grammar, teaching grammar to L2 learners, teaching according to learners' context, some basic concepts of grammar, second language teaching approaches, traditional approach, second language learning, acquisition and Learning, the contemporary approach and its guiding principles grammar teaching materials are also included in this chapter. In addition, some other relative subtitles like methods of teaching grammar are also presented in this chapter.

2.2 Defining Communicative Language Teaching (CLT)

Many excellent chapters and books have been written in order to define and capture the characteristics of CLT (Canale, 1983; Celce-Murcia, 2001; Cook, 1991; Lee & Van Patten, 1995; Littlewood, 1981; O'Malley & Chamot, 1990; Richards & Rodgers, 2001; Richards & Schmidt, 1983; Rivers, 1968; Rivers, 1978; Savignon, 1983; Savignon, 1997; Scarcella & Oxford, 1992). Other authors have written various articles and reports on CLT and its main elements of communicative competence: (Canale & Swain, 1980; Celce-Murcia, Dornyei, & Thurrell, 1997; Fotos, 1994; McGroarty, 1984; Rivers, 1968; Savignon, 1991; Xiaoju, 1984).

Although there are different definitions and versions of what CLT is and how it functions, there are a few general concepts that are agreed upon (Aleixo, 2003). As cited by Aleixo (2003), CLT is defined by Richards, et al. (1992:65) as "an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence". This definition presents the main concept of CLT, which is the focus on developing communicative competence among learners. According to Richards and Rodgers (1986), CLT aims to make competence the goal of language teaching and develop procedures to teach the four language skills that allow the independence of language and communication.

Other researchers in this area have defined and characterized CLT in various ways. Howatt (1984:214), as cited by Aleixo (2003:279), presents the idea that there are two versions of CLT. He states: 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 programme of language teaching. The 'strong' version of communicative teaching, on the other hand, advances the claim that language is acquired through communication, so that it is not merely a question 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'.

According to Littlewood (1981:1), "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". CLT advocates go beyond teaching grammatical rules of the target language, and recommend that, by using the target language in a meaningful way, learners will develop communicative competence.

In CLT, meaning is important. Meaning, according to Larsen-Freeman (1986:10), is derived from the written word through an interaction between the reader and the writer, just as oral communication becomes meaningful through negotiation between speaker and listener. CLT allows learners to acquire the linguistic means to perform different kinds of functions. According to Larsen-Freeman, "Language is for communication" and true communication is not possible without interaction. Larsen-Freeman also asserts that the most obvious characteristic of CLT is that "almost everything that is done is done with a communicative intent". The communicative approach in language learning and teaching considers that the primary goal of language learning is to build up communicative competence, and to be able to use the language appropriately in a given social context. In every CLT activity, communicative intent is always emphasized. In a communicative class, students use the language a great deal through communicative activities, (e.g., games, role-plays, group work, etc). According to Johnson and Morrow (1981), activities that are genuinely communicative have three features: information gap,

choice, and feedback. An information gap takes place when one partner in an exchange knows something that the other partner does not. In an actual communication, the speaker has the choice of what to say and how to say it. In a drill exercise, students do not have choice and feedback does not happen through forming questions. In a transformation drill there is no immediate, interactional feedback, so the speaker cannot evaluate if his or her communicative purpose has been achieved. Language games such as card games, scrambled sentences, problem-solving tasks such as picture strip story, and role-play activities that match the principles of the communicative approach are integrated in a CLT classroom (Larsen-Freeman, 1986).

2.3 Brief Background about Grammar Teaching

Traditionally, grammar has been considered as being of primary importance in language teaching. It is regarded as structure based and formal activity. Atkins, Hailom and Nura (1995:17) state that traditional grammar asks the question, 'what do the forms in a sentence mean rather than what the sentence in a content means'. They basically identify that grammar more focuses on providing direct explanation of grammar rules in the form of hard and fast rules.

This attitude, however, is no longer maintained and as a result direct grammar teaching has been eliminated from today's second language classes. In 1980, an anti-grammar movement was experienced, perhaps influenced by Krashen's idea that grammar can be naturally from meaningful input and from opportunities to interact in the classroom. In other words, Tricia Hedge (1995:143) describes that grammatical competence can be developed in fluency oriented environment without conscious focus on language form teaching methods. Changes in language teaching methods throughout history have reflected a shift of focus from reading and writing proficiency to oral proficiency. Consequently, grammar teaching also

addresses oral skill in addition to the usual practice of teaching grammar for reading and writing purposes. Early textbooks consist of statement of abstract grammar rules, lists of vocabulary and sentences for translation. These sentences are constructed to illustrate the grammatical system of the language and consequently bear no relation to the language of the real communication. Students devote over translating sentences such as:

"The philosopher pulled the lower jaw of the hen"

"My sons have bought the mirror of the Duke"

(Richard & Roder 2001:4)

This approach to foreign language teaching is known as the Grammar Translation Method. In Grammar Translation Method, the learning process occurs through memorization drilling exercises. When students want to use in real life conversation, it is found that they are not able to speak in the target language, so the learning becomes purpose less to a large extent.

On the other hand, using creative techniques and providing plenty of opportunity to practice in real situations, which encourage them communicate their needs, ideas and opinions, will enable them to operate grammar effectively in the real world, so the importance of communicative and creative activities is essential for learning grammar. These types of activities show some features with Communicative Language Teaching Method. In Diane Larsen Fremum (2004:121) Widow Son's theory of communicative performance referred to aspect of communicative performance: the ability to produce correct sentences and the ability to use the knowledge of the rules for effective communication. That is to be able to communicate requires more than mastering linguistic structures. Again Haliday had talked about seven functions of language (instrumental, personal,

interactional, regulatory representational, heuristic and imaginative) which are effective for learning grammatical forms, because grammar is learned through the activities in a communicative and interesting way. Students can learn to communicate meaningfully in a target language through different creative activities.

However, the best way of grammar teaching is to present the grammar rules in such a way that students will subconsciously learn the rules and it will only be possible through communicative activities. Students will first communicate and later on they will learn the grammar inductively. Chomsky's theory of language acquisition is based on the hypothesis that innate knowledge of principles of Universal Grammar (UG) permits all children to acquire the language of their environment, during critical period in their development. When a child learns the first language during critical period, he or she doesn't memorize any rule, but acquire it by daily practicing in daily situation or activities. Pasty and spade (1999:36) state presuming that first language acquisition is similar to second language learning, some linguists now argue that, Universal Grammar offers the best practice from which to understand second Language acquisition.

In a nutshell, traditionally grammar asks the question what each structure or element that are the end to language learning, in a sentence means regardless of the speakers' and receivers' attitude in a context; however, the contemporary grammar mainly deals with how the structure of a sentence are used to express the intended meaning and use based on the context and the interaction of the interlocutors. Hence, unlike the traditional approach, language form is not the end to language learning instead the means to the end.

The history of language pedagogy has shown that grammar has for 'thousands of years' been at the center of language teaching, as there were no distinctions

between language teaching and grammar teaching (Nassaji and Fotos, 2011: 2). Language was believed to be mainly composed of grammar rules, and knowing these rules would result in knowing the language.

Towards the end of the 18th century, the emphasis put on grammar resulted in the Grammar Translation (GT) method, which expanded in use throughout the 19th century. GT focused exclusively on studying classical languages, such as Greek and Latin, their grammatical rules and structures (Ibid). The various grammatical categories were taught deductively through explicit explanations of the rules with memorization and translations of texts L2 to the first language (L1). Language teaching focused primarily on written language, reading literature of the target language, and training learners' academic capacities. Different versions of GT are still in use today, although mainly in foreign language contexts (Ibid:2-3). However, language acquisition theories have evolved since then and the position of grammar has changed drastically since the 18th century due to a better understanding of the acquisition processes which learners go through while learning a second language.

Richards (1999) claims that the advent of communicative language teaching (CLT) resulted in the gradual rejection of grammar-based instruction where communicative syllabuses, based on functions or tasks, were preferred over the grammatical syllabuses. Grammar-based methodologies, such as Presentation-Practice-Production (part of the situational approach), were replaced by function- and skill-based teaching. Accuracy activities, such as drills and grammar practice were replaced by fluency activities based on interactive small-group work (Ibid). This has led to the fluency-first pedagogy, in which the learner's grammatical needs are tested by fluency tasks rather than predetermined grammatical requirements in a syllabus (Ibid). It is also important that the communicative act

should provide the learner with a sense of completion. CLT is based partly on the belief that successful language teaching depends on immersing learners in meaningful and natural communicative tasks that require them to negotiate meaning, through for example discussion-based materials, communication games, role-play, and other group activities (Richards and Renandya, 2002:154).

The communicative approach is originally a mixture of both implicit and explicit learning of grammar. However, the communicative approach is varied to such a degree that there are several communicative approaches, for example how it was thought of as a mixture between explicit and implicit teaching of grammar, and could be explained similarly to the two other methods. Furthermore, the communicative approach also uses implicit techniques with the intention to learn grammar as a result of a primary activity, such as reading, writing or speaking (Dornier, 2009: cf. 272-275).

2.4 The Theory of CLT

Communicative language teaching has evolved on the base of multidisciplinary perspectives that include, but are not limited to linguistics, psychology, philosophy, sociology, and educational research. The core of CLT is developing learner's functional language abilities through participation in communicative events (S. J. Savignon, 2002:1). Savignon (2002) continues that according to Habermas (1970), Hymes (1971), Jakobovits (1970) and Savignon (1971:1) in communicative language teaching, the central theoretical concept is "communicative competence" Savignon (1972; 1997:1) in Savignon (2002) lists the terms to define competence as expression, interpretation and negotiation.

This means that in classroom environment learners are able to interact with each other to make meaning instead of merely reciting dialogues or performing on discrete-point tests of grammatical knowledge. In this method, teachers are

constantly encouraging learners to take risks and to go beyond memorized patterns. The learners are encouraged to use any linguistic or non-linguistic resources to negotiate meaning and to concentrate on the communicative task at hand. The learners can for example ask for information, search for clarifications and use circumlocutions (S. Savignon, 1971) in (S. J. Savignon, 2002:3). According to Savignon (2002), the main findings of Savignon's (1971:3) study on communicative language teaching are that with the method mentioned above, the learners did not score any lower on discrete-point test of grammatical knowledge and on top of that, their communicative competence in fluency, comprehensibility, effort and the amount of communication in unrehearsed communicative task was significantly better than of those learners, who had not had the same practice .Savignon (2002:4) summarizes Communicative Language Teaching as follows:

By definition, CLT puts the focus on the learner. Learners' communicative need provides a framework for elaborating program goals with regard to functional competence. Functional goals imply global, qualitative evaluation of learner achievement as opposed to quantitative assessment of discrete linguistic features. Even though CLT seems to achieve good results in learners' communicative competence, Savignon (2002:5) also points out, that teachers' opinions on it vary. Some feel frustrated because CLT is ambiguous when it comes to discussion of communicative ability; negotiation of meaning lacks precision as a view of language behavior and there is no universal scale of assessment of individual learner. On the other hand, some teachers embrace the opportunity to select their own materials to develop them.

However, Savignon (2002:210) concludes that CLT in fact, cannot be appropriately addressed as a teaching "method", instead Savignon describes it as an approach in which language cannot be separated from individual identity and

social behavior. This relies on the idea that community defines the uses and forms of language as well in a similar fashion as language is thought to define community. Those involved set the appropriate norms and goals in the given setting for the learner and also give the tools to reach these goals.

2.5 Second Language Acquisition Process

Second language acquisition process includes the following items: input and intake, acquisition, access and output.

2.5.1 Input and Intake

Understanding the process of L2 learning is one step towards being able to ensure that learners achieve acceptable levels of grammatical accuracy (Richards and Renandya, 2002:157). Richards (1999, cited in Ibid:157-158) draws on Van Patten (1993), Ellis (1994), and Skehan (1996 a, 1996 b) in order to explain the five stages of the learning process input, intake, acquisition, access, and output.

Input is the first stage of the learning process, which consists of the language sources that initiate the learning process - textbooks and commercial materials, teacher-made materials, and teacher-initiated classroom discourse are all part of the input that learners experience. Teaching materials have traditionally been based on an explicit linguistic syllabus assuming that it would determine the learner's second language acquisition.

However, Krashen (1985, as cited in Richards and Renandya, 2002:157) argues for a meaning-based syllabus, in which grammar should be handled incidentally. Thus, exposure to comprehensible second language input should suffice to trigger acquisition in the learner. However, Richards mentions that a different view of

language acquisition is the inclusion of some form of linguistic syllabus with the aim to simplify the input, which is seen as essential in providing an appropriate level of difficulty for the learners.

A function of input may be to focus the learners' attention on a particular linguistic feature. Richards exemplifies this through five approaches. To begin with, simplification of input exposes the learners to texts and discourse which may contain a restricted set of tenses and structures. Secondly, frequency of exposure emphasizes a focus on a form (such as past tense) as the form appears more frequently in a text. Another approach is explicit instruction, which is teacher-centered presentation of a form and how it is used, followed by learner practice. Yet another approach is implicit instruction, which is the result of drawing the learner's attention to a form where they have to induce the rule or system underlying its use. Finally, consciousness-raising activities aim to make the learner aware of linguistic features in the input without the need to produce them. The Input stage is not assumed to result in learning, it is rather intended to facilitate the next stage in the learning process: intake (Ibid:158). Intake can be understood as the result of linguistic information comprehended and attended to by the learner on the basis of the input. Portions of the input are assumed to remain in the long-term memory as intake, and are the basis for engaging language acquisition processes. There are primarily four factors thought to affect the passage from input to intake: complexity, the item should be at an appropriate level of difficulty; saliency, the item must be noticed or attended to in some way; frequency, the item must be experienced with sufficient frequency; need, the item must fulfil a communicative need. Together they will help intake; however, grammatical items such as articles, third person -s, and certain auxiliary forms may have lower saliency and although they may appear frequently enough, they are not easily acquired because they go

unnoticed. Although they may appear frequently enough, they do not affect communication to a degree that makes them necessary (Ibid).

2.5.2 Acquisition

Richards claims that ‘acquisition is the processes by which learners incorporate new learning items into their developing system or interlanguage’ (Richards and Renandya, 2002:158). The information a learner acquires has to be accommodated and restructured as a result of fitting the information into their current system of interlanguage. Further acquisition may be facilitated by the learner being willing, and able, to experiment in order to develop their language system.

If the information is not comprehended and incorporated into the learner’s current interlanguage, it will unlikely be remembered (Van Patten 1993:436; Skehan, (1996:19, cited in Richards and Renandya. 2002:159).

Researchers claim that the experimental output is a very important factor in language acquisition, meaning that acquisition does not always follow a straight line. The learners’ hypothesis about the target language can be tested in a context that their current interlanguage is unable to create sufficient meaning through output. Thus, by pushing their limits to handle the output, which the learner hopes to be target-like, the learner may acquire more target-like language (Tarone and Liu, 1995:120, 121, cited in Swain, 1998:11).

2.5.3 Access and Output

The learners’ ability to access/remember the information in their interlanguage system and subsequently use this information in order to initiate the process of producing output is respectively the penultimate and last step. Further, the learner’s

ability to communicate accurately and fluently may vary depending on the communicative context, because of the learner's ability to access their interlanguage, based on previous experiences or practice and subsequent proficiency with the communicative context. It is, however, debated whether or not output is a stage in language acquisition in itself. Krashen (1985, cited in Richards and Renandya. 2002:160) proposes that input is sufficient for acquisition. However, Swain (1985, cited in Ibid) has proposed that output is essential in situations where the learners' current interlanguage is unable to produce sufficient meaning, encouraging the learner to develop.

2.6 Teaching Grammar Techniques, Methods and Approaches

This subchapter will introduce some of the approaches, methods, and techniques suggested for teaching a second language, particularly aimed at grammar, based on the reading of Nassaji and Fotos (2011), Richards and Renandya (2002), and Ur (1991). There is a general view which suggests that there is no one method, technique, or approach which will handle any learning situation. However, Nassaji and Fotos, Richards and Renandya, and Ur argue for what they may think of as most appropriate in certain situations, suggesting that certain methodologies could possibly be better than others.

2.6.1 Feedback

Teachers often depend on various versions of feedback as an important technique for teaching grammar. Ur (1991: cf. 85-87) claims that the manner feedback is given, if given at all, is important and that although learners make

mistakes, this is part of an inevitable learning process towards mastery of a language. First, it may be important to repeat the difference between an error and a mistake. Errors are consistent mis-learned generalizations and mistakes would be occasional and inconsistent oversights, although the distinction between errors and mistakes may be difficult to identify. Ur (1991:85-86) suggests that errors may be corrected through positive reinforcement, viewing the correctional process as a learning opportunity rather than inadequacy on the part of the learner or teacher. In order to correct something, it may be important to first look at the types of errors and the frequency in which they occur, as certain errors can be considered more important because of how much they affect meaning. Hence, the teacher should present the learner with the useful information and how the learner should use this information in order to progress. Furthermore, through identifying errors and mistakes, and perhaps more importantly, distinguishing them from each other, the identification process can provide the teacher with information regarding structures that the learners particularly struggle with - giving insight on topics which could be focused on in future teaching (Ibid:86-87).

Similarly, Nassaji and Fotos (2011:80) also looked at the difference between errors and mistakes and the importance of being aware of which errors should be corrected. In the same manner as Ur, Nassaji and Fotos make a distinction between what an error and a mistake is. An error occurs when the learner lacks the knowledge to produce the correct form, and therefore, often affects understanding and communication, for example, through wrong word order or inappropriate lexical uses. However, a mistake is a performance error, meaning that it usually consists of morphological or function words mistakes, which normally would not affect comprehension too much (Ibid:80). Thus, Nassaji and Fotos (Ibid) suggest that it usually is more important to focus on errors, rather than mistakes, and

similarly to Ur, evaluate the errors based on frequency and the degree to which they affect comprehensibility.

Additionally, Nassaji and Fotos (2011:71) discussed interactional feedback as a technique for L2 and grammatical acquisition. Interactional feedback bases itself on utterances that indicate to the learner that something about their output is erroneous. *Negative evidence* is the process of informing the learner of incorrect target language use. This is contrasted with *positive evidence*, which is information that is given showing correct target language use. Nassaji and Fotos claim that negative evidence is most commonly received through grammatical explanations of various explicit and implicit corrective feedback on the learner's non-target like utterances. On the other hand, positive evidence is mainly received as correct models of language in the input (Ibid). Although there is debate surrounding the need for and effectiveness of L2 feedback, Nassaji and Fotos claim that a majority of L2 acquisition researchers (Ibid:72), including themselves, agree on the fact that adult L2 learners cannot achieve native like accuracy on the basis of only positive evidence or models of grammatical input. Thus, learners need both positive and negative evidence in order to acquire an L2 successfully.

There are several different types of interactional feedback but they are generally categorized under two subcategories: (1) reformulations and (2) elicitations (Nassaji, 2007a, as cited in Nassaji and Fotos, 2011:73). Reformulations include all feedback strategies that rephrase the learner's erroneous output, providing the correct form for reproduction, while elicitations try to motivate or prompt the learner directly or indirectly to self-correct, not giving the learner the correct form (Ibid).

Interactional feedback is found in both L1 and L2 contexts, in school and everyday life, and often as a result of learners interacting with native speakers. These

modification and negotiation strategies include for example, clarification requests, repetitions, and confirmation checks that occur during interaction. This usually occurs when the learner interacts with someone who either anticipates, perceives, or experiences difficulties in understanding the learner's intended meaning (Ibid:72-73). Long (1996:451-452, as cited in Nassaji and Fotos, 2011:73) proposes that negotiation for meaning facilitates acquisition 'because it connects input, internal learner capacities, particularly selective attention, and output in productive ways'. Similarly, Pica (1994, as cited in Ibid) suggests that 'negotiation supports L2 acquisition in three ways: by making messages comprehensible, by enhancing L2 input, and by facilitating the production of modified output (learners' revision of their erroneous output following feedback)'. Although the majority of literature on interactional feedback is on oral errors, it is also possible to use it on written errors. Interactional negotiation is primarily conducted post task completion, either during the current or subsequent classroom session. Nassaji and Fotos (Ibid:79) use learners' written journals as examples of how a teacher can look at a piece of writing to identify samples of erroneous writing, following up on these errors with oral feedback. A teacher should then use the appropriate feedback strategy depending on the nature of the errors (Ibid).

2.6.2 Benefits and Challenges of Teaching Grammar

Teaching grammatical accuracy as a basic underlying structure is important because grammar is necessary in order to be able to communicate common types of meaning successfully. Thus, it is important to identify the degree to which certain structures may help the learners' comprehensibility, although it may be

difficult to identify these structures prior or without knowledge about a learner context – except the most frequently appearing structures such as basic verb forms, interrogative and negative structures, the use of the main tenses, and modal auxiliaries. Thus, a teacher should evaluate how beneficial a grammatical structure may be for a learner in order to create appropriate meaning, and subsequently select and teach the grammatical structure(s) based on its possible positive influence on the learner ability to create meaning (Richards and Renandya, 2002:153).

Furthermore, Swan (Ibid) emphasizes that acquiring correct grammar is important in social contexts, native or otherwise, as deviations of form may hinder integration/acceptance and promote feelings of prejudice – a person who speaks “badly” may not be taken seriously, may be considered uneducated, or unintelligent. Societal grammatical prejudices may then have to be taken into account when teaching, even if it means teaching more grammar than necessary for comprehensibility, in order to satisfy a grammatical level required of future employees or examiners. Thus, the grammar should be selected on the basis of the teacher’s circumstances and the learner’s aims in order to minimize unnecessary time spent on grammar teaching (Ibid:153-154).

Ur (1991:76) explains that the process of teaching foreign-language grammatical structures is a difficult process that involves the teacher understanding the subtle differences in a grammatical structure’s written and spoken forms, its nuances of meaning, and what would potentially cause difficulties for a learner. Furthermore, it is important for the teacher to know how to present examples and formulate explanations that clearly convey the necessary information about these structures in a simple, accurate and helpful manner (Ibid:81). However, Ur emphasizes the conflict of being too accurate or over simplifying. Being too accurate may prevent

learning as it is too difficult to comprehend, and in the same way, over simplification may lead to a lack of necessary information in order to comprehend the grammatical structure's function.

Balancing the reasons and consequences of teaching too much or too little grammar, is one very important challenge which teachers will face. Furthermore, teachers may choose to teach it just because it is there, focusing on the individual words and their grammar rather than intelligibility (Richards and Renandya, 2002:149). Although attaining knowledge of grammar may be reassuring and encouraging for learners, as they can acquire and master certain parts of language, structural competence does not count for more than a portion of language mastery. Thus, although some learners may find grammar encouraging and positive.

It may also be misleading and can be detrimental for other important aspects of language learning due to teacher and learner focus. Furthermore, if a teacher feels that grammatical rules such as tense and aspect, the use of articles, relative clauses, and so forth, are very important for language acquisition they may be overvaluing the position of certain grammatical aspects which could lead to incorporating too much grammar into their teaching and perpetuating their value of grammar onto the learners (Ibid:150).

Additionally, by teaching too much grammar, no matter the reason, may result in learners who falsely assume that they know a language. However, they may only know the grammatical part of it, lacking important elements such as vocabulary and fluency, creating difficulties for the learners when attempting to maintain a conversation. The focus on grammar also leads to a focus on what is right and wrong. This, Swan (Ibid:151) says is counterproductive due to it making learners anxious to make mistakes, undermining their confidence and motivation.

However, there are also reasons for and consequences to not teaching enough grammar. To teach little or no grammar may lead to a complete disregard of the structures of language and may be just as damaging as teaching only grammar. Swan uses Britain in the 1970s as an example of teachers using the communicative approach as a justification to teach only ‘functions and notions’ or ‘skills’ instead of grammar. One of the most significant downfalls of this was that it left the following generation of learners, who became teachers, completely ignorant of any structures of language (Ibid).

Swan (Ibid) also claims that it is important for teachers to create awareness about grammar among their learners, because some learners have a tendency to think of grammatical rules as dependent on each other, hence, they believe that to manage the language one must master every aspect of grammar. This, he states, is a myth and although some aspects of grammar may be more systematic than others, some linked together tightly or loosely, some are completely independent and detachable.

Teachers may also find confidence, comfort, or encouragement in the fact that they know more than the learners when dealing with grammar, as grammar is a system of teaching which is more easily mastered. Learners may have better accents and a larger vocabulary based on something they are familiar with, for example, American pop idioms. If teachers are feeling insecure, they may return to the comfort of grammar because of its complicated rules and arcane terminology, something not even native speakers of the language may be able to speak confidently about (Ibid:150-151). Thus, one should not necessarily teach based on what is most comfortable. Challenges may also arise if a teacher or school has chosen an instructional textbook which is not appropriately aimed at the contexts of the learners, for example, the learners’ level of interlanguage, environment,

native language, and learning purpose. Similarly, the book may not fit the teaching schedule, because it requires more time than what is made accessible by the class schedule. That is why it is important, according to Swan (Richards and Renandya, 2002:148), to choose grammar according to the relevant needs of the learners, rather than blindly picking the “appropriate” grammar or going through all the grammar from A-Z.

Keeping the prior points in mind, it can be important for a teacher to follow Swan’s suggestions of teaching selected grammatical subsystems on the basis of three concerns (Richards and Renandya, 2002:150). Firstly, what does the learners already know from their L1? (German learners may know about English article use through their first language). Secondly, what are the necessary aspects, which they do not already know from their L1? Lastly, what aspects are there time to teach?

2.6.3 Teaching Grammar to L2 Learners

Ur, like most of the other theoreticians referred to in this thesis, points out the controversial position of grammar. Although she agrees that part of knowing a language is knowing its grammar, she also points knowing a language may consist of both intuitive or explicit grammatical knowledge (Ibid). Although implicit grammar is less likely to be acquired in an L2 because the learners are exposed to substantially less input compared to what they experience as part of their L1. Thus, she emphasizes her firm belief that grammatical teaching will help the L2 learner, ‘provided it is taught consistently as a means to improving mastery of the

language, not as an end in itself' (Ibid:77-78). Furthermore, she mentions that unless grammatical instruction is provided in a school setting, there is no guarantee that the learners would want to self-educate.

Furthermore, Ur (1991:76) points out the importance of teaching how grammar influences meaning: '[i]t is no good knowing how to perceive or construct a new tense of a verb if you do not know exactly what difference it makes to meaning when it is used' (Ibid:76). Ur exemplifies this by how it may be much more difficult for both teacher and learner to teach/ explain the use of present perfect and past simple, compared to the use of plural (s). Thus, in order to assist a higher level of fluency it is important to teach these differences in grammatical meaning. Ur emphasizes how the learners' L1 may influence the acquisition of L2. Not all languages have the same instances of grammar, for example, English verbs have aspects, such as progressive, which some languages do not. Hence, depending on the L1 and target L2 there will likely be differences and although some might be more apparent or less salient, it is difficult to predict whether or not the grammatical differences will be challenging for the individual learner (Ibid).

When presenting and explaining a new grammatical structure Ur suggests that teachers should follow seven guidelines. She believes that a good presentation should consist of both oral and written, including both form and meaning and that the presentation should contain plenty of contextualized examples of the grammatical structures in order to facilitate learning. She also finds that the use of terminology should depend on the age of the learner, as older learners will be more analytically minded. Further, depending on the situational context, the teacher should make a judgment call on presenting the grammatical structures in either the learner's L1 or L2. Ur also suggests that grammar should be simplified but only to the point where it covers the major instance in which the learner will encounter the

particular structure. Grammatical exceptions should be noted, but can make it more difficult – rather too simplistic than too accurate. Furthermore, the teachers’ presentation should be delivered at an appropriate speed, both orally and when writing, in order to facilitate learning, while making the contextual choice of giving the explanation inductively or deductively (Ibid).

Ur also emphasizes a point of caution, as she states that many learners struggle with having to consciously monitor grammar when they are trying to produce free speech or writing. Although learners may reproduce the structure in a grammatical test, they make mistakes when trying to produce it in fluent speech or writing because they have not yet mastered it (Ibid:83). Thus, Ur points out that the teacher’s job is to facilitate a ‘bridging’ through shifting the focus from form focused accuracy work to fluent, but acceptable, production. This, can be done through ‘a variety of practice activities that familiarize [learners] them with the structures in context, giving practice both in form and communicative meaning’ (Ibid).

2.6.4 Teaching According to Learners’ Context

Nassaji and Fotos (2011:136-137) claim that there is no one instructional strategy or method capable of addressing all the goals of language acquisition and pedagogy. They emphasize that language learning does not necessarily have an inherent and directional relationship to language instruction.

Thus, Nassaji and Fotos emphasize that all recognized methods may have their use, depending on the situational context. This suggests that teachers may greatly benefit from acquiring knowledge regarding a wide array of grammatical teaching methodologies, as each method may function to help teachers properly assess the learning situation and appropriately apply one or more teaching methods in order to maximize effective learning. Furthermore, depending on the prior points and the

language acquisition goals the teacher has to apply their appropriate instructional strategy with a high level of instructional quality in order for it to succeed.

Thus, each teaching approach, method, or technique may have its use and the more a teacher knows about different approaches, methods, or techniques the easier it may be to appropriately respond to a learner context, where the teaching approaches, methods, and techniques have a suggestive function rather than being strict rules on how to teach (Ibid:138-139). Furthermore, the general concept of this ‘post-method’ view by Nassaji and Fotos is supported by Kumaravadivelu (1994, 2006, as cited in Ibid:139), Long (1991, Ibid), and H. Douglas Brown (1997, as cited in Richards and Renandya, 2002).

The learner context, especially learners’ L1, may significantly influence the manner in which certain grammatical forms may be acquired (Nassaji and Fotos, 2011:136). For example, some grammatical forms may be learned implicitly while focusing on the message, while other forms may need a more focused instruction. Focused instruction might be particularly necessary for grammatical forms with low frequency or salience in the input, for example function words (such as, infinitives or possessive pronoun), and morphological features (root words, affixes). Furthermore, linguistic complexity of the target form and the learner’s first language may also influence the relationship between instruction and learning (Spada and Lightbown, 2008, as cited in Ibid:136). For example, Nassaji and Fotos suggest how singular (s) might be considered linguistically easy but at the same time difficult to learn. And if the first language provides learners with non-target like information regarding a particular structure, it is important that the learner is given either instruction or corrective feedback in order to learn the correct forms, because exposure to the target language cannot help the learner to overcome the error due to it being ungrammatical (Ibid).

Although the individual learner's developmental readiness is an important factor to consider, Nassaji and Fotos also point out how the acquisition of grammatical structures may follow a predetermined developmental learning sequence. This is emphasized by Krashen's 'the natural order hypothesis' (Krashen, 2009:13), which claims that the "average" order of acquisition of grammatical morphemes for second language learners follows, respectively, the pattern: learning progressive (-ing), plural, copula ("to be"), Auxiliary (progressive, as in "he is going"), article (a, the), irregular past, regular past, third person singular -s, and lastly possessive -s. However, a teacher must evaluate whether their learners are developmentally ready to learn the intended structure, while being aware of the fact that certain structures should be learned in certain stages in order to assist the learning process. It is certainly challenging for a teacher to know when a learner is developmentally ready to learn a particular grammatical structure and then appropriately include every learner's readiness in addition to appropriately choosing the teaching method (Nassaji and Fotos. 2011:136). Other individual differences that further challenge the teacher are how second language instruction is affected by the learner's aptitude, personality characteristics, language proficiency, motivation, attitudes towards learning, and cultural background (Ibid:137).

However, Nassaji and Fotos do claim that there is a current view that curriculum should include 'components of grammar instruction, communicative language usage, writing skills, comprehension skills, listening skills and reading skills, often text- or genre-based' (Nassaji and Fotos. 2011:139), with a focus on understanding and producing the L2 with both accuracy and meaning.

Finally, the last section examines the Norwegian context of teaching grammar, in order to properly understand the main content of the present study, namely 'how grammar is taught in Norway'.

2.7 Some Basic Concepts of Grammar

All languages have their own grammar. It is a sound structure and meaning system of language. People who speak the same language are able to communicate since instinctively share the grammar of the language. Students whose vernacular is English already recognize the grammar of English. Brown (2006) also remarks that students in learning grammar know the sound of these words and different ways of putting words to make meaningful sentences. Harmer (1987:1) notes that "grammar is the way in which words change themselves and group together to make sentences".

Harmer further explains, grammar is the description of the ways in which words can change their forms and can be combined in to sentences in that language. This on the other hand points out all the elements in a sentence in that language. This on the other hand points out all the elements in a sentence which attribute to its actual meaning.

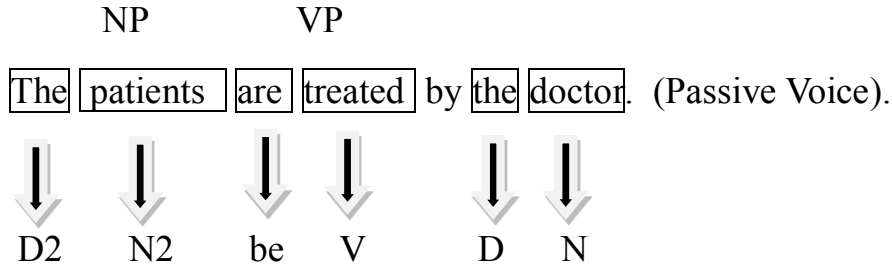
These include two main parts of a sentence: noun phrase (NP) and verb phrase (VP) is further subdivided into determiner (D) and noun (N) verb phrase (VP) is also subdivided into a verb and another phrase (VPS) which constitutes a verb (V2) and determinerD2). These eventually get its correct order as:

- -S=NP+VP =D+N+V+D2+N2 active voice or
- -S-D2+N2+be+V+by+N Passive voice.

For example:

The doctor treats the patients. (Active Voice) or:





There are certain changes and additions observed on the grammar rules that govern the correct word order (syntax) and (morphemes) of the language which signifies the time of action, number, gender and the like information.

The grammar of language informs what happens to words, when they become plural or negative, what word orders are used when we make questions or join two clauses to make one sentence. As indicated in Celce-Murcia (1988:16) grammar is a system of rules of syntax that decides the order and patterns in which words are arranged together to make sentence.

However, some scholars argue that rules always may not be accurate. In other words, many rules are not really rules at all, but they are rather redundancies. Grammar tells us more than rules in the first place, it makes the meaning clear. Bloor (2004:247) claims that people use it to do certain functions like stating facts, introductions, accepting or declining invitation, asking for or giving direction, advising and so on. It tells us the relationship between the participants and shows where the topic of the message. Atkins, Hailom and Nura (1995:14) further describe that, it is also a means of expressing time when the action took place through the tenses and time words. It informs us the mood such as continuity, obligation or probability through helping words and whether the messages are statements or questions.

Grammar refers to language patterns that indicate relationship among words in sentences. Ur (1988:1) also says: "Grammar is the way a language manipulates and combines words (or bits of words) so as to form longer units of meaning". Therefore, as Thompson (2003:11) states, grammar is not only the rule of how words can be combined in a sentence, but also the different choices to be made in about which combinations to use for effective communication. Atkins, Hailom and Nura (1995) and Tudor (1996:209) affirm that grammar is the means by which people organize message in any communicative activity as effectively and efficiently as possible. It is the part of the study of language which deals with the forms and structures of words, sentences and meanings. Cooks (2001:20) describes that grammar is sometimes known as the analyzing scheme that relates sounds and meaning insignificant by itself and impossible without it. This approves that meaning and sound are highly bound together by language structure in order to convey important message of communication activities. Similarly, Barston (1994:3) confirms, the absence of grammar in a language badly handicaps human beings' communication. Webster (1972:21) also describes that grammar is the system of word structure and words arrangement in a given language at a given time. It is clear that the main purpose of language teaching is to help learners enable to use the language communicatively. Grammar plays a significant role in supporting learners to acquire language and use it accurately. It is recognized that, grammar instruction helps learners acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language.

In the teaching of grammar, students may need many opportunities to listen, read and practice a new structure before they internalize and produce it.

2.8 Second Language Teaching Approaches

There have been two perspectives of teaching a foreign language; the earlier traditional approach and the recent contemporary approach.

The primary focus of both approaches and views target at enabling learners to come up with the effective usage of the target language not only in their education but also in their daily communication at different situation and with different group of people. However, the extent to which these approaches address their objectives vary due to the presence of some methodological defects in one of the two philosophies that provokes certain linguists to discover an alternative line of attack to address the recent demand of the target language respective to preliminary objectives.

2.8.1 Traditional Approach

Earlier views of language learning focused primarily on the mastery of grammatical competence. Language learning was viewed as a process of mechanical habit information. Good habits are formed by having students produce correct sentences and not through making mistakes. Error were able to be avoided through controlled opportunities for production; either through writing or speaking. The chances of making mistakes were minimized by dialogues and performing drills.

In this regard, Stern (1983:140) indicates that the main concern of this structure centered is to help students know the language.

It draws a special attention to correct sentence formation. This can be developed during the repetition of grammatical systems that have been set into pattern drills. Learning was extremely under the control of the teacher. This has been known as the standard of approach, and it is the most traditional way of language teaching. It emphasizes more on the formal aspect of language rather than use.

Richard and Rodgers (2001:17) find out that language is a system of structurally related elements for coding of meaning. Larson - Free man (2001) further comments that communicative ends are best served through bottom up process through grammatical structures and lexical patterns until they are internalized. According to this approach, communication in foreign language is possible if the learners have way well acquired the basic sentence structures: subject, verb and object which comprise noun phrase and verb phrase. A sentence structure also includes the smallest units that modify word structures (morphemes) their correct order of arrangement (syntax).

Cook (2001: 9) more asserts that learning a language is breaking the language into its components in order to scrutinize and recognize its structure for the reason that they think the knowledge of linguistic form is the basis for language use. Wilking (1972) also notes:

Parts of the language are taught separately and step by step that acquisition is a process of gradual accumulation of part until the whole structure of the language has been built up. At any one time, the learner is being exposed to deliberately limited sample of language.

Brumfit (1986:5) remarks that the main purpose of structural approach is to provide a coherent structural foundation on the basis of which a genuinely

spontaneous use of language can be achieved. As a result, the learners need to be encouraged to practice the drills, so they would master the language forms. Widdowson (1991) also says that the assumption behind the emphasis on the mastery of language structure is that once learners have achieved this semantic knowledge, then, they will be able to use it pragmatically to do things, so conserve to read, to write, to engage in communicative activity.

2.8.2 Second Language Learning

Yule (2006.163) states that a distinction is sometimes made between learning in a ‘foreign language’ setting (learning a language that is not generally spoken in the surrounding community) and a ‘second language’ setting (learning a language that is spoken in the surrounding community). That is, Japanese students in an English class in Japan are learning English as a foreign language (EFL) and, if those same students were in an English class in the USA, they would be learning English as a second language (ESL).

In either case, they are simply trying to learn another language, so the expression second language learning is used more generally to describe both situations.

2.8.3 Acquisition and Learning

A more significant distinction is made between acquisition and learning. Yule (2006) the term acquisition is used to refer to the gradual development of ability in a language by using it naturally in communicative situations with others who know the language. The term learning, however, applies to a more conscious process of accumulating knowledge of the features, such as vocabulary and grammar, of a language, typically in an institutional setting. (Mathematics, for example, is learned, not acquired.)

Activities associated with learning have traditionally been used in language teaching in schools and have a tendency, when successful, to result in more knowledge 'about' the language (as demonstrated in tests) than fluency in actually using the language (as demonstrated in social interaction). Activities associated with acquisition are those experienced by the young child and, by analogy, those who 'pick up' a second language from long periods spent in interaction, constantly using the language, with native speakers of the language. Those individuals whose L2 exposure is primarily a learning type of experience tend not to develop the same kind of general proficiency as those who have had more of an acquisition type of experience.

It was assumed that, the acquisition of these features will result in subsequent communicative abilities. Most Materials following the structural approach consisted of mechanical drills, such as substitution and transformation drills. Such activities are intended to enable learners to solely internalize and memorize form without requiring them to use their knowledge of the form meaningfully

Tarare and Tule (1988) write that, the traditional language teaching methods and materials that are based on this approach are characterized by concentrating on the development of grammatical competence. The students are expected to develop their grammatical competence in foreign language. The students understand the structure of the language, but they don't exploit. This knowledge is for genuine communication. Cunningsworth (1984) and Widowson (1978) argue that the acquisition of linguistic skills doesn't seem to guarantee the consequent acquisition of communicative abilities in a language, which are appropriate to the context of use, or to interpret the appropriateness of the utterance.

Peterson (1986:2) explains that in this view, the teachers, initiators, teachers and formal instructors. The teachers' model that target language, control the direction and place of learning, monitor and correct the learners' performance whereas Peterson says that learners act as the role of listeners, respondents or formal class students. The teachers most of the time focus on accuracy. The learners do not have chance to express their own feelings and desires as they want since their role is too limited in this approach. The inadequacy of this approach in order to help learners comprehend and use the target language effectively basis the appearance of other possible approach and methods in foreign language teaching to communicate meanings.

2.8.4 The Contemporary Approach and Its Guiding Principles

This on the other hand, known as the communicative approach, is referred to as the modern way of foreign language teaching that emphasizes the use and meaning of a language items.

This could be the product of educators and linguists who had grown disgruntled with the audio - lingual and Grammar Translation Methods of foreign language instruction.

Tutor (1996:7) states the educators felt that students were not learning enough realistic, whole language. They also believed that the previous language teaching methods did not help learners to communicate using appropriate social language, gesture or expressions. Larsen - Freeman (1986:26) describes that these criticisms and counter - arguments go to a new approach to language teaching which focuses on language function and use rather than the formal aspect of language.

The communicative approach to language teaching is relatively a new adopted approach in the era of foreign / second language teaching.

It is a hybrid approach to language teaching essentially (progressive) rather than traditional. Wright (2000:7) and Savignon (1919) indicate that communicative language teaching can be seen to drive from multi-disciplinary perspectives that include at least, linguistics, psychology and educational research.

Richard and Rodgers (1986), Savignon (1991) and brown (1994) describe that it is generally accepted that proponents of CLT see it as an approach not as a method. Brown for instance, Communicative Language Teaching Method is a unified but broadly - based theoretical position about the nature of language and language learning and teaching (1994: 244-245).

He further maintains that, through its difficult to generate all of the various definitions that have been offered, the following four interconnected features could be taken as definitions of CLT:

1- Classroom targets are paying attention on all of the mechanisms of communicative competence and not limited to grammatical or linguistic competence.

2- Language teaching methods are chosen to employ learners in the practical, authentic and functional use of language for momentous purpose. Language structures are not the essential center of attention but rather features of language that enable the learner to achieve those purposes.

3- Fluency and accuracy are considered as corresponding principles fundamental communicative methods. At times fluency may have to take more importance than accuracy in order to keep learners meaningfully engaged in language use.

4- In the communicative classroom, students eventually have to use the language productively and receptively, in unrehearsed contexts in line with this, Richard (2006) claims that language learning has been recently viewed from different perspectives. It is seen as resulting from processes such as:

- Interaction between the learners and users of the language.
- Collaborative creation of meaning
- Creating meaningful and purposeful interaction through language.
- Negotiations of meaning as the learner and his/her interlocutor arrive at understanding.
- Learning through attending to feedback learners get when they use the language.
- Paying attention to the language one hears (the input) and trying to incorporate new forms into one's developing communicative competence.
- Trying out and experimenting with different ways of saying things in the communicative approach, authentic language use and classroom exchanges.

Where students are engaged in real communication with one another becomes quite popular. It has provided a couple of developments in syllabus design, implementation and evaluation. Richard and Rodgers (2001), Hutchinson and Waters (1994) and Harmer (1991) state that his approach gives special attention to the needs and interests of the learners. Tudor (1996:8) explains Communicative Language Teaching provides a desire to develop course design structures which are flexible and more responsive to students' real world communicative needs. Thompson (1996:13) describes the students' motivation to learn comes from their desire to communicate in meaningful ways about to meaningful topics.

Petrovitz (1997) declares that the Communicative Language Teaching encourages learners to take part in and reflect on communication in as many different contexts as possible. This is because learners need to be given some degree of control over

their learning since language is a system of choice. The learners must be given the opportunities to learn how to make choices. Halliday (1994) forwards;

The communicative approach should not be narrow at all, but essentially adaptable to all the requirements of the classroom situation within its wider institutional and social setting "communicative" doesn't mean having students practice communication in pairs and groups. It means making decisions, appropriate to educational environment, about whether or not or how often to have pair or group works and about the lessons' focus as speaking, reading, writing, grammar, pronunciation etc. None of them is excluded in communicative approach.

Communicative approach to teaching second languages, stresses on the use of authentic material as input and stimuli for the completion of interactive tasks relevant to students' interests related with them and integrated in skills. Jones (1993) states that the goal of communicative language teaching is to accustom students with the second language as it is used naturally in real contexts and to provide those opportunities to use language in these contexts. Vatpatten (1998: 926) states communicative language involves learners from skill getting to skill using. He suggests that the functional nature of language and how language teaching allows communication without a subsequent loss in grammatical accuracy and other areas of discrete language knowledge. Communicative activities should assist this process.

The communication activities should invite students to interact. Savignon (1997:8) defines communication as a continuous process of expression, interpretation and negotiation of meaning. Later she adds "communicative competences apply to both written and spoken language, as well as too many other symbolic systems ". Since the ultimate aim of language teaching is to develop communicative competence, the communicative language has to motivate them to

express their own ideas and interests. It also promotes the process through material preparations and task designed to initiate learners for interaction. Savignon (1991) notes that the use of games, role play, stimulation, pair and small group activities have gained acceptance and widely recommended for inclusion in large teaching programs. In this regard, Harmer (1981:5) also claims:

Communication activities have many advantages:

They are usually enjoyable; they give students a chance to use language; they allow both students and teachers to see how well the students are doing in their language learning; and they give a break from the normal teacher - students' arrangement in classroom.

Learners' communicative needs provide a framework for elaborating the goal in terms of functional competence. As a result, learners are active participants in the classroom tasks. They have freedom in the learning process. Breen and Candling (1980) further describes that, learners negotiate meanings interact with their group and solve problems by themselves.

Thompson (1996) says there are some misconceptions about communicative language teaching regarding grammar teaching. There have been theories and teachers point out that grammar is necessary for communication to take place efficiently. Thompson (bid) explains the importance of grammar teaching in communicative approach as follows:

It is now fully accepted that an appropriate class time should be devoted to grammar. This does not mean that a simple return to a traditional treatment of grammar rules. They view that grammar is too complex to be taught in that over simplifying way from teacher conveying grammar to learners discovering grammar.

It is essential for learners to be exposed to new language with comprehensible context, so that they are able to understand its function and meaning. It is clear that communicative approach to language teaching is relatively all around. It doesn't

ignore the teaching of structures and vocabulary. In this case, grammar plays an important role. It encourages learners to use new item language in different contexts. Students are initiated to expose the functional and structural parts of the language in use. According to Brumfit (1986:61) and Brown (1994), the communicative approach is likely to produce these four kinds of competence discourse, but others concentrate on one or two competences.

Generally, Richard (2006) briefly identifies ten foundation assumption of CLT as follows:

- 1- Second language learning takes place by students are involved in interaction and real communication.
- 2- Satisfactory classroom learning tasks and activities give chances for students to infer meaning, widen their language abilities, perceive how language is used and participate in real communication.
- 3- Communication is a continuous course of action that often demands the application of many language abilities or modalities.
- 4- Language learning is assisted both exercises that require inductive and discovery learning or underlying rules of language use and organization, as well as by those involving language analysis and reflection.
- 5- Language learning is a step by step development that requires creative use of language and trial and error. Although error is a natural product of learning, the primary goal of learning is to acquire the ability to put in action the new language both perfectly and easily.
- 6- Students boost their own ways to language learning, exercise at different speeds and have diverse and aspiration for language learning.

7- Effective language learning requires the use of successful learning and communication tactics.

8- The duty of the teacher of a language classroom is that of an assistant who makes the language classes favorite to language learning and grants chances for learners to employ and put in practice the language and to show on language function and language education.

9- The class is a society where students study through cooperation and exchange thoughts

2.9 Grammar Teaching Materials

In the history of language teaching, there are two most common methods by which teachers employ to present grammar lessons.

These are: teaching grammar deductively and teaching grammar inductively. Both methods are separately discussed in proceeding sub-topics.

2.9.1 Teaching Grammar Deductively

In the teaching of grammar, one may state the rules and give one or several examples and point out the language confirms the given rule. In other words, we begin with abstractions, verify its correctness through several examples and proceed to construct language synthetically. Humboldt (1974), states that this kind of our presentation is deductive for we infer as deduce language from a rule. In deductive of grammar teaching, the teacher explains the rules and the meaning to learners.

Then, the learners are expected to apply the rule and provide their insurances of language guided by an example or two. This is basically the reverse of inductive method. It encourages teachers to present grammar rules before anything else.

Bygate and Tornkyn (1994) and Harmer (1987) believe that it encourages teachers to teach grammar explicitly to their students. When teachers choose to teach grammar, they have couple of choices as to how to go about it. The adherents of the deductive method purpose of this type of grammar teaching have many advantages. As Cuning Worth (1984), Harmer (1987) Ellis (1991) and Fortune (1998) describe, in the first place, it is helpful for learners to offer explanation of the structure and its use. It is also effective. Brown (1987:269) further stated that;

Since adults are capable of deductive reasoning and abstract formal thoughts, grammatical explanation can also serve vital purpose, if the grammar itself is real and the teaching is communicatively meaningful. Here, reference to existing knowledge and motivating sets is of utmost importance and the students must see purpose fullness in explanation.

It is obvious that, adult learners appropriate and benefit from direct instruction that allows them to apply critical thinking skills language learning.

As to Larsen - Freeman (1986) teachers can take the advantages of this by providing students with descriptive understanding of each point of grammar.

Many scholars and teachers investigate the advantages of inductive and deductively instructions. For example, Tudor (1996:211) supposes, there is no one approach which is equally suited to all learners in all studies. In connection to this, Harmer (1987) Ciled in Girma (2005) indicates that, some grammatical structures are acquiescent to deductive which others are better suited to inductive approach.

Cuning Worth (1987:82) further states that "It is useful to distinguish between those two learning strategies, although it would be wrong to suggest that an individual learner uses only one in the other"

To sum up, when we teach grammar, we should never hinder our students by inflexible and exclusively to one strategy or the other. Most teachers agree that it is very important to use the combination of approaches. Ur (1988:4) says "There is no doubt that knowledge implicit or explicit - of grammatical rules is essential for mastery of a language; you cannot use words unless you know how they should be put together".

Teaching is a pragmatic process and we should use whatever methods bring the best results. It is not strange to use the combination of methods in solving problems. It is necessary to choose the best elements from deductive and inductive Methods as conditions demand for teaching grammar.

2.9.2 Teaching Grammar Inductively

Inductive grammar teaching is one of the most known methods in which learners are involved in the process of discovering the language and developing their own language strategies.

In this grammar teaching, learners are presented with several examples which embody the rule and ask to identify similarities between examples. In such grammar teaching, a teacher supports the students to acquire and practice the language, but they don't draw conscious attention to any of grammatical fact of the language. The teacher may ask the class to work in pairs and groups, and write down any rules they deduce from the examples that they have been working with to elicit their own examples based on the model (kelly, 1990:34). In first language acquisition, rules are not taught explicitly but learners acquire the structures of the language and practice grammatical sentences (1993), Brown (1972) and Batstone (1994) felt that this way of grammar teaching is stronger as it engages learners in a more learning process and makes them active.

The advocates of this method argue that students should be allowed to learn grammar implicitly without direct instruction from the teacher since this is based on people learns to use their first language.

In line with this, Harmer (1987) supports the teaching of grammar at the beginning level to be inductive since the main aim is to get students practice and use the language as much as possible. As the students learn more, however, the balance would change and intermediate levels students would be in more communicative activities and would have less grammar (bid). The teaching of grammar could be more overt when they get more advanced since they can study the grammar rules activity in a more deductive way. Brides, Cuning Worth (1995) and Roth (2000) argue that using inductive approach in course books is very helpful to develop students' communicative competence, since many learners will get additional materials that give explanation and rules in straight for words language together with practice exercise on each grammar point.

Humboldt (1974) says one may begin with language itself with a text in which certain specific problem occur. Taking the sentences which involve these linguistic problems from the text and a number of well formulated questions help our students examine and scrutinize the existence and recurrence of these specific forms and constructions. In the inductive method, teachers should help learners observe, compare and analyze language till they have found a definite from.

2.10 Communicative Language Teaching (CLT)

Though CLT was first introduced in the early 1970s as an approach to teaching and learning a second or foreign language, it has more recently been become popular as an innovative way of teaching English in many Asian countries.

CLT is seen as the system for communication (Hymes, 1971); the core concept in CLT is “communicative competence,” a term Hymes (1971) represents as the ability of a learner to use language in a social context. According to Savignon (2002), the theoretical framework proposed and developed by Canale and Swain (1980) and Savignon (1983), and later modified by Canale (1983) includes four components of communicative competence: grammatical competence, sociolinguistic competence, strategic competence and discourse competence. Savignon (1983) presents a classroom model, known as the „inverted pyramid“ which integrates these four components. She states that all components are interrelated and cannot be separated from each other: “when an increase occurs in one area, that component interacts with other components to produce a corresponding increase in overall communicative competence” (Savignon, 2002:8). As CLT is interpreted by many proponents and scholars in different times and different places in the world, it is difficult to identify CLT in a single definition. Berns (1990) provides the following principles of CLT:

1. Language teaching is based on a view of language as communication that is, language is seen as a social tool that speakers use to make meaning; speakers communicate about something to someone for some purpose, either orally or in writing.
2. Diversity is recognized and accepted as part of language development and use in second language learners and users, as it is with first language users.
3. A learner’s competence is considered in relative, not in absolute, terms.
4. More than one variety of language is recognized as a viable model for learning and teaching.
5. Culture is recognized as instrumental in shaping speakers’ communicative competence, in both their first and subsequent languages.

6. No single methodology or fixed set of techniques is prescribed.
7. Language use is recognized as serving ideational, interpersonal, and textual functions and is related to the development of learners' competence in each.
8. It is essential that learners be engaged in doing things with language - that is, that they use language for a variety of purposes in all phases of learning. (p. 104)

These are some common characteristics of CLT that are accepted by most scholars. The aim of learning a language using CLT is communication. Communication involves the integration of different language skills (Richards and Rodgers, 2001; Savignon, 2002). However, a communicative curriculum focuses not only on learners learning grammatically correct statements, but also on developing their ability to use language in the real-world (Nunan, 1988). Nunan makes a distinction between accuracy and fluency of English. In addition, he believes that learners should not be engaged in practising language drills or controlled practice, but in those classroom activities which make them able to do things outside the classroom.

The literature suggests that a key characteristic of CLT is that it assumes that students will be able to apply language learning in authentic (real-life) and practical situations. Therefore, CLT is often seen to prioritize communication over theoretical learning about the language.

2.10.1 Fluency Versus Accuracy

Fluency and accuracy are two major components of CLT which concern researchers.

Brumfit (1984:52) explains the distinction between accuracy and fluency. He maintains that it is essentially a methodological distinction, which involves the teachers in decision-making about the content of the lesson and the distribution of

time between various types of activity. He also recognizes the distinction is not absolutely tidy.

The distinction is not one between what is good and bad in language teaching; it will be argued that there is a definite role for accuracy work in language teaching, but that its function is quite different from that of fluency work, and its over-use will impede successful language development.

Brown (2007:46) focuses on both fluency and accuracy, maintaining that, “a focus on students’ flow of comprehension and production and a focus on the formal accuracy of production are seen as complementary principles underlying communicative techniques”. In relation to focusing on form and function, Littlewood (1981) stresses the value of developing the communicative competence of the learner beyond the mastery of language form, though he does not ignore the value of linguistic competence. Savignon (2002:22), likewise, stresses the importance of teaching grammar, saying, “focus on form... provides a rich opportunity for focus on meaning; but focus on form cannot replace the practice of communication”. Belchamber (2010) reinforces the importance of both fluency and accuracy to conduct communicative activities in a language classroom.

2.10.2 Theory Versus Practice

There is a concern that arises around theory versus practice in CLT implementation. Though it is believed that practise is done following theory, Stern (1983:23) claims that, “It's all very well in theory, but it won't work in practice”. Similarly, Lawton (1973) finds gaps between theory and practice, between what should be and what is happening really. Though the teachers’ attitude is considered as an important factor in language teaching, this cannot give an assurance as to whether they practice what they think.

A study by Mowlaie and Rahimi (2010) in Iran which was conducted with one hundred EFL teachers shows discrepancies between what the teachers believe about different CLT principles and what they practically do in the classroom. The study also tried to find the reasons for this, where Mowlaie and Rahimi state those include teachers' inadequate professionalism and lack of updated teaching skills, and, most importantly, the teachers who have some familiarity with CLT and hold a positive attitude towards CLT face difficulty in teaching in a real classroom context, because they do not really know how to put their theoretical knowledge into practice.

Fairley and Fathelbab (2011) report that teachers' beliefs and commitment to CLT principles are often mismatched by practice. This study also discusses what they claim to be the six most common challenges in a CLT writing and reading classroom; lack of enthusiasm, an idle audience, one group finishing before another, shortage of materials, unequal student participation, and lack of teachers' feedback. The article aims to meet the challenges by empowering teachers through a better understanding of CLT principles. Kleinsasser and Sato (1999) identify an inconsistency between teachers' understanding of CLT and their practice, which impact on teachers' choice to avoid implementing CLT. The qualitative study conducted in Turkey by Coskun (2011) reports that there is a discrepancy between teachers' attitude towards an EFL classroom and what they really practice in the classroom. The findings about the challenges of implementing CLT derived from the teachers' perspectives in Coskun's study are: large classes, traditional grammar-oriented examinations and lack of time for preparing CLT materials.

A study by Shavelson and Stern (1981) revealed that the curriculum was not implemented as proposed. Shavelson and Stern observe that the model given in teacher education programmes is not consistently used by teachers' in schools.

Obviously there is a mismatch between the demands of the classroom and the prescriptive planning. The questions raised by Shavelson and Stern and other authors about the mismatch between classroom practice and the ideal curriculum can be asked about a range of contexts, including CLT teaching and learning in Bangladesh. The discussion in literature relating to theory versus practice focuses on the idea that what really happens may be quite different to what theoretically should happen in CLT classrooms.

2.10.3 Roles of Teachers and Students

Researchers have identified that the role of students and teachers in a communicative classroom as a very important issue. The goal of CLT is to communicate. The role of learners in CLT methodologies is a joint responsibility of both the listener and speaker, which leads to being able to communicate in the target language. Therefore, the learner's role within CLT is that of a negotiator, one who "interacts within the group, and within the classroom procedure and the activities which the group undertakes... he (the learner) should contribute as much as he gains, and there by learn in an interdependent way" (Richards and Rodgers, 2001:166).

CLT aims to develop learner autonomy through different activities, and thereby supports student centredness (Liu, 2007; Savignon, 2002; Littlewood, 1981). Sung (2010) suggests that the information about students' needs in a particular teaching context is important when designing a CLT based programme, because a CLT based curriculum focuses on learner needs. Nunan (1988) also states that the learner centred curriculum focuses on subjective learner needs, as well as establishing a relationship between teachers and learners. He believes that learner needs should dictate the selection of content and methodology.

He also points out that the potential conflict between teacher and students in relation to learning activities and materials are included in the methodology. Whereas conflicts are created on the basis of the teacher's superiority in a teacher centred classroom, the conflicts are negotiated through discussion and consultation between the two parties in a CLT classroom (Nunan, 1988). Liu (2007) also favors students' autonomous roles in the CLT based classroom, questioning the meaning of autonomous.

To identify the role of a teacher in a communicative classroom, Brown (2007) defines the teacher's role as a facilitator, rather than a transmitter of knowledge, who values the learners' linguistic development. Breen and Cadlin (1980) state that a teacher is an independent participant within the large learning group in the classroom. In relation to the use of language in a communicative classroom, Littlewood, (1981) maintains that the communicative language teacher favors the use of the target language, thinking that learners' mother tongue use tends to devalue the target language learning. Similarly, Richards and Rodgers, (2001) claim that teacher should use the target language from the very beginning of the language teaching to help students to communicate in a meaningful way.

Deckert (2004) highlights the reduced role of language teachers for authentic classroom communication. He believes that teachers should talk less than students and make opportunities for the students to engage in different activities. He also finds that too much control of the teachers by school authorities and the higher administration are problems for successful CLT implementation. He indicates that teachers' autonomous role in the classroom will have a positive effect on CLT practice.

Thus, in a CLT supported student centred language classroom, where students are the independent learners, the teacher facilitates their learning of the target language by integrating all language skills and focusing on both fluency and accuracy.

2.10.4 Assessment of Students' Performance

Assessment is another major issue while practising any method. One of the purposes of assessment is to determine whether the objective of a course of instruction has been achieved or not. When it is identified that the objective of the course has not been achieved, it is necessary to evaluate this to establish the reasons behind it. In a traditional curriculum, assessment is often done by testing or an examination which happens at the end of the learning process. In a student centred curriculum, in contrast, assessment often takes place in the form of informal monitoring of participants' involvement in the teaching learning process. In other words, while a traditional curriculum focuses on summative assessment, a student-centred curriculum often depends on formative assessment (Nunan, 1988). The literature suggests that as CLT supports the student centred classroom, formative assessment is recommended.

2.11 Characteristics and Principles of CLT

CLT has become popular and widespread in second foreign language teaching (Brown, 1994). Contrary to the teacher-centered approach, in which teachers are regarded as knowledge-givers and learners as receivers, CLT reflects a more social relationship between the teacher and learner. This learner-centered approach gives students a greater sense of "ownership" of their learning and enhances their motivation to learn English (Brown, 1994).

CLT emphasizes the process of communication and leads learners to roles different from the traditional approach. The role of the learner is negotiator between the self, the learning process, and the object of learning. Learners are actively engaged in negotiating meaning

By trying to make them understood and in understanding others within the classroom procedures and activities (Richards & Rodgers, 1986). Teachers also take particular roles in the CLT approach. First, the teacher facilitates the communication process between all participants in the classrooms. The teacher is also a co-communicator who engages in

communicative activities with the students (Larsen-Freeman, 2000). In addition, the teacher acts as analyst, counsellor, and group process manager (Richards & Rodgers, 1986).

2.12 Adaption of CLT in EFL Contexts

CLT has been become widespread in English language teaching since its emergence in the 1970s (Littlewoods, 2007). Beside its quick expansion in English as a Second Language (ESL) context, CLT has been implemented in English as a Foreign Language (EFL) context too.

ESL essentially refers to the learning of English as the target language in the environment in which it is spoken as the primary language of interaction, communication,

as well as business. EFL, on the other hand, differs from ESL in that EFL refers to the learning of English in the environment of one's native language (Ozsevik, 2010; Ellis,1996). For example, Lao speakers who learn English in Laos or Russian speakers who learn English in Russia are EFL learners. It is noteworthy to identify the fundamental 11 differences between ESL and EFL to gain a better

understanding of their implications on the use and implementation of CLT in each different learning and teaching environment. To increase the number of learners who are able to effectively communicate in English, national language education policies in many EFL countries have moved towards CLT since the 1990s (Littlewood, 2007). Traditionally, the teaching of EFL has focused on knowledge about the structure and grammar of English language instead of the actual use of English for communication. Traditional approaches such as the grammar translation method and audio-lingual methods, commonly used for English teaching, were accepted because few people had opportunities to use English for real communication in EFL contexts. However, because of rapidly growing international needs for business, travel and technology, EFL learners now need to use English for communication purposes. These traditional approaches are seen as no longer serving the needs of EFL learners. It can be argued that the communicative approach is the most popular direction in ESL and EFL teaching settings. Most modern teaching methods emphasize it and most textbooks are designed for it (Anderson, 1993). In relation to this, many universities of EFL nations have offered courses that focused on integrated English skills or specific topics.

For instance, Liao (2000) stated that CLT was introduced as a problem-solving instrument into secondary schools in China in the early 1990s. In addition, the general English courses offered to university freshmen, elective courses were also offered in the second, third or fourth year to develop students' English proficiency (Rao, 2002). Moreover, Shin (1999) investigated English programmes in Taiwanese universities and found that English courses had changed from a traditional form-based to a communication-based, with emphases on language functions and learners' needs. Laos is one of a number of EFL countries in the

South East Asia that CLT was also adopted into English classrooms. In 2005, the higher educational institution's curriculum was renewed in Laos and communicative English teaching (CET) has been introduced as the basis of the curriculum (National University of Laos, 2005). One of the main goals of this curriculum is to develop and improve written and oral communicative skills of English learners in Lao higher educational institutions (National University of Laos, 2005). This curriculum also dictates that the most important of learning a new language is focusing on communication rather than the grammatical sentence structure (National University of Laos, 2005).

2.13 Issues of Adopting CLT in EFL Contexts

Even though national policies and school curricula shifted toward CLT in a variety of EFL contexts, researchers have pointed out that there is still a gap between policy and teaching practices (Nunan, 2003; Littlewood, 2007). The implementation of CLT has encountered problems and resistance in several EFL classrooms (Ellis, 1996; Li, 1998; Liao, 2000; Karim, 2004; Rao, 2002; Savignon, 2002; Yu, 2001).

Various research projects reported that instruction in EFL classrooms is still predominantly based on traditional approaches (Li, 1998; Liao, 2000; Rao, 2002; Nunan, 2003; Littlewood, 2007). The ideas of CLT are different from the educational values and traditions of many EFL settings (Burnaby & Sun, 1989; Li, 1998). In addition, situational factors such as large class size, test-oriented instruction and students' low proficiency have also influenced CLT practices. Even if the policies and curricula support the adoption of CLT, ultimately it is only the classroom teachers who decide what really happens in their classrooms.

Researchers have also reported that the situational constraints in local contexts affecting teachers' success in implementing CLT. Various research studies showed that teachers usually used form-based instruction because they felt pressure to help students pass the exams (Karim, 2004; Li, 1998; Liao, 2000; Liao, 2004; Menking, 2001; Dong, 2007; Rao, 2002; Yu, 2001). In addition, the research findings suggest that teachers find it difficult to manage group work for large-size classes (Li, 1998; Liao, 2000; Liao, 2004; Karim, 2004; Yu, 2001). There are also factors that arise from the teachers and students. Some teachers are concerned about their non-native English proficiency.

In some studies, EFL and ESL teachers expressed difficulties in including cultural aspects into their classes because of lack experience in an English-speaking country (Yu, 2001; Liao, 2004). Students' resistance and Low-English proficiency also deter teachers from using CLT (Li, 1998; Liao, 2000; Yu, 2001; Liao, 2004; Chang, 2011). These situational factors may weaken the teachers' efforts to use CLT. Whether or not teachers face difficulties in implementing CLT in EFL settings, it is necessary to count their voices in the discussion.

The literature on CLT has focused on a range of issues, such as English proficiency of both teachers and students, the design of classroom activities, facilities, social interaction activities, listening activities and the role of teachers, students, funding and instructional materials. Here according to the literature, some of the identified major themes influencing the implementation of CLT in EFL classrooms in a Lao higher education English classroom: teachers have a low level of English language proficiency, teachers lack professional development, low English proficiency of students, students learning behavior, class size, test-oriented instruction and an over-emphasis on grammar and lack of social interaction. These issues will be discussed in the following sections.

2.14 Challenges for Implementation of CLT in English Language Contexts

Although there is a lot of literature about CLT and related issues, few articles have been written about the south Asian context or about Bangladesh in particular. Much of the literature in relation to this topic focuses on East Asia such as China, South Korea, Japan, and Vietnam. In one of the few articles that are written specifically in relation to the Bangladeshi situation, Chowdhury (2003) discusses the issues relating to the match and mismatch of communicative language teaching to the learners of Bangladesh and other Asian countries where an EFL situation exists. He explains the importance of culture in language teaching and learning, and how this factor affects both locally and foreign trained teachers. Chowdhury considers that a conflict between the newly acquired foreign ideas that come with the training abroad and the strategies for communicative teaching of language still firmly followed by local English teachers and trainers hamper the CLT atmosphere in Bangladesh. He suggests that language teaching materials should be redesigned in a new post-colonial framework acknowledging the reality of the Bangladesh context.

Hamid and Baldauf (2008) put forward the idea that when the new national language policy of English became effective after 1996, requiring the implementation of a communicative approach, it was hoped that CLT would work as a corrective intervention to develop the learners' poor communicative competence and thus improve the general standard of English education in Bangladesh. But they claim that the achievement of English language largely depends on a student's family, socio-economic and cultural factors. In that case, there is a large difference between urban and rural area students. Moreover, they point out that private investment is an added influence in learning English in

Bangladesh, where wealthy parents can afford private tutoring for their children. Hamid and Baldauf argue that the present English curriculum is not appropriate in the Bangladesh context as rural education is partially neglected, while urban schools and teachers are given special priority and resource allocations.

Chowdhury and Le Ha (2008) discuss Bangladeshi teachers' perceptions of the pedagogical appropriateness of CLT in relation to power and westernised commercial based politics. They investigate the CLT principles that challenge students' and teachers' roles in the classroom. The issue of respect between teacher and student is reported as one of the challenging factors in implementing CLT, while in Bangladesh, "hierarchy determines the nature of teacher-student interactions, which is facilitated by mutual respect" (Chowdhury and Le Ha, 2008: 308,311). This article also includes the teachers' perception of factors of cultural appropriateness in relation to CLT.

The most common strategies for dealing with culturally inappropriate materials are negotiation through explanation that is "adapt rather than adopt". Furthermore, it is identified that cultural contradictions come because CLT is based on the values of cultural traditions different from Bangladesh.

Howard and Millar (2009) investigate Ellis's principles in relation to the implementation of CLT in the South Korean context. The findings indicate that contextual constraints have a negative impact on the application of some of Ellis's principles. They also identify challenges reported in many Asian countries, including learners' passivity and unwillingness to engage in group activities, large classes, lack of effective oral language testing tools and insufficient support from institutions for implementing CLT. Howard and Millar suggest that these problems may stem from the failure of teacher training programmes to provide adequate coverage of second language acquisition theories or sufficient opportunities to gain

competence in implementing a communicative approach. In addition, the washback effect of exams is identified as another vital factor affecting the implementation of CLT. Howard and Millar suggest that contextual constraints need to be considered in research relating to CLT in a range of national contexts, including research relating to CLT teaching and learning in Bangladesh. Christ and Makarani (2009) believe that inconsistencies exist between the theoretical conception of CLT as a methodology and the practical implementation of CLT as classroom practice. Their study around an Indian context indicates that teachers have a positive attitude towards a policy mandated CLT approach and they have a general understanding of the nature of a CLT approach. However, they focus on a number of challenges that are related to the implementation of CLT: class size, class time, unavailability of resources, and level of verbal proficiency of teachers and students.

An important issue in relation to the communicative classroom is the relationship between teacher's beliefs and practice. Li and Walsh (2011) focus on the complexity of the relationship between the EFL teachers' beliefs and what they actually practice with their students in Chinese language classes. According to them, the decision to choose a particular teaching methodology comes from the teacher's beliefs. Gupta (2004) responds to the relationship between methodology and context in a language teaching situation. The findings of their study reveal that CLT was not successfully implemented in an Indian tertiary institution for many reasons. They found that the implementation of CLT was too hurried for the students and teachers to get used to. Other reasons were the teachers' unfamiliarity with the concept of CLT, the limited exposure to English for the majority of learners, a sudden change in the evaluation set-up, and the issue of irrelevant context for applying CLT.

There is a concern arising about teacher's understanding of CLT. Nazari (2007) reveals that despite EFL teachers' definitions of communicative competence combining broader and narrower views, they tend towards the narrower concept in classroom activities. He conducted his research with a hundred teachers in a language school in Iran. According to him, teachers feel that the narrower view is sufficient whereas a broader view should consider the spirit of CLT - how it relates to real communication. He also identifies the reasons for these views, which include institutional constraints and EFL teachers' lack of awareness between the broader and narrower concepts of communicative competence on their teaching activities.

Local condition is considered as factor for unsuccessful implementation of CLT. Kumaravadivelu (1993) reflects on the teacher trainers' failure to prepare teachers with the skills and techniques they really need for classroom implementation of CLT, as observed in India in an ESL setting. He indicates the reasons around this are local conditions such as cultural values, social use of language, lack of authentic materials, domination by traditional exams, and the absence of forms of assessment to match CLT priorities. Larsen-Freeman (2007) suggests "contextualizing Communicative Competence is an ongoing and iterative process" (p.43). Prioritizing grammar teaching in the Chinese context, Larsen-Freeman thinks that not only form and meaning are important for successful communication but also use must be taken into consideration because „use“ governs its appropriateness in a given context. Therefore, she claims, grammar must be taught in the context of real life English as it is used by English speakers. In trying to apply any method or approach, it is important to consider the context in which teaching and learning occurs, including "the cultural contexts, the political context,

the local institutional context, and the contexts constituted by the teachers and learners in the classroom” (Richards and Rodgers, 2001:248).

In discussing the dimension of contexts and sub contexts, Liu (2007) mentions that teaching in an EFL setting is a totally different activity from teaching in an ESL setting. In the same way, one EFL setting is entirely different from another EFL setting. Considering the different setting, he suggests that one methodology developed and effective in one context will not necessarily be efficient and effective in another context. To explain the reasons behind the issues, he explains that the choice of methods in any given context is dependent on multiple factors, such as societal, instructional, educational and individual. He believes that these multiple factors are related to many sub factors. For example, in a particular teaching context, a teacher’s instruction is determined by different individual factors, such as learners’ styles of learning, individual differences in knowledge, psychology and effectiveness. Therefore, he prioritizes the consideration of multiple factors at the planning stage when implementing methods or approaches.

The importance of context has also been highlighted by Littlewood (2007), Ellis (1996), and Liu (2007). Littlewood mentions some issues in the East Asian contexts that are similar to Bangladesh, such as the role of students and teachers, avoidance of English, excessive dependence on mother tongue for communication, students’ lack of engagement to acquire minimal language competence, inconsistency between public assessment system and communicative curriculum, and contradiction between existing values in education and tradition. However, his study is concerned with more developed countries such as Hong Kong, Japan and South Korea.

Ellis (1996) points out that use of CLT causes cultural conflicts, because he thinks that CLT is a predominantly western concept which can fit into an eastern context,

but the different culture has to be taken into consideration. To make CLT culturally accepted, he suggests that the teacher should adopt a role as a mediator between the western and eastern traditions. Liu (2009) identifies some of the problems when context and methodology do not fit together, textbooks do not match with the culture, teachers' and students' unfamiliarity with CLT principles tends to result in avoidance of CLT. He also indicates that the cultural difference between ESL and EFL sometimes causes problems in acceptance of CLT by EFL students.

As Chowdhury (2003:1) points out, "with the EFL setting in Bangladesh, the home culture and the EFL classroom/textbook cultures are very often at odds, and the values and teaching methods presented in class are alien and therefore often unappreciated". Liu also finds that very few opportunities to use English outside the classroom, the exact opposite situation in ESL countries, is also responsible for the poor implementation in EFL contexts. Ogeyik (2011:241) focuses on teachers' and students' lack of awareness of the socio-cultural differences between the learners' own language and the target language, which impacts on learning a foreign language. As he states,

In culture teaching, learners may disrupt their own world views and self-identity as well as ways of acting, thinking and evaluating. As every culture has its own cultural norms and these norms differ from one culture to another, some of the norms can be completely dissimilar and conflicting with other cultural norms. While dealing with such dissimilar norms, some problems may arise among learners who do not know or share the norms of the other culture. It may also force learners to develop prejudices about otherness.

To overcome the potential challenges, he suggests the choice of using authentic materials and discussing the different cultural norms. Furthermore, he suggests that teachers should be sensitive about the positive or negative attitudes of the learners

to the cultural components they are learning through cultural education and motivate the learners to overcome the odd beliefs or prejudices they hold. In relation to this, he highlights the integration of culture-specific components into the teacher education curriculum so that prospective language teachers can be conscious of cultural issues when teaching the target language.

The literature suggests that context is very important while teaching a foreign language. The context is different not only between the western and the eastern countries, but also between the Asian countries. Therefore, it is important to explore or understand the context when discussing the experience and understanding of CLT.

2.15 Different Approaches and Variations on CLT

CLT is a broad, philosophical approach to the language curriculum. Within this sit a number of related approaches; these include task-based language teaching (TBLT), and alongside this is content-based instruction, text-based syllabus, and problem-based learning (Nunan, 2005).

Each of these approaches that have been practiced in different times and contexts, are fully dependent on a set of theories, nature of language learning, and derived set of principles (Richards and Rodgers, 2001).

2.15.1 Task Based Language Teaching (TBLT)

TBLT is an approach based on the use of tasks which are considered as the unit of language instruction in language teaching (Richards and Rodgers, 2001). Some proponents present it as the logical development of CLT, because some of its basic principles are derived from part of the CLT movement in 1980s (Littlewood,

2007). Among those, some of the principles and practices are: A needs-based approach to content selection.

An emphasis on learning is to communicate through interaction in the target language. The introduction of authentic texts into the learning situation.

The provision of opportunities for learners to focus not only on language but also on the learning process itself. An enhancement of the learner's own personal experiences as important contributing elements to classroom learning.

The linking of classroom language learning with language use outside the classroom. (quoted in Nunan, 2004:1) TBLT is not new. It was introduced by Prabhu in the Bangalore project, in India in 1979 (Shehadeh, 2005).

TBLT proposes the use of tasks as the central component in the language classroom, because the learner's second language acquisition process is developed in context through tasks. "Tasks are believed to foster processes of negotiation, modification, rephrasing, and experimentation that are at the heart of second language learning" (Richards and Rodgers, 2001:228).

Though there are variations in the definition of tasks, there is a common understanding of tasks that leads to the use of language in the real world. So task-based instruction shows a strong similarity to CLT (Richards and Rodgers, 2001). Nunan (2004:3) identifies five key characteristics of a task:

meaning is primary learners are not given other people's meaning to regurgitate there is some sort of relationship to comparable real-world activities task completion has some priority the assessment of the task is in terms of outcome. While definitions vary to some extent, TBLT emphasizes fluency in communication, rather than accuracy and complexity (Shehadeh, 2005). This position is challenged by Nunan (2004) who states that meaning and form are inter-related and grammar is valuable for using language communicatively. He

suggests that tasks are designed to increase learner motivation to improve learning and teaching by authentic language use, collaborative work, incorporating learners' experiences, and nurturing a variety of communication styles. To find the relationship between CLT and TBLT, Nunan (2004) argues that while CLT is an umbrella term which includes linguistics, anthropology, psychology and sociology of language acquisition theory, TBLT is the realization of CLT at the level of methodology and syllabus design. According to Nunan (2005:2), TBLT can meet a wide range of EFL needs in an Asian context. He argues that it "provides a flexible, functionally compatible and contextually sensitive approach for many learners, as well as teachers."

In addition to this, Nunan focuses on task development which gives less emphasis to an exam-oriented syllabus which he identifies as a common feature in Asian countries. He favors tasks which are designed on the basis of student centeredness and fun.

Littlewood (2007) suggests that some East Asian countries have introduced task-based language teaching (TBLT) in primary and secondary schools, moving on from an earlier form of CLT. Littlewood focuses on teachers' responses to the challenges of adopting new ideas in methodological developments suited to their own contexts.

2.15.2 Fusion Model

Though CLT is thought to be the „best way“ of teaching languages, this notion is challenged by some scholars who believe that there is some deficiency in the CLT model. Bjorning-Gyde, Doogan and East, (2008), for example, believe that the assumption that CLT, an essentially western model of language teaching,

would eventually fit into a variety of contexts needs to be examined. In relation to this, Canagarajah (2002) raises questions about the cultural relevance and appropriateness of CLT methodology in local contexts and feels the necessity to develop methods of teaching based on indigenous pedagogical traditions. Canagarajah is concerned about the dichotomous view of East versus West, local versus foreign, which sometimes affects methodological choices for language learning and teaching in a complex way. To minimize this contradiction, Bjorning-Gyde et al., (2008:78) claim that there is arguably a need “for a fusion between western and other teaching methods and pedagogical paradigms, and the consequent development of new paradigms for language teaching methodology in specific contexts”

Fusion is defined as “a synergy of selected and evolving contemporary theory and teaching techniques, predicated on the needs of Chinese teachers and learners” (Bjorning-Gyde and Doogan, 2004:1). It is based on the belief that this combination leads to a higher level of teaching and learning proficiency which is not dependent on a single approach, either a Chinese approach or the communicative approach. They claim that this model is more analytical, integrated and effective communicatively in the sense that it keeps a combination of traditional educational values, at the same time developing communicative competence.

2.15.3 Beyond Methods and Approaches

Contexts change rapidly these days. In addition, there is more complexity and diversity around contexts. We have moved beyond methods to a post method condition (Savignon, 2007:218). Therefore, it is necessary to find a better method of teaching in which local needs and experiences are reflected, where roles of the

teachers should be revalued as decision-makers and theory-builders. Savignon highlights the empowerment of language teachers who take both roles of practitioners and theory-builders to address the pragmatic issues of language teaching and learning. Moreover, Savignon suggests that a more interactive, learner centered CLT conception of language teaching and learning is dependent on, not only the teachers, but also “the ability of applied linguists, practitioners and policy makers to work together”. He argues that though „no one size fits all“ it is necessary to aim to build theoretical principles that can function in a wide range of contexts in the real world. In a method era, a theorizer devises a theory and develops a method based on it, whereas in a post method era, teachers who are sufficiently skilled, knowledgeable and autonomous can design their own methods based on practice which is coherent and meaningful to what they theories (Kumaravadivelu, 2006). He also comments on teacher education. He believes that teacher educators should pay heed to what student teachers reveal in their reflections on their teaching, rather than just giving them the model lesson. Richards and Rodgers (2007) suggest that teachers should be encouraged to formulate their methods of teaching in which their values, beliefs, and experiences will be reflected. The authors state that it is the teachers“ responsibility to add, deduct or adjust the approach and methods in relation to their classroom situation. Although some researchers such as Nunan (2005), Bax (2003), kumaravadivelu (2006) believe that there is an end to the method era, Rodgers (2000) claims that it is still essential for novice teachers to depend on a method or approach to teaching practice. Depending on the current contextual challenges, Nunan (2005) also highlights that the single centred approach is no longer useful and should be substituted by a more eclectic one.

2.16 Communicative Grammar Teaching

Communicative grammar teaching is based on the principles of the communicative language teaching approach, CLT, to second foreign language teaching. It focuses on the structures which should be taught in an integrated way with the four skills such as listening, speaking, reading and writing.

Atkins, Ailon, and Nura (1995: 86) state that communicative grammar teaching seems to supply a reasonable, authentic and vivid contexts and situations in which new language can be presented and application of rules can be established through motivating exercise, tasks that will help learners to expand knowledge of system of use inductively; certain clear explanation regarding how the elements of the regarding system work; leading in where necessary to assist students recognize that rules are not inflexible, but may be true most of the time, a due attention on that change in grammatical structures create meaning changes, and chances for the learners to use language for actual communication purposes such as well. Dickins and Woods (1988) and Ellis (2002) state that the teaching of grammar should not be at the sentence level only, but should also presented at the discourse level.

The objective of the development of communicative grammatical competence is to use a structure of a language in a variety of situation spontaneously. The communicative approach goes beyond the presentation and development of linguistic studies as the only means of developing communicative ability. In line with this idea, Bugate and Tornkyn (1994:19) explain:

Communicative grammar is an approach to grammar teaching in which its goal is to explore and formulate the relation between the formal events of grammar (words, phrases, sentences and their categories and structures) and condition of their meaning and use. In linguistic terminology, this means relating syntax and morphology to semantics and pragmatics.

Celce-Murcia and Hilles (1988) also claim that teaching of grammar entails helping learners perceive the relationship between grammatical structures and other three dimensions of language such as social functions, semantics and pragmatics. They also emphasize the importance of teaching all aspects of grammar in context. Appropriate contextualization can only be achieved if a teacher finds or creates realistic social situations language texts, and visual stimuli that are interesting and meaningful students.

Wilkins (1972) describes that a teacher must provide communicative practice for students to achieve nonlinguistic goals such as asking for help etc. Thus, for students to use the language rules in real communication, the rules would have to be practiced in context in order communicative competence.

Communicative grammar teaching combines grammar with Communicative practice opportunities. It ideally provides opportunities for creative use of structures. Communication practice is usually centered on the students' own lives, their opinions, experiences of real life situation including facts that they are trying to learn English. Nuitta and Garden (2005) believes that grammar - based tasks often use classroom as context, building, language practice around the people and objects and activities around the here and now in the classroom. In communicative - based teaching grammar practice means that, the people are communicating in real time about real things in a real place for a real purpose.

Celce - Murcia (1997) further stated that communicative grammar teaching creates awareness and understanding of the form, meaning and appropriate use of structures. When we say teach communicative grammar, we are valuing language used about that of form or meanings. Larsen - Freeman (2001) has a claim that every time language users utilize language, they change the meaning of the

language. The integration of form and meaning is gaining importance in the communicative language teaching.

Regarding grammar teaching; Chen (2003) explains:

An integrative theory of communicative competence may be regarded as one in which there is a synthesis of knowledge of basic grammatical principles, knowledge of how language is used in social contexts to perform communicative functions, and knowledge of how utterances and communicative functions can be combined according to principles of discourse.

Fotos and Ellis (1991) and Chen (2003) comment that in the teaching of grammar for communicative competence, one should focus on communicative framework based on tasks of communicative activities. Grammar activities should be compatible with contextualized practice in which rules are presented in discourse contexts. Nunan (1991:10) explains that grammar is fundamentally important in the communicative classroom. However, he adds that the approach to teaching grammar in classroom requires principles of communicative language teaching.

Nunan provides three decisive strategies as to the way teachers can establish their approach to the teaching of grammar one is that it should focus on developments of procedural rather than declarative knowledge - procedural knowledge refers to the process oriented knowledge that enables the learners to use it for communication, but declarative knowledge is to indicate only knowing the rules. Therefore, learning grammar means using in communicative contexts which involves the learners to take parts in lots of learning by doing activities.

Secondly, it is important to make the relationship grammatical forms and their communicative functions clearly understandable. Teaching grammar in isolation sentence does not make the lesson fruitful and effective unless the teaching

procedure is accompanied with some sorts of communicative situations - authentic language use.

The third guideline claims that integration of both deductive and inductive methods of teaching in grammar teaching is very essential. This is to emphasize that implementing various methods of teaching enhances the rate and scope of learning.

These guidelines are similar with the procedural teaching. Learning process based on the PPP approach. The main responsibility of teaching on the other hand, according to Nunan is to maintain the qualities of presentation of grammatical items considering form, meaning and use at the same time. Ur (1991:82) provides parameters to guide the teacher and evaluate whether a grammar presentation is successful:

- The structures should be presented in both speech and writing.
- Both the form and the meaning should be clearly taught.
- Enough examples in meaningful context should be provided.
- The teacher should be sure that the learners understand the lessons.
- The structure should be given a "Grammar Book" name.
- The lessons should help the learners to communicate.
- Any other useful terminologies should be considered.
- Useful rules should be given the students and should be elicited from them at the same time.
- Appropriate detail of explanation should be given considering the level of students.

- The balance of using L1 and L2 should be determined.
- The teacher should deliver the lesson with clear and moderate speed of speech as well as legible handwriting.

2.17 The Teachers' and Students' Roles

Both teachers and students have their own peculiar duties and responsibilities in the teaching - learning process of the target language. Teachers, unlike in their traditional language teaching approaches have limited and definite responsibilities to carry out. Likewise, students' role is clearly identified from teachers. However, students are supposed to remain more responsible and main actor in their learning than teachers in communicative grammar teaching - some basic points regarding this are to be discussed.

2.17.1 The Teachers' Roles

Breen and Candling (1980:99) cited in Richard and Rodgers (1986:77) state the roles language teachers ought to play as follows.

The teacher has two main roles: one is facilitate the communication process among all participants in the classroom, and between participants and the various activities and texts. The second role is to act as an independent process. These roles involve a set of secondary roles for the teacher; first as a controller of resources and a resource himself, second as a leader within the classroom procedures and activities. The third role for the teacher is that of a researcher and learner which much to contribute in terms of appropriate knowledge and abilities, actual and observed experiences of the nature of learning and organizational capacities. Furthermore, scholars such as Little Wood (1981:19), Gatbonton and Segalowitz (2005:340)

Harmer (1991:235-242), Richards and Rodgers (1986:77-78) disclose the roles a language teacher needs to play in communicative classroom as put below:

- Need analysis is responsible to determine and address the learners' language needs.
- Counsellor: takes responsibility of reconciling misunderstandings among interlocutors to maximize communicative through paraphrasing confirmation and feedback.
- Manager: manages the ongoing group processes in the classroom setting for communication and communicative activities.
- Resource: being as knowledge provide offers the necessary help when the learners are missing and the deserve assistance.

2.17.2 The Students' Roles

In CLT context students are seen as processors, performers, initiators and problem solvers. However, Richard and Rodgers (1986) describes that in the traditional teaching practice, learners are Passive receivers and depositors of knowledge in their mind which has been told by their teachers. Learners ought to participate in classroom activities based on cooperative rather than individualistic approach to learning. Besides, learners need to comfortable with listening to their peers in group or pairs work tasks, rather than depending on the teacher for model.

Learners are also expected to shoulder a greater degree of responsibility for their own learning (Richards 2006). Larse- Freeman (1986) also states that learners are believed to actively be engaging themselves in meaning nego5and in attempts to make their understanding it that, so that they learn to communicate.

2.18 Communicative Grammar Task

Communicative grammar tasks help learners create and use original language. They help learners incorporate context or language meaningful to their own needs. In fact, as to Wright (1989:96) activities and strategies employed in a communicative classroom will differ from teachers to teachers, but students must have the opportunity to hear the target language being used in meaningful contexts or situations at a level appropriate to their stage of acquisition and be given the chance to communicate in the target language while carrying out tasks likely to be encouraged in the target culture. Niha and Garden (2005) states that the teachers must provide interesting, realistic input that include appropriate vocabulary and relevant grammatical structures.

Different educators and teachers propose several kinds of grammar teaching activities - seem suggests that task - based grammar teaching is advisable for teaching grammar communicatively.

Fotos (1994) and Ellis (1991) recommended that a task - based approach to grammar instruction which involves EFL learners with grammar to solve problem interactively. They call it consciousness raising task. Even though students focus on the form of grammar structures, they are also engaged in.

In meaning-based use of the target language they solve the grammar problem. They develop grammatical knowledge while they are communicating. As Ur (1988) describe some others also suggest that tasks aimed at promoting accurate production of the target structures. Van Patten and Cadierno (1993) as Ciled in Totos have suggested the use of tasks which require interpretative comprehension of input containing the correct usage of the target forms. Communicative activities can be picture description, structured questions answer, structured - role plays and pair work and group work interview and so on.

Here students do not for example, interview each other in order to get information required to do something else; they interview each other because it is oral language practice of a particular grammatical points. Little Wood (1981:17) explains Communication activities provide whole task practice, improve motivate, and allow natural learning and a concrete content which supports learning. Learning activities must demand achievements of a particular task of the than simple manipulation of language rules.

Communicative grammar tasks, thus, should be based on the development of the ability to use language in real life situation more than on manipulation of linguistic structures, which do not enable speakers to interact naturally in real communication. Nunan (1991:10) supposes good grammar exercise should be both meaningful and communicative.

According to Harmer (1987), Ur (1988) and Ellis (1997), there are different activities involved in grammar teaching. The major ones are drills, interaction activities and written practice. They are further presented separately to be discussed.

2.18.1 Drills

They are activities that give students rapid practice in using structural items. The main advantages of drills are that teachers can correct any mistakes that students make and can encourage them to concentrate on difficulty at the same time. Alkharat (2000) states that drill which are commonly provided in textbooks can be categorized as mechanical meaningful and communicative.

Mechanical drills are controlled drills which help learners produce examples of structures which are predetermined by the teacher, and have to confirm very clear and close ended.

They are activities which learners need not pay attention to the meaning in order to successfully complete the practice. In addition, there is always one and only one correct response. These types of drills are the least useful because they are hard similar to the actual communication. They only require mimicking of pattern or rules. As a result, students do not develop the ability to use grammar correctly in order for written utterance interaction by doing mechanical drills because the kinds of drills separate form, meaning and use. The students only have to apply the correct grammatical forms and do that without understanding or communicating anything. Here, Wright (1989), Richard and Nunan (1990) remark that students may consider grammar is boring if the teacher concentrate on meaningless mechanical drills.

As to Harmer (1987) meaningful drills and another kind of drills that can help students to develop understanding of the workings of rules of grammar, because they require students to make from meaning correction. Their resemblance to real communication is limited by the fact that they have only one correct answer. Meaningful practices are those in which the learner must pay attention to meanings in order to successfully complete the practice.

Communicative drills normally require students to recognize the association among form, meaning and use. In these drills, students check and develop their ability to use language ideas and information. Lee and patten (1995) cited in kalivoda (1990) describes that, communicative practices are those in which the learners must pay attention to meaning to successfully complete the practice, but the meaning contained in their responses are unknown to the teacher. Communicative skills encourage students to correct forms, meaning and use because multiple correct responses are possible in communicative drills.

Students respond to rapid using the grammar points under consideration, but providing their own context.

For example, Wright (1989:19) states to practice questions and answers in the past in English, teachers and students can also ask and answer questions about the activities of the previous evening.

2.18.2 Interactive Activities

Harmer (1987:45) claims that, these are activities which practice of language is enjoyable and meaningful. Information gap activities and charts can be examples of interaction activities. In the case of information gap activities, students have to ask each other for information to fill the gap in the information which they have charts, on the other hand, are very useful to promote interaction between students in order to complete them have to question each other and write down the replies. They can move round the class questioning various classmates. At the end they can compare their results with other (bid 1987).

2.19 Procedures of Communicative Language Teaching

Savignon (1983) discusses techniques and classroom management procedures associated with a number of communicative language procedures (e.g., group activities, language games, role plays), but neither these activities nor the ways in which they are used are exclusive to CLT classrooms.

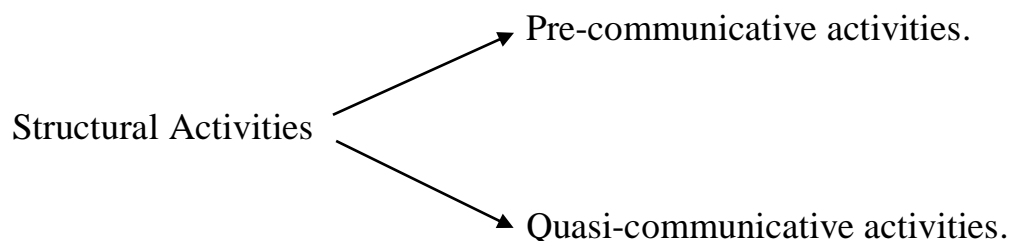
Finocchiaro and Brumfit offer a lesson outline for teaching the function “making a suggestion” for learner in the beginning level that suggests that CLT procedures are evolutionary rather than revolutionary:

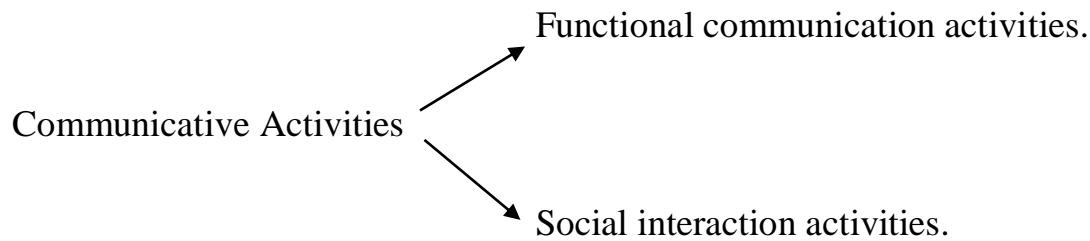
Presentation of a brief dialog or several mini-dialogs, preceded by a motivation and a discussion of the functional and situation – people, role, setting, topics; Oral practice of each utterance of the dialog segment to be presented that day (entire class repetition, half-class, groups, individuals).

Questions and answers based on the dialog topic (s) and situation itself; questions and answers related to the students' personal experiences but centered around the dialog theme; Study one of the basic communicative expressions in the dialog or one of the structure which exemplify the function; Learner discover of generalizations or rules underlying the functional expression or structure; Oral recognition, interpretative activities; oral production activities; Copying of the dialogs (or mini-dialogs or modules if they are not in the class text); Sampling of the written homework assignment, and Evaluation of learning (oral only).

Such procedures presented by Finocchiaro and Brumfit have much in common with Structural-Situation and Audiolingual principles. So traditional language teaching procedures are not rejected but are reinterpreted and extended. Teaching points are introduced in dialogue form, grammatical items are isolated for controlled practice, and then freer activities are provided. Pair and group work is suggested to encourage students to use and practice functions and forms.

The methodological procedures of CLT reflect a sequence of activities represented as follows:





Communicative Language Teaching focuses on interaction and communication and rejects the view of teaching as active teacher and passive student in favor to culturally responsive teachers. It presents language teaching/acquisition as a dynamic process and recognizes the complexity and interrelatedness of both written and oral skills; therefore, form and content are seen relevant. One of the advantages of this method is the possibility of students actually interacting and “acting” upon the language and learning for a purpose. However, as it focuses more on language performance rather than competence, in this approach a speaker’s grammar may be confused and it may pose a problem to teachers, for example, in how and what to assess, especially if the school has a high grammar centered curriculum as in Cape Verde. But teachers must integrate grammar in their teaching since accuracy is also important for ELL (Echevarria, Vogt, and Short, 2013).

2.20 Difficulties in Introducing CLT in EFL Contexts

A number of studies investigate the implementation of CLT in the EFL context. Deckert (2004), Ellis (1996), Gahin and Myhill (2001), Liao (2004), Li (1998), Sato and Kleinsaser (1999), and Yang and Cheung (2003) note that some studies in some EFL countries advocate the implementation of CLT teaching, whereas studies in other EFL countries reflect the success of traditional teaching methods.

However, “the majority of accounts have recognized the difficulties EFL countries face in adopting CLT” (Li, 1998:680). For example, Li (1998) reports that the obstacles that deter CLT adoption fall into four groups: by the teachers, by the students, by the educational system, and by the method itself.

However, Gahin and Myhill (2001) provide another model that categorizes these constraints into extrinsic and intrinsic ones. Additionally, Sato and Kleinsaser (1999) make the point that in Japan, the three major challenges for teachers in adopting CLT include subject matter articulation, lack of institutional support, and teachers’ lack of proficiency. In reviewing the relevant literature, the overall impression is that practitioners have endeavored to sort out the challenges that face EFL teachers in implementing CLT. The following section will detail these obstacles following Li’s frame work. The rationale for selecting Li’s classification is that it is comprehensive as it synthesizes most of the challenges that many researchers concur with. According to Li, as mentioned before, the difficulties in adopting CLT are experienced by the teachers, by the students, by the educational system, and by the method itself. Li (1998) reports six constraints faced by teachers: deficiencies in spoken English, deficiencies in strategic and sociolinguistic competence in English, lack of training in CLT, few opportunities for retraining in CLT, and little time and expertise for developing communicative materials. Deckert (2004), Gahin and Myhill (2001), Li (1998), and Sato and Kleinsaser (1999) reach a consensus that most of the teachers that participated in their studies admitted the fact that their own deficiency in spoken English constrain them in applying CLT in their classrooms. Li (1998) says, “Although the teachers generally felt that they were highly proficient in English grammar, reading, and writing, they all reported that their abilities in English speaking and listening were not adequate to conduct the communicative classes necessarily involved in CLT”

(p. 686). Similarly, Deckert (2004), Gahin and Myhill (2001), and Sato and Kleinsasser (1999) make the point that teachers, in their studies, agreed that they needed to be fluent themselves to begin to teach communicatively.

According to Li (1998), teachers' deficiency in strategic and sociolinguistic competence could limit the use of CLT. In two studies carried out by Gahin and Myhill (2001) and Li (1998), many teachers admitted that "the fear of losing face because of not being able to answer students' questions all the time discouraged [them] from using CLT" (Li, 1998:187). That is, in contexts such as South Korea and Egypt, teachers are seen as "knowledge holders" who are supposed to know everything and be always correct (Gahin & Myhill, 2001:15). Therefore, their incapability to answer questions related to sociolinguistic aspects of English may make students feel uncomfortable and not trust their teacher. A third challenge that many teachers face in applying CLT, according to Li,

is the lack of training or retraining opportunities in CLT? Decker (2004:5) points out that "in-service training can broaden teachers' repertoire of techniques for furthering in-class communication between students, and it can help teachers explore how some ESL/EFL textbooks can be adapted to serve as a springboard of communicative activities". Thus, Li emphasizes that the lack of systematic training leads to fragmented understanding of CLT and makes it difficult for teachers to take the risk of trying the new communicative method. Gahin and Myhill (2001) maintain that training courses are needed to for changing teachers' behaviors and beliefs and for giving teachers confidence with communicative teaching principles. Furthermore, teachers' misconceptions about CLT are one of the principal obstacles (Li, 1998). Gahin and Myhill (2001:11) note that "most classroom teachers do not fully understand the principles of CLT in practice". Li (1998), Karavas-Doukas (1996), and Sato and Kleinsasser (1999) illustrate that their

studies revealed that many teachers believe that CLT concentrates on fluency, whereas accuracy is totally neglected. Such misunderstanding, they continue, makes teachers feel that CLT contradicts their beliefs about language learning. Finally, Li (1998) and Sato and Kleinsasser (1999) report that many teachers complain that CLT uses activities that are time consuming. In other words, developing communicative materials seem difficult for teachers since most English text books had been developed under the influence of Grammar-Translation and Audio-Lingual Methods. So teachers have to spend additional time and effort to create their own activities if they want to use CLT.

As noted by Li (1998), the second group of obstacles comes from the students.

First, some teachers in Li's study identified students' lack of motivation to work on their communicative competence as a great limitation. That is, students still care much more about grammar, although they realize how important it is to be able to communicate in English. Second, students' resistance to change the culturally convenient roles of both teachers and students is another difficulty that prevents teachers from trying CLT. In other words, Li (1998) explains that students have become accustomed to the traditional classroom structure, in which they sit and take notes while the teacher lectures. As Li (1998:691) puts it, "After so many years of schooling in a traditional setting, students rely on the teacher to give them information directly, making it very difficult to get the students to participate in class activities".

In addition, according to Li (1998), the third group of difficulties relates to the educational system. Some of these constraints are large class size and grammar-based examination. First, Gahin and Myhill (2001) and Li (1998:9) identify large classes as a major constraint.

Li elucidates that teachers found it very difficult to apply CLT with so many students in one class because they believe that oral English and close monitoring are very important in CLT. That is, teachers reported that in using CLT with big number of students, the class becomes very noisy and difficult to manage.

Gahin and Myhill (2001) continue that “large class size ...[acts] against group work activities”. They add that teachers’ error correcting strategies are also badly affected. That is, they reported that teachers found it difficult to move around to guide and monitor the groups where there is no space for the teacher to stand. Gahin and Myhill (2001), Li (1998), and Sato and Kleinsasser (1999) emphasize that another obstacle emerges from the traditional testing. Sato and Kleinsasser (1999:503) makes the point that “teachers find that assessment tasks that are focused on the four skills offer another obstacle”. Li (1998:695) explains that because of the focus of grammar in most tests, which has remained unchanged, teachers have to spend considerable class time to teach students grammar. The last group of obstacles found in Li’s model is the difficulties caused by CLT itself. One major problems that was reported in Li’s study is “CLT’s inadequate account of EFL teaching”. That is, Li (1998:694) reports that teachers realize that CLT does not differentiate between ESL and EFL contexts. In other words, CLT does not consider some of “the salient features of teaching and learning ... include the purpose of learning English, learning environment, teachers’ English proficiency, and the availability of authentic English materials”. Hiep (2005) adds that the transfer of CLT to an EFL context seems problematic since pedagogy imported from abroad conflicts with the social, cultural, and physical conditions of the recipient countries. However, he argues that the problem is not with the methodology itself, but rather how it is adapted to fit EFL students. In order for CLT teaching to become successful in an EFL context, Hiep (2005) and Li (1998)

argue that an essential educational reform should take place. That is, CLT should be modified to suit the local condition. In order to do this, as they explain, teachers need first to refine their understanding about how foreign language teaching/learning should be done.

Teachers also need to “adapt rather than adopt CLT in their English teaching” (Li, 1998:696). Deckert (2004) suggests a gradual shift to CLT in which teachers can increase the degree of meaningful interaction among their students. The literature that has been reviewed in this section gives insight into the area under discussion in this study. It has provided a historical overview of a variety of teaching methods which were developed by various researchers who were looking for the most suitable method. Although the general consensus now is that there is no one “best” method, CLT is still widely used. CLT puts the focus on the learner. The essence of CLT is the engagement of learners in communication to allow them to develop their communicative competence. Two versions of CLT have been identified. The weak version stresses student-student and teacher-student interaction in communicative activities, whereas the strong version entails students’ interaction with the text including constructing meaning, suggesting hypotheses, and decoding text clues to unlock the text. The review also highlights some major characteristics of CLT such as prioritizing meaning, student-centeredness, and group work implementation.

It focuses on the versatile role of the teacher that comprises a facilitator and an advisor. It also discusses the way the teacher deals with errors and the type of classroom questions.

Finally, the review addresses some major obstacles that deter some EFL teachers from applying CLT in their classes. A wide array of difficulties was reported by many researchers; however, they are sorted following Li’s model that display these challenges in a well-organized sequence.

The consensus among writers in this field is that the obstacles in applying CLT could be handled by modifying CLT in a way that is appropriate to the EFL context and learners' needs in each unique setting. Such adaptation will give learners the opportunity to acquire a good working command of English by considering the social, cultural, and physical conditions of EFL countries. Although these studies identify many crucial problems regarding CLT adoption in different EFL countries, there has been little research done on the adoption of CLT in the Saudi context. That is, Saudi teachers' perceptions about CLT teaching remain unclear.

2.21 Previous Studies

Concerning the previous studies, the researcher will present some studies that are related to the present study.

2.21.1 The First Study

This study was carried out in 2012 by Cathy Chiu Yin Wong, at Monmouth University, USA, under the title " The Role of Grammar in Communicative Language Teaching: An Exploration of Second Language Teachers' Perceptions and Classroom Practices ". It was a Ph.D. thesis. The purpose of the present qualitative case study was to look into Second Language (L2) teachers' perceptions and classroom implementation of grammar instructions with regard to Communicative Language Teaching (CLT). Their main tools for collecting data are classroom observation, interview and document and record collection.

The findings indicated that, there was a mixture of perceptions of what they deem to be effective L2 instruction are influenced by their experience as learners as well as their observation of study learning.

2.21.2 The Second Study

This study was carried out in 2011 by Shih - Chinan Chang at Cheng, at Ceng Shiu University under the title "A Contrastive Study of Grammar Translation Method and Communicative Approach in Teaching English Grammar".

It was Ph.D. thesis, the aim of this study was compare the controllability and feasibility of these two approaches and find out which one is more suitable for grammar teaching in Taiwan. Pre - post test was conducted in this study as a main tool for data collection. The results of the study indicate that the scores of the students in experimental group are higher than in control group.

The results also indicate that grammar teaching in the framework of the Grammar Translation Method is better than the communicative approach. Nevertheless, the Communicative Approach emphasizes fluency and Grammar Translation Method is concerned with accuracy.

2.21.3 The Third Study

This study was carried out in 2013 by BAYSSA GEDEFA, at Addis Ababa University, under the title "Exploring the Implementation of CLL in Teaching Grammar at Hewot No2 Secondary and Preparatory School". It was a M.A thesis, the main objective of this study was to investigate whether CLT principles were implemented to teach grammar. To assess the factors that hold back the practiced application of this approach was also the primary target of the study. The main tools used in this study are questionnaire, interview classroom observation, tests and documentary analysis.

The findings include: the students' lack of opportunities to practice language items in meaningful situation. Students' poor exposure, shortage of classroom and the unmanageable class sizes are identified as the major hindrance.

2.21.4 The Fourth Study

This was carried out in 2015 by Nuri kim, at Cardiff Metropolitan University under the title "Can Communicative Language Teaching Methods Enhance the English Proficiency of South Korea EFL Secondary School Students? It was a M.A thesis. The aim of this study is to focus on students' communicative English skills throughout the public educational sector - question and interview were used as main tools to collect the data.

The results indicate that even though the Communicative Language Method is considered practical issues. Lack of resources and time constraints made it almost impossible to apply this method with the current framework.

2.21.5 The Fifth Study

This study was carried out in 2005 by Siaw - Fong Chung, at National Taiwan University, under the title "A Communicative Approach to Teaching Grammar Theory and practice ". It was a MA thesis; the main purpose of this study is to assess the role of Communicative Approach to Teaching Grammar.

The main instrument used in this study was experimental test. The results indicate that implementing Grammar Teaching in CLT Method was found effective.

2.21.6 The Sixth Study

This study was carried out by Hong Kham Vongxay, in 2013. It was MA thesis in Education under title "The Implementation of Communicative Language Teaching".

This study explores the understandings and attitude of English language teachers in adopting Communicative Language Teaching (CLT) approach into their classrooms.

This qualitative study investigated the perception of English language teachers in a Department English and a case study to explore teachers' understandings of (CLT).

The findings indicated that the factors that affected the implementation of CLT in the Lao context related to teachers' factors include: misconceptions of CLT, traditional grammar -based teaching approach, lack of CLT training and the issues raised from students include: Students' low English proficiency, students' learning style and behavior, lack of motivation to develop communicative competence.

2.21.7 The Seventh Study

This study was carried out by Cathy Chiu Tinwong in 2012 at Monmouth University, USA under the title "The Role of Grammar in Communicative Language Teaching. The purpose of the study was to look into second language (L2) teachers' perceptions and classroom implementation of Grammar instruction with regard to communicative language teaching (CLT). The data was collected through classroom observation, interviews and documents and record collection. The findings indicated that there was a mixture of perceptions regarding the inclusion of explicit grammar instruction in CLT classroom.

2.21.8 The Eighth Study

This study was carried out by Siaw-Fong Chung at National Taiwan University under the title " A communication Approach to Teaching Grammar: Theory and Practice. It was MA thesis. The aim of the study is to explain the role of communicative approach in teaching grammar lessons. The main tools used for this study are questionnaire, interview and observation.

The findings of the study showed that CLT has an effective role in teaching grammar lessons. It indicated pmositive role of CLT in teaching grammar contents.

2.22 Summary of the Chapter

This chapter contains some relative subtitles such as common definitions of communicative language teaching method CLT, brief background about grammar teaching, the theory of CLT, second language acquisition process, input and intake, acquisition, access and output, teaching grammar techniques, methods and approaches and task-based learning (TBL). Moreover, feedback benefits and challenges of teaching grammar, teaching grammar to L2 learners, teaching according to learners' context, some basic concepts of grammar, second language teaching approaches, traditional approach, second language learning, acquisition and Learning, the contemporary approach and its guiding principles grammar teaching materials are also included in this chapter. In addition, some other relative subtitles like methods of teaching grammar are also presented in this chapter.

CHAPTER THREE
Research Methodology

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Research Methodology

3.1 Introduction:

This chapter introduces the research methodology of the study. It presents a brief description of what the research has done in this methodology. It includes the design of the study, the target population, the research instruments and the procedure for data collection. Furthermore, this chapter presents the tools, validity and reliability of the study. Statistical Package for Social Science (SPSS) program will be used by the researcher to analyze the questionnaire as main research data. The researcher's tools used for collecting data are quantitative questionnaire and qualitative interview and observation.

3.2 Design of the Study

A research design in this study is a series of inter-related phases which together make up the design of the study or research. It is defined as the general plan of data collection and procedures used in the analysis of data which will serve to answer the research questions. It is procedure for conducting the study, including when, from whom and under what conduction data were obtained. It is purpose to provide the most valid, accurate answers as possible to research questions (M.C. Millan and Schumacher, 1993:31).

This study adopted both qualitative and quantitative methods. The aim of such mixed methods is to provide qualitative and quantitative interpretative data obtained from questionnaire, interview and observation administered to a population of foreign language teachers and experts.

Mixed method research is a combination of both qualitative and quantitative method in one research (Dornyei (2006) in his view, the advantages of mixing both qualitative and quantitative method are as follows: increasing the strength of one method while eliminating the weakness of other, multi - level analysis of complex issues improved validity as well as opportunity to research multiple audience.

These advantages were the main reasons which make the researcher to select the questionnaire as main tool for data collections. For the purpose of this study, a quantitative method was designed and employed in order to analyze the data collected by questionnaire via (SPSS) program.

As far as qualitative research method in concerned, the perception of the experts was revealed much more clearly providing the participants with the opportunity to be free during collection process.

3.3 Population and Sampling of the Study

Population of the study is the samples used to the questionnaire, interview and observation. The first sample is the questionnaire subject. It is distributed to teachers who teach English as a foreign language. Their number is (100) English language teachers, working in various schools and universities in Khartoum state, Sudan. They were chosen randomly. Their experiences ranged from five to more than forty years. Their age ranged from (25-65) concerning their education and qualifications, they hold BA, MA and 9Ph. d degrees in English language teaching.

The second sample group is the experts who were selected purposefully. The interview participants were the experts. They were chosen due to fact that they have experience in such study.

The final sample of the research population is public secondary school students chosen from Omdurman Locality. The researcher selected these schools to find out to what extent CLT is implemented to teach grammar rules.

3.4 The Study Tools

In this study, the researcher employed three tools for collecting data. These tools are questionnaire, interview and observation. The researcher considers these tools as relevant in collecting the information. The questionnaire is considered as the main tool for quantitative method and the qualitative method employed both interview and observation for analyzing the data.

3.4.1 The Teachers' Questionnaire

The questionnaires were considered as the main tool for gathering the data on the topic of research. Brown (2001:6) defines the questionnaire as "any written instrument that presents respondents with a series of questions or statements to which they are react either by writing out their answers or selecting from among existing answers"

Researchers usually use questionnaires widely in their studies as they are thought to be easier to plan and administers in comparison with other tools, as well as they cover a large number of people within limits of time, but he also asserts that questionnaires take much time and effort. The main advantages of questionnaires can be summarized as:

- Questionnaires are extremely practical and efficient in comparison with other research tools as they save much time, effort and money. A large group of respondents can be addressed in such a short time.

- Questionnaires are easy to administer, easy to code and analyze.
- Questionnaires are standardized the guarantees objectively.

In this study, questionnaire was designed for foreign language teachers. It was the first instrument used to collect data. The teachers' questionnaire was divided into two main parts: the first part included information about teachers' demographic data such as age, years of experience and qualifications, and the second part consists of three domains, each domain consists of ten statements. The aim of the questionnaires is to know about teachers' view on the possibility of implementing CLT in teaching grammar rules. The participants of the questionnaire were asked to state their ideas on the possibility of implementing CLT in teaching grammar lessons. The participants were asked to determine whether they agree or disagree with the given statements.

3.4.1.1 The Population of the Questionnaire

The population of the questionnaire is secondary school teachers teaching English as a foreign language in Omdurman Locality. They were asked to respond to the statements given to them.

3.4.1.2 The Sample of the Questionnaire

The sample of the questionnaire is secondary school teachers. Their number is (100). They were chosen randomly for the purpose of the study. All the samples are teaching in Omdurman Locality. The researcher chooses Omdurman Locality because of his experience with these schools, so the study was done on the students in these schools.

3.4.2 The Experts' Interview

The second type of data collecting tools used in this study was an interview. Interviews are seen as a powerful instrument for data collection and are common tool used to gain in-depth insights into the views of participants. Interviewing allows access to a wide variety of information in-depth and quickly with the possibility of follow up and clarification (Seliger and Shohamey, 1989).

The interview was administered to experts. Interview was used to complete and strengthen the data gathered through the teachers' questionnaire. In other words, it was believed that interviews as additional data collecting method that would help in triangulating or cross checking the data gathered through the other tools. Eight interview questions which were very much related to questionnaire based on the conversation of the interviewees were conducted.

Experts' Interviews were used to investigate their perception of the possibility of implementing CLT in teaching grammar lessons. The aim of using interview in this study is to compare as well as to continue the validation of the questionnaire result concurrently. The interview gives the respondents a chance to elaborate their answers with more freedom. It is for this reason that the interview was used as a second instrument to practice the best research outcomes, and also to give respondents an open opportunity to freely elaborate.

3.4.2.1 The Population of the Interview

The interview was administered for experts in teaching English language, particularly at secondary schools. They were asked to answer semi-structural questions. They were given enough time to reflect on the questions and then respond to them.

3.4.2.2 The Sample of the Interview

The sample of the interview is experts in teaching English language at secondary schools. They were chosen purposefully. Their number is (5). The experts hold MA and Ph. D degrees in English language teaching. Three of them are males and two females.

3.4.3 Observation

The third tool used in this study is the observation checklist. Observation as a tool is needed in this study as it gives the researcher a chance to observe directly what is being done inside the classroom. The researcher selects six public secondary schools in Khartoum state, in Omdurman Locality. Three boys' schools and three girls' ones were chosen as samples of the observation. The observation is designed as a checklist observation.

3.4.3.1 The Population of the Observation

The population of the observation is six secondary schools located in Omdurman Locality, Khartoum State. Three of them are boys' schools and three are girls' ones. Check-list observation was employed in this study.

3.4.3.2 Sample of the Observation

The sample of the observation is selected from secondary schools in Omdurman. They were selected randomly, regardless of whether they are model or geographical schools for the purpose of the study. Three of them are boys' schools and three are girls' ones.

3.5 Validity and Reliability

Validity and reliability are considered two important criteria for assessing the quality of the data collection procedure in social science research. Merrion (1988) argues that all kinds of research are concerned with producing valid and reliable knowledge in an ethical manner. Validity and reliability will be utilized as criteria for judging the quality of this research design.

3.5.1 Validity of the Study

Validity is considered the touch stone of all the types of educational theses that researchers should try to ensure (Cohen, et al; 2007). Validity might be addressed through the honesty, depth, richness and scope of data achieved, the participants approached, the extent to triangulation and objectivity of the researcher (Winter, cited in Cohen, 2007), while in quantitative research, validity might be proved through careful sampling, appropriate method and appropriate statistical data analysis. In establishing the validity of a survey method in the form of questionnaire, the researcher had to consider its sampling context and construct which some researcher called content validity and construct validity: to achieve the validity of the questionnaire, the initial version of the questionnaire was first designed and given to some referees for its face, content and construct validity and its applicability to the content of the study. Some changes to the questionnaire were recommended by those who participated in this pilot. Some items on the questionnaire were deleted and others were modified because they were deemed to and some were demanding of grammar teaching. New items were added to cover all areas of the research questions and some statements were reworded to make the easier for the questionnaire participants to comprehend.

3.5.1.1 Validity of the Questionnaire

The researcher designed the first version of the questionnaire and showed it the supervisor. Then, it was given to four referees for its face, content and construct validity. They recommended adding, editing, and omitting some items. The researcher then considered the referees' comment and manipulated the questionnaire.

3.5.1.2 Validity of the Interview and Observation

Again the interview, questionnaire and check list observation were conducted first by the researcher, then followed the same steps of the questionnaire validity. As far as the interview, the researcher asked a panel of experts (see appendix B) to evaluate the questions of the interview and find out if the questions measure what they were supposed to measure. They recommended deleting, editing some questions and adding some questions to the interview and according to the comment of a panel, the interview was modified.

As far as the observation is concerned, the researcher also consulted some teachers and experts to assess the checklist statements of the observation. They recommended some changes, deleting and editing. Then, the checklist observation was designed.

The referees who participated commenting on the contents of the study tools were:

- 1- Hillary Marino Pitia Laki, assistant professor, College of Languag, College of Eduaction, Sudan University of Science and Technology.
- 2- Tag Alsir Hassan Bashoom, associate professor, College of Languag, College of Eduaction, Department of English, Sudan University of Science and Technology.

3- Muntasir Mubarak Hassan, assistant professor, College of Education, College of Language, Department of English, Sudan University of Science and Technology

4- Alsadig Mohammed Osman, assistant professor, College of Education, College of Language, Department of English, Sudan University of Science and Technology.

3.5.2 Reliability of the Study

Reliability is the consistency with which a survey measures what is measuring. What is meant by (Brown, 2001: 171) consistency in the definition is that when the procedure is repeated on a population of individual group, the responses should be the same. This is retest reliability and if several people were reading the responses, they would interpret them in the same way, interrelated reliability. Reliability is usually tested by statistical operation indicated by the reliability coefficient, alpha. Devellis (1991), describes Alpha as (an indication of the proportion of variance in scale scores that is attributable to the true scores. Ideally, there should be no variance, but a score of higher than (70) are suggested Nunnally (1994) and Litwina (1995) as acceptable. Therefore, the higher the coefficient, the more reliable the method is.

In order to assess the reliability of the questionnaire, used in the context of the study, Cronbach Alpha reliability of the study was calculated and found as it is. An additional questionnaire was seeking the demographic information about the participants such as their years of experience, age and educational background was used.

3.5.3 Statistical Reliability

Reliability is defined as the degree of the accuracy and consistency of the data that the test measures, to obtain the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time under different conditions on the same group and the same marks were obtained; then we can describe this test as reliable. Therefore reliability is understood as a degree of the accuracy of the data that the test results. Here are some of the most used methods for calculating the reliability:

3.5.4 Alpha-Cranbach coefficient

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their responses on certain criteria. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that the tool should measure the exact aims, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (20) questionnaires to respondents to calculate

the reliability coefficient using the Alpha-Cronbach coefficient;
the results have been shown in the following table:

Data Collection Tools	Reliability	Validity
Questionnaire	0.86	0.93
Interview	0.87	.097
Observation	0.80	0.89
Overall	0.86	0.93

Source: The researcher from applied study, 2018

It is clearly noticed from the results of the above table that all reliability and validity coefficients for the sample individuals about each theme of the questionnaire, for overall questionnaire are greater than (50%), some of them are nearest to one. This indicates the high validity and reliability of the responses, so the questionnaire of the study is valid and reliable, and that will give correct and acceptable statistical analysis.

3.5.5 Statistical Instruments:

In order to satisfy the study objectives and to test its hypotheses, the following statistical instruments were used:

1. Graphical figures.
2. Frequency distribution.
3. Mean .
4. Non-parametric Chi-square test by using SPSS and EXSEL.

Table and Chart NO. (3.1): The Frequency Distribution for the Respondents' Answers according to their gender.

Sex	Frequency	Percentage
Male	65	65.00
Female	35	35.00
Total	100	100.00

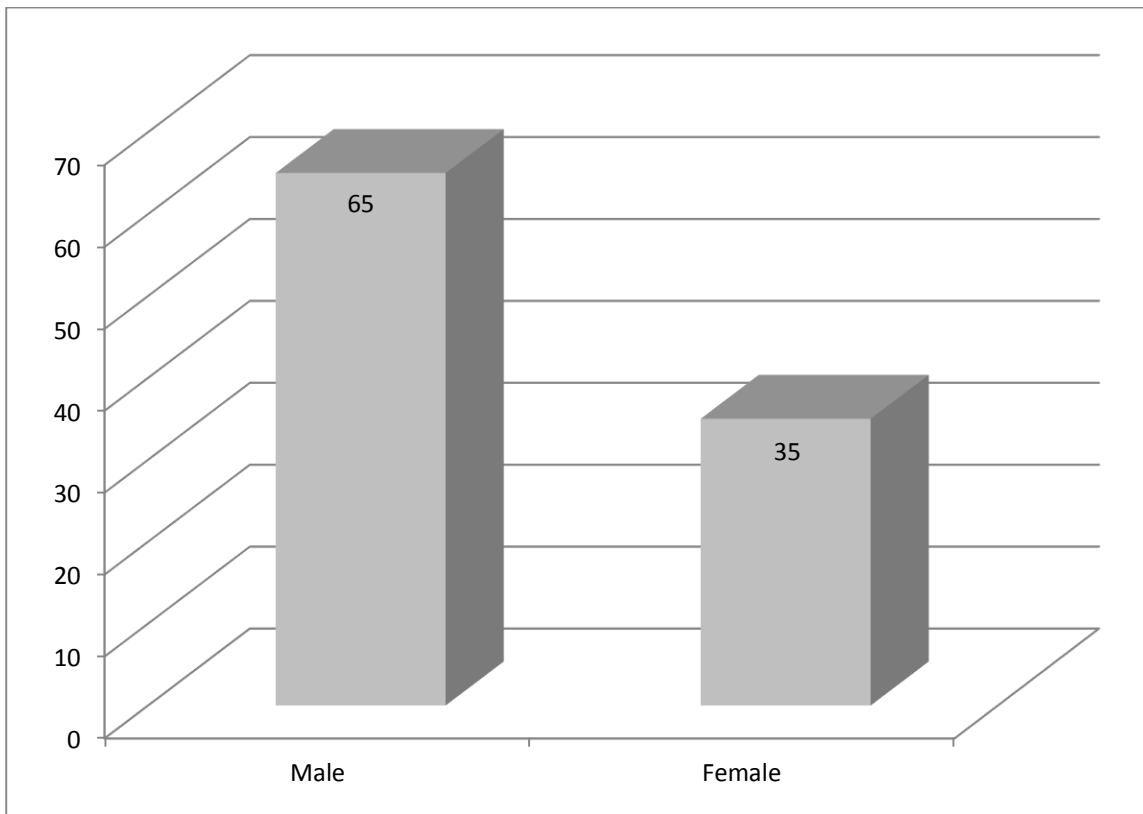


Figure (3.1)

From the above table (3.1) and figure (3.1), it is shown that the number of male respondents is (65) with percent (65) %. The number of female respondents is (35) with percent (35%).

Table and Chart NO (3.2): The Frequency Distribution for the Respondents' Answers according to their qualification

Sex	Frequency	Percentage
BA	30	30.00
MA	50	50.00
Ph. D	20	20.00
Total	100	100.00

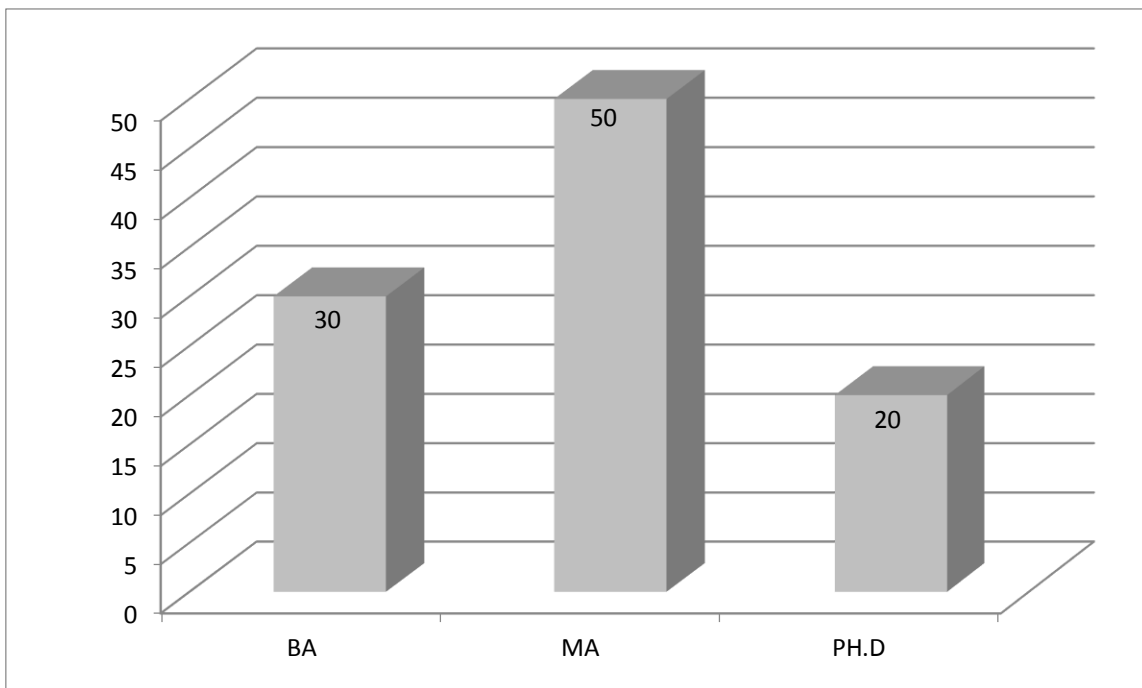


Figure (3.2)

It is noticeably observed from the above table (3.2) and chart (3.2) that, the number of study sample with BA qualification are (30) teachers with percent (30%), and the number of study sample with MA qualification are (50) teachers with percent (50%), and the number of study sample with Ph. D qualification are (20) teachers with percent (20%).

Table and Chart No (3.3): The Frequency Distribution for the Respondents' Answers according to their years of experience

Experience	Frequency	Percentage
From 5 to 10	50	50.00
From 11 to 15	35	35.00
More than 15	15	15.00
Total	100	100.00

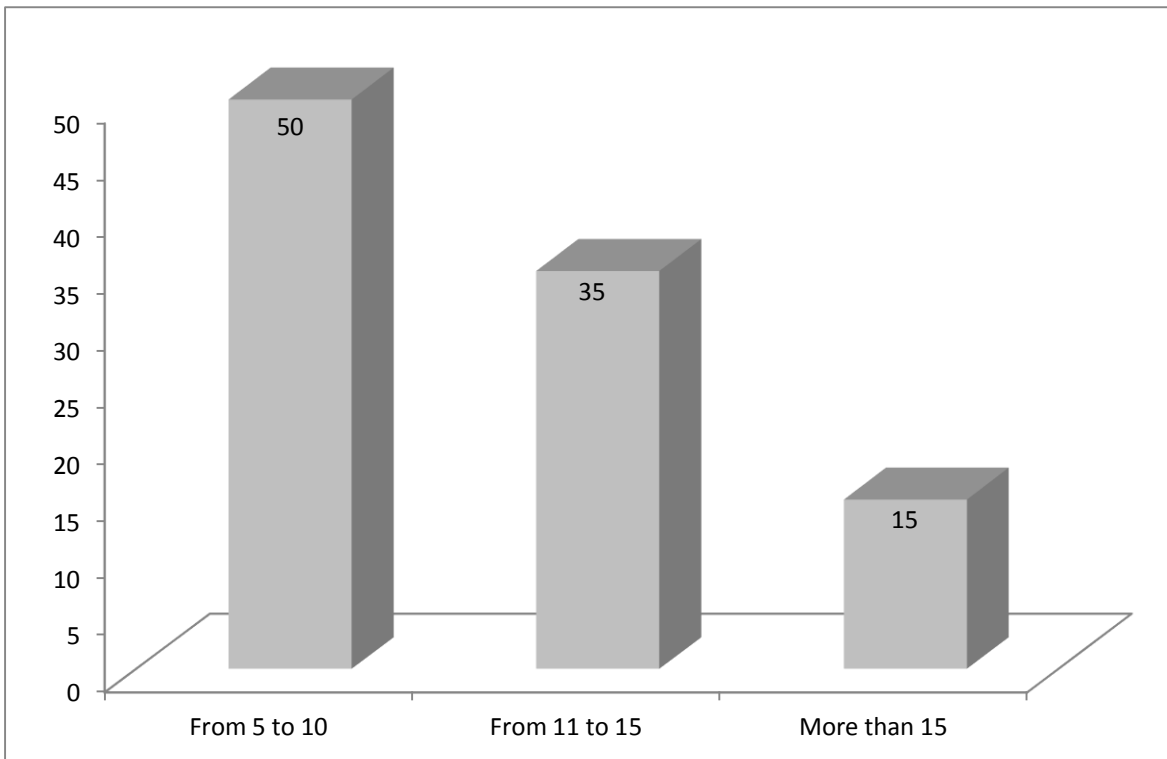


Figure (3.3)

It's clearly noticed from the above figure (3.3) and table (3.3), that the number of study sample with years of experience from (5) to (10) are (50) teachers with percent (50%), and the number of study sample with years of experience from (11) to (15) are (35) teachers with percent (35%), and the number of study sample with years of experience more than (15) are (15) teachers with percent (15.0%).

3.6 Data Collection and Analysis Procedure

In this study, the researcher followed a number of procedures for data analysis in order to conduct the study, so the following procedures were presented:

- 1- The researcher reviewed the related literature which is related to the field of teaching grammar through teaching approaches.
- 2- The identified research objectives, samples and questions which utilized reading from previous studies, and thus the elements of the study were established.
- 3- The questionnaire was administered to English as foreign language teachers in order to determine whether they agree or disagree with the given statements.
- 4- The interview as a second tool was carried out with five experts. It is a qualitative tool.
- 5- The observation was carried out as a third tool. It is checklist observation. Six public secondary schools were selected as a sample of the observation process.
- 6- The questionnaire was distributed to English language teachers, the interview was designed for experts and observation was conducted for six public schools in Khartoum state, Omdurman Locality, three boys' schools and three girls' ones.
- 7- The data of the questionnaire was collected and analyzed by using sample tables and figures followed by a commentary on the items of the questionnaire along with logical explanation for them.
- 8- The interview and observation were analyzed analytically.
- 9- Finally, the researcher drew main findings, conclusions, recommendations and suggestions for further studies.

3.7 Summary of the Chapter

The researcher adopted the descriptive analytical method. The samples of the study were English language teachers for questionnaire, experts for interview and six public secondary schools for the observation. The questionnaire sample was selected randomly whereas the interview sample was chosen purposefully. The researcher used questionnaire, interview and checklist observation as main tools. The statistical method was used to analyze the result of the questionnaire and it will be analyzed and interpreted in the following chapter. The interview and observation will be analyzed qualitatively.

CHAPTER FOUR

Data Analysis, Results and Discussion

CHAPTER FOUR

Data Analysis, Results and Discussion

4.1 Introduction:

The aim of this study is to investigate the possibility of implementing CLT in Teaching Grammar. In this study, the results of the research study are presented in three sections. The first section of the study displays the results of the questionnaire. The second section is about the interview and the third section is about classroom observation.

4.2 Analysis of the First Tool: Teachers' Questionnaire

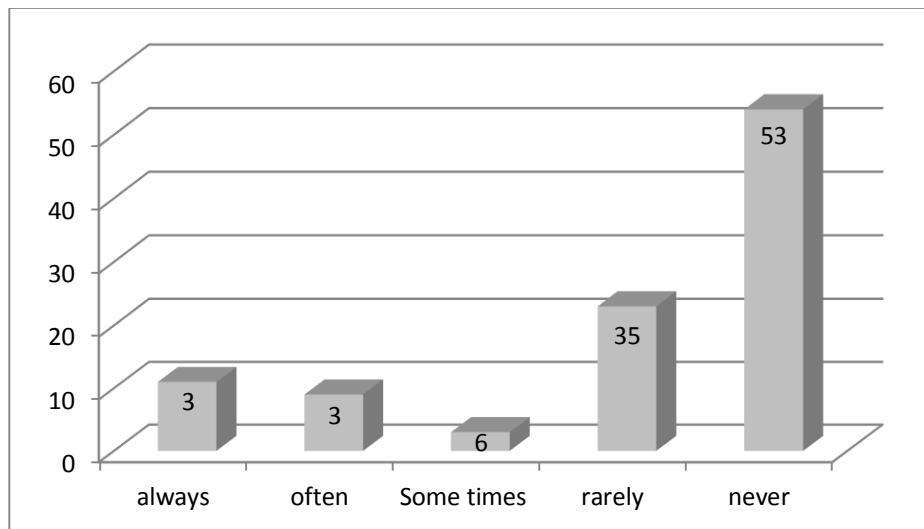
After checking questionnaire's reliability and validity, the researcher distributed the questionnaire on determined study sample (100) teachers of English, and constructed the required tables for collected data. This step consists of transformation of the qualitative (nominal) variables (never, rarely, sometimes, often, and always) to quantitative variables (5, 4, 3, 2, and 1) respectively, also the graphical representations were used for this purpose.

A: ESL/ EFL teachers are unable to implement communicative language teaching method effectively in grammar lessons.

Statement No. (1): I practice mechanical drills to teach grammar.

Table and Chart No (4.1): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (1)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	3	3.0	3.0	3.0
Often	3	3.0	3.0	6.0
Sometimes	6	6.0	6.0	12.0
rarely	35	35.0	35.0	47.0
never	53	53.0	53.0	100.0
Total	100	100.0	100.0	



Figure

From the above table No. (4.1) and figure No. (4.1), it is clear that there were (3) persons in the study's sample with percentage (3%) answered always with that "I practice mechanical drills to teach grammar." There were (3) persons with percentage (3%) answered often, (6) persons with percentage (6%) answered sometimes, (35) persons with percentage (35%) answered rarely and (53) persons with percentage (53%) answered never.

Statement No. (2): I practice communicative drills to teach grammar

Table and Chart No (4.2): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (2)

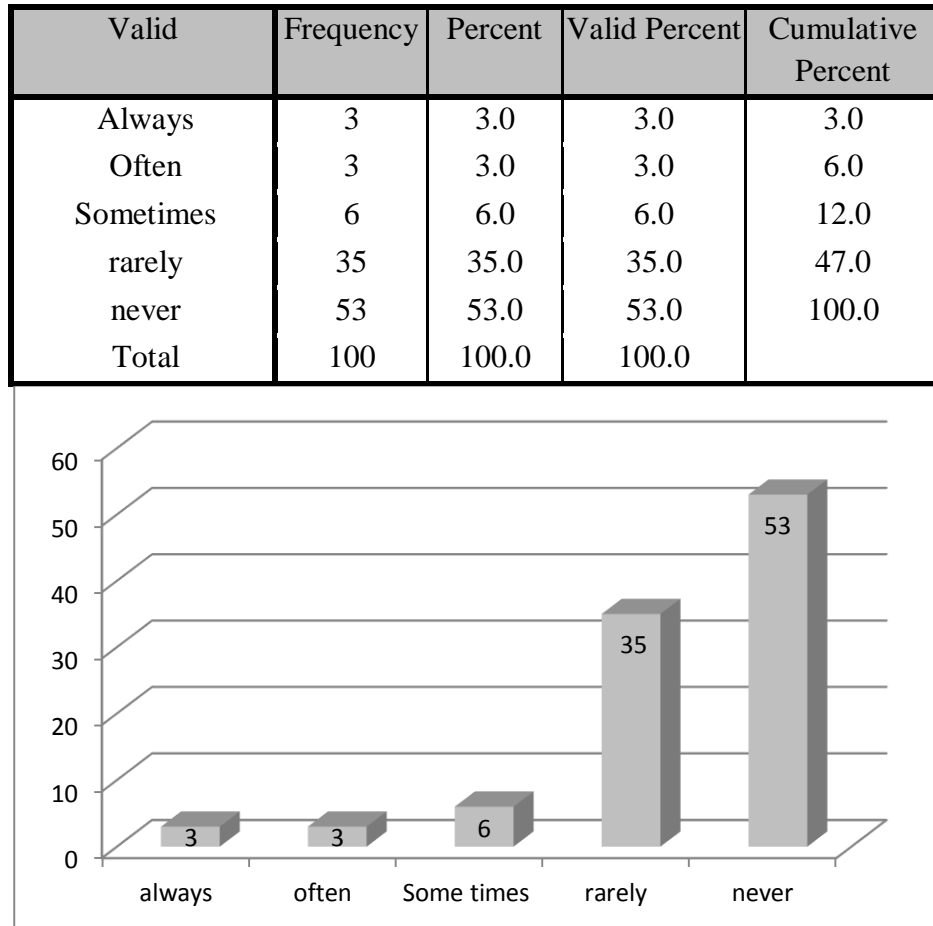


Figure (4.2)

From the above table No. (4.2) and figure No. (4.2), it is clear that there were (3) persons in the study's sample with percentage (3%) answered always with that "I practice communicative drills to teach grammar." There were (3) persons with percentage (3%) answered often, (6) persons with percentage (6%) answered sometimes, (35) persons with percentage (35%) answered rarely and (53) persons with percentage (53%) answered never.

Statement No. (3): I teach grammar via role plays and games.

Table and Chart No (4.3): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (3)

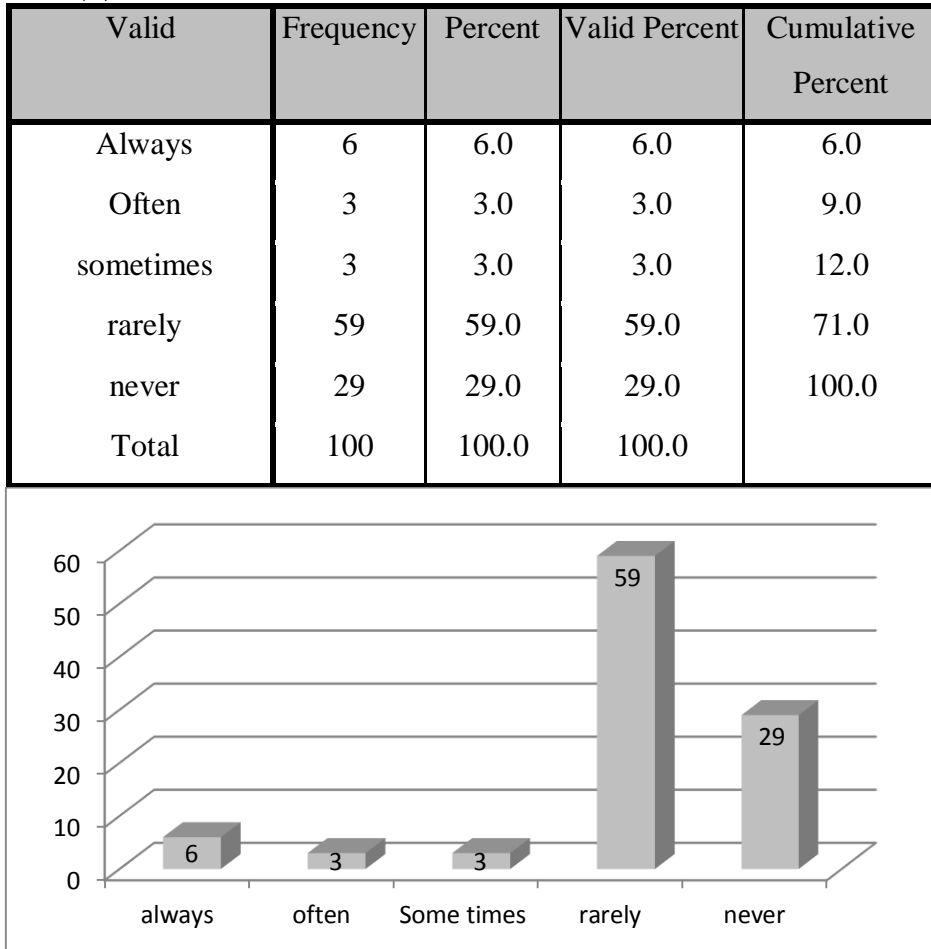


Figure (4.3)

From the above table No. (4.3) and figure No. (4.3) It is clear that there were (6) persons in the study's sample with percentage (6%) answered always with that " I teach grammar via role plays and games." There were (3) persons with percentage (3%) answered often, (3) persons with percentage (3%) answered sometimes, (59) persons with percentage (59%) answered rarely and (29) persons with percentage (29%) answered never.

Statement No. (4): I practice group work, individual work, and problem solving to teach grammar.

Table and Chart No (4.4): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (4)

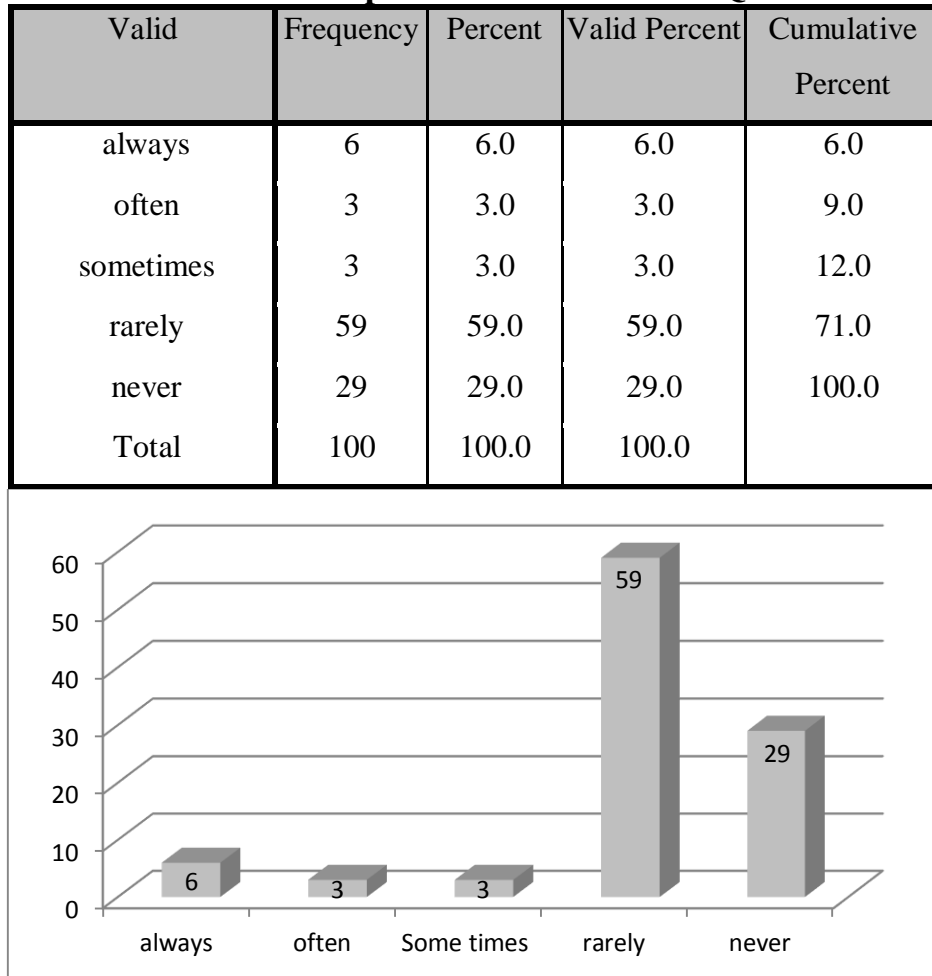


Figure (4.4)

From the above table No. (4.4) and figure No. (4.4), it is clear that there were (6) persons in the study's sample with percentage (6%) answered always with that "I practice group work, individual work, and problem solving to teach grammar." There were (3) persons with percentage (3.00%) answered often, (3) persons with percentage (3%) answered sometimes, (59) persons with percentage (59%) answered rarely and (29) persons with percentage (29%) answered never.

Statement No. (5): I present new grammar items using meaningful contexts.

Table and Chart No (4.5): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (5)

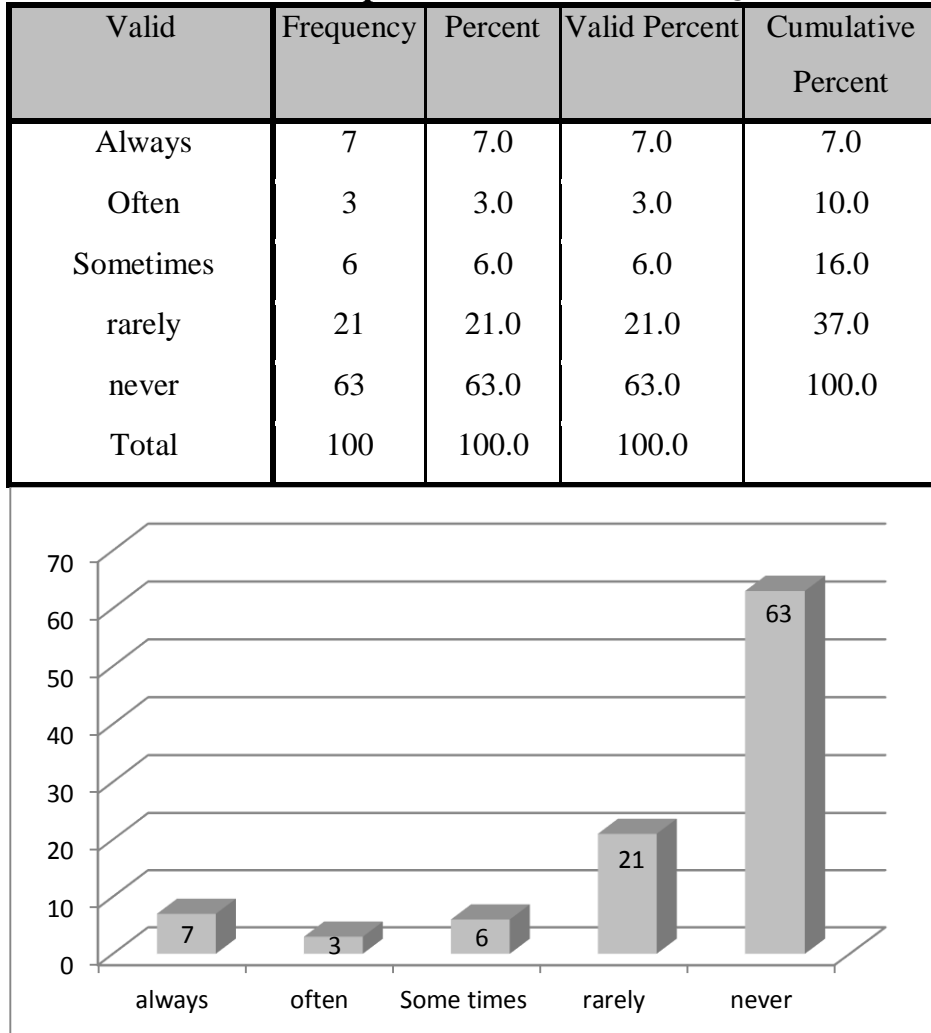


Figure (4.5)

From the above table No. (4.5) and figure No. (4.5), it is clear that there were (7) persons in the study's sample with percentage (7%) answered always with that "I present new grammar items using meaningful contexts." There were (3) persons with percentage (3%) answered often, (6) persons with percentage (6%) answered sometimes, (21) persons with percentage (21%) answered rarely and (63) persons with percentage (63%) answered never.

Statement No. (6): I present new grammar items using guided dialogues.

Table and Chart No (4.6): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (6)

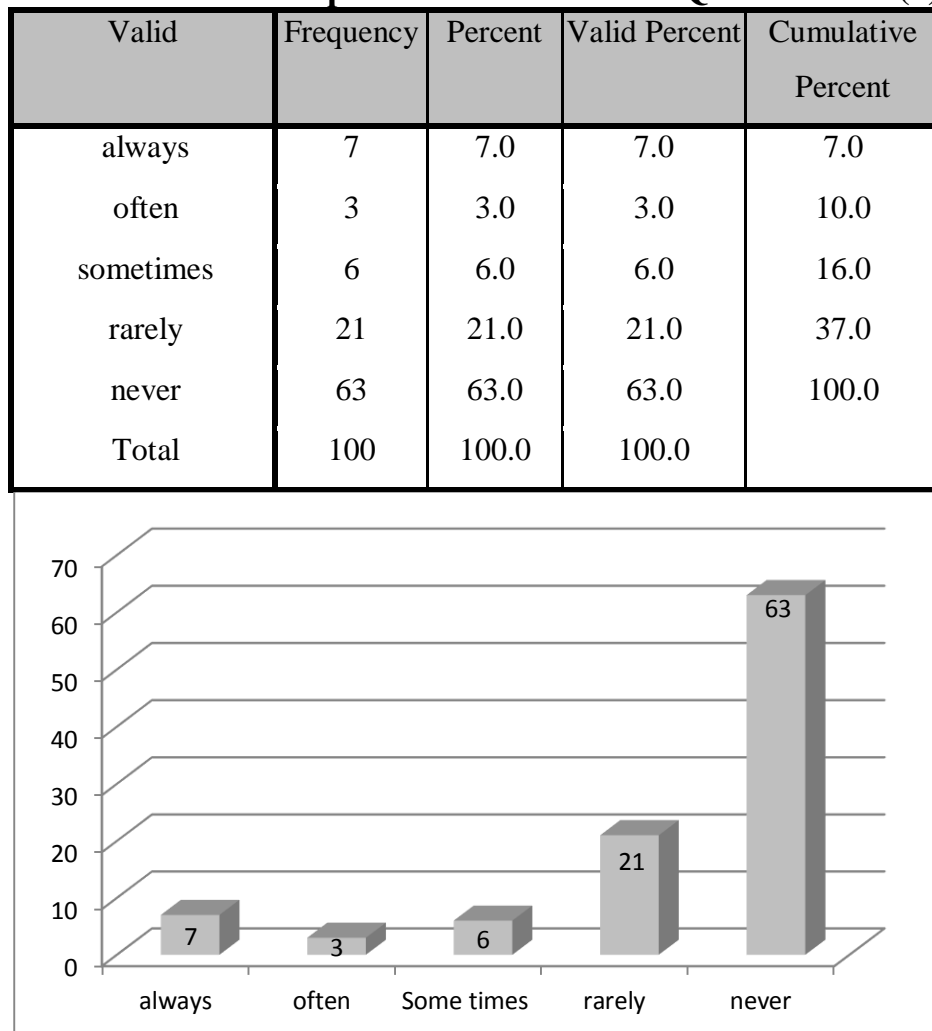


Figure (4.6)

From the above table No. (4.6) and figure No. (4.6), it is clear that there were (7) persons in the study's sample with percentage (7%) answered always with that "I present new grammar items using guided dialogues." There were (3) persons with percentage (3%) answered often, (6) persons with percentage (6%) answered was sometimes, (21) persons with percentage (21%) answered rarely and (61) persons with percentage (61%) answered never.

Statement No. (7): I present new grammar items using mimes, pictures and real objects.

Table and Chart No (4.7): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (7)

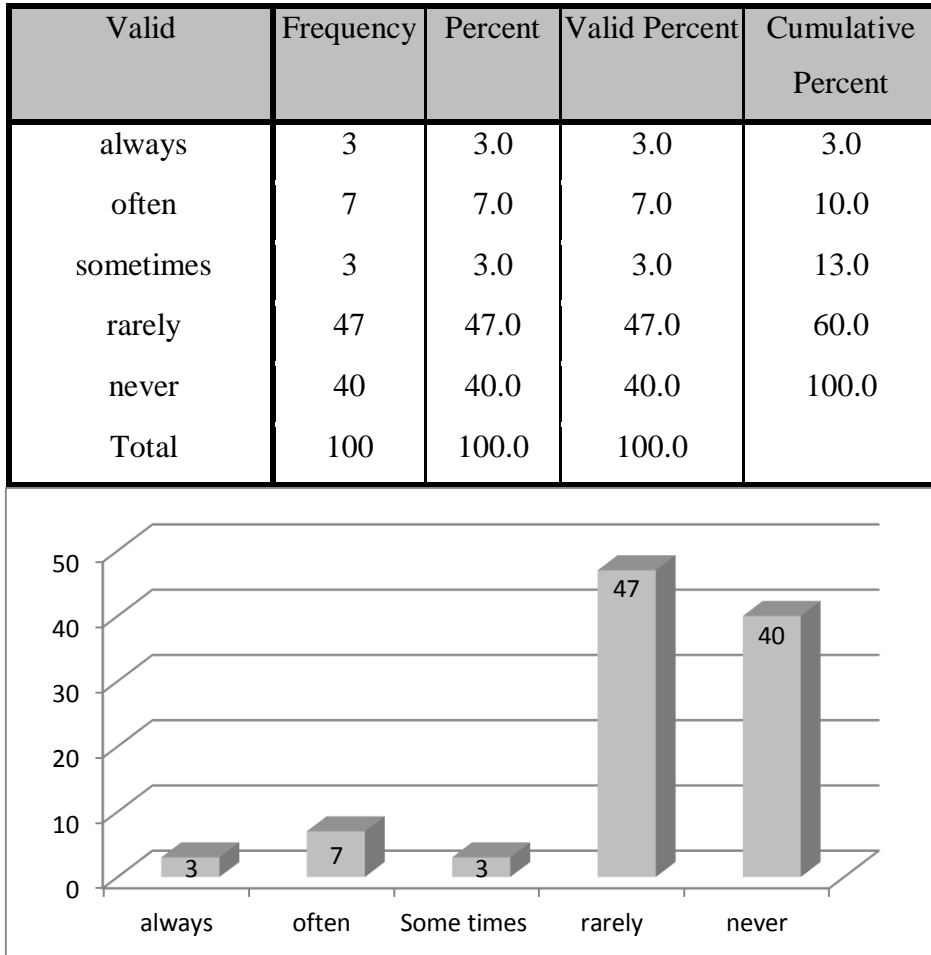


Figure (4.7)

From the above table No. (4.7) and figure No. (4.7), It is clear that there were (3) persons in the study's sample with percentage (3%) answered always with that "I present new grammar items using mimes, pictures and real objects." There were (7) persons with percentage (7%) answered often, (3) persons with percentage (3%) answered sometimes, (47) persons with percentage (47%) answered rarely and (40) persons with percentage (40%) answered never.

Statement No. (8): I present new grammar items inductively (indirect).

Table and Chart No (4.8): The Frequency and percentage Distribution for the Respondents' Answers to Question No. (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	10	10.0	10.0	10.0
Often	9	9.0	9.0	19.0
sometimes	3	3.0	3.0	22.0
rarely	18	18.0	18.0	40.0
never	60	60.0	60.0	100.0
Total	100	100.0	100.0	

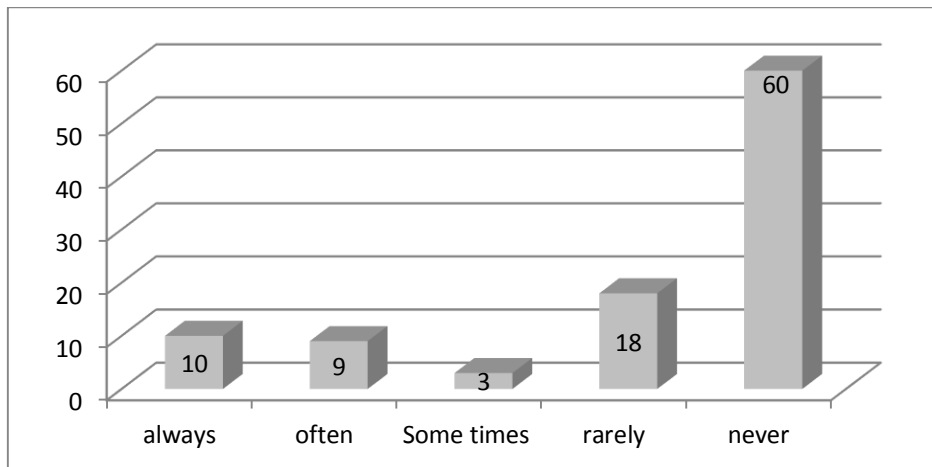


Figure (4.8)

From the above table No. (4.8) and figure No. (4.8), it is clear that there were (10) persons in the study's sample with percentage (10%) answered always with that "I present new grammar items inductively (indirect)." There were (9) persons with percentage (9%) answered often, (3) persons with percentage (3%) answered sometimes, (18) persons with percentage (18%) answered rarely and (60) persons with percentage (60%) answered never.

Statement No. (9): I present new grammar items using listening texts.

Table and Chart No (4.9): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	9	9.0	9.0	9.0
often	7	7.0	7.0	16.0
sometimes	6	6.0	6.0	22.0
rarely	37	37.0	37.0	59.0
never	41	41.0	41.0	100.0
Total	100	100.0	100.0	

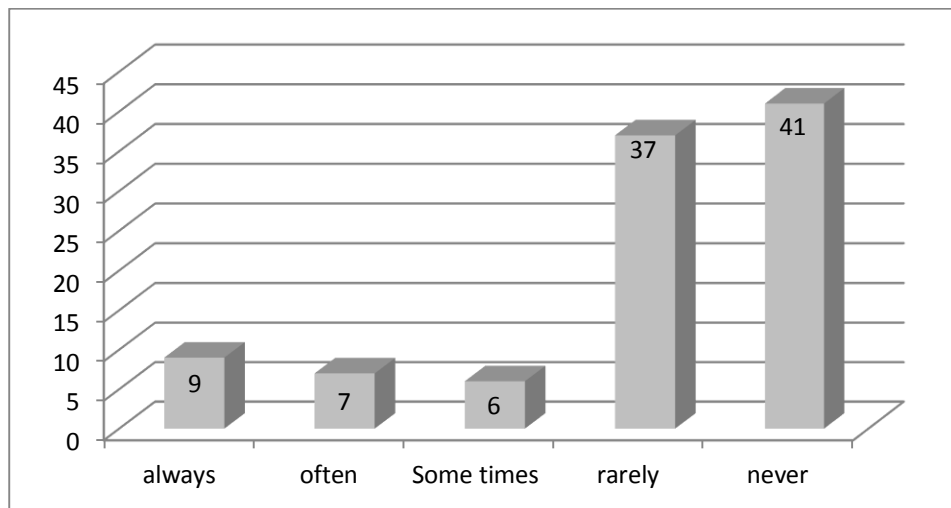


Figure (4.9)

From the above table No. (4.9) and figure No. (4.9), it is clear that there were (9) persons in the study's sample with percentage (9%) answered always with that "I present new grammar items using listening texts." There were (7) persons with percentage (7%) answered often, (6) persons with percentage (6%) answered sometimes, (37) persons with percentage (37%) answered rarely and (41) persons with percentage (41%) answered never.

Statement No. (10): I present new grammar items using language patterns in isolation.

Table and Chart No (4.10): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (10)

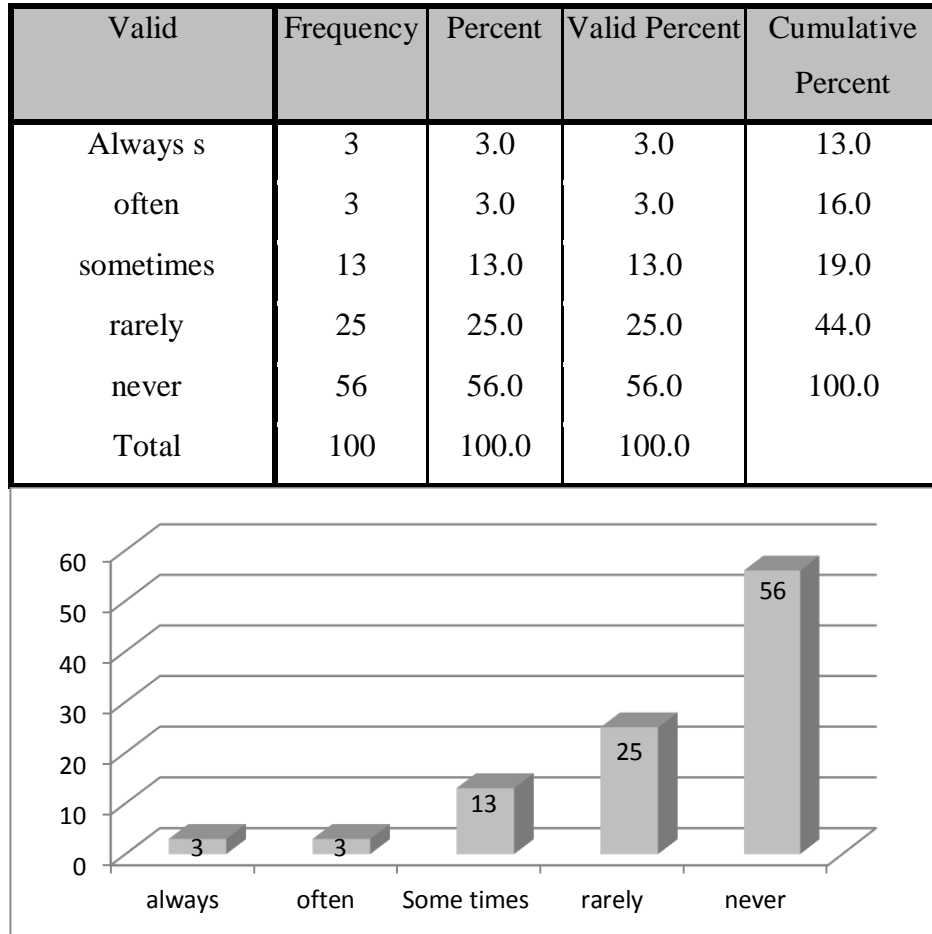


Figure (4.10)

From the above table No. (4.10) and figure No. (4.10), It is clear that there were (3) persons in the study's sample with percentage (3%) answered always with that "I present new grammar items using language patterns in isolation." There were (3) persons with percentage (3%) answered often, (13) persons with percentage (13%) answered sometimes, (25) persons with percentage (25%) answered rarely and (56) persons with percentage (56%) answered never.

B: EFL teachers are unable to practice grammar teaching in such a way that students can easily understand.

Statement No. (1): I explain grammar items deductively to make my students understand the grammar lessons.

Table and Chart No (4.11): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (1)

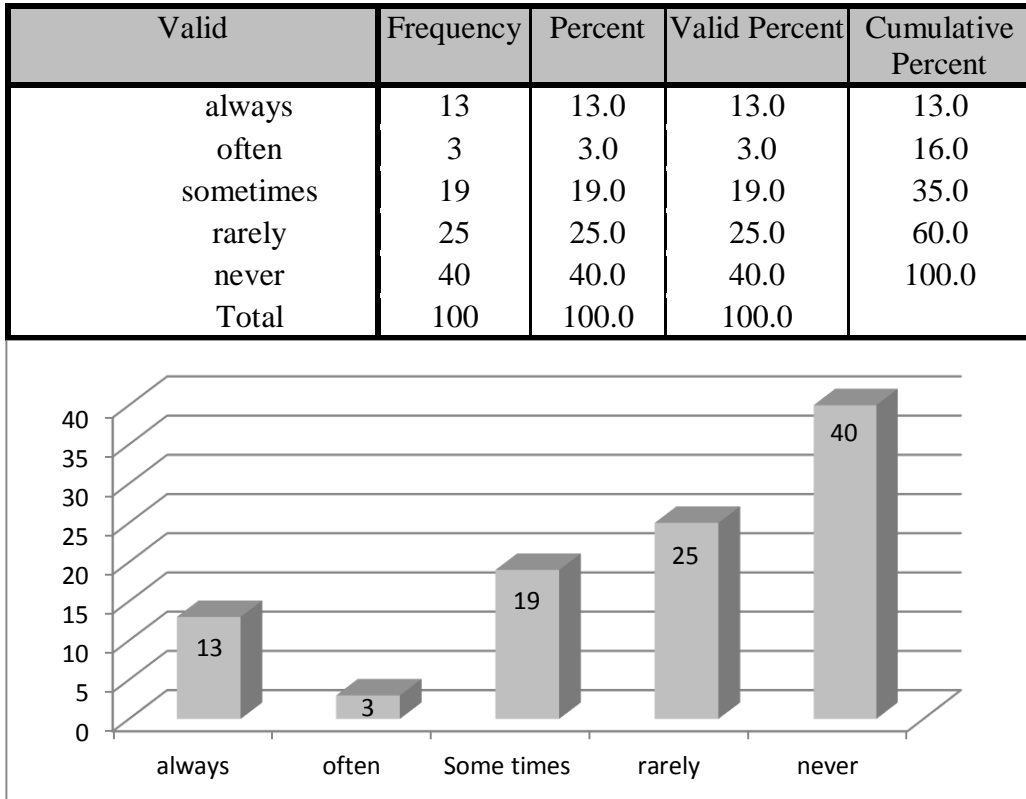


Figure (4.11)

From the above table No. (4.11) and figure No. (4.11), it is clear that there were (13) persons in the study's sample with percentage (13%) answered always with that "I explain grammar items deductively to make my students understand the grammar lessons." There were (3) persons with percentage (3%) answered often, (19) persons with percentage (19%) answered sometimes, (25) persons with percentage (25%) answered rarely and (40) persons with percentage (40%) answered never.

Statement No. (2): I make students listen to audio tapes and answer questions.

Table and Chart No (4.12): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (2)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	12	12.0	12.0	12.0
sometimes	23	23.0	23.0	35.0
rarely	21	21.0	21.0	56.0
never	44	44.0	44.0	100.0
Total	100	100.0	100.0	

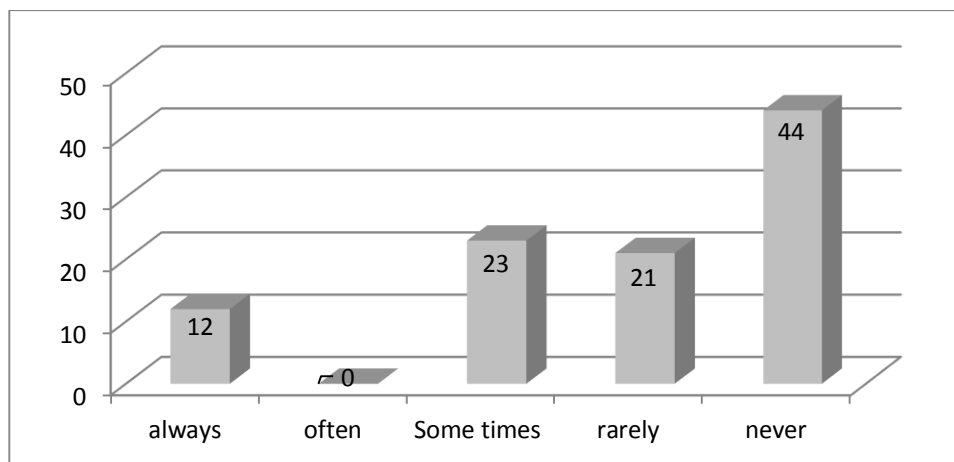


Figure (4.12)

From the above table No. (4.12) and figure No. (4.12), it is clear that there were (12) persons in the study's sample with percentage (12%) answered always with that "I make students listen to audio tapes and answer questions." There was nobody aswered often. There were (23) persons with percentage (23%) answered sometimes, (21) persons with percentage (21%) answered rarely and (44) persons with percentage (44%) answered never.

Statement No. (3): I practice group discussion to make students understand grammar lessons.

Table and Chart No (4.13): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	4	14.0	14.0	14.0
often	4	4.0	4.0	17.0
sometimes	13	13.0	13.0	20.0
rarely	56	56.0	56.0	76.0
never	23	23.0	23.0	99.0
Total	100	100.0	100.0	

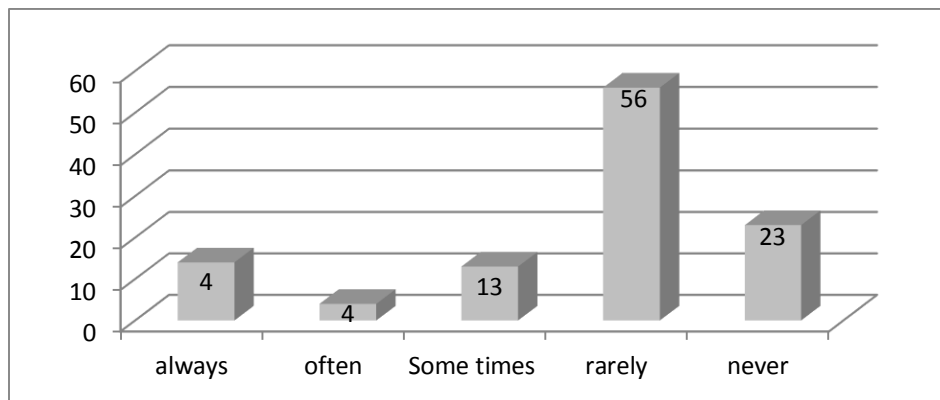


Figure (4.13)

From the above table No. (4.13) and figure No. (4.13), it is clear that there were (4) persons in the study's sample with percentage (4%) answered always with that "I practice group discussion to make students understand grammar lessons." There were (4) persons with percentage (4%) answered often, (13) persons with percentage (13%) answered sometimes, (56) persons with percentage (56%) answered rarely and (23) persons with percentage (23%) answered never.

Statement No. (4): I use translation to make students understand grammar lessons.

Table and Chart No (4.14): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	3	3.0	3.0	3.0
often	3	3.0	3.0	16.0
sometimes	3	3.0	3.0	19.0
rarely	28	28.0	28.0	37.0
never	63	63.0	63.0	100.0
Total	100	100.0	100.0	

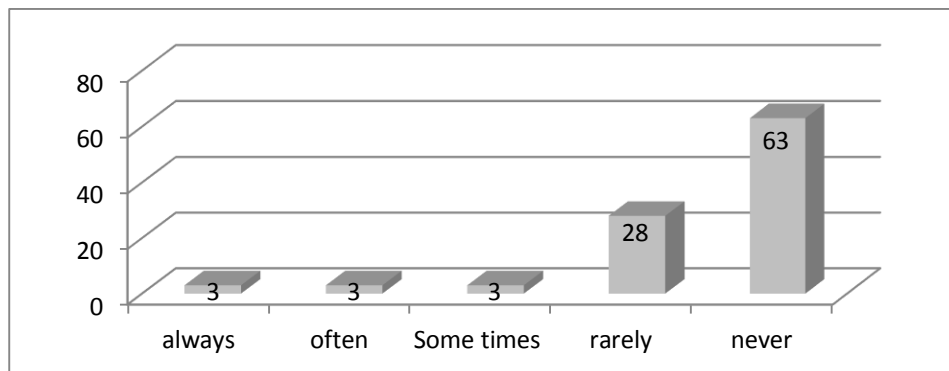


Figure (4.14)

From the above table No. (4.14) and figure No. (4.14), It is clear that there were (3) persons in the study's sample with percentage (3%) answered always with that "I use translation to make students understand grammar lessons." There were (3) persons with percentage (3%) answered often, (3) persons with percentage (3%) answered sometimes, (28) persons with percentage (28%) answered rarely and (63) persons with percentage (63%) answered never.

Statement No. (5): I make grammar lessons easy through pair work.

Table and Chart No (4.15): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (5)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	10	13.0	10.0	10.0
often	6	6.0	6.0	19.0
sometimes	19	19.0	19.0	35.0
rarely	56	56.0	56.0	91.0
never	9	9.0	9.0	100.0
Total	100	100.0	100.0	

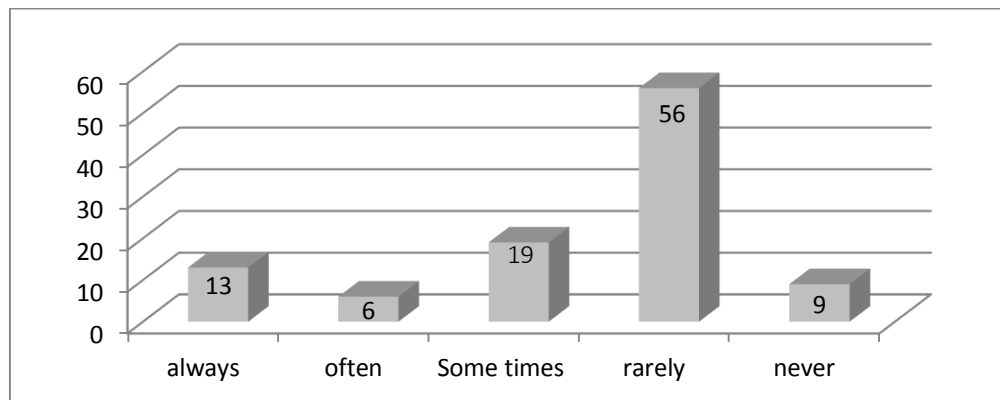


Figure (4.15)

From the above table No. (4.15) and figure No. (4.15), it is clear that there were (13) persons in the study's sample with percentage (13%) answered always with that " I make grammar lessons easy through pair work." There were (6) persons with percentage (6%) answered often, (19) persons with percentage (19%) answered sometimes, (56) persons with percentage (56%) answered rarely and (9) persons with percentage (9%) answered never.

Statement No. (6): I use authentic materials to make grammar lessons easy to understand.

Table and Chart No (4.16): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (6)

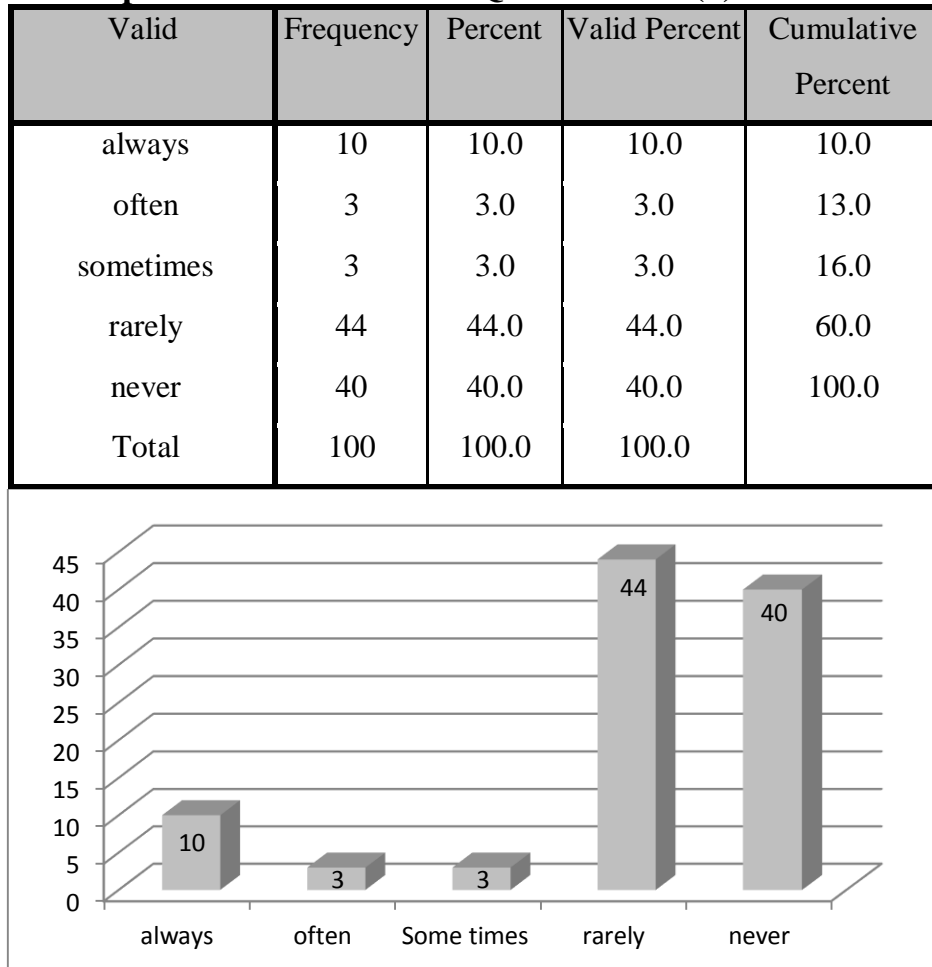


Figure (4.16)

From the above table No. (4.16) and figure No. (4.16), it is clear that there were (10) persons in the study's sample with percentage (10%) answered always with that "I use authentic materials to make grammar lessons easy to understand." There were (3) persons with percentage (3%) answered often, (3) persons with percentage (3%) answered sometimes, (44) persons with percentage (44%) answered rarely and (40) persons with percentage (40%) answered never.

Statement No. (7): I make my lesson students/learner centered.

Table and Chart No (4.17): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	7	7.0	7.0	7.0
often	3	3.0	3.0	10.0
sometimes	6	6.0	6.0	16.0
rarely	21	21.0	21.0	37.0
never	63	63.0	63.0	100.0
Total	100	100.0	100.0	

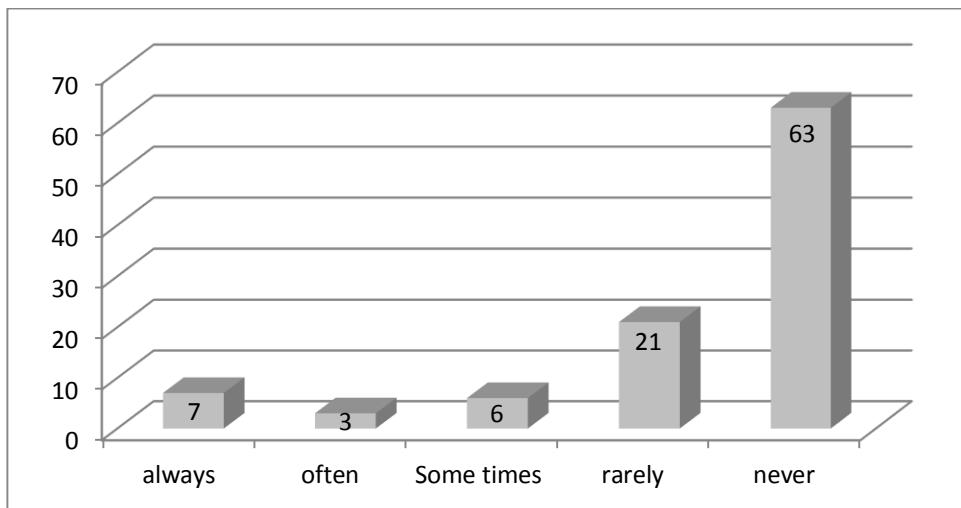


Figure (4.17)

From the above table No. (4.17) and figure No. (4.17), it is clear that there were (7) persons in the study's sample with percentage (7%) answered always with that "I make my lesson students/learner centered." There were (3) persons with percentage (3%) answered often, (6) persons with percentage (6%) their answer was sometimes, (21) persons with percentage (21%) answered rarely and (63) persons with percentage (63%) answered never.

Statement No. (8): I rely heavily on speaking and listening when teaching grammar items.

Table and Chart No (4.18): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	10	10.0	10.0	10.0
often	15	15.0	15.0	25.0
sometimes	3	3.0	3.0	28.0
rarely	37	37.0	37.0	65.0
never	35	35.0	35.0	100.0
Total	100	100.0	100.0	

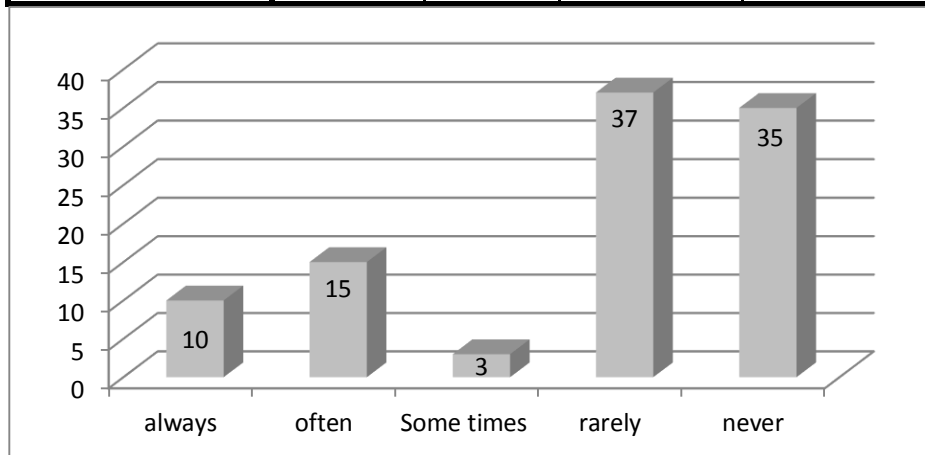


Figure (4.18)

From the above table No. (4.18) and figure No. (4.18), it is clear that there were (10) persons in the study's sample with percentage (10%) answered always with that "I rely heavily on speaking and listening when teaching grammar items." There were (15) persons with percentage (15%) answered often, (3) persons with percentage (3%), answered sometimes, (37) persons with percentage (37%) answered rarely and (35) persons with percentage (35%) answered never.

Statement No. (9): I teach grammar lessons through vocabulary exercise.

Table and Chart No (4.19): The Frequency and Percentage Distribution for the Respondents' Answers to in Question No. (9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	5	5.0	5.0	5.0
often	3	3.0	3.0	16.0
sometimes	11	11.0	11.0	19.0
rarely	15	15.0	15.0	34.0
never	66	66.0	66.0	100.0
Total	100	100.0	100.0	

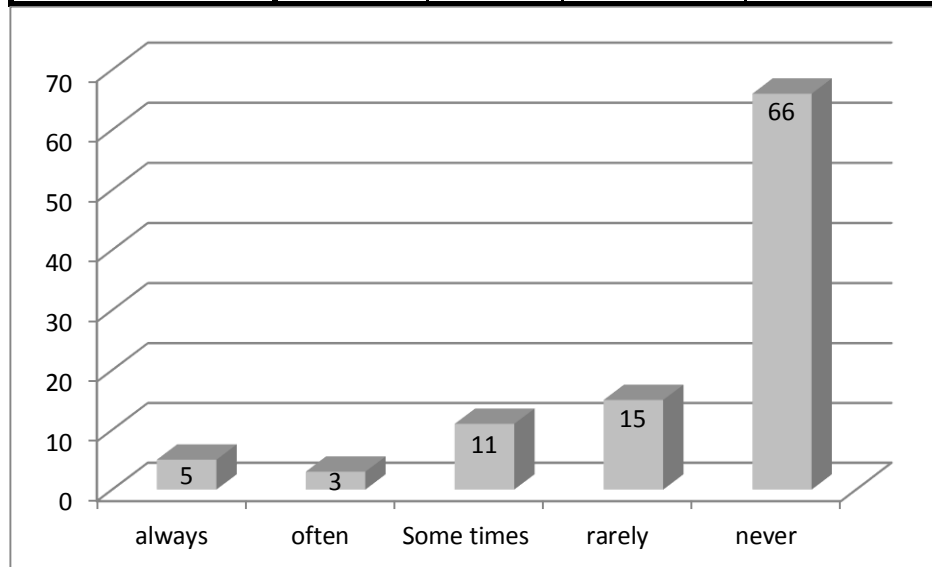


Figure (4.19)

From the above table No. (4.19) and figure No. (4.19), it is clear that there were (5) persons in the study's sample with percentage (5%) answered always with that "I teach grammar lessons through vocabulary exercise." There were (3) persons with percentage (3%) answered often, (11) persons with percentage (11%) answered sometimes, (15) persons with percentage (15%) answered rarely and (66) persons with percentage (66%) answered never.

Statement No. (10): I teach grammar lessons through games.

Table and Chart No (4.20): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (10)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	7	7.0	13.0	13.0
Often	9	9.0	9.0	22.0
Sometimes	10	10.0	3.0	25.0
Rarely	34	34.0	35.0	60.0
Never	40	40.0	40.0	100.0
Total	100	100.0	100.0	

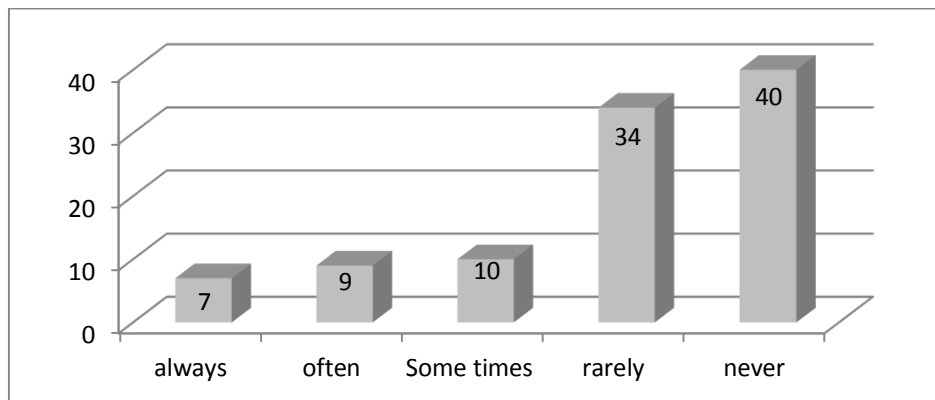


Figure (4.20)

From the above table No. (4.20) and figure No. (4.20), it is clear that there were (7) persons in the study's sample with percentage (7%) answered always with that " I teach grammar lessons through games." There were (9) persons with percentage (9%) answered often, (10) persons with percentage (10%) answered was sometimes, (34) persons with percentage (34%) answered rarely and (40) persons with percentage (40%) answered was never.

C: There are significant factors that affect the application of communicative based grammar teaching.

Statement No. (1): Teachers' lack of sufficient spoken English language competence affects the application of communicative based grammar teaching.

Table and Chart No (4.21): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (1)

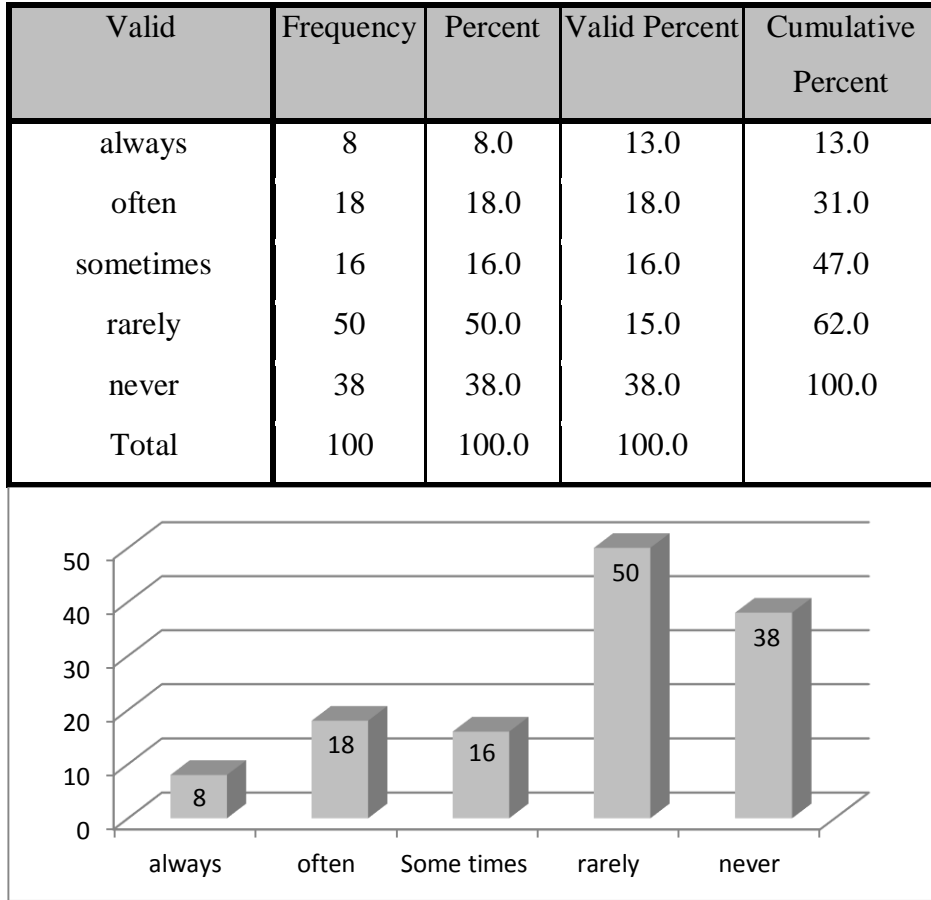


Figure (4.21)

From the above table No. (4.21) and figure No. (4.21), it is clear that there were (8) persons in the study's sample with percentage (8%) answered always with that "Teachers' lack of sufficient spoken English language competence affects the application of communicative based grammar teaching." There were (18) persons with percentage (18%) answered often, (16) persons with percentage (18%) answered sometimes, (50) persons with percentage (50%) answered rarely and (38) persons with percentage (38%) answered never.

Statement No. (2): Teachers' lack of target language culture affects the application of communicative based grammar teaching.

Table and Chart No (4.22): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (2)

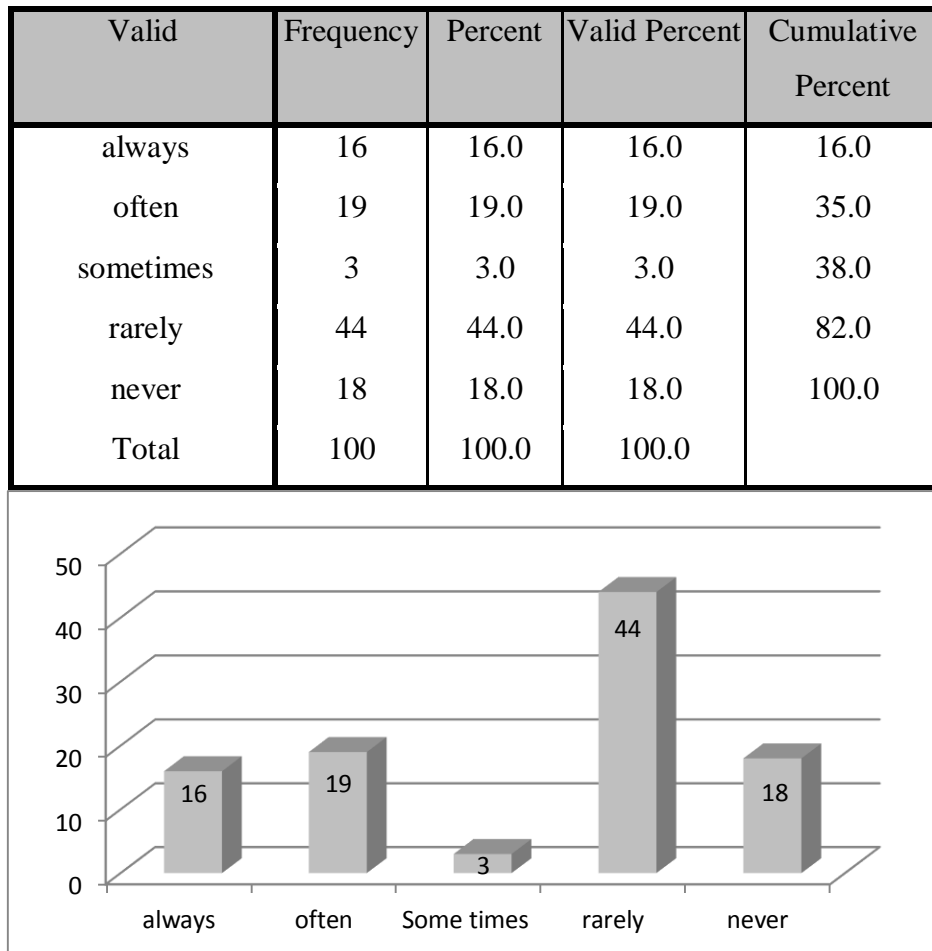


Figure (4.22)

From the above table No. (4.22) and figure No. (2.22), it is clear that there were (16) persons in the study's sample with percentage (16%) answered always with that "Teachers' lack of target language culture affects the application of communicative based grammar teaching." There were (19) persons with percentage (19%) answered often, (3) persons with percentage (3%) answered was sometimes, (44) persons with percentage (44%) answered rarely and (18) persons with percentage (18%) answered never.

Statement No. (3): Class size affects the communicative based grammar teaching.

Table and Chart No (4.23): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (3)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	2	2.0	2.0	2.0
often	9	9.0	9.0	41.0
sometimes	3	3.0	3.0	44.0
rarely	22	22.0	22.0	66.0
never	64	64.0	64.0	100.0
Total	100	100.0	100.0	

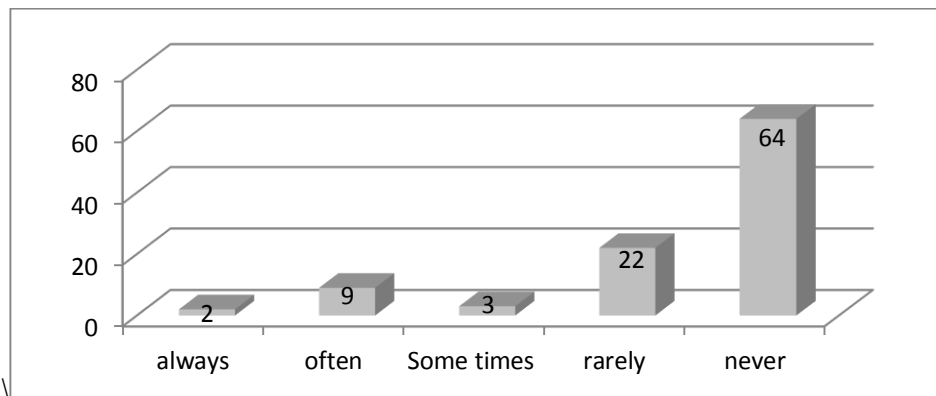


Figure (4.23)

From the above table No. (4.23) and figure No. (4.23), it is clear that there were (2) persons in the study's sample with percentage (2%) answered always with that "Class size affects the communicative based grammar teaching." There were (9) persons with percentage (9%) answered often, (3) persons with percentage (3%) answered sometimes, (22) persons with percentage (22%) answered rarely and (64) persons with percentage (64%) answered never.

Statement No. (4): Lack of training in CLT affects negatively on communicative based grammar teaching.

Table and Chart No (4.24): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (4)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	12	13.0	13.0	13.0
Often	34	34.0	34.0	47.0
Sometimes	5	5.0	5.0	50.0
Rarely	30	32.0	32.0	82.0
Never	19	19.0	19.0	100.0
Total	100	100.0	100.0	

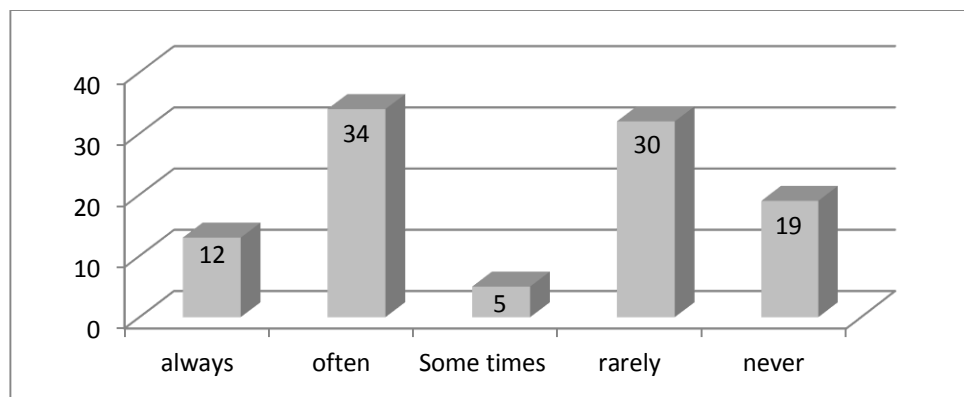


Figure (4.24)

From the above table No. (4.24) and figure No. (4.24), it is clear that there were (12) persons in the study's sample with percentage (12%) answered always with that "Lack of training in CLT affects negatively on communicative based grammar teaching." There were (34) persons with percentage (34%) answered often, (5) persons with percentage (5%) answered sometimes, (30) persons with percentage (30%) answered rarely and (19) persons with percentage (19%) answered never.

Statement No. (5): Lack of effective and assessment instruments of communicative competence affects the application communicative based grammar teaching

Table and Chart No (4.25): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (5)

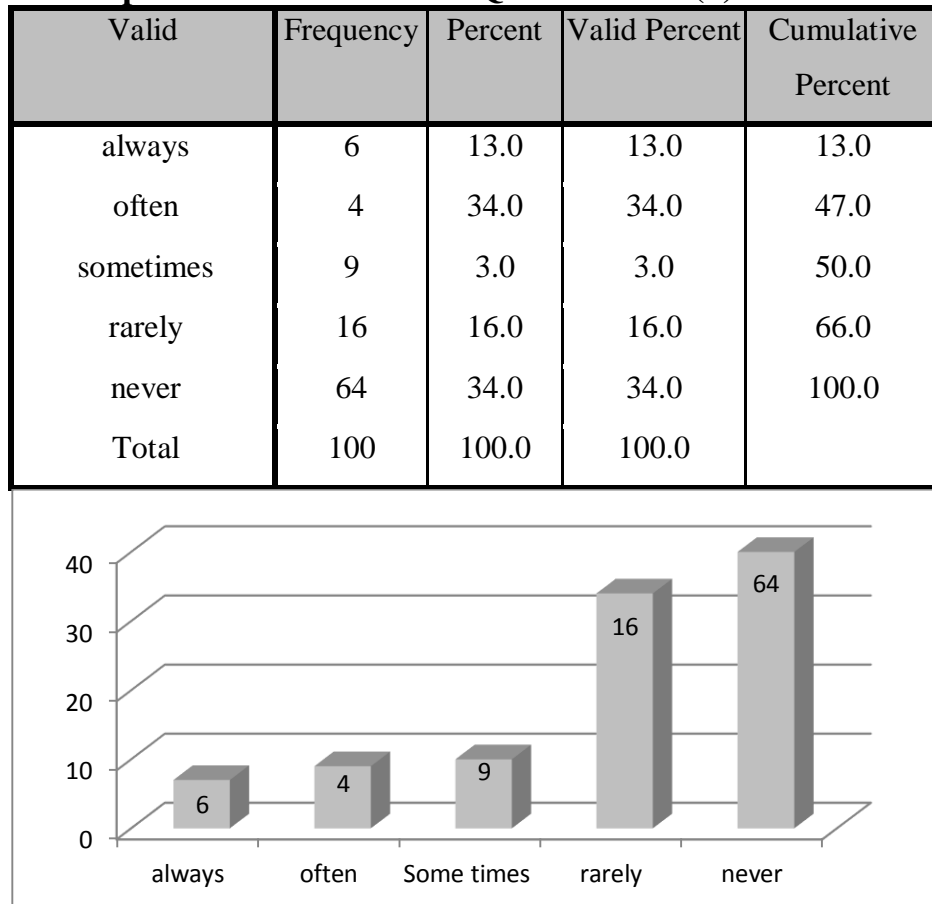


Figure (4.25)

From the above table No. (4.25) and figure No. (4.25), it is clear that there were (6) persons in the study's sample with percentage (6%) answered always with that "Lack of effective and assessment instruments of communicative competence affects the application communicative based grammar teaching." There were (4) persons with percentage (4%) answered often, and (9) persons with percentage (9%) answered sometimes, (16) persons with percentage (16%) answered rarely and (64) persons with percentage (64%) answered never.

Statement No. (6): Students' low level of English Proficiency affects the application of communicative based grammar teaching.

Table and Chart No (4.26): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (6)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	6	6.0	16.0	16.0
often	9	9.0	9.0	25.0
sometimes	19	19.0	19.0	44.0
rarely	38	38.0	38.0	82.0
never	28	28.0	28.0	100.0
Total	100	100.0	100.0	

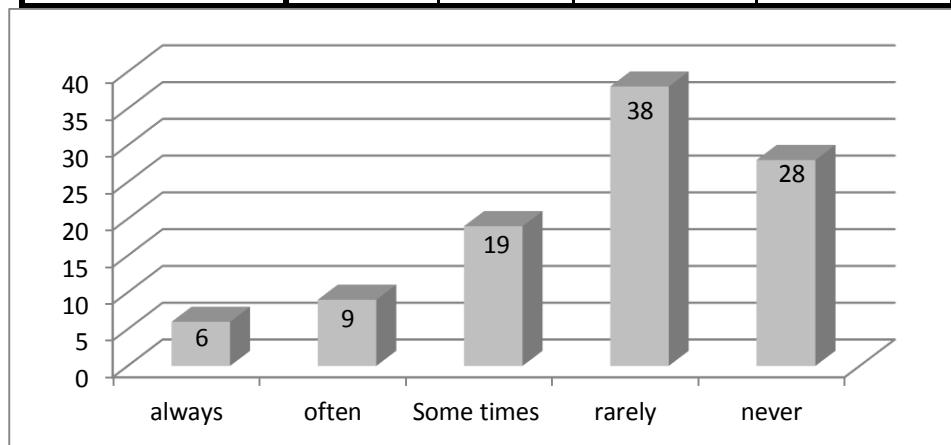


Figure (4.26)

From the above table No. (4.26) and figure No. (4.26), it is clear that there were (6) persons in the study's sample with percentage (6%) answered always with that "Students' low level of English Proficiency affects the application of communicative based grammar teaching." There were (9) persons with percentage (9%) answered often, (19) persons with percentage (19) answered sometimes, (38) persons with percentage percentage (38%) answered rarely and (28) persons with percentage percentage (28%) answered never.

Statement No. (7): Teachers' deficiency in strategic, social culture and linguistic competence in English affects the application of communicative based grammar teaching.

Table and Chart No (4.27): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (7)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	19	19.0	19.0	19.0
often	15	15.0	15.0	34.0
sometimes	4	4.0	0.0	37.0
rarely	30	30.0	30.0	68.0
never	32	32.0	32.0	100.0
Total	100	100.0	100.0	

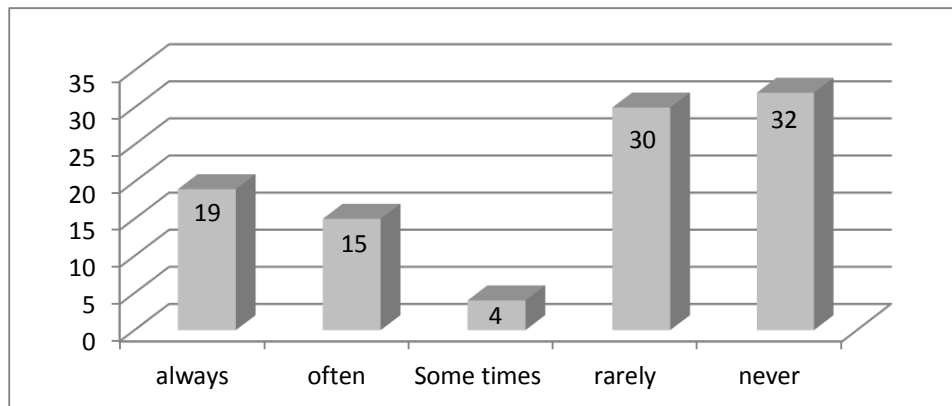


Figure (2.27)

From the above table No. (4.27) and figure No. (4.27), it is clear that there were (19) persons in the study's sample with percentage (19%) answered always with that "Teachers' deficiency in strategic, social culture and linguistic competence in English affects the application of communicative based grammar teaching. " There were (15) persons with percentage (15%) answered often, (4) persons with percentage (4%) answered sometimes, (30) persons with percentage (30%) answered rarely and (32) persons with percentage (32%) answered never.

Statement No. (8): Lack of authentic materials affects communicative based grammar teaching.

Table and Chart No (4.28): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (8)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	6	6.0	6.0	6.0
often	21	21.0	21.0	37.0
sometimes	13	13.0	13.0	40.0
rarely	41	41.0	41.0	81.0
never	19	19.0	19.0	100.0
Total	100	100.0	100.0	

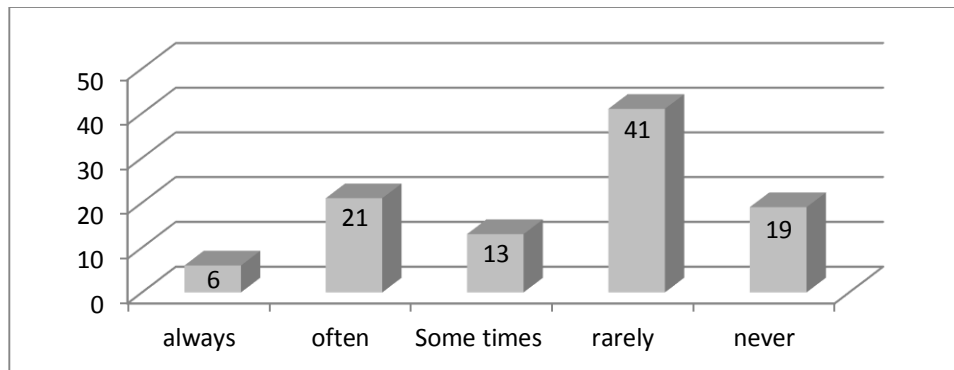


Figure (4.28)

From the above table No. (4.28) and figure No. (4.28), it is clear that there were (6) persons in the study's sample with percentage (6%) answered always with that "Lack of authentic materials affects communicative based grammar teaching." There were (21) persons with percentage (21%) answered often, (13) persons with percentage (13%) answered sometimes, (41) persons with percentage (41%) answered rarely and (19) persons with percentage (19%) answered never.

Statement No. (9): Rigidly adherence to textbooks affects communicative based grammar teaching.

Table and Chart No (4.29): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (9)

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
always	10	10.0	10.0	13.0
often	12	12.0	12.0	25.0
sometimes	6	6.0	6.0	28.0
rarely	50	50.0	50.0	78.0
never	22	22.0	22.0	100.0
Total	100	100.0	100.0	

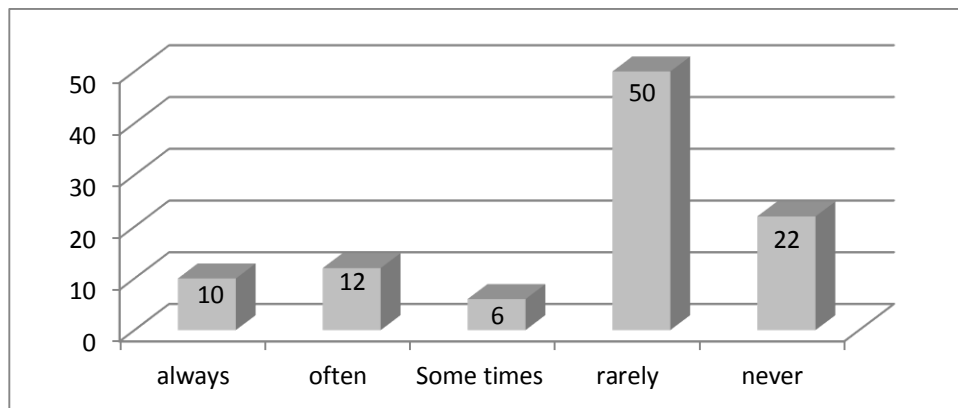


Figure (4.29)

From the above table No. (4.29) and figure No. (4), it is clear that there were (10) persons in the study's sample with percentage (10%) answered always with that "Rigidly adherence to textbooks affects communicative based grammar teaching." There were (12) persons with percentage (12%) answered often, (6) persons with percentage (6%) answered sometimes, (50) persons with percentage (50%) answered rarely and (22) persons with percentage (22%) answered never.

Statement No. (10): Students' Passive style of learning affects communicative based grammar teaching.

Table and Chart No (4.30): The Frequency and Percentage Distribution for the Respondents' Answers to Question No. (10)

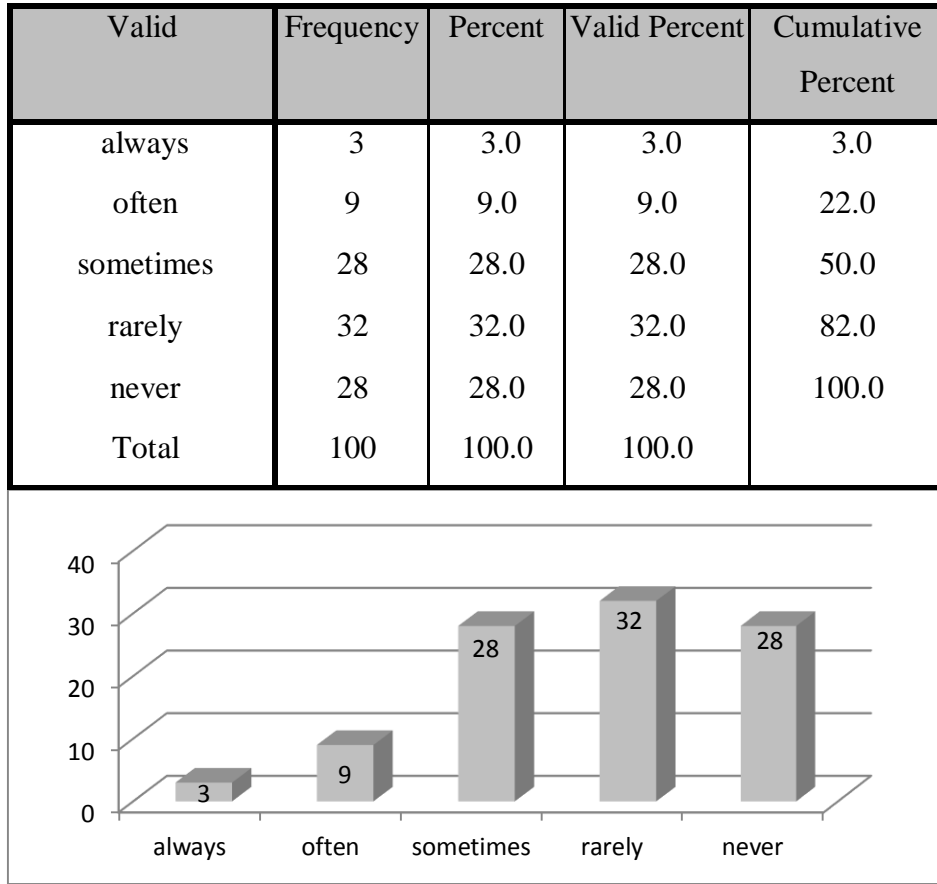


Figure (4.30)

From the above table No. (4.30) and figure No. (4.30), it is clear that there were (3) persons in the study's sample with percentage (3%) answered always with that "Students' Passive style of learning affects communicative based grammar teaching." There were (9) persons with percentage (9%) answered often, (28) persons with percentage (28%) answered sometimes, (32) persons with percentage (32%) answered rarely and (28) persons with percentage (28%) answered never.

4.3 Test of the Study Hypotheses

To answer the study questions and check its hypotheses, the mean and standard deviation will be computed for each statement from the questionnaire that shows the opinions of the study respondents about the problems. To do that, the researcher will give five degrees for each response "never ", four degrees for each response "rarely ", three degrees for each response "sometimes ", two degrees with each response "often ", and one degree for each response with " always ". This means, in accordance with the statistical analysis requirements, transformation of nominal variables to quantitative variables. After that, the non-parametric chi-square test will be used to know if there are statistical differences amongst the respondents' responses about the study's hypotheses.

Table (4.31) Chi –Square Test for Hypothesis NO. (1):

A: EFL teachers are unable to implement communicative language teaching effectively in grammar lessons.

No	Statement	mean	SD	Chi square	p-value
1	I practice mechanical drills to teach grammar.	2.7	4.1	22	0.000
2	I practice communicative drills to teach grammar.	2.6	0.5	19	0.000
3	I teach grammar via role plays, and games.	2.5	0.9	31	0.000
4	I practice group work, individual work, and problem solving to teach grammar.	2.9	1.6	22	0.000

5	I present new grammar items using meaningful contexts.	2.8	2.1	27	0.000
6	I present new grammar items using guided dialogues.	2.7	1.5	29	0.000
7	I present new grammar items using mimes, pictures and real objects.	2.6	0.5	34	0.000
8	I present new grammar items inductively (indirect)	2.4	1.6	27	0.000
9	I present new grammar items using listening texts.	2.9	2.7	23	0.000
10	I present new grammar items using language patterns in isolation.	2.7	1.5	30	0.000

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I practice mechanical drills to teach grammar."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I practice communicative drills to teach grammar."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I teach grammar via role plays, and games."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I practice group work, individual work, and problem solving to teach grammar."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I present new grammar items using meaningful contexts.

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I present new grammar items using guided dialogues."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 3rd statement was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I present new grammar items using mimes, pictures and real object."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I present new grammar items inductively (indirect)."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 5th statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I present new grammar items using listening texts."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 6th statement was (30) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I present new grammar items using language patterns in isolation."

According to the previous results, the first hypothesis is verified.

Table (4.32) Chi –Square Test for Hypothesis NO. (2): EFL teachers are unable to practice grammar teaching in such a way that students can be easily understood.

No	Statement	mean	SD	Chi square	p-value
1	I explain grammar items deductively to make my students understand the grammar lessons.	2.8	3.4	25	0.000
2	I make students listen to audio tape and answer questions.	2.5	1.5	19	0.000
3	I practice group discussion to make students understand grammar lessons.	2.4	0.9	31	0.000
4	I use translation to make students understand grammar lessons	2.9	1.6	25	0.000
5	I make grammar lessons easy through pair work.	2.6	0.7	36	0.000
6	I use authentic materials to make grammar lessons easy to understand.	2.6	2.4	23	0.00

7	I make my lesson students/learner centered.	2.9	1.6	22	0.000
8	I rely heavily on speaking and listening when teaching grammar items.	2.8	2.1	27	0.000
9	I teach grammar lessons through vocabulary exercise.	2.7	1.5	29	0.000
10	I teach grammar lessons through games.	2.6	0.5	34	0.000

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "I explain grammar items deductively to make my students understand the grammar lessons."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (19) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7).

This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.5) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “I make students listen to audio tape and answer questions.”

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 3rd statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “I practice group discussion to make students understand grammar lessons.

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 4th statement was (31) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.4) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “I use translation to make students understand grammar lessons.”

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 5th statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the

calculated mean is (2.9) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “I make grammar lessons easy through pair work.”

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 6th statement was (23) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “I use authentic materials to make grammar lessons easy to understand.”

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.9) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “I make my lesson students/learner centered.”

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (27) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which

supports the respondents who disagreed with the statement “I rely heavily on speaking and listening when teaching grammar items.”

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 2nd statement was (29) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “I teach grammar lessons through vocabulary exercise.”

The calculated value of chi-square for the significance of the differences for the respondent’s responses in the 3rd statement was (34) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.6) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “I teach grammar lessons through games.”

According to the previous results, the second hypothesis is verified.

Table (4.33) Chi –Square Test for Hypothesis NO. (3): There are significant factors that affect the application of communicative based grammar teaching.

No	Statement	mean	SD	Chi square	p-value
1	1- Teachers' lack of sufficient spoken English language competence affects the application of communicative based grammar teaching.	2.8	0.6	22	0.000
2	Teachers' lack of target language culture affects the application of communicative based grammar teaching.	3.1	3.5	38	0.001
3	Class size affects the communicative based grammar teaching	2.8	0.6	24	0.000
4	Lack of training in CLT affects negatively on communicative based grammar teaching.	3.2	3.5	33	0.001

5	Lack of effective and assessment instruments of communicative competence affects the application of communicative based grammar teaching.	3.2	4	33	0.000
6	Students' low level of English Proficiency affects the application of communicative based grammar teaching.	2.8	0.6	26	0.000
7	Teachers' deficiency in strategic, social culture and linguistic competence in English affects the application of communicative based grammar teaching.	2.7	3.5	27	0.001
8	Lack of authentic materials affects communicative based grammar teaching.	3.1	4	25	0.000
9	Rigidly adherence to textbooks affects communicative based grammar teaching.	2.8	0.6	22	0.000
10	Students' Passive style of learning affects communicative based grammar teaching.	3.1	3.5	38	0.001

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "Teachers' lack of sufficient spoken English language competence affects the application of communicative based grammar teaching."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.1) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "Teachers' lack of target language culture affects the application of communicative based grammar teaching."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 3rd statement was (24) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "Class size affects the communicative based grammar teaching."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 4th statement was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.2) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "Lack of training in CLT affects negatively on communicative based grammar teaching."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 5th statement was (33) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.2) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "Lack of effective and assessment instruments of communicative competence affects the application communicative based grammar teaching."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 6th statement was (26) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement "Students' low level of English Proficiency affects the application of communicative based grammar teaching."

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 7th statement was (27) which is greater than the

tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.7) which is greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Teachers' deficiency in strategic, social culture and linguistic competence in English affects the application of communicative based grammar teaching.”

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 8th statement was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (3.1) which supports the respondents who disagreed with the statement “Lack of authentic materials affects communicative based grammar teaching.”

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 1st statement was (22) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (2.8) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Rigidly adherence to textbooks affects communicative based grammar teaching.”

The calculated value of chi-square for the significance of the differences for the respondent's responses in the 2nd statement was (38) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (11.7). This indicates that, there are statistically significant differences at the level (5%) among the responses of the respondents, and also the calculated mean is (3.1) which are greater than the hypothesized mean (2.3) which supports the respondents who disagreed with the statement “Students' Passive style of learning affects communicative based grammar teaching.”

According to the previous results, the third hypothesis is verified.

4.4 Analysis of Interview Results

The results of the interview were used beside the results of the questionnaire in order to strengthen and fully understand the research questions, then find answers to them. So the interview is used as another tool because the results of the questionnaire were not sufficient to fully understand and find answers to the questions.

According to the first question, "What is communicative language teaching (CLT) in your opinion?" The responses of interviews as follows:

CLT refers to an interaction among students in the class and with their teachers. It is a student centered method, students play crucial role in the class by participating in any classroom activities. It is a method in which teachers' role as facilitator assistants and consultants who guide them when students get stuck and need help.

Concerning the second question, "How interests are you in CLT", almost all the interviewees feel very interested in CLT. They think that such method gives students a chance to communicate by using Grammar through context (inductive) in CLT. Some interviews think that it is student/teacher interaction. The method encourages learners to learn effectively using various activities and strategies as well as techniques.

In response to the third question, "How long have you been teaching English using CLT?" most of the responses indicate that teachers do not use such method. Some say that they don't know even what is meant by CLT. Some find it difficult to apply all these due either they didn't teach grammar using this method or lack of experience about. It even those who know used this method don't use it effectively.

As far as the fourth question as concerned, "How important do you think it is to teach communicative English in your student's class?" The responses of the respondents are as follows:

CLT enables students to practice grammar in communicative situation. CLT allows interaction among students. The method can be implemented with all language skills. They give learners a chance to learn grammar inductively (within contexts).

As far as the fifth question is concerned, "In what ways do you think the CLT teaching syllabi have influenced your teaching?" Some teachers believe that such method has positive influence on their teaching as it makes students motivated. It makes teachers updated with new teaching method. Some think that such method enables them practice all language skills effectively.

Concerning the sixth question, "Do you think CLT is effective for teaching grammar lessons?" All agreed upon the fact that CLT is effective in grammar lessons as grammar is taught inductively. The use of grammar through drills is extremely effective. Besides, using activities such as group work, pair work, and games, authentic materials are very effective in grammar lessons.

Concerning the question number seven, "How practical is CLT approach in language teaching and learning in classroom" Some teachers think that it's very practical and makes learners native like in foreign language. Using different types of activities also make such method more practical.

The responses of the final questions, "What do you think should be done by every concerned body to address communicative teaching grammar principles?" They believe that there should be training for both teachers and students for the implementation of such approach in classroom. Grammar should be taught inductively as it considered being the best way of teaching grammar.

4.5 The Observation

It is observed that most teachers do not present grammar items in meaningful contexts. Teachers do not utilize supporting materials in some schools.

It is also noted that teachers do not use written and oral context to produce relevant pieces of information. The context or situation does not create appreciation to the lessons topics and learners' backgrounds.

Most teachers were found not using various strategies to make the lessons vivid and understandable. The treatment of meaning and use are not emphasized. Teachers do not effectively integrate grammatical patterns with language skills. Most of the teachers do not encourage their learners to discover grammar rules by themselves. It is observed that teachers do not make their lessons interactive. The tasks and activities are designed adequately. Students were not asked to practice the new structures of the language in real situations independently. The students are not encouraged to use the new grammar items to make meaningful sentences creatively. Teachers sometimes tolerate students' errors and sometimes do not. Teachers sometimes give necessary correction at the desired time and sometimes do not. Textbooks do not invite learners to produce their own sentences using the given sentences and prompts. Students are allowed to use mother tongue heavily. Furthermore, learners do not create the language through trial and errors.

4.6 Verification of the Study Hypotheses

According to the results of the first hypothesis, it is found that the findings agree with the hypothesis. This shows that the first supposed hypothesis is accepted.

As far as the second hypothesis is concerned, it is also found that the results of the second hypothesis agree with it, which means, the second hypothesis is accepted.

The third hypothesis is also accepted, because the results agree with the given statements.

4.7 Summary of the Chapter

In this chapter, the study provides a comprehensive analysis of the results of the three data collection methods used which were a questionnaire, an interview and an observation checklist. The three tools were treated statistically for reaching objective results. The results were discussed thoroughly in the light of the three hypotheses stated in chapter one.

CHAPTER FIVE
Main Findings, Conclusions, Recommendations and
Suggestions for Further Studies.

CHAPTER FIVE

Main Findings, Conclusions, Recommendations and Suggestions for Further Studies

5.1 Introduction

In this final chapter, the results of the study obtained from the questionnaire, interview and observation are presented, and conclusions regarding the results are deduced. The chapter is then followed by recommendations and suggestions for further studies.

5.2 Main Findings

According to the results obtained from the data collected, it is found that most of the EFL /ESL teachers do not practice drills to teach grammar. EFL/ESL teachers were asked whether they teach grammar via role plays and games and most of their responses are that, they do not use such activities effectively and continuously.

Another finding is that group work, individual work and problem solving activities are not effectively used to teach grammatical contents. Very few teachers were found that they present new grammar items in meaningful contexts and guided dialogues. EFL/ESL teachers do not present new grammar items using mimes, pictures and real objects (realia). Some teachers use inductive method in teaching grammar. However, most of them use deductive method.

Another finding indicates that teachers do not use listening texts and present grammar using patterns in isolation.

Concerning the way that teachers use to practice grammar teaching, it is found that teachers explain grammar items deductively to make their students fully understand the grammar lessons, but not through real meaningful contexts.

Teachers in classrooms do not make their students listen to audio tapes and answer questions. No group discussion is used to make students understand grammar lessons. Other techniques such as translation, pair work, and authentic materials were not effectively practiced in grammar lessons. Student/learner centered is not made to give students enough chances to practice grammar lessons effectively. Less attention is paid to speaking and listening skills during grammar lessons.

Concerning EFL/ESL teachers, it is found that most of them lack sufficient spoken English language competence affects the application of communicative grammar teaching. Teachers also lack of target language culture affects the implementation of communicative based grammar.

EFL/ESL teachers think that the size of classes affects negatively on the practical implementation of communicative based grammar teaching.

An important finding shows that, teachers lack training in CLT method and this negatively affects grammar teaching. Another factor which affects the application of grammar teaching via CLT is the lack of appropriate instruments (the visual and audible aids). Students' low level of English Proficiency is a clear evidence that affects on grammar teaching. Factors such as lack of authentic materials, adherence to textbooks and students' passive style of learning negatively affect grammar teaching.

5.3 Conclusions

Here, the researcher attempts to summarize and conclude the study based on the finding that has been come across during the analysis of data obtained through questionnaire, interview and observation. The researcher consequently comes up with the following summarized conclusion.

1. A great majority of teachers in grammar lessons do not enable students to communicate using grammatically correct sentences and most of the teachers do not deny this.
2. Most of teachers and students believe that, grammar learning helps students use it in different situations for communication purposes.
3. The classroom observation revealed that, most of teachers often make grammar lessons clear and understandable by providing detailed explanation accompanied with model sentences by using the students' native language.
4. The classroom observation disclosed that most of grammar lessons mainly emphasize on form, usage meaning and appropriate situations.
5. A great majority of teachers strongly agree that, grammar exercises in textbook should be presented in meaningful contexts and in real life situations. They also strongly agree that knowledge of grammar helps students communicate effectively and efficiently.
6. It is crossly checked through observation that, teachers often present grammar rules directly (deductively) within single sentences.
7. It was found through observation that, almost all of the teachers operate the teaching process extremely depending up on the contents in textbook in all phases of teaching and students are not encouraged to produce their own

imaginative language exploring their productive skills. This implies that the students are arrived at the pace and they are supposed to be given correction and feedback which are among the decisive phases for learning to take place.

8. Most of teachers responded that they usually enjoy teaching grammar, but the greatest percentage of students declares that they never encounter grammar lessons enjoyable.
9. A great majority of students grumble very much about the large class size, the inaccessibility of textbooks and the incompatibility of their contents.
10. Most of teachers claim that the shortage of time and the students' lack of good previous exposure to the target language influence grammar instructions very much.
11. The Observation of the textbooks analysis revealed that the teachers encompasses the fundamental elements of the textbook in most cases. Nevertheless, no most activities enforce the students for creative grammar learning. There are very limited teaching techniques, strategies and tasks incorporated in the book.

5.4 Recommendations

Based on the findings of the study, the researcher recommends the followings:

1. The subject teachers, at the outset, ought to be curious enough about their students' background knowledge, interest, exposure, and motive to announce a good beginning. They then accordingly adopt the textbook and implement various tasks/ techniques of teaching grammar like role plays, games, problem solving and communicative drills as well as actions or supportive materials and other essential activities or techniques to let the learners

produce their own language interactively. In doing so, teachers should also take care of using the students' first language when not necessary.

2. Teachers should be offered training program on the recent CLT approach in which grammar teaching method, procedures, techniques and strategies are well specified. The training must be followed by evaluation in the form of classroom performance observation to check the practical application of the theory. Therefore, the teachers should be given a competence certificate on teaching each skill based on their enthusiasm. On the other hand, schools, college, and universities should practically evaluate the prospective teachers on teaching each skill and certify before they are assigned to teach.
3. It is worthwhile to assign highly qualified and competent English teachers possibly native speaker, at all levels. This creates a good foundation for the students in that they become autonomous and competent.
4. There should be careful selections of situations in teaching communicative grammar to enable learners to use it for the actual communication purposes using the language at discourse level.
5. It is crucial that grammar lessons should be integrated with other skills. This can be carried out by using reading or listening texts and within speaking or writing exercises.
6. It could be better if the curriculum designers include variety of tasks and activities which provoke, motivate and stimulate the students for active and creative learning.
7. The school community along with parents should work together in collaboration based on PTA to avoid or minimize disciplinary problems that schools badly suffer from.

8. The school administration in joint with parents and other organizations available, need to work hard to build additional classrooms to standardize size of classrooms. The classes should be furnished with comfortable seats and alternative teaching environment. In addition, supportive electronic materials like PCS tapes, recorders, video cassettes and different communicative grammar teaching audios visually ought to be accessible. This makes grammar lessons joyful in response to the recent students ' poor interest and emotion.

5.5 Suggestions for Further Studies

In the light of the research findings and recommendations, the researcher suggests the following:

1. In order to examine the role of communicative language teaching in grammar teaching and learning, there is a need for more researches to focus on a detailed understanding of how communicative language teaching method benefits the teaching and learning of grammar.
2. It is hoped that this study can pave the way for other researches to be carried out in the near future, as inevitably as study like this has only scratched the surface.
3. Researchers are invited to conduct studies on the effects of communicative language method on other elements and aspects of language other than grammar.
4. More investigation need to be done on how different language skills via CLT.
5. The correlation between linguistic and intercultural competence needs further investigation for the sake of the present study. Further investigation

may look into how teachers use the CLT method to develop the target language.

6. The research could further refine the conceptual model of CLT in EFL/ESL setting.

5.6 Summary of the Chapter

The research supplemented by a review of current literature had raised issues in regards to the communicative language teaching (CLT) in Sudanese secondary schools in Khartoum State, Omdurman Locality. The challenges faced by both staff of teachers and students during the implementation phase have been summarized in this final chapter. The research has shown clear implications and recommendations have been made. The research conducted in Sudanese secondary schools, has shown similar findings to other international research reviewed.

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Bibliography

Appendices

Appendix One

Teachers' Questionnaire

Dear teacher,

This questionnaire is designed to gather information for an educational research in a field of teaching English as a foreign language. The research questions focus on exploring the possibility of implementing CLT method in teaching grammar rules. Your genuine responses to the questionnaire are extremely valuable. Thus, you are kindly requested to read the statements carefully and give your responses to each statement. The information will be kept strictly confidential and will not be used to assess you any way.

I am extremely grateful for your cooperation.

Thank you in advance.

• Personal Information

1- Sex: Male Female

2- Qualification: BA MA Ph.D.

3- Work Experience 5-10 11-15 More than 15

Statements:

A: EFL teachers are unable to implement communicative language teaching method effectively in grammar lessons.

No.	Statement	always	Often	sometimes	rarely	Never
1	I practice mechanical drills to teach grammar.					
2	I practice communicative drills to teach grammar.					
3	I teach grammar via role plays and games.					
4	I practice group work, individual work, and problem solving to teach grammar.					
5	I present new grammar items using meaningful contexts.					
6	I present new grammar items using guided dialogues.					
7	I present new grammar items using mimes, pictures and real objects.					
8	I present new grammar items inductively (indirect)					
9	I present new grammar items using listening texts.					
10	I present new grammar items using language patterns in isolation.					

B: EFL teachers are unable to practice grammar teaching in such a way that students can easily understand the form, meaning and function.

1	I explain grammar items deductively to make my students understand the grammar lessons.					
2	I make students listen to audio tapes and answer questions.					
3	I practice group discussion to make students understand grammar lessons.					
4	I use translation to make students understand grammar lessons					
5	I make grammar lessons easy through pair works.					
6	I use authentic materials to make grammar lessons easy to understand.					
7	I make my lesson students/learner centered.					
8	I rely heavily on speaking and listening when teaching grammar items.					
9	I teach grammar lessons through vocabulary exercise.					
10	I teach grammar lessons through games.					

C: There are significant factors that affect the application of Communicative based grammar teaching.

1	1- Teachers' lack of sufficient spoken English language competence affects the application of communicative based grammar teaching.					
2	Teachers' lack of target language culture affects the application of communicative based grammar teaching.					
3	Class size affects the communicative based grammar teaching					
4	Lack of training in CLT affects negatively on communicative based grammar teaching.					
5	Lack of effective and assessment instruments of communicative competence affects the application communicative based grammar teaching.					
6	Students' low level of English Proficiency affects the application of communicative based grammar teaching.					
7	Teachers' deficiency in strategic, social culture and linguistic competence in English affects the application of communicative based grammar teaching.					

8	Lack of authentic materials affects communicative based grammar teaching.					
9	Rigidly adherence to textbooks affects communicative based grammar teaching.					
10	Students' Passive style of learning affects communicative based grammar teaching.					

Appendix Two

Teachers' Interview

- 1- What is Communicative Language Teaching (CLT) method in your opinion?
- 2- How interest are you in CLT? Why? Why not?
- 3- How long have you been teaching English using CLT?
- 4- How important do you think it is to teach communicative English to your students?
- 5- In what ways do you think the CLT English teaching syllabi have influenced your teaching?
- 6- Do you think CLT is effective for teaching grammar lessons?
- 7- How practical is CLT approach in language learning classroom?
- 8- What do you think should be done by every concerned body to address communicative grammar teaching principles?

Appendix Three

Observation Checklist

Grade and Section..... Date.....

Number of Students..... Lessons Topic.....

NO	Variation	Yes	No	Remark
1	Does the teacher present grammar items in a meaningful context?			
2	Does the teacher utilize supporting materials?			
3	Does the teacher use a written and an oral context to produce relevant information?			
4	Is the context or situation created appropriately to the lesson topic and learners' background?			
5	Does the teacher motivate the learners to practice the language?			
6	Does the teacher use various strategies to make the lesson vivid and understandable?			
7	Is the treatment of meaning and use emphasized?			
8	Does the teacher integrate the grammatical patterns with language skills?			
9	Are the learners encouraged to discover the grammar rules by themselves?			
10	Are the learners encouraged to produce/ elicit their own ideas based on the topic introduced?			

11	Does the teacher make the lesson interactive?			
12	Are the tasks and activities designed adequately?			
13	Are the students asked to practice the structures of the language in a real situation independently?			
14	Are the students encouraged to use the new grammar items to make meaningful sentences creatively?			
15	Does the teacher tolerate students' errors?			
16	Does the teacher let the learners correct their errors?			
17	Does the teacher give the necessary correction at the suitable desired time?			
18	Does the textbook invite learners to produce their own sentences using the given ones?			
19	Does the teacher allow students to use their mother tongue?			
20	Do learners create the language through trial and error?			