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Branch of English



**THE IMPORTANCE OF TEACHING GRAMMAR
THROUGH COMMUNICATIVE LANGUAGE
TEACHING APPROACH**

**Case study of second year students at the English Branch of
Mohamed Kheider University of Biskra**

**A dissertation submitted in partial fulfilment of the requirements for the
Degree of Master in Science of language**

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Abstract

The purpose of the present study is to investigate the value of teaching grammar through the Communicative Language Teaching approach in helping the students to communicate effectively and appropriately within the context of the target language. Students of English as a foreign language have a lot of grammatical problems that make their communication hard. The most remarkable reason among those problems is the lack of practicing the grammatical rules in a real context. Thus, the research hypotheses are under a descriptive study which is addressed to the second year students. The questionnaire were used to question both the students' and the teachers' view about the use of CLT to teach grammar and its great help in increasing the students ability of communicating effectively and within the appropriate context. The results from this research confirmed that the use of CLT approach in teaching grammar is fruitful and highly recommended to support the students' disabilities of communicating. It also helps the teachers in providing them with an idea how to use CLT as an approach to teach grammar.

The hypotheses of this dissertation are: If grammar is taught through reading, writing listening and speaking; students will master well the grammatical rules. If grammar is taught through context; students will communicate appropriately. Through the procedure of this dissertation; those two hypotheses were both proven that they are true and they support the grammar learning process for the students to communicate daily within the right context.

The main findings of this dissertation are: Teaching grammar through context helps the students to know what to say, when, how and to whom. Teaching grammar through reading, listening, speaking and writing can really enhance the production of the forth skills as well as the production of the grammatical rules correctly.

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Appendices

Appendix1: Students' Questionnaire

Dear students, I would be so glad if you collaborate with me by answering these questions concerning my research which is about investigating the value of teaching grammar through Communicative Language Teaching "CLT"

Please tick \surd the right answer from each question:

I. Section 01: Basic information

- 1- Are you : a male a female
- 2- Age:
- 3- Do you like communicating in English: Yes No
- 4- Do you like taking Grammar lessons : Yes No

II. Section02: Communicative language teaching:

- 1- Learning English is important in Algeria
Strongly disagree Disagree Agree Strongly agree
- 2- Students who have good grades in other subject are likely to be good language learners
Strongly disagree Disagree Agree Strongly agree
- 3- Intelligent learners are those who speak well English
Strongly disagree Disagree Agree Strongly agree
- 4- Practicing speaking in the classroom is not essential for learning English

Strongly disagree Disagree Agree Strongly agree

5- It is important to practice English in real- life situations

Strongly disagree Disagree Agree Strongly agree

6- It is important to practice English in real- life like situations

Strongly disagree Disagree Agree Strongly agree

7- A learner's good pronunciation usually shows a good level of English

Strongly disagree Disagree Agree Strongly agree

III. Section 03: Teaching Grammar through Communicative Language Teaching:

1- Do you often complain that you know all the grammar rules, but you still make mistakes when you speak :

Yes No

Say why/ why not

.....
.....

2- Does your grammar teacher usually provide you with activities to practice English in all four skills:

Yes No

3- Your grammar teacher does most of talking during class time

Yes No

4- Your grammar teacher controls the class

Yes No

5- Your grammar teacher teaches you grammar rules by reading dialogues and texts aloud

Yes No

6- You like your grammar teacher to teach you grammar using a communicative method

Yes No

7- Your grammar teacher corrects your errors in class

Usually Often Sometimes Never

8- Your grammar teacher often designs collaborative activities

Usually Often Sometimes Never

9- Do you think grammar teachers should correct students' pronunciation or grammatical errors in class?

Yes No

Say why/ why not:

.....
.....

10- Do you believe making trial-and-error attempts to communicate in English helps me to learn English

Yes No

Say why/ why not

.....
.....

11- Do you think most of the time in the classroom should be spent on explaining and practicing grammar rules

Yes No

Say why/ why not

.....
.....

12- Do you prefer the grammar sessions to be focused on communication, with grammar explained only when necessary

Yes No

Say why/ why not

.....
.....

THANK YOU!!

Appendix2: Teachers' Questionnaire

Dear teachers, I would be so glad if you collaborated with me to answer these questions concerning my research topic which is about investigating the value of teaching grammar through Communicative Language Teaching "CLT"

I. Section one : Basic information :

- 1- How many years have you been teaching English?
.....
- 2- How many years have you taught grammar?
.....
- 3- What is /was the average number of students in your Grammar class:
26-30 31-35 36-40 41 or more

II. Section two: Communicative language teaching: & Teaching Grammar through CLT :

1- What teaching methods are you implementing in your Grammar classes? (Please specify how frequently you are using a particular method.)

	Always	Often	Sometimes	Rarely	Never
Audio-lingual Method					
Communicative Approach					
Direct Method					
Grammar-Translation					
Natural Approach					
Silent Way					
Total Physical Response					

2- What are/ were the most significant problems that you faced while teaching grammar?
.....
.....

3- Have you used Communicative Language Teaching (CLT) in your grammar classes?
Yes No

4- Why did you or didn't you use CLT?
.....
.....

5- If you have used teaching grammar through CLT, did you like using it in your classroom? (If you haven't used CLT, skip this.)
.....
.....

6- Have you ever participated in any kinds of programs such as workshops, or other special training programs devoted to CLT?
Yes No

7- If yes, when:
Where:
For how long

8- How do you define CLT in your own words?
.....
.....

9- What is included in the characters of CLT methodology in your view? (Please check one)

- a. CLT is a student/ learner- centered approach True Not true Don't know
- b. CLT emphasizes fluency over accuracy True Not true Don't know
- c. CLT emphasizes communication in a second language (L2) True Not true Don't know
- d. CLT relies heavily on speaking and listening True Not true Don't know
- e. CLT requires teachers to be proficient True Not true Don't know
- f. CLT involves only group or pair work True Not true Don't know

- g. CLT requires knowledge of L2 culture True Not true Don't know
- h. CLT involves no grammar teaching True Not true Don't know
- i. CLT involves teaching speaking only True Not true Don't know
- j. CLT is an ESL methodology, not EFL True Not true Don't know

10- Do you think "CLT" can motivate students to learn grammar?(Please say how)

.....

11- Do you think students would love "CLT" activities (Please say how)

.....

12- Can "CLT" help the students to communicate effectively? (please explain how)

.....

13- In your opinion, do you think using CLT to teach grammar can pose any challenges for teacher?

Yes No

If yes, can you please state some of these challenges?

.....

THANK YOU!!

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2.7 The Conditions for the Development of Communicative Competence.....	21
2.8 Classroom Activities in Communicative Language.....	22
2.9 The Component of a Task.....	23
2.9.1 Fluency Tasks.....	24
2.9.2 Accuracy Tasks.....	24
2.10 Mechanical, Meaningful and communicative Practice.....	25
2.10.1 Mechanical Practice.....	25
2.10.2 Meaningful Practice.....	25
2.10.3 Communicative Practice.....	25
2.11 Information- Gap Activities.....	25
2.12 Jig saw Activities.....	26
2.13 Other Activities Types in CLT Approach.....	26
2.13.1 Task- Completion Activities.....	26
2.13.2 Information- Gathering Activities.....	26
2.13.3 Opinion- Sharing Activities.....	26
2.13.4 Information- Transfer Activities.....	27
2.13.5 Reasoning Gap Activities.....	27
2.13.6 Role Play.....	27
2.14 Ten Core Assumptions of CLT.....	27
Conclusion.....	27
Chapter Three: Teaching Grammar through Communicative Language Teaching	
Introduction.....	30
3.1 The Importance of Teaching Grammar in Context.....	30
3.2 Teaching Communicative Grammar at the Discourse Level.....	31
3.3 Practical Suggestions.....	32
3.4 Grammatical Competence.....	34
3.4.1 Knowledge of forms: (Morphology, syntax).....	34
3.4.2 Knowledge of Meanings: Notions (Semantics).....	34
3.4.3 Knowledge of Purpose: Speech Functions (Pragmatics).....	34
3.4.4 Knowledge of Style.....	34
3.4.5 Knowledge of Previous and Following Language Discourse.....	35
3.5 Sample Communicative Grammar Activity.....	35
3.5.1 While Students Listens.....	36
3.5.2 After Students Listen.....	36
Conclusion.....	37
Chapter Four: Investigating the Importance of Teaching Grammar through Communicative Language Teaching	
4.1 Analysis of the Students Questionnaire	39
4.2 Introduction	39
4.3 The description of the Questionnaire	39

4.4 Analysis of the Results.....	39
Conclusion.....	59
4.5 The Teachers' Questionnaire.....	59
4.6 Introduction.....	59
Conclusion.....	74
4.7 Classroom observation.....	75
Conclusion.....	76
General Conclusion.....	78
Bibliography.....	79
Appendices.....	82
Appendix 1: Students' Questionnaire	82
Appendix 1: Teachers' Questionnaire.....	85
Arabic Summary	88

Dedication

To the dearest people to my heart

*To my amazing parents; my honey "PAPA" and my
"MAMA" the apple of my eyes*

To my sisters: FADHILA, BOUTHAINA, HIND

To my brother: Abd- El- Rahman

*To my classmates: Fatima Bouslahi, Nadia
Bouzaher, Kareema ben barkat, Siham Boudhiaf,*

*To my Friends and lovely sisters:, Sabrina & Rafika
Alloui*

*To my sweet teacher and my second mama: Miss
Sara Alloui who means a lot to me*

*To my childhood friend and neighborhood: Righi
Ikram*

*Without forgetting, to all special people who made
my life much happier*

With Love

Graph4.37: CLT requires teachers to be proficient.....	69
Graph4.38: CLT involves only group or pair work.....	70
Graph4.39: CLT requires knowledge of L2 culture.....	71
Graph4.40: CLT involves no grammar teaching.....	71
Graph4.41: CLT involves teaching speaking only.....	72
Graph4.42: CLT is an ESL methodology, not EFL.....	72
Graph4.43: in your opinion, do you think using CLT to teach grammar can pose any challenges for teachers.....	74

List of Abbreviations

CLT: Communicative Language Teaching

EFL: English as a Foreign Language

SLA: Second Language Acquisition

List of Figures

Figure 2.1: The Main Characteristics of CLT	19
Figure2.2: Communicative Language Teaching Implications for Teaching.....	20
Figure2.3: Roles and Tasks.....	21
Fugire3.1: Grammar and Communicative.....	35

List of Graphs

Graph4.1: Gender of the Students.....	40
Graph4.2: Students' Age.....	40
Graph4.3: The percentages of the Students who Like Communicating in English.....	41
Graph4.4: The percentages of the Students who Like Taking Grammar Lessons.....	42
Graph4.5: Learning English is important in Algeria.....	42
Graph4.6: Students Who Have Good Grades in Other Subjects are Likely to be Good Language Learners.....	43
Graph4.7: Intelligent Learners are Those who Speak well English.....	44
Graph4.8: Practicing Speaking in the Classroom is not Essential for Learning English.....	45
Graph4.9: It is Important to Practice English in Real- Life Situations.....	45
Graph 4.10: It is important to Practice English in Real- Life Like Situations.....	46
Graph4.11: A Learner's Good Pronunciation Usually Shows a Good Level of English.....	47
Graph4.12: Students Often Complain That You Know All the Grammar Rules But You Still Make Mistakes When You Speak.....	48
Graph4.13: Your Grammar Teacher Usually Provides You With Activities.....	49
Graph4.14: Your Grammar Teacher Does most of Talking During Class time.....	50
Graph4.15: Your Grammar Teacher Controls.....	51
Graph4.16: Your Grammar Teacher Teaches you Grammar Rules by Reading Dialogues And Texts aloud.....	52
Graph4.17: You Like your Grammar Teacher to Teach you Grammar Using a Communicative Method.....	52
Graph4.18: Your Grammar Teacher Corrects your Errors in Class.....	52
Graph4.19: Your Grammar Teacher Designs Collaborative Activities	53
Graph4.20: Do You Think Grammar Teacher Should Correct Students' Pronunciations' or Grammatical Errors in Class.....	54
Graph4.21: Making Trail- and – Error Attempts to Communicate in English Helps me to Learn English.....	55
Graph 4.22: Most of the Time in the Classroom should be Spent on Explaining and Practicing Grammar Rules	56
Graph4.23: Students prefer the Grammar Sessions to be Focused on Communication, with Grammar Explained Only when Necessary.....	57
Graph4.24: The Average Number of the Students in grammar class.....	58
Graph4.25: Audio- Lingual Method.....	60
Graph4.26: Communicative Approach.....	61
Graph4.27: Direct Method.....	62
Graph 4.28: Grammar Translation.....	63
Graph4.29: Natural Approach.....	63
Graph4.30: Silent Way.....	64
Graph4.31: Total Physical Response.....	65
Graph 4.32: Have You Used Communicative Language Teaching in Your Grammar Classes.....	65
Graph 4.33: CLT is a Students/ Learner Centered Approach.....	67
Graph4.34: CLT Emphasize Fluency over Accuracy.....	68
Graph4.35: CLT Emphasize Communication in a Second Language (12).....	68
Graph4.36: CLT relies heavily on speaking and listening.....	69

List of Tables

Table1.1: Traditional Methods of Teaching Grammar.....	8
Table4.1: Gender of the Students.....	39
Table4.2: Students' Age.....	40
Table4.3: Do Students' Like Communicating in English.....	41
Table4.4: Do Students Like Taking Grammar Lessons.....	41
Table4.5: Learning English is important in Algeria.....	42
Table4.6: Students Who Have Good Grades in Other Subjects are Likely to be Good Language Learners.....	43
Table4.7: Intelligent Learners are Those who Speak well English.....	44
Table4.8: Practicing Speaking in the Classroom is not Essential for Learning English.....	44
Table4.9: It is Important to Practice English in Real- Life Situations.....	45
Table4.10: It is important to Practice English in Real- Life Like Situations.....	46
Table4.11: A Learner's Good Pronunciation Usually Shows a Good Level of English.....	47
Table4.12: Do Students Often Complain That You Know All the Grammar Rules But You Still Make Mistakes When You Speak.....	48
Table4.13: Does your Grammar Teacher Usually provide You With Activities.....	49
Table4.14: Your Grammar Teacher Does most of Talking During Class time.....	50
Table4.15: Your Grammar Teacher Controls.....	51
Table4.16: Your Grammar Teacher Teaches you Grammar Rules by Reading Dialogues And Texts aloud.....	51
Table4.17: You Like your Grammar Teacher to Teach you Grammar Using a Communicative Method.....	52
Table4.18: Your Grammar Teacher Corrects your Errors in Class.....	53
Table4.19: Your Grammar Teacher Designs Collaborative Activities	54
Table4.20: Do You Think Grammar Teacher Should Correct Students' Pronunciations' or Grammatical Errors in Class.....	54
Table4.21: Do You Believe Making Trail- and – Error Attempts to Communicate in English Helps me to Learn English.....	56
Table4.22: Do You Think that Most of the Time in the Classroom should be Spent on Explaining and Practicing Grammar Rules	57
Table4.23: Do you prefer the Grammar Sessions to be Focused on Communication, with Grammar Explained Only when Necessary.....	58
Table4.24: The Average Number of the Students in grammar class.....	60
Table4.25: Audio- Lingual Method.....	61
Table4.26: Communicative Approach.....	62
Table4.27: Direct Method.....	62
Table4.28: Grammar Translation.....	63
Table4.29: Natural Approach.....	64
Table4.30: Silent Way.....	64
Table4.31: Total Physical Response.....	65
Table4.32: Have You Used Communicative Language Teaching in Your Grammar Classes.....	66
Table4.33: CLT is a Students/ Learner Centered Approach.....	67
Table4.34: CLT Emphasize Fluency over Accuracy.....	68
Table4.35: CLT Emphasize Communication in a Second Language (12).....	68
Table4.36: CLT relies heavily on speaking and listening.....	69

ملخص

الهدف من وراء هته المذكرة يكمن في البحث عن قيمة تدريس قواعد اللغة الانجليزية من خلال اللغة التواصلية كمنهج تدريسي والمساعدات التي يقدمها للطلبة الذين يعانون من مشاكل قواعد اللغة اثناء اجراء حواراتهم باللغة الانجليزية بطريقة صحيحة و ملائمة بالمجتمع ولانقة بهي. الطلبة غالبا ما يشتكون من العديد من المشاكل التي تتعلق بالقواعد للتمكن من المشاركة في الحوارات اليومية. ولهذا قمنا بهته المذكرة التي تتمحور حول اظهار ايجابيات اللغة التواصلية كمنهج تدريسي لقواعد اللغة الانجليزية لوضع حل للطلبة اللذين يعانون من سوء الفهم او اخطاء لغوية اثناء اجراء حواراتهم اليومية.

Table4.37: CLT requires teachers to be proficient.....	70
Table4.38: CLT involves only group or pair work.....	70
Table4.39: CLT requires knowledge of L2 culture.....	71
Table4.40: CLT involves no grammar teaching.....	71
Table4.41: CLT involves teaching speaking only.....	72
Table4.42: CLT is an ESL methodology, not EFL.....	73
Table4.43: in your opinion, do you think using CLT to teach grammar can pose any challenges for teachers.....	74