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

Submitted by: BOUSLAH Nesrine

Supervised by: Mrs. RABEHI AYACHE

Board of Examiners

Supervisor: Mrs. RABEHI AYACHE  Mohamed Kheider University of Biskra

Maitre Assistant “A”

Member: Mrs. HASSINA Nachoua  Mohamed Kheider University of Biskra

Maitre Assistant “A”

Member: Mr. BASHAR Ahmed  Mohamed Kheider University of Biskra

Maitre Assistant “A”

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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.
Acknowledgement

My deep and sincere gratitude and thanks are due to my teacher and supervisor Mrs. RABHI AYACHE for her valuable direction, without whom this work could not see the light.

I would like to thank all the members of the jury for reading and evaluating my dissertation.

I would also thank Miss. Sara ALLOUI and Mr. David CARMONA for their great help.
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 √ 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. Section 02: 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!!
Appendix 2: 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.)

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<thead>
<tr>
<th>Method</th>
<th>Always</th>
<th>Often</th>
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<td>Total Physical Response</td>
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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?
   ………………………………………………………………………………………………………
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THANK YOU!!
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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
Graph 4.37: CLT requires teachers to be proficient.

Graph 4.38: CLT involves only group or pair work.

Graph 4.39: CLT requires knowledge of L2 culture.

Graph 4.40: CLT involves no grammar teaching.

Graph 4.41: CLT involves teaching speaking only.

Graph 4.42: CLT is an ESL methodology, not EFL.

Graph 4.43: In your opinion, do you think using CLT to teach grammar can pose any challenges for teachers.
List of Abbreviations

**CLT**: Communicative Language Teaching

**EFL**: English as a Foreign Language

**SLA**: Second Language Acquisition
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ملخص

الهدف من وراء هاته المذكرة يكمن في البحث عن قيمة تدريس قواعد اللغة الإنجليزية من خلال اللغة التواصلية كمنهج تدريسي والمساعدات التي يقدمها للطلبة الذين يعانون من مشاكل قواعد اللغة أثناء إجراء حواراتهم باللغة الإنجليزية بطريقة صحيحة ومتوازنة بالمجتمع ولانقا ببي. الطلبة غالبا ما يعانون من العديد من المشاكل التي تتعلق بالقواعد لتمكين من المشاركة في الحوارات اليومية. ولذا فبما بهته المذكرة التي تتمحور حول أظهار إجابات اللغة التواصلية كمنهج تدريسي لقواعد اللغة الإنجليزية لوضع حل للطلبة الذين يعانون من سوء الفهم أو أخطاء لغوية أثناء إجراء حواراتهم اليومية.