
Investigating the Role of Teaching Communicative Approach in Grammar

AHMED ABRAHIM AHMED ADAM
Sudan University of Science and Technology
Karthoum, Sudan

ABSTRACT

Since the introduction of Communicative Language Teaching (CLT), many textbooks have been written to incorporate communicative activities, authentic materials and personalized contexts. However, where the teaching and learning of grammar is concerned, most textbooks do not reflect CLT principles. As demonstrated in this paper, grammar activities in some Sudanese textbooks retain the structural method of teaching grammar.

This study aims at investigating the role of teaching Communicative Method in grammar being faced by fourth year students of college of education At the University of Alzaiem Alazhari. The study employed the descriptive-analytical method. The data has been calculated through a number of statistical procedures (questionnaire for teachers and test for students). The findings revealed low abilities in using the communicative method inside classroom effectively.

In the light of the finding of the study, the researcher recommended English language teachers should use communicative method in teaching English grammar inside classroom effectively; teachers should encourage Students to prefer learning grammar through communicative method.

KEYWORDS: investigating, Communicative Language Teaching, grammar activities, Sudan.

1.1 INTRODUCTION

English language is the language of technology, language of the Global Communicating. Communicative language teaching is one of the communication skills, so communicative language teaching is important to be used in teaching English grammar. In this study the researcher wants to investigate these difficulties and to find the causes of why teachers face such difficulties in teaching English grammar through communicative method.

Although communicative method is one of the most important skills in teaching grammar, the fourth year students University face a problem in learning grammar through oral communication. They do not communicate effectively and they also commit many mistakes such as tenses, propositions, articles, sentences structures, conjunctions.

The study will investigate the kind of grammatical difficulties that are facing fourth year students at University at Omdurman town in teaching English grammar through communicative method, their frequency and the possible causes behind these grammatical difficulties through oral communication.

The efforts should be done to correct the teaching English grammar through communicative method at the University of Alzaiem Alazhari fourth class students. Hence, these problems will be investigated and some possible solutions will be suggested to overcome them.

OBJECTIVE OF THE STUDY:

The goals of the Study are to find out solutions of teaching communicative Method in grammar, to solve some difficulties that face teachers in teaching grammar through communicative method, to Highlight the useful techniques in implementing grammar through communicative Approach, To identify

The difficulties and challenges that face teachers in teaching grammar through communicative method *and* To trace the problems that face learners in learning grammar through communicative method.

LITERATURE REVIEW:

The question of teaching grammar whether explicitly or

implicitly remains controversial among writers and teachers ,but above all teaching grammar remains central to language learning, have we could produce the words without knowing how to put them together to form meaningful sentence .however ,teaching grammar is very important and is very difficult too, many teachers prefer to teach grammar explicitly through explaining the rules or form in isolation and giving students examples followed by exercises, this method however always have advantages: in case of complex form and in case of limited time it would be better but in most cases teaching grammar implicitly will be preferable and of great benefit to the students because they will be use their mind to form rules, they will discover the form themselves and they are more likely to remember the thing they discover themselves. Moreover they will be motivated all the time to speak and share their friends in many useful and enjoyable activities. The language is for communication and grammar is part of that language, the part which will enable students be accurate in the language. So the researcher aims to let Students to be accurate as well as fluent in language which is a target for most students, this target could be achieved through using both focused practice and communicative practice as well in teaching grammar. The communicative competence model will balance those practices because it encounters overt grammar instructions and putting it into a larger context of its use.

In this paper , the researcher is going to show the meaning of grammar ,opinions about the teaching grammar, grammar and other factors, the place of grammar in language teaching and preparation of grammatical lesson using communicative method then the chapter will review the communicative method of language teaching communicative competence, communicative techniques and resources also some interlingua and intralingua errors concerning with communication breakdown then the researcher is going to state the communicative approach versus the grammar translation method because learners variables, strategies or styles are important and make difference in teaching and learning the language, the study devoted some space for it, also the study devotes a space to listening and speaking, reading and writing skills, since they are integrating skills in communication.

SAMPLE OF THE STUDY:

The population of this study is drawn exclusively from young learners at Alzaiem Alazhari University Students, the academic

year 2016-2017. Two groups of population were identified for carrying out this study, students who are target of teaching English grammar through communicative method and teachers who are engaged in evaluation. First population group of University Student (Male – female), second group consisted of ELT teachers. The test used to the Students at fourth year, pre-test and post-test practice on English Grammar to get the nature of the problems which hinder Students in learning grammar through communicative method (see appendix). The test consist of guiding items to communicate language, another test consist of grammar items (multiple choices). There were 56 students per class at University Class.

The researcher has chosen two samples to represent this study as such:

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

SECONDLY: young learners at Alzaiem Alazhari University Students, the academic year 2016-2017 (Male and Female) who responded to the test. Most of the teachers are experienced English department were about (45) teachers.

STUDY EXPERIMENT:

There were actually one Class in this study (male and female). The students in this Class were hand Grammar test. The main difference between the tests, in terms of studied, was that the researcher could use Communicative method in teaching grammar.

The researcher used Multiple Choices to help explain things when they were not clear grammatical items.

VALIDITY AND RELIABILITY OF THE INSTRUMENT:

It is meant by the reliability of any test, to obtain the same results if the same measurement is used more than one time under the same conditions.

Validating a research tool is determining whether it is accurate or not. The ensure the validity of the research tools; the researcher consulted 45 ELT experts referees. He distributed copies of the grammar test and the ELT teachers' questionnaire to these experts to give their judgment, opinions and remarks about these instruments with regard to their suitability,

relevance clarity.

The suggestions and opinions of the experts about the construction and content of both the test and the questionnaire were taken into consideration and were integrated in the final version.

Test – reliability refers to the test's consistency which means that the test should give similar results if it is given to the same group of subjects on at least two separate circumstances. It should be expected that the relationship between the first and the second group of the test would be a high positive correlation.

The following formula for the Person Correlation Coefficient was used to correlate subject's scores in the two tests.

The test is slightly different, but is practical, not above the student abilities.

The test was checked up by expert who confirms that, it is valid and asked according to its compatibility to the student perception.

Furthermore, to increase the validity and reliability of the test, the researcher gave one pre- tests as Grammar test and the post-test to the another group of Students. Taking more than one sample of students" can help reduce the variation in performance that might occur from one task to task. Thus, we decided to take one sample.

RESULTS AND DISCUSSION:

The analysis of the experiment will focus on answering a vital question: What is the frequency of the learning grammar through communicative method that facing University's Students at Alzaiem Alzhari University students. To answer this question, we computed the mean standard deviation, standard communicative method and ranges for the grammar test. To find out whether each test had made any progress as a direct result of instruction. Table 1 In the light of result above. Students need to be trained to use verbs to fill the gabs and knowing tense's rules and data analysis of the test approves with the majority of students at Alzaiem Alzhari University find difficulties in Grammatical rules, most of them can't use them correctly (.) (,) and insert verb without adding(s or es or ies) as singular in the present Simple tense and the same causes in all tenses. Also they face problems

in how to build compound sentence and compound complex sentence. When making comparing between male the mean is 71.9% and female the mean is 28.1% it is clear as we show in the table above more than females are better than the males Table 2 comparison of adjective, conditional sentence. As it mentioned above, the researcher noticed that the grammatical mistakes are the most common among student's writing and speaking. The table show that the females are better the mean is 98.2% than the males the mean is 1.7% Most of students are not able to use grammatical rules in its right place; a good teacher can subsumed a course focus on communicative method in grammar.

In all cases the experimental group achieved progress in learning grammar rules. The experimental group learned grammar through communicative method faced less speaking difficulties and was able to speak more fluently and accurately than the control group.

Discussion showed the results provided by activities and the improvement in their performance. The difference between the pre and post- test in the experimental group in terms of using different communicative activities and techniques in learning English grammar through communicative method in particular was clearly reflected in the degree of accuracy and fluency in speaking. That means, the experimental group was able to benefit of the circumstances provided by communicative method such as motivation, group discussion, role-play, pair work and social interaction. All these factors made a close connection between learners in side and enhanced their performance in learning grammar communicatively.

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

Section No	Percent		
	Correct answer	incorrect answer	Total
1	71.9%	28.1%	100.0%
2	1.7%	98.2%	100.0%
3	29.8%	70.2%	100.0%

4	45.6%	54.4%	100.0%
5	75.4%	24.6%	100.0%

Through observation, we can state that the results were compared to examine the achievement of the research hypotheses at the level of existence of students communicative method difficulties, less speaking skill difficulties of learners who are good at grammatical rules in the target language.

The positive influences of its use in learning listening and speaking. The result shows The experimental group that learned grammar communicatively faced less communication skills and was able to speak fluently and accurately. These facts were shown by the results provided with the subjects as well as the improvement in their performance.

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

CONCLUSION:

The study tried to find out whether students face difficulties when they practice grammatical items through target language insulated without using them in context . As hypothesized the difficulties facing fourth Year University students are of different frequency. The results of this study showed that learning grammar implicitly improved significantly as a result of introducing the grammatical insulated.

REFERENCES:

1. Littlewoods, W. 1981. Communicative Language Teaching. Cambridge: Cambridge University Press.
2. little wood, W. 1992. Teaching Oral Communication: A Methodological

- Framework. Oxford: Blackwell.
3. Cheng, Y-Y. 1998. "Adapted Whole Language Teaching in an English Class in Junior High School." Master Dissertation. Department of English. National Kaoshiung Normal University, Kaohsiung.
 4. Cunnings worth, A. 1995. Choosing Your Course book. Oxford: Heinemann.
 5. Finocchiaro, M. and Brumfit, C. 1983. The Functional-Notional Approach: From Theory to Practice. New York: Oxford University Press.
 6. Grant, N. 1987. Making the Most of Your Textbook. New York: Longman.
 7. Howatt, A.P. R. 1984. A History of English Language Teaching. Oxford: Oxford University Press.
 8. Huang, H-l. 1999. "A Comparative Study of the Junior-high English Curriculum Standards and Textbook in Taiwan and Japan." Master Dissertation. Graduate Institute of Comparative Education. National Chi Nan University, Nantou.
 9. Lee, A., Roberts, L. and Chew, M. 2002. English Form 4. Johor Bahru: PGI Cipta Sdn. Bhd.
 10. Lee, A., Roberts, L. and Chew, M. 2003. English Form 5. Johor Bahru: PGI Cipta Sdn. Bhd.
 11. Maley, A. 1986. "Xanadu- 'A Miracle of Rare Device': The Teaching of English in China."