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Effective Strategies and Techniques for Communicative Grammar

Teaching:

Case of First Year EFL Students at Ibn Khaldoun University -Tiaret

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Dedication 1

This work is dedicated to my Parents for their endless encouragement and support, their support made everything possible. especial thank to my sister **Youssra** who believed in me and for being the guiding light. who support, inspire me in every step.

To my dearest cousins **Amina** and **Douaa, Dounia, Sakina, Zohra** who were the constant source of strength.

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IKRAM

Dedication 2

I would like to dedicate this work to my dear parents and my kind husband, who supported and encouraged me this year ,I would like to thank them for being by my side I am truly grateful for that.

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Abstract

One of the most crucial aspects of learning a language is mastering grammar. Grammar demonstrates the core concepts and frameworks for creating words and sentences. It also plays a significant role in helping EFL learners produce words and construct sentences in English. Extensive research suggests that learners who get explicit grammar instruction in language learning classrooms that use the communicative language teaching (CLT) approach are better able to understand particular syntactic aspects of the target language. This research aims to examine the communicative grammar teaching techniques and strategies. First it questions and examines the extent of communicative grammar and its benefits, second the applied of these methods, third the difficulties that teachers and learners face while using communicative grammar techniques in EFL classroom contexts. This study was conducted through a questionnaire to 30 EFL learners in English department Ibn khaldoun university in Tiaret and an organized interview with 5 teachers from Ibn Khaldoun university in Tiaret. The entire research process was based on qualitative and quantitative methods for data analysis. The findings revealed that communicative grammar methods improve learners' skills and abilities such as in writing and speaking skills. Besides, both teachers and learners face some obstacles while the implementation of communicative grammar method such as the lack of vocabulary, lack of confidence as they don't have enough grasp of grammar. On this basis, teachers should apply communicative grammar through different type of activities and tasks such as role plays and dialogue to facilitate this method.

Key words: CGT Activities, Communicative grammar, EFL learners, techniques, Strategies, Skills.

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List of Abbreviation and Acronyms

AL	Audio-Lingual
CBA	Competency-Based Approach
CLT	Communicative Language Teaching
EFL	English foreign Language
ELT	English Language Teaching
ESL	English as Second Language
GM	Grammar Method
SLA	Second Language Acquisition
TBI	Text-Based Instruction

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GENERAL INTRODUCTION

General Introduction

Communicative grammar instruction is a critical strategy in language education that aims to develop both grammatical proficiency and good communication skills. Using a variety of approaches and strategies is essential for educators navigating the ever-changing field of language instruction in order to engage students and promote meaningful language acquisition.

How teachers teach students communicative grammar is also an essential thing in order to accomplish the goal above. How good or how much the students receive and imply the knowledge in daily life after the learning process somehow depend on the learning method itself. It does not matter how well the material is if it cannot be delivered well.

Some studies revealed that small number of teachers teach communicative grammar, and those who confess that they teach it still have a blurry understanding of what exactly it is. Although EFL students would have experiences of using target language effectively by learning through communicative grammar, both approaches are not mutually exclusive to become perfect complement.

Indeed, learning grammar through a communicative approach improves students' grammar and speaking skills. The traditional procedure allows students to practice using the rules in translation and pronunciation drills. Meanwhile, the communicative procedure allows the students to use their knowledge of grammar and vocabulary in communicative activities (Kaharuddin, 2018).

This thorough examination explores the complex field of communicative grammar instruction, clarifying important methods and approaches that enable teachers to scaffold grammatical knowledge in real-world communication situations. By combining cutting-edge approaches with real-world applications, this work aims to provide teachers with the resources they need to help develop learners' language skills and communicative competence.

More importantly, this study examines the subtleties of communicative grammar teaching examining its effectiveness and challenges, and implication for teaching and learning languages. In this concern three research questions are put in focus:

1. What are the learning advantages of using the communicative grammar teaching method in teaching grammar?

2. How can communicative grammar instruction be applied in the EFL classrooms?
3. What difficulties and obstacles do EFL teachers and learners face while attempting to use communicative grammar techniques in EFL classroom contexts?

In order to explore these research issues mentioned above, the following hypotheses are put forward:

1. The communicative grammar approach gives students the opportunity to practice the target grammar items through specific communicative tasks and activities and examines interaction and negotiation of meaning and focus on form.
2. EFL teachers can follow different types of activities and tasks such as role play or students-led discussions and debates, and question answer interaction.
3. The lack of English vocabulary and the speaking weaknesses can hinder the appropriate implementation of this approach.

The researchers made the decision to combine qualitative and quantitative research methods in order to meet the study's goals. For this case study, two research tools were used to gather data, Students' questionnaire devoted for 30 first students from three different groups in the English department at Ibn Khaldun University in Tiaret, and interview with 5 EFL teachers from the same department and university.

The present dissertation is divided into three main chapters. In the first chapter which is the theoretical side, we briefly outline the most important concepts related to communicative language teaching, principle, methods and characteristics and all what concern the CLT approach. The second chapter deals with grammar teaching and its history, approaches and its rules and all what deals with grammar with the instructional process of English language teaching and learning. The research goals and technique used in this study are covered in chapter three which is the part that is practical that encompass the research methodology, the results' analysis and interpretation, and the recommendations, in simple terms, suggestions for Further improvements.

CHAPTER ONE

AN OVERVIEW ABOUT COMMUNICATIVE LANGUAGE TEACHING

Chapter One: An Overview about Communicative Language Teaching

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1.1 Introduction

When it comes to learning English, mastering the art of communication is crucial. This is the essence of communication language teaching (CLT), a teaching method that focuses on enhancing students' language proficiency through interactive activities and communication. In this chapter we will gain a comprehensive understanding of communicative language teaching, its principle and its approach, as well as the benefits and activities associated with this method. Not only we will delve into the definition of (CLT), but also examine detailed explanations of its meaning.

Moreover, the chapter highlights the advantages for students, the impact of Communicative Language Teaching on their language proficiency, and how this teaching method can foster a more engaging learning environment. Furthermore, this chapter provides an extensive guide to various type of communication language teaching activities.

1.2 Communicative Language Teaching Defined

Communicative language teaching has been in recent years become a fashionable term to cover a variety of development in the methodology of teaching foreign language. Lightbown and Spada (1999, p.72) defined CLT in the following term "CLT is based on the idea that successful language acquisition requires not only an understanding of the language's structures and forms, but also an understanding of the functions and purposes that a language performs in various communicative contexts."

Harmer (2007) views that CLT is merely a generalized umbrella term to describe learning sequences which target to develop student's ability to communicate, unlike teaching depends more only at learning parts of language because it exists without focusing on their use in communication.

The majority of language teaching today, when asked to identify the methodology they employ in their classrooms, mention "Communicative" as the methodology of choice. However, when pressed to give a detailed account of what they mean by "communicative", explanations vary widely. Does communicative language teaching, or CLT, mean teaching conversation, an absence of grammar

in a course, or an emphasis on open ended discussion activities as the main features of a course?

The communicative Language Teaching is defined as an approach of teaching a second or a foreign language that focuses on learners' interaction whether as the means or the ultimate goal of learning a target language. Interaction here means an activity in which two or more parties affect upon one another (Kaishong2007).

CLT refers to communicative approach to the teaching a second or a foreign language as well. Doubtlessly, it is believed as the most effective approach focuses on the communicative competence of the learners in many countries (Kaishong, 2007).

According to Richards, et al (1992) in the Dictionary of language Teaching and applied linguistics CLT is defined as an approach to foreign or second language teaching which emphasizes that the goal of language learning is communicative competence. More, Littlewood (1981) explains that one of the most characteristics features of CLT is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view.

In general, CLT advocates beyond teaching grammatical rules of the target language, and propose that, by using the target language in a meaningful way, learners will develop communicative competence. The communicative approach is concerned with the unique individual needs of each learner. By making the language relevant to the world rather than the classroom, learners can acquire the desired skills rapidly and agreeably.

1.3 The Origins of Communicative Language Teaching

Communicative Language Teaching (CLT) has its roots in England, which is primarily English as second language (ESL) environment. In the early 1960s concepts about second language teaching were changing. and the theoretical assumptions behind them were also being rethought it was during this time of re-evaluation that CLT was born. Galloways says that the communicative approach could be said to be the product of educators and linguists who had grown dissatisfied with the audio-lingual (AL) and Grammar Translation (GM) Methods of foreign language instruction.

On the other hand, Richards and Rodgers (1986) claim that the origins of CLT are to be found in the changes of situational language teaching approaches, which influenced the British language teaching tradition till the late 1960s. Meanwhile Savignon (1991)

asserts that the emergence of CLT can be traced to concurrent developments on both sides of the Atlantic, i.e. in Europe and the United States.

Educators and linguistics such as Candlin (1981) and Widdowson (1978) saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures. They felt that students were not learning enough realistic, whole language in those methods, i.e., situational Language Teaching, Audio-lingual or Grammar Translation method, Students did not know how to communicate in the cultures of the language studies, In respect of this point (Widdowson,1972).

Communicative Language Teaching (CLT) is an approach focusing on meaningful communication in the target language .it prioritizes real-life communication, rather than rote memorization f grammar riles and vocabulary. This method encourages students to actively engage in speaking, listening, reading, and writing in authentic situations. A study by Richards and Rodgers (2001) found that students who received CLT instruction demonstrated greater speaking and listening skills compared to those schooled in traditional methods.

According to Byram (1997), CLT facilitates the developments of not only linguistic competence but also sociolinguistic and pragmatic competence, which are essential for effective communication in diverse cultural settings.

1.4 Communicative Language Teaching Principles

The main goal of communicative language Teaching is to enable students to communicate in real -life situation, rather than just acquiring grammatical knowledge. This approach emphasizes the importance of interaction, problem-solving, and context in language learning.

There are various approaches of language teaching, in which communicative language teaching (CLT) is the dominant approach worldwide. CLT approach allows language learners to express themselves and their views through collaborative activities undertaken during classes. This descriptive study has discussed CLT, offering both advantages and limitation.

In order to better comprehend the foundation of communicative language teaching, it is crucial to break down its guiding principles and approach:

- *Focus on communication:* Students learn language through real-life communication, using authentic texts and engaging in communicative activities.

- *Functional language use:* CLT prioritizes the ability to perform various functions, such as requesting, apologizing, or expressing opinions, rather than simply being correct grammatically
- *Task-based activities:* Lessons are centered around tasks that students complete simulating real-world situations and encouraging interaction
- *Collaborative learning:* Group work and pair activities play an essential role in the Communicative language teaching (CLT) classroom, as they foster interaction and negotiation of meaning between students
- *Student-centered learning:* CLT promotes students taking an active role in their learning process, emphasizing their responsibility and autonomy in language development

The CLT approach has led to major changes in such ways, in which language is taught and learnt. Communicative language teaching aims to make “communicative competence” the goal of language teaching and to develop procedures for teaching the four language skills, including listening, speaking, reading, and writing.

The communicative approach puts the focus on the learner. It is the communicative needs of learners that provide the framework for the program in aiming for functional competence. Moreover, the sociocultural differences in styles of learning are also a determinant for the program (Svignon, 2002).

Svignon, (2002) cites Bern’s summary of the eight principles of communicative language teaching:

1. Language teaching is based on a view of language as communication. Through its speakers make meaning and communicate for a specific purpose, whether orally or in writing.
2. Diversity is part of language development and use.
3. Competence is relative, not absolute.
4. Varieties of language can be used as models for learning and teaching.
5. Culture is a means for shaping speaker’s communicative competence, both in the first and in subsequent languages.
6. Various techniques and methodologies are allowed.

7. Language use serves to express ideas, interact with others and understand and produce texts, and is related to the progress of competence in each.
8. Learners should use the language in performing tasks, for variety of purposes throughout the learning process.

1.4.1 Product -Based Instruction

Product-based learning is a teaching strategy that engages students in learning important knowledge and skills by creating a tangible product or artifact to demonstrate their understanding .it focuses on the application of knowledge and the development of 21st -century skills through the creation of a unique multimedia product that meets specific teaching criteria.

A technique of teaching and learning known as "product-based instruction" places more emphasis on the final product or learning objective than it does on the methodology. In product-based learning, students strive to create a final product that is clear and distinct, including an introduction, a written report, an extension, or an execution. The focus is on the final product, where students must use the knowledge and skills they have acquired throughout the learning process. This method can be particularly effective for developing higher-order thinking skills, creativity, and information application in practical settings. In contrast, process-based training emphasizes the procedures or techniques involved in learning rather than the final product. This is in contrast to product-based instruction.

This approach allows students to demonstrate their competencies and skills through the management and integration of course content, promoting collaborative and cooperative learning and collective intelligence. However, it's important to ensure that the focus remains on the process of learning and the application of knowledge, rather than solely on the final product, to achieve higher quality learning outcomes.

Production-based language teaching was and still dominant. of the eight different methods that Richards and Rogers (1996) described, five of them were production-based. The Audiolingual method relied on oral pattern drills and performance of memorized dialogues. Situational language teaching emphasized the importance of the use of context to elicit the guided production of specific grammatical forms. Communicative language learning introduced the use of "tasks" to provide opportunities for free production. The silent way was only silent for the teacher learners were expected to produce. Community

language learning invited learners to first produce in their L1 and then, with the assistance of the teacher in the L2.

Ur (2011) listed six options for teaching grammar, the three of which involve production (Options 1: task plus focus on form; Option 2: Grammar explanation plus practice; Options 3: communication)

1.4.2 Text-based Instruction

Text-based instruction, also known as a genre-based approach, sees communicative competence as involving the mastery of different types of texts. Text here is used in a special sense to refer to structured sequences of language that are used in specific contexts in specific ways.

For example:

In the course of a day, a speaker of English may use spoken English in many different ways, including the following:

- a. Casual conversation exchange with a friend
- b. Conversational exchange with a stranger in an elevator
- c. Telephone call to arrange an appointment at a hair salon
- d. An account to friends of an unusual experience
- e. Discussion of a personal problem with a friend to seek advice

Each of these uses of language can be regarded as a text in that it exists as a unified whole with a beginning, middle, and end, it conforms to norms of organization and content, and it draws on appropriate grammar and vocabulary. Communicative competence thus involves being able to use different kinds of spoken and written texts in the specific contexts of their use. This view of language owes much to the work of the linguist Michael Halliday

According to Feez and Joy (1998), TBI is thus based on an approach to teaching language which involves:

- Teaching explicitly about the structures and grammatical features of spoken and written texts
- Linking spoken and written texts to the cultural context of their use

Chapter One: An Overview about Communicative Language Teaching

- Designing units of work which focus on developing skills in relation to whole texts
- Providing students with guided practice as they develop language skills for meaningful communication through whole texts

According to this view, learners in different contexts have to master the use of the text type occurring most frequently in specific contents. These contexts might include:

- Studying in an English -medium university
- Studying in an English -medium primary or secondary
- Working in a restaurant, office or store
- Socializing with neighbors in a housing complex

The core units of planning in TBI are text types. These are identified through needs analysis and through the analysis of language as it is used in different setting. However, the syllabus also usually specifies other components of texts, such as grammar, vocabulary, topics, and functions; hence, it is a type of mixed syllabus, one which integrates reading, writing, and oral communication, which teaches through the mastery of texts rather than isolation.

The following text types are included in the certification in spoken and written English

- a. Exchanges:
 - a. Simple exchanges relating to information and goods and services
 - b. Complex or problematic exchanges
 - c. Casual conversation
- b. Forms:
 - a. Simple formatted texts
 - b. Complex formatted texts
- c. Procedures:
 - a. Instruction
 - b. Procedures
 - c. Protocols

- d. Information Texts:
 - a. Description
 - b. Explanations
 - c. Reports
 - d. Directives
 - e. Texts which combine one or more of these text types
- Story Texts:
 - a. Recounts
 - b. Narrative
- Persuasive Texts:
 - a. Opinion texts

1.4.3 Competency-based Instruction

According to Soares (2012), competency-based education is an outcomes-based approach to education where the emphasis is on what comes out of post-secondary education rather than what goes into the curriculum. Competency-based education doesn't start from identifying the content of material students should learn, but rather it starts identifying competencies and then content that will support the student attainment of these competencies. With a competency-based approach, students advance when they have demonstrated mastery of a competency, which is defined as "a combination of skills, abilities, and knowledge needed to perform a task in a specific context". (Soares, 2012) Competencies that must be mastered are agreed upon by students, faculty, employers, and policymakers after which students are free to select among different options to personalize their learning.

Competency-based learning is characterized by flexible use of the time, allowing students to progress at their own pace and advance upon demonstration of mastery (Donhue, 2013). Competency-based instruction is the natural extension of basic principles of instructional design; it assumes that a curriculum has overarching competencies that are the threads that tie the individual courses together, and that those competencies are being taught and built upon throughout the Aristotelian arc of the courses that make up the curriculum. One means (among, perhaps, others) that people have tried to use

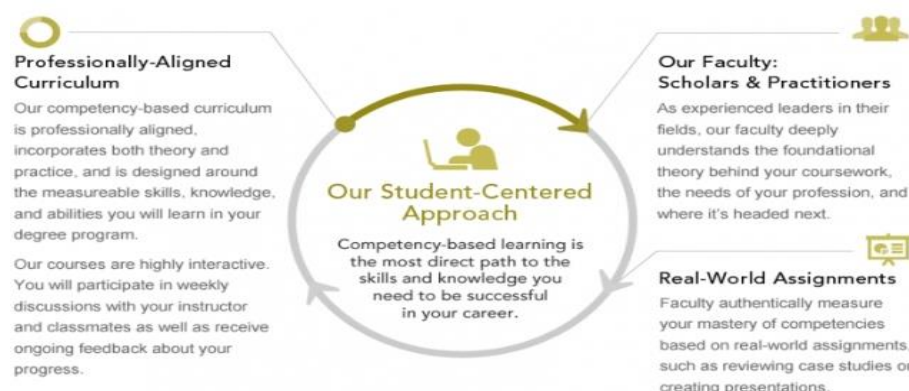
credential individual curricular competencies is through the use of badges like a digital version of the boy scout or girl scout badges that in structures can use to credential learners with specific skill or competencies. Examples of badges might be “technical writing”, and “public speaking”, “Java programming “, or “leadership». As instructors across a curriculum see these skills emerging among their learners, they may choose to provide them with badges, or “level them up” in a badge that they have already been provided (such as a bronze, silver, and gold level of the “leadership” badge).

The learners can choose to accept badges or not and display them in a wide range of places such as their linked in profiles, their Facebook profiles, in a portfolio, or on a personal website. The badges are linked back to a page with metadata indicating who was the issuer, what the rubric for assigning the badge was, and if available, demonstrations of mastery from the learners (such as a link to a web page that She or He created)

Capella University is among those institutions that are giving competency-based education a try. They enroll students in academic programs without courses, teaching professors, grades, deadlines, or credit hour requirements, but with a path to genuine college credit.

Students in the experimental Capella courses have a choice between several suggested study guides or texts that relate to assessed competencies. Books are not required, and students can pick from suggested texts, eBook, videos, journal articles, and even their experience at work to master competencies. This is all optional and students can skip reading about concepts they already know (Fain,2013).

Figure 1.1



Graphic picture from Capella Education about Competency-Based Education (2010)

Capella University defines its competency -based learning as comprised of three main components, this graphic emphasizes the first components Professionally-Aligned curriculum which highlights the curriculum's disentanglement from professional norms. It blends theoretical knowledge with real-world application and concentrates on fostering the development of particular competencies that are pertinent to your degree program. This claim emphasizes how engaging the courses are, as you participate in weekly discussions with your peers and instructor, furthermore you should anticipate receiving ongoing feedback to monitor your progress during the course.

Secondly the Scholars and practitioners emphasize that the faculty members have a thorough understanding of the basic ideas related to the coursework, and the direction of the profession, in addition to being accomplished leaders in their respective profession. Because of their experience, they are able to offer students insightful advice based on their awareness of market trends and practical knowledge.

1.5 Characteristics of Communicative Language Teaching

There is some characteristic of CLT in language teaching classroom. They are syllabus, classroom activities, and tasks and roles of teacher and student.

1.5.1 Syllabus

Syllabus is an outline of a plan that will be achieved in a big process of teaching. A syllabus, which contains CLT approach, provides space for teachers of language to develop learning materials and activities in a lesson plan about a target language. As cited in Qinghong (2009), Van Ek (1980) says six basic functions in the form of CLT approach syllabus:

- Importing and seeking factual information
- Expressing and finding out intellectual attitudes
- Expressing and finding out emotional attitudes
- Expressing and findings out moral attitudes
- Getting things done
- Socializing

Those all function in the syllabus will create CLT in language teaching by different realization based on the form of specific role within a specific situation.

1.5.2 Tasks and Materials

Communicative tasks give opportunities for the learners of the target language to express and use the target language. By using students' communicative materials, the learners are set into the atmosphere when the language used according to the contexts, time and situation of real life. Richards and Rogers (1986) argue that there are three kinds of materials which bring CLT approach in language teaching:

- Authentic materials transfer what the learners cannot learn from outside world to the classroom and exposes natural language to learners' variety of situation.
- Task-based materials give chances to the target language through certain roles.
- Text-based materials provide a theme, a task analysis, or practice situation description in the communication among the users of target language.

1.5.3 The Roles Teachers and Learners

The concept of CLT approach is learner-centered and role of the teacher here is expected as a facilitator who can bring learners of the target language into a communicative learning atmosphere. Teacher makes communicative teaching plan and apply it in classroom activities that make all the students interact in the classroom communicatively.

The learner's role in CLT is the most important because they are the communicators of the language teaching process. As communicators, they are in charge in negotiating the meaning of others' messages in the communication using their competence in target language (Larsen Freeman ,2001, p.129).

1.5.4 Classroom Activities

While there are various communicative activities that may be used in CLT, role-playing, simulation, and group discussions are some common ones that help students of the target language communicate with one another in the classroom. The first conversation might be conducted in groups, in couples, or with the entire class. Working in pairs or groups or as a class will improve the students' communication and cooperation skills. Second, by providing students with realistic classroom scenarios, simulation helps them become more comfortable using the target language in authentic contexts. Third, role-playing and stimulation are similar, but role-playing can involve adopted identities and pretending to be someone else. Although communicating requires the involvement of

other cultures, target language learners have the chance to learn about the sociocultural aspects of the target language through engaging in communication in a variety of social circumstances and roles.

1.6 Examining the Communicative Language Teaching Method

The communicative Language teaching (CLT) method has gained popularity in language education due to its focus on real-life communication and in interaction. This method emphasizes the importance of meaningful communication in language learning, encouraging students to use the language in authentic contexts. Research by Richards and Rodgers (2001) highlights that CLT promotes the development of students' speaking and listening skills, as well as their ability to negotiate meaning in the target language.

In a study by Johnson (2017), it was found that students taught using the CLT method demonstrated greater fluency and confidence in using the target language compared to traditional grammar-focused approaches.

CLT has been successfully implemented in diverse cultural and linguistic contexts, as shown by a case study in a multicultural classroom by Kumaravadivelu (2006). Statistics from British council indicate that language learners taught using CLT have higher proficiency levels and a better understanding of cultural nuances. Overall, the CLT method offers a student's-centered approach that foster effective communication and cultural understanding.

A variety of techniques and activities can be found within the communicative language teaching method.

- Role plays 1: Information gab activities

Students work in pairs or groups, with each individual possessing some information that others do not have, they must communicate to share information and complete the task.

- Role plays 2: Debates and discussion

Students express, defend and challenge opinions on various topics, promoting the use of functional language for persuasion and argumentation.

- Role plays 3: Problem solving tasks

Students work together to solve problems or complete puzzles, requiring them to change information and negotiate meaning in the target language.

- Role plays 4: Project-based activities

Working in groups or individually, students create a product, such as a presentation, poster or video focusing on the effective use of language skills to convey information.

Overall, the CLT approach encourages student engagement, collaboration, and active learning ultimately preparing students to navigate real-world communication effectively and confidently. The students take on specific roles and engage in conversation, simulating real life situations.

1.7 Conclusion

In this chapter, we tackled some elements that seem important in this study; the definition of communicative and its approaches and principles in teaching language. We also focus on implementing innovative educational methods to stimulate students to participate in classroom activities in order to achieve communicative effectiveness. Ultimately, we explain the role of grammar in CLT and the importance of communicative language teaching.

CHAPTER TWO

GRAMMAR AND COMMUNICATIVE GRAMMAR TEACHING

Chapter Two: Grammar and Communicative Grammar Teaching

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2.1 Introduction

Grammar is the language system that allows word to change their form, there order in a sentence, and combine with other words in novel ways. this applies to both written and spoken language. In this chapter we will look at the importance of grammar in EFL learning, the history of grammar teaching and how to teach grammar through texts and what are the rules you should follow and to know the relationship between grammar and communication in EFL context.

2.2 Definitions of Grammar

Grammar is an important part in learning English. When learners cannot understand well about grammar, learners will confuse to arrange the sentence in English. Related to grammar, these are some definitions of grammar from experts.

First, according to Hirai (2010), Grammar is a way to organize the sentence and create a good language. Moreover, Gerot and Wignel (1994) defined grammar as the theory of language which shows the process of language happened.

Besides that, Scott Thornbury (1999) said that grammar is an analysis of the form of the sentences which has meaning. Also, grammar is the forming of meaning from the combination of words and it describes the language works (Ur, 1991). Crystal (2004) argued that Grammar is the way to state our feeling through the structural form of language. From description above, it can be concluded that grammar is related to the form of words and sentences. It also shows the process of language can create the structural meaning.

Grammar is one of the essential aspects of learning a language. By using grammar, people can adjust the choice of words to convey their goals. Moreover, people use language to convey meaning in certain contexts, and the complex features of those contexts have an impact on the language that is used.

Furthermore, Sioco and Vera (2018) clarified that grammar is basically about the systems and patterns that people use to select and combine words. They also stated by studying grammar, we have acquired the instruments to discuss language systems because we are aware of the structures and regularities of language. In addition, people can communicate with others using

language even if they have limited grammatical knowledge, but they will struggle to comprehend complicated written and spoken forms of language (Ismail 2021). In short, learning grammar is the key to understanding and using the language properly.

Still, grammar can be defined as the way language manipulates and combines words to form longer units of meaning. As reported by Sioco and Vera (2018), grammar serves to express time relations, singular or plural differences, and many other aspects of meaning. They urged that there are rules that govern how words should be manipulated and organized to express these meanings, such as when a competent speaker of a language will be able to apply these rules to convey his or her chosen meaning effectively and acceptably. In addition, grammar is partly the study of what forms or structures are possible in a language.

According to Prihatnasarip, (2020) She added that grammar is a description of the rules that govern how sentences are formed. Grammar is a rule of language that forms clauses or sentences.

Grammar and vocabulary are components that should be mastered in the teaching learning process of language. The word of grammar has several meanings and many people attempt to explain about grammar. Different experts explain or define the term grammar differently. According to (Harmer,2001) explains grammar as the description of the ways in which words can change their forms and can be combined into sentences in the language. It is also defined by (Lado, 1977) as the study of rules that are claimed to tell the students what should and should not say in order to speak language of the social educated class. In conclusion, grammar is the study of the classes of words, their inflections, functions and relations in the sentence of language.

Grammar is one of the aspects of language which especially concerns with combination and ordering of words into sentences using appropriate rules. It checks the language from being deviated and makes the language understandable and meaningful. It means, with the help of grammar, we can arrange morphemes into words, words into phrases, phrases into clauses, clauses into sentences and sentences into a meaningful paragraph using rules and principles of a language.

In this way, grammar is taken as the backbone of language. According to (Lado,1961,p,144) “Grammar governs the central role of an utterance”. His definition

clarifies that for constructing the correct patterns of any component, grammatical rules have the inevitable role.

Grammar is one of determining points of mastering English. It refers to a set of the structural rules of language which concerns with the grammar in any given natural language, (Fauziati,2013) stated that we have to begin the study of language. (Fauziati,2013) stated that we have to begin the study of language, namely its structure and the functions. As Clark and Clark's in Fauziati (2013) have stated "philosophers, orators, and linguists have argued that a language has its structure because humans are subjects to certain general laws of thought. Hence, grammar becomes a basic thing that should be introduced for students in a school. Grammar also becomes starting points to master English well.

2.3 The History of Grammar Teaching

English Language Teaching (ELT) history has been marked by various methods and approaches, from the ancient Grammar-Translation Method to the Competency-Based Approach (CBA), with Communicative Language Teaching being the latest addition. These methods have significantly impacted EFL classrooms in Algeria.

2.3.1 Grammar-Translation Method

Grammar Translation Method (GTM) is a method of teaching foreign languages which is originally used to teach dead languages such Latin and Greek. GTM is called as the traditional approach to teaching grammar; it was the principal method of teaching foreign languages in the nineteenth century (Richards & Rodgers, 1986, pp. 2-3). According to Richards and Rodgers (2001, p. 5), GTM focuses on the study of grammatical rules, rote memorization of foreign vocabulary and literary passages and also learning how to translate sentences from and into the target language. Thornbury (1999) also, indicates that grammar within grammar translation method is the basis of instruction, in other words, the syllabus is stand up merely around the study of grammar points.

Additionally, the grammar translation method teaches using a deductive approach. Language wherein teachers begin by teaching students the rules, followed by examples and practice; in other words, a grammatical rule is introduced at the start of the session and continues by means of illustrations. Educators that utilize this approach to teach grammar place greater emphasis on written language, meaning that language learning is grounded in the analysis literary texts rather than the practical application of language.

Speaking is therefore deferred to reading and writing. Furthermore, precision is prioritized over fluency.

2.3.2 Direct Method

It is commonly agreed that the Direct Method came as direct reaction against the inherent shortcomings of the Grammar Translation Method. As its name suggests, this new method emphasized language learning by direct contact with the foreign language in meaningful situations. The following is a list of the main principles underlying a direct method-oriented language teaching: The use of everyday vocabulary and structure.

- Grammar is taught through meaningful situations.
- Introduction of many new items in the same lesson so that the language sounds natural and normal conversation is encouraged.
- Oral teaching of grammar and vocabulary.
- Concert meanings through object lessons and abstract ones through the association of ideas.
- Grammar illustrated through visual presentation.
- Extensive listening and imitation until forms become established.
- Most of the work done in class.

(Adapted from Mackey, 1965, pp. 149-50)

The direct method was introduced to actually remedy the teaching situation at two fundamental levels: substitution of explicit formal grammar teaching by language contact, and translation activities by language use. The rationale underpinning the direct method is, however, the establishment of a direct association between words and phrases and their meaning through demonstration, dramatization, pointing, as it is the case with the process of L1 acquisition. As Lado posits “The direct method assumed that learning a foreign language is the same as learning the mother tongue, that is, that exposing the student directly to the foreign language impresses it perfectly upon his mind” (Lado, 1964, p. 5).

In a practical fashion, the direct method provides an exciting and interesting framework of learning a language through activity. Unfortunately, as Rivers noted “Since students are required at all times to make a direct association between phrases and situations, it is the highly intelligent student with well-developed powers of induction who profits most from this method, which can be discouraging and bewildering for the less talented” (Rivers, 1981, p. 34). To get around with the problems mentioned above, some educators strongly recommended the reintroduction of some grammatical explanations of a strictly functional kind given in the mother tongue.

Along similar lines, where it is difficult to establish the meaning of words and phrases by demonstration and dramatization, teachers could give very brief explanations in the mother-tongue.

In Algeria the direct method was first implemented in ELT Middle School classrooms in the early 1970s with the introduction of Broughton’s ELT textbook *Success with English Coursebook*¹. The course book is divided into thirty-six teaching units. These are larger than teaching lessons, and not necessarily are one week’s work. How long a teacher takes over a Unit depends on local conditions: length and frequency of lessons, age and abilities of students, etc. Ideal conditions might give six teaching hours in a week.

As stated in the *Teachers’ Handbook*¹ (1972, p. 25) “*Success with English* is a flexible course and the classroom teacher must know best at what pace he can use it”. Culture-wise, though many EFL teachers and inspectors still report that Broughton’s Textbook was appropriate for the proficiency level of our former 3rd and 4th year Middle-School pupils, its content was culturally inappropriate. The use of statements like: Jillian is Martin’s girlfriend and Martin is Jillian’s boyfriend have no place in our social context. Sentences of this type are still regarded as taboo topics. Allusion to dating and alcohol are seen as incompatible with Islamic value.

2.3.3 Communicative Approach

Communicative language teaching (CLT) appeared in the early 1970’s as result of the work of the council of Europe. It is generally regarded as an approach rather than a method (Richards & Rodgers, 2001, p. 154).

This approach draws its principles from the developments of sociolinguistics in Chomsky's work about competence and performance. Chomsky (1965) defines competence as "the speaker-hearer's knowledge of his language and he refers to performance as the actual use of language in concrete situation" (p. 3). These two important concepts of competence and performance were also discussed by Hymes in his work about Communicative Competence in which he argued that communicative competence consists of more than simply the knowledge of the rules of grammar (Thornbury, 1999, p. 22).

According to Thornbury, many researchers argue that "grammatical knowledge (linguistic competence) is merely one component of what they call communicative competence. Communicative competence involves knowing how to use grammar and vocabulary of the language to achieve communicative goals, and knowing how to do this in socially appropriate way (Thornbury, 1999, pp. 18-19).

One of the major features of Communicative Language teaching is that fluency is given priority over accuracy. Moreover, the desired goal of CLT is to make learners attain communicative competence, i.e. use language accurately and appropriately through interaction.

It also provides the opportunities to communicate in the target language and encourages teacher-student and student-student interaction. Thus, students are the center of learning process; the tasks and activities are designed according to their needs and interests. Furthermore, CLT involves various learning theories; one of them is the communicative principle which offered that learning is supported by activities that include authentic communication. That is to say the base of this approach is learning by performing (Richards & Rodgers, 2001)

Thornbury (1999, p. 22), also indicates that "Explicit attention to grammar rules is not incompatible with communicative practice." So, grammar in CLT is acquired unconsciously through communication rather than through explicit teaching of rules.

Harmer (2001) summarizes the principles of CLT in the following points:

- Focusing on grammar and vocabulary is not as vital or significant as language functions.

- It principally seeks to train students to use the language forms appropriately in a variety of contexts and for a variety of purposes.
- It provides sample opportunity for learners to apply the TL and a great deal of exposure to it, both of which are essential for students' language growth.
- Grammar is secondary to communication; accuracy is not a concern. Written or spoken communication is more concerned with content than form.
- It encourages students to use a variety of language structures, and the teacher neither intervenes nor predetermines the language forms students will use. (pp. 84-85).

2.3.4 Competency-Based Approach

This approach has been in existence for nearly six decades now. Its raw ideas emanated from the behaviorist school of thought. It first emerged in the United States in the 1970s and it was initially adopted for the designation of vocational training programmers.

In its early days, it was not meant to be deployed in the school settings. However, as its viable applicability started to generate praiseworthy outcomes, the scope of its plausible expansion started to gradually widen and expand. A decade later, this approach, although it was still in its infancy stages, it reached the Continent and nearly a decade afterwards, it started to get employed in a range of Australian professional spheres (Bowden, 2004).

Competency-based approach (henceforth CBA) has a number of characteristics which together impart all the uniqueness that the approach as a whole enjoys. If one considers only one constituent of this approach in seclusion of other ones, they are prone not to arrive at a fuller picture of how the approach actually works and how dissimilar it is from other approaches. CBA syllabus is based on a priori needs-analysis of the students (Richards and Rodgers, 2001). This might be taken to entail that there are no ready-made syllabuses to be used for all batches of learners and that it is learners' needs and expectations and actual knowledge-to-skill competencies that determine to a great extent what category of lessons to incorporate into the syllabus and what lesson sequencing to adopt for any particular class of learners.

One of the defining tenets of this approach is that it is, as Sturgis & Patrick framed it, ‘the transformation of our education system from a time-based system to a learning-based system. (2010, p. 1) For these co-authors, transition from one set of lessons/tasks into another is not time-bound. Learners are taken into newer sets of lessons, once competencies set for the current lesson have been adequately fulfilled and proper mastery has been accomplished by the students enrolling in the program.

This contention is corroborated by O’Sullivan and Burce (2014) as they explicitly maintain that, ‘The most important characteristic of competency-based education is that it measures learning rather than time. Students’ progress by demonstrating their competence, which means they prove that they have mastered the knowledge and skills (called competencies) required for a particular course, regardless of how long it takes.’ (p. 72) These scholars go on to comment that what this approach holds dear is that the set competency gets mastered irrespective of how much time this might actually take up of the course’s lifespan.

It is fair to argue, following their footsteps, that this approach is competency-bound and progression from the current into the new lesson on the course agenda is dictated exclusively by learners’ satisfactory command of the present competency. According to these co-authors, it is the absence of time-constraints that enfeebles the prosperity of even the most professionally tailored course, that sets the CBA and other approaches apart. This is evidently discernible in the conclusion that they drew, ‘So, while most colleges and universities hold time requirements constant and let learning vary, competency-based learning allows us to hold learning constant and let time vary’ (O’Sullivan and Burce, 2014, p. 72).

Admittedly, the competency-based approach is different to traditional approaches as it opens up the door for learners to expand their learning opportunities beyond the classroom setting. This is probably what Sturgis and Patrick are trying to get out here, ‘Without a competency-based policy framework, they are unable to take advantage of the full potential of online learning’ (2010, p.1).

2.4 The Importance of Grammar in EFL Learning

In the recent epoch of communicative language teaching, a number of language learners tend to assume that learning grammar when learning English language is not necessary any longer. Even though some native teachers suppose that teaching grammar is not really essential for communication, numerous language scholars support the opinion that grammar still plays an important role in developing the general language system of learners.

(Ellis, 2006; Brown & Lee, 2015; Workshop on Innovation in Language Teaching and Learning – ISBN: 978-1-71674-888-2 187 Richards, 2015). Grammar can be generally defined as “a knowledge of what words can go where and what form these words should take” (Harmer, 2015, p. 22). Following that, Harmer (2015) presents some vital factors of grammar that learners of English need to pay attention to which involves sentences and clauses, verbs, nouns and noun phrases, adverbs and adjectives. In a similar way, Ur (2012) explains that grammar is “the way words are put together to make correct sentences” (p. 76). On the other hand, Ur (2012) also remarks that the definition of grammar needs to be expanded in order to include all important features of grammar and the way teachers need to instruct their learners. Meanwhile, Ellis (2006) does not directly define grammar but clarify the term grammar teaching which “involves any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it met linguistically and/or process it in comprehension and/or production so that they can intern” (p. 84).

Instead of straightforwardly describing what grammar is, Burns (2009, p. 76) considers grammar as “a nourishing resource” which helps students reinforce their language learning. According to Burns (2009), there are three main theoretical concepts of grammar that have affected the English teaching practice.

First of all, traditional grammar considers language as a set of rules and learners need to identify as well as classify the words or phrases in a sentence into their part of speech. Secondly, formal grammar treats language as a cognitive progression happening in the brain and human beings have predisposition for it at birth. Thirdly, functional grammar is descriptive and this approach are concerned with how people actually use a language to communicate effectively with each other in everyday activities.

Although it is generally agreed that grammar has its due value in the process of language learning, the place of grammar in the language teaching process has always been controversial. Some language teachers take this idea further so to posit that it is a truism to assert that grammar represents the skeleton of a language, to use Crystal's (1990) metaphor. In clearer words, this means that grammar is part and parcel of the teaching process.

A sound knowledge of grammar represents an asset of paramount importance to the learner, and it therefore deserves its fair share of attention in the language classroom. In line with such view, Cunningsworth contends that "Few, if any, writers on language learning would disagree that the internalization of grammar rules is central to language learning and that any teaching program which omits grammar is not really teaching language in the full sense of the word. (Cunningsworth, 1987, p. 18).

As for Rivers, another authority on foreign language teaching, she argues that grammar represents "the framework within which language operates" (Rivers 1991: 3). Drawing an analogy between the grammar of a language and a "boneless chicken", ironically, she responds to an interviewer's question on the importance of grammar in the language learning process, as well as to those who deemphasize it by saying that we don't need to teach grammar is like saying that you can have a chicken walking around without bones". (Rivers quoted in Benmoussat 2003, p. 16) yet, it is widely recognized that an over-emphasis on grammar rules renders language learning routinized and boring, and this can have a detrimental effect on the process of learning. Put differently, the use of isolated, out-of-context sentences can negatively impact the learning process as it reflects a de-contextualized use of language.

However, it suffices to say that teachers are well-informed to account for the specificities of the teaching situation, and well-aware to know what their learners' needs are, what their interests and worries are, what should be done to get around the failures, and ultimately to contribute to a better change and to fruitful innovation in language teaching. This is the rationale of one's acting as agents of change.

2.5 Grammar and Communicative Language Teaching

There is a widespread belief that communicative language teaching does not include any grammar. However Spada argues that the thought that “*Communicative language teaching means an exclusive focus on meaning*” is a myth or a misconception (Spada,2007; P275). In fact, that widespread belief that CLT eclipsed attention to grammar is only partly true, although CLT syllabuses are organized according to categories of meaning or function, they still have a strong grammar basis (Thornbury,1999). That is to say, the functions into which CLT syllabuses are organized are connected with their correspondent grammatical points.

When explaining the role of grammar specifically in CLT, some of that controversy may be solved if we do not talk about one single type of CLT but about two main types, the shallow-end approach and the deep-end approach to CLT (Thornbury,1999).

The shallow-end approach to communicative language teaching is based on the thought that in order to make the learner use language in a communicative situation it is necessary. First to learn grammatical rules and then apply them in that communicative situation, on the other hand, the deep-end approach to CLT is based on the belief that grammar is acquired unconsciously during the performance on those communicative situations, so it would be useless to teach grammar previously and explicitly (Thornbury,1999).

There is mixture of beliefs regarding grammar instruction. some scholars support the exclusion of grammar learning e.g. (Prabhu ,1987). Other researchers emphasize the need to include grammar teaching in CLT e.g. (Lightbown and Spada, 1990).Krashen (1982,1985) is hypothesis is of acquisition versus learning had an influence on the notion that focusing solely on meaning is sufficient for SLA .In his hypothesis , Krashen claims that there is a distinction between acquisition and learning .He believes that acquisition happens naturally .provided that learners receive sufficient comprehensible input , and that only acquired knowledge can lead to fluent communication . Long (1991) differentiates between focus on forms and focus on form. He defines focus on forms as learning grammar rules and focus on form as drawing learner’s attention to grammar in activities and tasks.

Activities centered around communicative grammar encourage students to practice grammar in an engaging and conversational manner, so promoting meaningful language use. These exercises foster fluency and interest in language study by assisting students in comprehending and applying grammar principles in authentic situation, Communicative grammar activities do work the students enjoy them immensely, and they have Impact on language learning. Communicative activities in general encourage students to learn in creative and meaningful ways while promoting fluency (Richards and Rodgers,2001).

2.6 Communicative Grammar Teaching

Grammar forms the foundation of any language, and learning English is no exception. The proper understanding and application of grammar rules are crucial for effective communication. Whether you are a beginner or an advanced learner, having a strong grasp of English grammar can significantly enhance your language skills. This article will explore the importance of grammar in learning English and provide key rules to help you master this essential aspect of the language.

Teaching grammar communicatively is a method of instruction that, as opposed to traditional grammar drills and exercises, concentrates on assisting students in learning grammar through interaction and communication.

Instead of focusing only on teaching grammar rules correctly, communicative grammar instruction aims to help students become proficient communicators in the target language. In addition to emphasizing the value of context and conversation in language learning, this method seeks to give pupils a more interesting and real-world learning environment.

The term “Communicative Grammar” seems to be referring to a methodology for teaching grammar, as opposed to a linguistic framework for analyzing grammar. Because of that, I assume that “Traditional Grammar” is also referring to a teaching methodology, even though the term could have a number of different meanings

The focus here is in getting the learners to start communicating with each other, with little focus on naming or describing the formal rules of grammar, Communicative grammar, also known as communicative language teaching (CLT), focuses on effective communication as the primary goal of language learning. Its features include:

- *Functional Approach:* Communicative grammar emphasizes the practical use of language for real communication, rather than just rote learning of grammar rules.
- *Contextual Learning:* Grammar is taught in context, with a focus on how language is used in everyday situations.
- *Interaction:* Learners are encouraged to interact in the target language, engaging in meaningful conversations, discussions, and activities.
- *Authentic Materials:* Real-life materials like newspapers, videos, and advertisements are used to expose learners to authentic language.
- *Task-Based Learning:* Language learning often involves completing tasks or projects that require communication in the target language.
- *Pair and Group Work:* Learners frequently work in pairs or groups to practice communication skills.
- *Error Tolerance:* Learners are encouraged to take risks and make errors as a natural part of the learning process, with a focus on communication rather than perfection.
- *Role Play:* Role-playing scenarios help learners practice language in real-life situations.
- *Language Functions:* Teaching focuses on specific language functions like making requests, giving directions, and expressing opinions.
- *Cultural Awareness:* Communicative grammar often includes cultural elements to help learners understand the cultural context in which the language is used.
- *Fluency over Accuracy:* While accuracy is important, the primary goal is to develop fluency and the ability to communicate effectively.
- *Student-Centered:* Learners play an active role in the learning process, and teachers act as facilitators.

2.7 Characteristics of Communicative Grammar Teaching

Rather than only having students memorize grammar rules, the goal of a communicative grammar education technique is to enable them use grammar in everyday settings. This could entail interactive exercises, role-playing, and simulations, among other things, that let students apply the language they are learning to real world situations.

2.7.1 Teaching Grammar in Context

In genuine communication beyond the classroom, grammar and context are often so closely related that appropriate grammatical choices can only be made with reference to the context and purpose of the communication (Nunan, 1998). Some advantages of this method are, students are exposed to the target language in an authentic or near authentic setting, and they see or hear the target language before having to focus on it (Riddell, 2003).

Using dialogues is an effective way of teaching grammar. The use of dialogues in grammar teaching is useful because the use of dialogues generally matches learners' expectations of how language is used in the real world: people use language primarily to talk to each other (Thornbury, 1999).

Language is context sensitive; it means without context; it is very difficult to find out the intended meaning of even a single word or phrase. As decontextualized words and decontextualized sentences lose their meaning, it is same in the case of texts. It means the text without its context may be difficult to interpret. Likewise teaching grammar without its context may have the same result. Although grammar has traditionally been analyzed and taught at the level of sentence but real grammar cannot be taught in isolation. If we decontextualize the grammar we will find the doubtful value. Thornbury (1999, p. 71) says that "decontextualizing of grammar often results in practice exercises that are of doubtful value.

Teaching grammar in context fills a long-standing gap in the literature on teaching writing. It will prove invaluable to all practicing and pre service teachers especially those at the middle and high school levels where grammar is taught most intensively, it enables the students to see structures functioning in an authentic context.

Grammar in context is a creation against the "focus on forms" format of traditional language teaching syllabi that present discrete units that focus on a particular grammar point. It can be used for students to develop and consolidate grammar conventions, introduced through variety of literary and factual text types and assists them to use language more effectively in their own writing. Nunan (1998, p. 101, 104) feels that this strictly linear approach to language learning which entails acquiring one grammatical item at a

time before moving on the next is unrealistic view of how any student learns a second language. He advocates an organic approach that encourages students to become active explorer of language. Some of the operational principle of Nunan's organic method of teaching grammar in context is as follows:

- Expose learner to many examples of authentic language.
- Provide them with opportunities to use language that they have not been exposed to or have not practiced in any systematic way.
- Give them opportunities for collaborating with other students and comparing their efforts.
- Let them revise and compare their final efforts with language in the original text in this way, this approach highly emphasizes on implicit grammar instruction.

With teaching grammar in context, Weaver (1979) extends her philosophy by offering teachers rational and practical ideas for teaching grammar not in isolation but in the context of writing.

2.7.2 Teaching Grammar through Texts

Grammar is the engine behind the language. It is what makes the rest of the language link together. Although it is a highly abstract and complex aspect of language, the learner needs to acquire it if he wants to use the language for communication. Teaching of any language is the teaching of its grammar. However, the position of grammar in teaching of a foreign and second language has shifted dramatically in the last three decades. It has been understood and defined differently over time. As a result, there has been a great change in teaching methodology.

To teach grammar through texts is a good way to get students attention in a class, but how to select an attractive and suitable text for students will be a challenge for teachers. "There are advantages and disadvantages of both types of texts. Depending on the situation the teachers can decide the type of texts that will be appropriate for the learners" (Neupane 2009, p. 113).

To teach grammar through dialogue is a practical way of teaching it. Use of the practical sentences in teaching students and letting them practice through the daily conversation in making them familiar with the grammar will be an efficient way. Then to teach grammar through picture can be the effective way especially for the children but it

will be hard for teachers to draw the picture of abstract ideas such as temperament, knowledge, virtue and information.

Text based grammar lessons follow a guided discovery approach and students are able to find out about the language themselves. So, it is the design of the tasks that guides students to an understanding of the target grammar point. The key strength of the text-based approach is that the students can see examples of target grammar points in context by the use of text. It gives students the feeling that they are working through a step-by-step process and hence, its lessons are likely to appeal to students like a clearly structured approach to learning grammar.

It is almost student-centered approach. Teaching grammar through context is entirely for the students and to the students and the exercises are also done by the students. So, the students centered meaning of form tasks give students useful thinking time and allow them to process information about the language.

As a result of this thinking time, students often have questions. The teacher can deal with these questions during monitoring when students are working on the meaning and form tasks.

According to Thornbury (1999, p. 72) "A text-based approach involves looking at language when it is doing work". Various text from different sources can be chosen which help to enable students to uplift not only their grammatical concepts but also learning by searching and doing capacities can be developed in the students.

Teaching grammar through text providing meaningful context is suited to working with course books as they often present new language in texts. Some may also provide meaning and form tasks that students and teachers can use.

It helps students to identify the grammatical rules and structures from outside study and the extracurricular materials such as journals, newspapers and literary books. Teaching grammar through text may help some students to think about text. They find outside the classroom as a source of grammar.

Consequently, the students may gain a strong creative power to analyze and describe the extracurricular materials and to identify the grammar used in it. For this purpose, the

teacher may need to use the text outside from the curriculum to enhance the broad grammatical power of the students.

In the context of our country the secondary grade curriculum of English has highly appreciated the text-based approach in teaching grammar. Earlier the grammar was taught by deductive method which became failure. Parrot learning and learning by heart the grammatical structures gave negative intent to the students.

Learning a formula and doing small task by its consequence narrowed the broad concept of grammar. The interesting grammatical materials were taught in boring way. So, the intellectuals, professors and other curriculum designers felt the need of an immediate change in curriculum and to put the text-based approach in the curriculum in secondary, intermediate, bachelors and in all higher grades.

In the context of secondary level, a text is given in each chapter which gives the knowledge of philosophy, morals and other important concepts that are required in human life. After it there is given a topic called 'time for grammar' in each chapter which tries to accomplish the students active in grammatical concept according to the learned text.

Text-based approach of teaching grammar is the most modern, student-centered effective and nearly inductive way of teaching grammar. But most of the teachers do not like it in practice. Celce-Murcia and Hilles (1988, p.8) says "unfortunately grammar is often taught in isolated, unconnected sentences that give a fragmented and unrealistic picture of English and make it difficult for students to apply what they have learned in actual situation". This statement highlights how teaching grammar in discrete phrases can result in fragmented learning, which makes it difficult for students to use grammar in meaningful conversations. It emphasizes the need for more contextualized and integrated methods, such the text-based technique, which places grammar within relevant texts and offers a more useful and realistic knowledge of language use.

This approach tries to enable the inner power of students. It develops not only the thinking power but also the correct writing, reading and pronunciation abilities. While reading many texts, it is certain that students gain good reading skills, before going to the grammar, students get opportunities to write question answers from the text which will develop the writing skills and further more students get chances to read the text with

correct pronunciation, they get chances to see the punctuation and other grammatical factors involved in the text.

Finally, students get opportunity to be focused in the grammatical view by 'time for grammar' This uplifts the status of the students to recognize the different patterns of grammar. By its consequence, students always become aware about the grammatical structures and rules so that they can find out different grammatical patterns and rules from the extra materials out from the curriculum such as newspapers, journals, internet etc. So, the text-based approach develops the overall grammatical concepts to the students in very energetic and interesting way.

2.7.3 Teaching grammar through Communicative Activities

First of all, it is important that communicative grammar activities are positioned properly in the overall grammar lesson. Ur (1988) suggest that there are four parts to grammar lesson presentation, isolation and explanation, practice and test. However, the “practice” step can be broken down further into three additional steps which build upon each other, The first type of practice activities should be devoted only to the form of the grammar being taught. This gives a chance for students to understand the rules. The next type of practice activities allows students to focus on form plus the meaning of the grammar point. Last are the communicative grammar activities which allows for freer expression by students while still utilizing the taught forms.

A/ Modeling: Before launching into communicative activity, it is important to model the activity properly. it is not enough to merely tell your students what to do, you need to show them how to execute the task .it also important to show the students what they aren't supposed to do.

b/Observing: During the communicative grammar activity, it is important to circulate around the room. The purpose for this is two-fold. First you want to make sure that all students are participating fully in the activity and that they are not facing any difficulties. Sometimes students are stuck on the meaning of word and this is preventing them from completing the activity. Your attentiveness can help them get unstuck and proceed. It is also a good opportunity to listen in on how students are using the grammar being practiced. If you hear a lot of errors, note them down and address them when the activity has finished.

C/ Contextualization: Communicative grammar activities should be integrated into the four skills of language: listening, speaking, reading and writing. This helps students develop communicative grammatical competence, which is the ability to use and understand structures in a variety of situations spontaneously.

2.8 Conclusion

The current chapter illustrated learning grammar, which is the body of rules guiding sentence construction, is crucial to language acquisition. Beginning with the rule-based Grammar-Translation Method, which placed an emphasis on clear grammar rules and translation exercises, the history of grammar instruction has undergone tremendous change. The immersive Direct Method, which emphasizes inductive learning through speaking and hearing in the target language, later replaced this approach.

The most recent change is toward context-driven and communicative techniques, which place an emphasis on real-world communication skills and pragmatic language use. In particular, communicative grammar teaching combines grammatical knowledge with constructive communication exercises. This approach makes sure that students comprehend grammar principles and can use them in everyday contexts, which improves understanding and engagement.

CHAPTER THREE

Research Methodology and Data Analysis

Chapter Three: Research Methodology and Data Analysis

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3.1 Introduction

This chapter is the practical part that required the researcher with communicative grammar teaching techniques and strategies and recognizes the diverse needs and learning styles of students, through the use of two tools Questionnaire for university students and interview with teachers.

In the other hand the present chapter deals with the implemented methodology for the requirements of this research, in this regard the results from the collected data will be reported and analyzed, and then findings will be critically discussed.

Finally, we will present implication and recommendation of the study in addition to some suggestions for further research.

3.2 Research Aim

In the ever-evolving landscape of language education, the communicative approach represents a spotlight, emphasizing not only the mastery of grammar rules, but also the ability to effectively communicate thoughts, ideas.

In this framework, the teaching of communicative grammar presents itself as dynamic method, the objective of this study is to explore and evaluate methods and strategies for teaching communicative grammar, focusing on their effectiveness in improving learners' grammar mastery, communicative competence and acquisition overall language within a communicative grammar teaching framework.

3.3 Research Methodology

The research employed both qualitative and quantitative methods to gather and analyze data in the form of the necessary descriptive design in order to investigate the problem, the research to be involved in the community through Students' questionnaire and teachers' interview.

The researcher in this study used Students' questionnaire to examine the effectiveness and challenges of Communicative grammar teaching, the researcher also used an interview for teachers to meet the difficulties faced in teaching communicative grammar.

This research is conducted in form of case study. It includes two sample types that employed a probability technique based on random selection of participant. Thus, the sample was composed of 30 Students from different groups in English department of Ibn

Khaldoun University, Tiaret. In order to understand more about the participant, the study used an

organized interview with 5 teachers from the same University of Tiaret to explore more about the difficulties.

3.4 Data Collection Tools and Participants

The research at hand-collected data from two tools, a student questionnaire devoted to first year university students and an organized interview with university teachers.

3.4.1 Students' Questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended question or combination of both.

The purpose of a questionnaire is to gather data from a target audience. As participant fill out a questionnaire, they are giving valuable titbits of data. The data collected can be quantitative or qualitative. Quantitative data is numerical and measurable, Qualitative data is non-numerical, written information that should be analyzed further.

The individual results from one questionnaire will tell you information about one participant. The sole act of administering a questionnaire is not considered to be a survey. This is because the data gathered from questionnaires only becomes valuable once interpreted as part of a wider survey.

Our questionnaire was administered to all 30 participants selected from three different groups in the department of English, faculty of letters and languages, Ibn Khaldoun University of Tiaret, this tool was chosen to collect quantitative and qualitative data. The questionnaire includes four sections: Personal data (consist 3 question), Perception of communicative grammar teaching (consist 6 question), Impact of Language skills (consist 3 question), Preferences and challenges (consist 2 question).

3.4.2 Teachers' Interview

Easwar Moorthy & Zarin pouch (2006) define an interview as a dialogue aimed at gathering information on a certain subject; it consists of an interviewer who poses questions and interviews who answers those inquiries. You have the option to conduct this talk in person, over the phone, or even online. Since Fox (2009) describes the

conversation as and this crucial method of verbally conversing with participants to collect data is often employed in survey designs as well as exploratory and descriptive investigations.

They go on to say that there are three primary forms of interviews: semi-structured, unstructured, and structured. More significantly, they attest to the fact that interviews are a useful tool for learning about people's beliefs, experiences, and ideas. The purpose of using this as well is to get information from teachers regarding students' proficiency with English at the elementary level, as well as to identify any obstacles they may encounter in their learning process. Specifically, it is utilized to pinpoint the methods that educators employ to ease these challenges, as well as their thoughts on the English curriculum and recommendations that could aid in the research.

Our interview is designed for 5 teachers from university of Tiaret. It includes 9 questions; the type of the interview was structured and direct.

3.5 Analysis of Students' Questionnaire

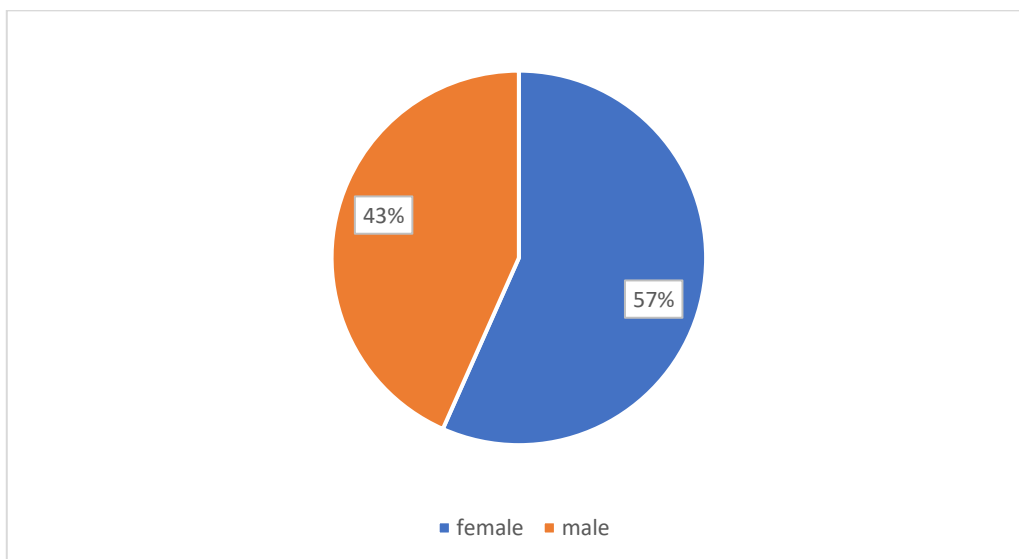
Following the data collection process, both qualitative and quantitative analyses of the proposed questionnaire's results have been conducted as follow:

Part One: Personal Data: The personal data of the participants in the study is as follows:

1. Students 'Gender

Graph 3.1

Participants 'Gender



From the graph above it is noticed that the majority of the participants are female 57 % (17 out of 30), and the minority of them are males 43 % (13 out of 30), it can be concluded that there are more females than males.

2. Students' Age

Table 3.1

Participants 'Age

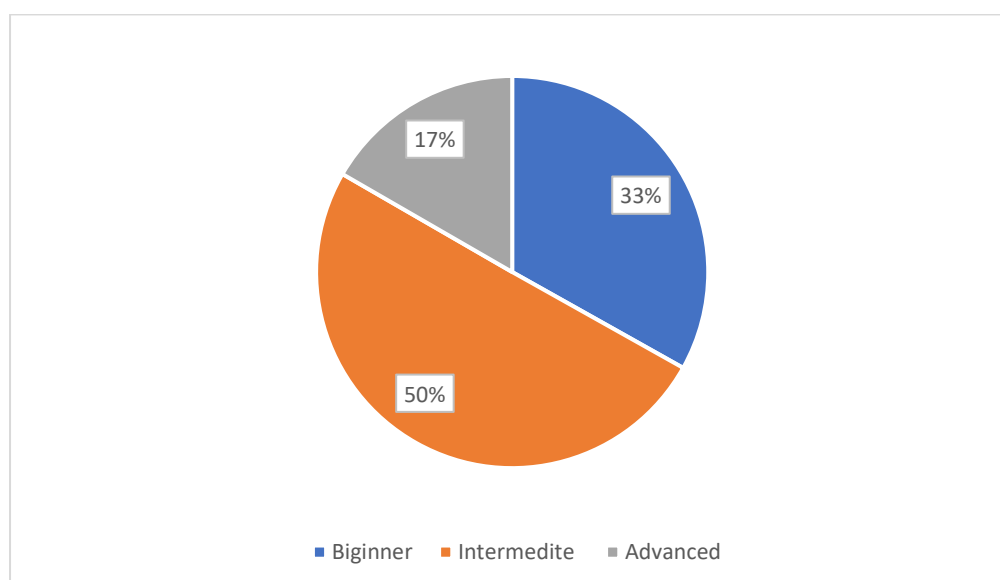
Ages	Number	Percentage
Less than 18	2	7%
18-20	21	70%
20-22	7	23%

The statistics in the table above represent the age of participants, we see that the most common age in the first-year students ranges between 18 and 20 (70%) based on the results below, Regarding the other ages, they are fewer in comparison to the first age.

3. Students Level in the target language

Graph 3.2

Participants proficiency level in the target language



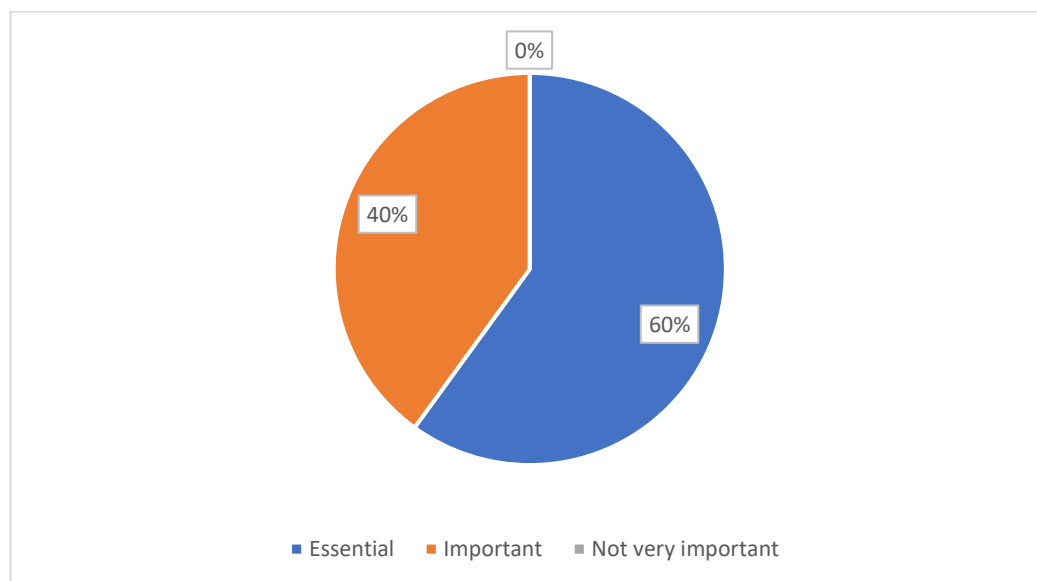
This graph demonstrates that (50%) of students are beginner in the target language, otherwise (33%) their level in the target language is intermediate, then the rest of the students (17%) are Advanced in the target language.

Part Two: Perception of Communicative Grammar Teaching: To show the beliefs of students about communicative grammar teaching

Item 1: How do you perceive the role of communicative instruction in language learning?

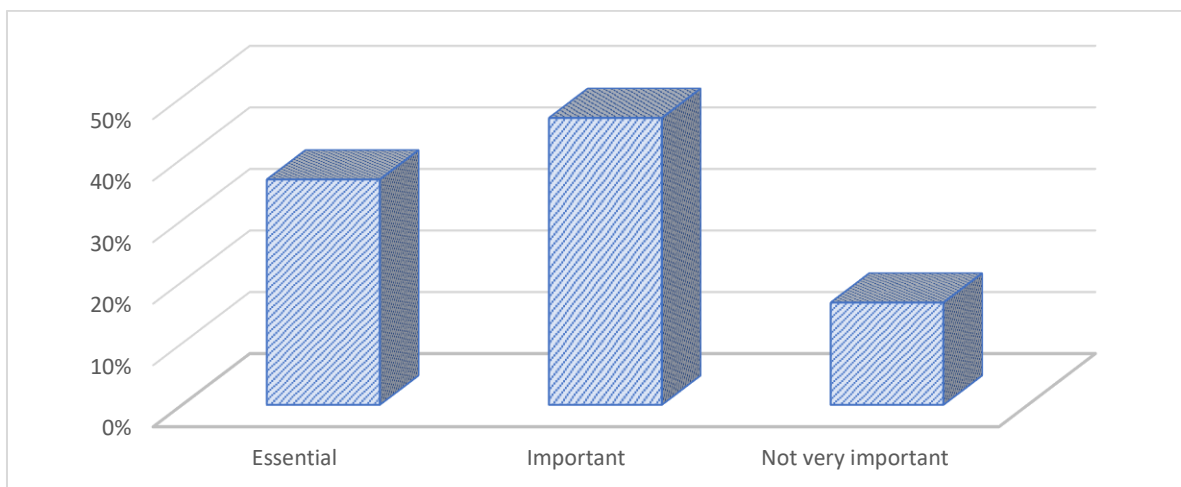
Graph 3.3

The Role of Communicative Instruction in Language Learning



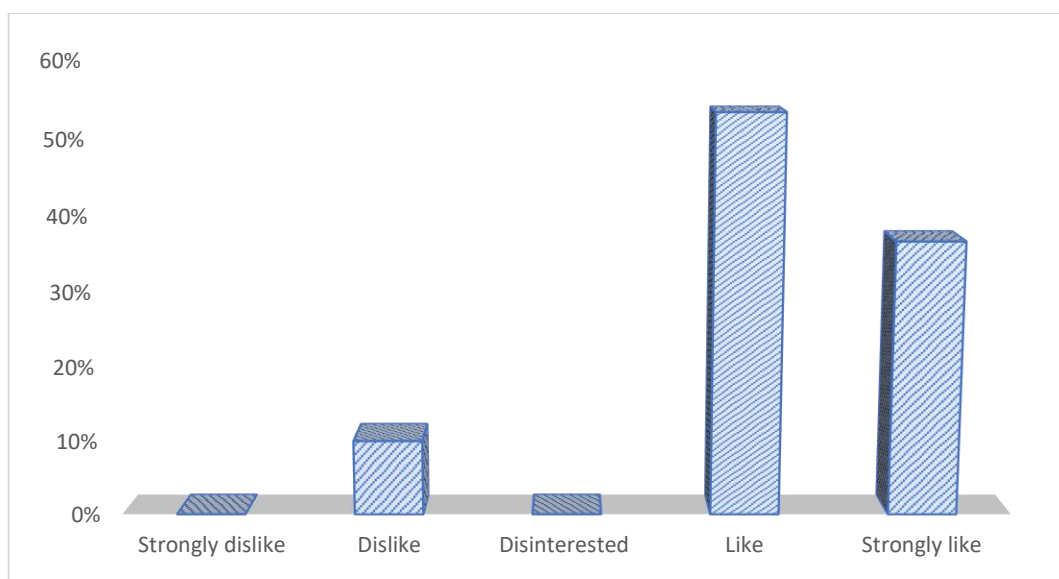
The results presented in this graph shows that (60%) of learners see that the role of communication instruction in language learning is essential since it meets their interests, whereas (40%) think that the function of communication training in language learning is important.

Item 2: What part does grammar teaching play in language learning?

Graph 3.4*Part of Grammar Teaching in Language Learning*

According to learners' opinions (37%) of students said that grammar teaching play essential part in language acquisition, the largest number of students (47%) denoted that grammar teaching have important part in language learning, then the rest of them (17%) think that grammar teaching is not very important in language learning.

Item 3: How would you rate your attitude towards learning communicative grammar?

Graph 3.5*Learners' Attitudes Towards Learning Communicative Grammar*

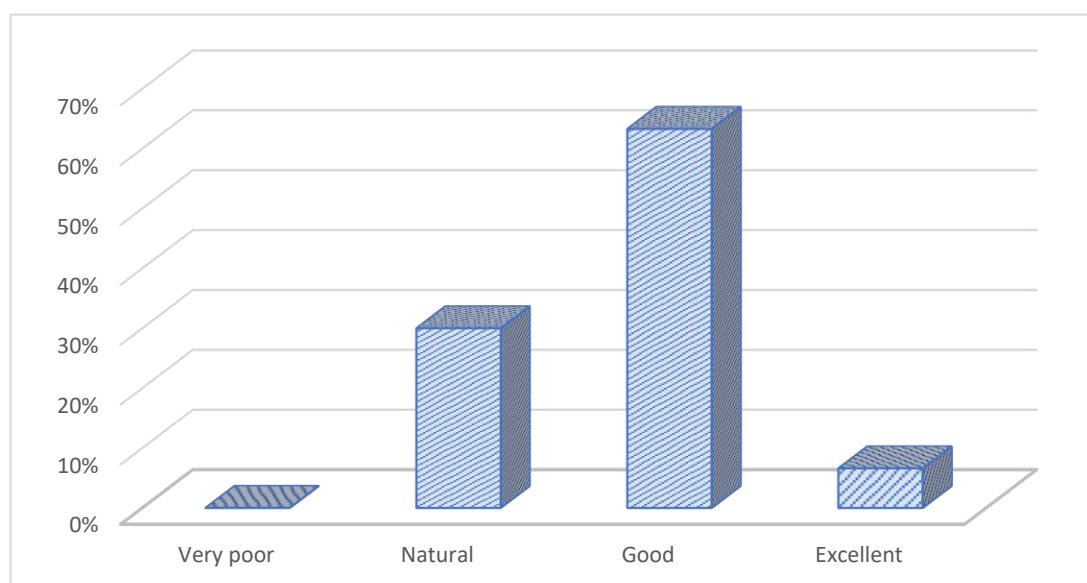
This graph shows that none of the students strongly dislike and disinterested (0%) with their attitude towards learning communicative grammar, more than half of them like their

attitudes (53%), Only (10%) Dislike their attitude the rest of the students (37%) Strongly like their mindset towards the acquisition of communicative grammar.

Item 4: How would you rate your overall experience examining grammar through communicative activities?

Graph 3.6

The Experience of the Students Examining Grammar Through Communicative Activities



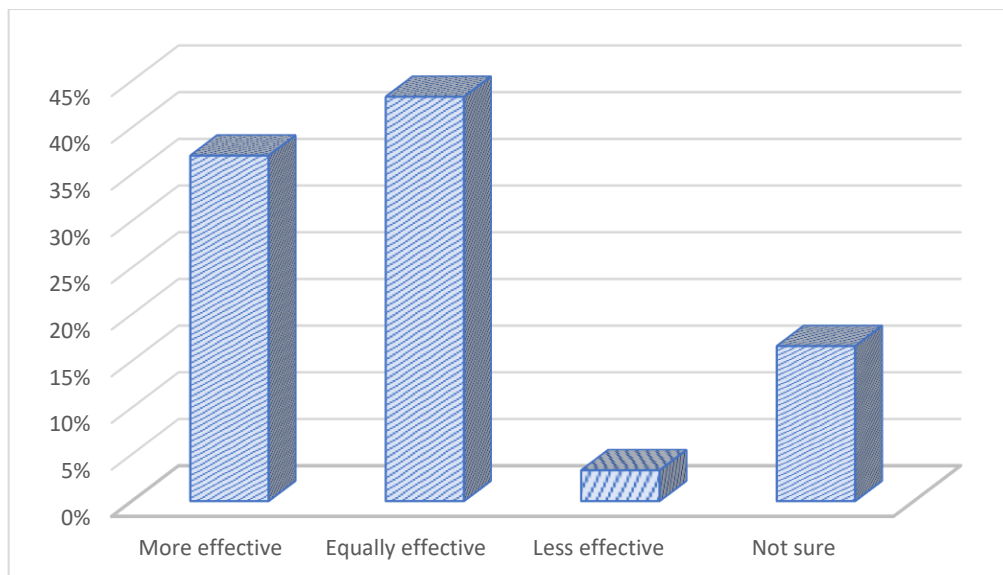
The analysis of this graph shows that the majority of the students (63%) said that their experience examining grammar through communicative activities is good, about (30%) of them said it's natural, On the other hand (7%) of the students rate their experience with excellent, none of them choose very poor.

According to this result we discovered that the students prefer studying grammar through communicative instruction.

Item 5: How does communicative grammar compare to other approaches or methods as deductive instruction?

Graph 3.7

The Compares Between Communicative Grammar and Other Approaches Such as Deductive Instruction.



Based on the results, it reveals that (37%) of the respondents said that communicative grammar is more effective than others methods, while (43%) expressed that its equally effective, about (3,30%) according to their opinion communicative grammar it is less effective than other approaches, the rest of the students are not sure from this (17%).

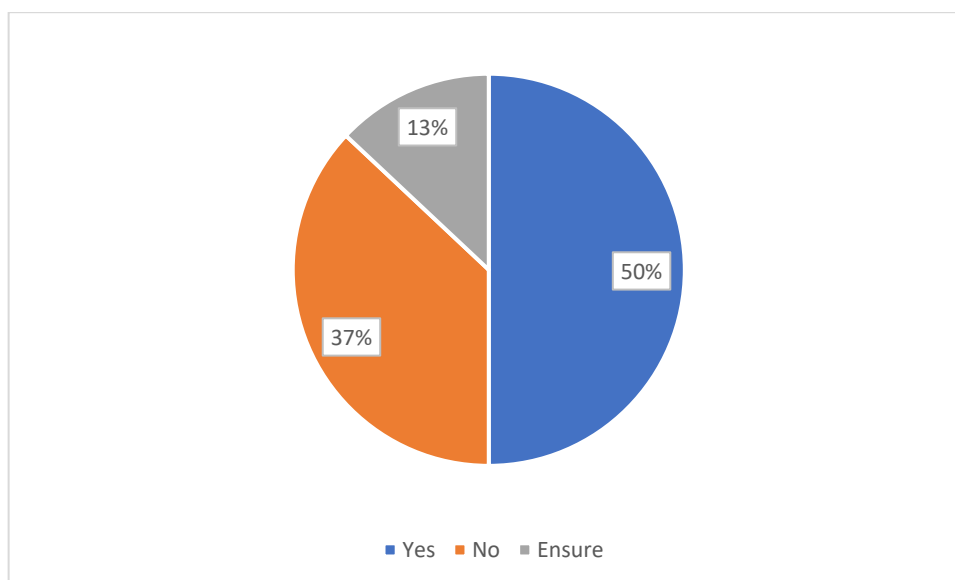
Item 6: Which components and aspects of communicative grammar instruction do you think will help you learn grammar effectively?

The results show that some students think that the most effective aspects to learn grammar is contextualization which is grammar taught in context of real-life communication and using conversations that learners might meet in their daily life. Also, the integration with communication skills which mean integrated with the four main language skills such as listening, reading, speaking and writing. Other students choose interaction activities pair work and group work, then encourage communication between students. The rest of students see that oral activities and session are effective components also they think that error correction and feedback can help them to focused on both form and usage.

According to this answer, we confirm that these components help students see the practical application of grammatical structures.

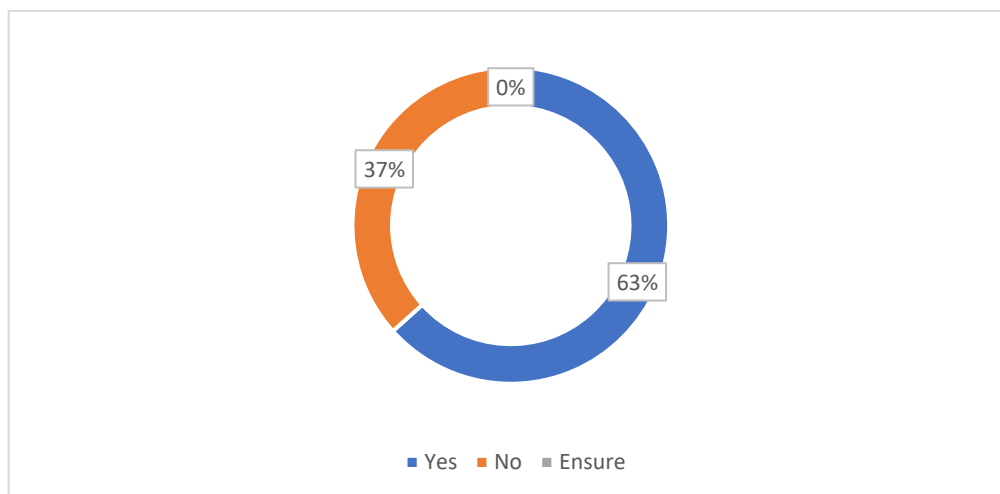
Part Three: Impact on Language Skills:

Item 1: Have your speaking abilities improved since you starting communicative grammar lessons?

Graph 3.8*Improvements of Speaking Abilities*

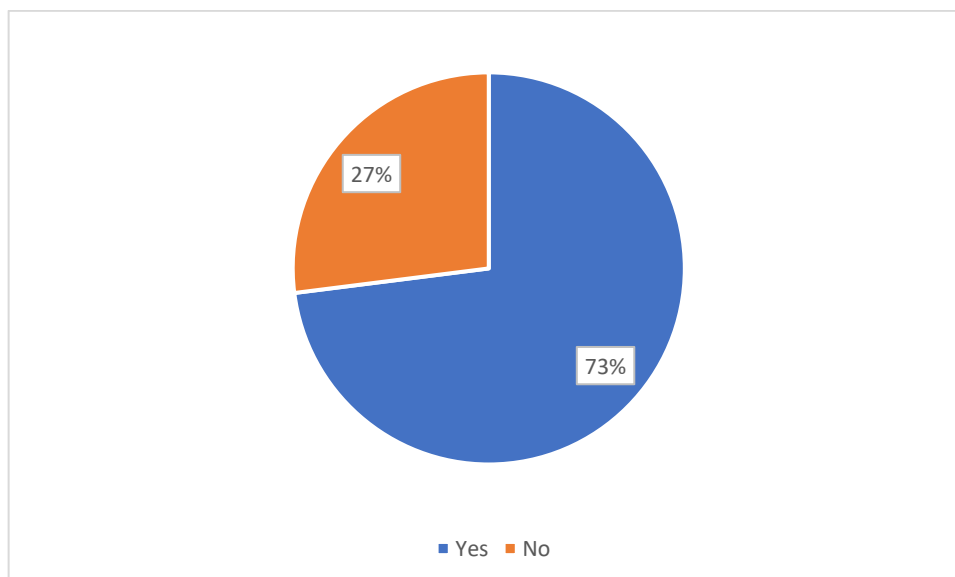
The statistics in this graph show that (50%) of the participants stated that their abilities in speaking are improved, while (37%) of them said that communicative grammar did not help them improving their speaking skills, (13%) of them was ensure.

Item 2: Have your writing abilities improved since you starting communicative grammar lessons?

Graph 3.9*Improvement of Writing Abilities*

The selection in this graph divided in two categories, the majority of the learners see that communicative grammar lessons help them to improve their writing skills (63%). On the other hand, the minority (37%) said that their writing skills didn't improve.

Item 3: Does the speaking instruction provide you with grammar learning benefits?

Graph 3.10*Speaking Instruction Benefits*

As shown in the graph above, (73%) of participants agree that speaking instruction provide them with grammar learning benefits and some students support their answers with examples.

Some Examples of the students:

- Helps understand grammar rules, improve sentence's structure.
- Develop general fluency, receiving instant corrections greatly.
- Enhances understanding and application of grammar.
- Speaking provides a context for grammar usage.
- It enhances learners' ability to use grammar.

On the other hand (27%) of students see that speaking abilities didn't provide them with learning grammar benefits.

Part Four: Preferences and Challenges:

Item 1: Which kinds of communicative activities do you find most effective for learning grammar?

- Learners see that role plays it is good activities because they can practice grammatical structures in a natural context it helps them to see grammar function in communication.
- They find it a good method to understand grammar
- Another activity which is storytelling they said that it promotes them to use various complex sentence structures and tenses.
- In the other hand some participants said writing task such as writing emails or letters is also a best activity that allows students to apply grammatical rules.
- While others like to use games such as crossword for learn grammar because it focusses on engaging them in meaningful use of language.

Item 2: What difficulties, have you encountered when learning grammar communicatively?

Students see that the difficulties they have faced in learning grammar communicatively, it is they don't have an enough grasp of grammar, so this always make fear of making mistakes, also they find problem in applying rules and some of learners said that they have limited vocabulary and from this difficulty students cannot express their ability in grammar.

The rest of learners express their difficulties by saying that it is sometimes challenging to understand instruction especially if they are not clear and they don't have the confidence to use grammar in real life situation, making a spelling mistake in conversation.

3.6 Analysis of Teachers' Interview

This section's goal is to present and evaluate the instructor interviews. 9 distinct types of structured interview questions were used to get the data.

Item 1: How can communicative grammar lessons be incorporated into your language instruction? Are there any specific techniques?

Teacher 1: when we generally speak about our department, we must admit that over students are not really interactive. So, I don't really think student incorporate grammar in their communication, which definitely impairs their ability to become better.

Teacher 2: I can be incorporated through contexts instead of isolated grammar points, the inclusion of interactive activities that faster group work and the use of authentic materials also proved their effectiveness.

Teacher 3: I cannot answer this question.

Teacher 4: The communicative grammar lessons incorporated really good into my language instruction and it was easy for me to deliver the information to learners and make them understand.

Teacher 5: Focus on incorporating grammar into relevant speaking, listening, reading, and writing tasks in order to incorporate communicative grammar courses. Through strategies like information gap exercises, task-based learning, and role-plays, students can practice grammar in authentic communicative situations.

Some teachers said that it is easy for them to deliver the information to learners and make them understand, and it can be incorporated through contexts instead of isolated grammar point, and using authentic materials can prove their effectiveness.

Item 2: What difficulties did you run across while putting communicative grammar teaching techniques into practice?

Table 3.2*Difficulties of Putting Communicative Grammar Teaching Techniques into Practice*

Teachers	Difficulties
Teacher one	One of the problems is the incorrect use of grammatical aspects, as today's pupils don't actually think grammar is as important as it once was.
Teacher two	Time limits, learners' varying abilities and styles, and learners' lack of desire were some of the other challenges encountered.
Teacher three	Since my students were already familiar with communicative grammar teaching strategies, I had no trouble using them in my teaching experience.
Teacher four	Student resistance to interactive approaches, balancing grammar accuracy with communication skills, and limited classroom time and large class size hinder effective communicative grammar instruction.
Teacher five	No answer

To effectively address these issues and completely support the communicative approach to grammar instruction, careful preparation, adaptability, continual professional development, and occasionally modifications to curriculum and assessment procedures are needed.

The teachers point out a number of difficulties in instructing grammar. Teacher, one observes that students are making more mistakes because they don't think grammar is as important as it once was. According to Teacher Two, the biggest challenges are lack of enthusiasm, different learning styles, and time limits. However, Teacher Three finds that because the students are already familiar with these techniques, she can effectively teach communicative grammar. On the other hand, Teacher Four notes that logistical challenges like time constraints and large class sizes, student aversion to interactive

approaches, and the need to strike a balance between accuracy and communication skills all impede effective grammar training. These observations highlight how difficult it is to teach grammar in today's classrooms.

Item 3: Have you discovered any specific tactics or tools that have been useful in getting over obstacles?

Teacher 1: The tactics I referred to while I faced this hindrance were mainly working on learners' level of motivation and a differentiated instruction approach. Sometimes I read about it to be acquainted with the topic

Teacher 2: As grammar teacher I strongly insist on correct grammar especially in speaking, small mistakes bother me so what you do is giving my students home works as it is the most common techniques.

Teacher 3: Yes, I have discovered so many tools and tactics and they have been really useful in getting over obstacles.

Teacher 4: In teaching accurate communication with students is very useful.

Teacher 5: No answer

Most of teachers said that they have discovered so many tools and tactics and they have been really useful in getting over obstacles especially communication with students is very useful

Item 4: In what ways might grammar instruction be incorporated into other language learning activities?

Teacher 1: Grammar instruction can be incorporated in all language learning activities and all language skills, as grammar is a language component. Instances of that include listening activities, reading, writing texts, vocabulary activities and speaking.

Teacher 2: I advise educators to be clear as possible as they can and to have more than one understanding tool to give the learners books and articles so they get used to hard grammar. I suggest they start reading any book they find I don't recommend a specific one.

Teacher 3: No answer

Teacher 4: No answer

Teacher 5: Through contextualized exercises, such as writing assignments, interactive speaking activities, and reading comprehension tasks that naturally involve the usage of targeted grammatical structures, grammar training can be integrated into other language learning activities.

Minority said that all language learning activities and components, such as speaking, listening, reading, writing, and vocabulary exercises, can benefit from the inclusion of grammar teaching. Other teachers refrain to answer.

Item 5: How may communicative grammar instruction be successfully included into the speaking instruction?

Teacher 1: It can be included through role plays, debates, discussion and presentation.

Teacher 2: No answer

Teacher 3: When I was teaching, I always used to give my students home works, I used to give them subjects or books to read and to summarize them for me and trying to solve any difficulty.

Teacher 4: Through activities, communication grammar can be included into the speaking instruction.

Teacher 5: By creating activities like role-plays, debates, and group discussions that call for the usage of particular grammatical structures and by offering contextual feedback and correction during these interactions, communicative grammar training can be successfully incorporated into speaking instruction.

The results showed that all the teachers agreed about speaking exercises like role-plays, discussion, interview, and storytelling can effectively incorporate communicative grammar training, real-life scenarios and instant feedback further reinforce grammatical precision.

Item 6: How do you strike a balance between the requirement that students learn how to communicate effectively and acquire the conventional grammar rules?

Teacher 1: My main objective is to balance fluency and accuracy to achieve that, I focus on contextualizes practice, encourage reflection as well as peer and self-assessment and integrative activities.

Teacher 2: In my case it is not hard for me to balance between teaching grammar and asking my students to communicate. I don't want them to memorize rules, I want them to use what they learn.

Teacher 3: Well, the difference between the two is that when doing a conversation between students is actually getting them used to speak with no complex and fear but when it comes to the conventional grammar sittings it will be easier for them to communicate with me and learn fast.

Teacher 4: No answer

Teacher 5: By incorporating grammar education into communicative activities, I strike a balance between successful communication and traditional grammar rules, ensuring that students practice accurate structures in relevant circumstances.

Teacher uses different ways to balance between them, by giving them homework and books to read and summarize, focusing in contextualized practice, encourage reflection as well as peer and self-assessment and integrative activities.

Item 7: How do you provide opportunities for students to apply grammar knowledge in authentic communicative tasks?

Teacher 1: Through situations that require problem solving, discussing.

Teacher 2: I don't like passive students, so I do my best to make my students engage actively in class, I give them the chance to speak and express their thoughts as a way to test their grammar knowledge and whether they use it properly.

Teacher 3: Students react in a good way to communicative grammar training because it helps them in the future life and it always has a connection with conventional grammar settings.

Teacher 4: By implicitly referring to the differences between languages.

Teacher 5: I provide my students the chance to use their understanding of grammar in real-world communicative tasks by having role-plays, group discussions, and writing exercises that are modeled after actual circumstances.

Teacher sees that applying grammar knowledge in authentic communicative tasks through giving them chance to speak and express their thought as a way to test their grammar language and whether they use it properly

Item 8: How do your students react to communicative grammar instruction as opposed to conventional grammar instruction?

Teacher 1: My students developed a negative attitude towards it, they fear mistakes and conventional grammar instruction makes up their comfort zone.

Teacher 2: My class are so active by nature, so my students have to express themselves as I keep asking to focus on communication and use what they learn instead of just memorizing rules and storing them.

Teacher 3: The grammatical proficiency of students can be measured and evaluated in a communicative educational environment when going outside the box which means out of the classroom and the university.

Teacher 4: No answer

Teacher 5: Students typically find communicative grammar training more engaging and useful than standard grammar instruction, which frequently appears more abstract and disconnected from real-world conversation.

Majority of teachers insist on correct grammar especially in speaking, small mistake can bother them so they give them homework as it is common technique they use.

Item 9: Would you provide us with suggestion that can make communicative grammar lessons more engaging or effective?

Table 3.3

Teachers' Suggestion

Teachers	Suggestions
Teacher one	-The use of authentic materials -Interactive learning environment -Differentiated instruction
Teacher two	-The use of ICT -Reflective practice
	-Error correction games

Teacher three	-collaborative learning -Flipped classroom
Teacher four	-Technology integration –peer teaching –contextualized practice – task-based learning
Teacher five	No answer

These techniques can make grammar classes more engaging, dynamic, and productive, which will eventually improve students' communicative proficiency.

The teachers outline a range of cutting-edge strategies meant to improve grammar instruction. In order to meet the unique learning requirements of her students, Teacher 1 emphasizes the utilization of authentic resources, the creation of an engaging environment, and individualized instruction. To help students grasp language more deeply, Teacher 2 encourages reflective practice and integrates information and communication technology. To maximize in-class time for active learning, Teacher3 employs the flipped classroom approach, collaborative learning setups, and entertaining error correction activities. Lastly, Teacher4 employs task-based learning to concentrate on real-world language use, contextualizes grammar practice to make it relevant, and combines technology with peer teaching. When taken as a whole, these techniques show how grammar education is moving toward more dynamic, technologically advanced, and student-centered learning experiences.

3.7 Interpretation and Discussion of the main findings

This study investigates the difficulties that learners and teachers face in learning and teaching communicative grammar instruction and also it conduct communicative that are effective for learning grammar activities, its aim at showing abilities of learners in communicative grammar.

Thus, the result obtained from students' questionnaire and teachers' interview revealed that student face some difficulties in learning grammar communicatively. Students focus on communication skills and casual language. especially on digital platforms, has led to apathy analyses towards grammar teaching, as they prioritize understanding others over strict grammatical accuracy, affecting their overall language skills.

Activities that involve learners actively and contextually are more successful for teaching grammar in a communicative setting.

The following outlines how these exercises improve communicative grammar learning:

Real-World Application: Task-based projects, role-plays, and simulations are examples of activities that imitate real-life interactions and require students to apply grammar principles in real-world contexts. This helps students understand the rules' practical application in addition

to reinforcing them.

Interactive Engagement: Methods like information gap exercises force students to interact with classmates in order to finish a task, which provides them with dynamic grammar practice. The negotiation of meaning and the adjustment of speech are fostered by this interaction and are essential for language development.

Continuous feedback: is essential for making corrections and improving language use, and it is frequently provided by peers and instructors during these activities. In a supportive setting, this feedback loop assists students in modifying their comprehension and application of grammatical structures.

Motivation and Relevance: These activities foster motivation in learners by assigning them assignments with specific objectives and high levels of participation. Motivated students are more likely to interact with the content thoroughly, which improves retention and mastery.

Integration of abilities: Grammar is effectively integrated with other language abilities, including speaking, listening, reading, and writing, through communicative activities. This all-encompassing method guarantees that grammar is acquired as a component of total language competency rather than as a stand-alone subject.

The key to these activities' effectiveness is their capacity to make grammar instruction interesting, applicable, and integrated a feature that enables students to practice and assimilate grammatical structures within the context of meaningful conversation.

Communicative grammar is crucial because it fills in the gaps between understanding grammatical rules and using them successfully in everyday conversation, communicative grammar is essential. It helps learners become more accurate and fluent speakers

by emphasizing context and practical usage. This helps them use language in a more efficient and natural way. It places a strong emphasis on the practical application of grammar, enabling students to communicate effectively and appropriately in a variety of contexts and boosting their general confidence and language skills.

Accordingly, since today's students don't genuinely believe grammar is as important as it previously was, one of the issues is the improper application of grammatical elements. Teacher must highlight the applicability and significance of grammar in clear communication.

Concerning time limit there is not enough time in the classroom to cover grammar in its entirety. Because each student is unique in their talents and learning preferences, it is challenging to meet everyone's demands in a one-size-fits-all manner. In addition, a lot of students find grammar classes boring or unimportant, which deters them from participating. All of these things work against grammar instruction as a whole. therefore, teachers need to come up with creative and interesting ways to teach this important part of language.

Additionally, when it comes to interactive learning activities that prioritize communication skills over standard grammar instruction, some students could be reluctant or resistant. A number of reasons, such as a preference for more passive learning strategies or uncomfortable speaking in front of others, could be the cause of this aversion. while some students value communication skills more than grammatical clarity, others may place a higher value on fluency than grammatical accuracy.

In short, the result of this questionnaire and interview explores challenges in teaching communicative grammar, and their effectiveness highlighting a shift in students' values towards communication skills over precise grammatical rules. Classroom time limits and diverse learning styles further exacerbate the issue. To overcome boredom, creative teaching strategies and a balance between communication skills and grammatical correctness are needed, fostering a welcoming environment for language proficiency.

3.8 Recommendation and Suggestions

It important to understand the principles and goals of communicative language teaching. According to Freeman (2000), CLT focuses on developing students' communicative competence, which involves not only the grammatical aspects of language but also the ability to use language in a variety of social and cultural contexts.

It is crucial to keep in mind the goal of promoting real communication and meaningful interaction in the target language. Creating impactful CLT activities involves considering factors such as students proficiency levels, interests, learning objectives and available resources. By keeping these elements in mind, you can design activities that meet the diverse needs of your learners and promote meaningful communication. Here are some steps:

1. **Identify learning objectives:** Determine the language skills, function, or topics that you want your students to practice and develop. Consider any specific grammar points, vocabulary, or cultural aspects that may be relevant to your objectives.
2. **Select activities:** Choose one or more communicative activities that align with your identified objectives and appropriately challenge your students. Consider varying the activity types to maintain engagement and cater diverse learning styles.
3. **Design materials:** Develop or adapt authentic materials (such as texts, audios, or visuals) and create any additional resources or supports (such as worksheets, question prompts, or guides) that your students may require during the activity.
4. **Plan clear instructions:** Determine the sequence of activities, including any necessary lead-in tasks, pre-and post- activity discussions, and error correction or feedback stages. Ensure that the lesson progresses smoothly, with clear transitions between tasks.
5. **Provide clear instruction:** Ensure that the students understand the purpose of the activity, their roles and responsibilities, and any specific procedures or expectation. Use clear, concise language and model tasks when necessary.
6. **Monitor and support:** Observe your offering guidance, encouragement, and support as needed. identify any patterns of error, confusion, or difficulty to address in later stages of the lesson.
7. **Evaluate success:** Assess the students' performance in the activity, considering Their communicative and linguistic development, as well as their level of engagement.

3.8.1 Example of Activity

In the first sample lesson (Scott Thornbury,1999) uses a scripted dialogue to teach the present simple to beginners: In the lesson, the teacher choses the following recorded dialogue from a course book to use as a vehicle for introducing the present simple with adverbs of frequency (e.g. usually, always) to a group of beginners:

Joe: What do you do on weekends?

David: well, that depends. During the school year, I usually have to study on Saturdays.

J: And how about on Sundays?

D: Well, we always have lunch together, you know, the whole family. Then after lunch, I sometimes go to the park and meet my friends.

J: Oh? What do you do there?

D: We play soccer; take a walk, or just talk. After that, I go out. I usually go to the movies.

J: How often do you go out of the city?

D: About once a month. My uncle has a small farm in the mountains, so I sometimes drive up there.

J: That sounds nice. Do you go alone?

D: No, my mom, my two sisters and some of our friends usually go too.

J: But why do you go?

D: A lot of things: green trees, clean air, and no people.

J: Oh, just like LA! D: Ha! That's a good joke.

(Adapted from How to Teach Grammar, Scott Thornbury)

Thornbury explains the steps as:

In the first step the teacher tells the class that she is going to play them a conversation between two friends. She asks students to close their books and to listen to the first part of the conversation and to answer this question: What are they talking about: last weekend, next weekend, or every weekend? In the second step once she has established that the conversation is about every weekend, she asks the students to listen to the whole conversation and to put these words in the order that they hear them: movies, drive, soccer, go out, study, lunch, and park walk. In the third step she asks the students if they can tell her which of the activities in the list David does on Saturdays, on Sundays, and about once a month. In the fourth step the teacher asks learners to listen for the following words and to match them with the words in the list on the board: usually, always, and sometimes. For example:

- Usually study
- Always have lunch
- Sometimes go to the park

In the fifth step the teacher asks learners to focus their attention on two or three of these sentences and to tell her exactly what the speaker says. For example:

- We always have lunch together
- I sometimes go to the park.

In the sixth step the teacher draws the student's attention to the form of the structure, underlining the verbs and explaining that the present simple is used for routine activities. In the seventh step she asks learners to write two or three more sentences about David, using the above sentence pattern, i.e. subject + adverb + verb + ... In the eighth step students listen to the conversation again and check their answers to Step 7, and in the final step she invites the students to write four or five original sentences about themselves using the pattern she has highlighted in step 6 (Thornbury, 1999).

"What is important in this exercise is to choose a text with a high frequency of instances of the targeted grammar item. This will help learners notice the new item, and may lead them to work out the rules by induction" (Thornbury, 1999). Through conversations grammar can be instructed easily and it will facilitate learner 's perceiving the rules better. "Communicative teaching and grammar teaching are not mutually exclusive. They fit hand in glove" (Azar, 2006).

In the second sample lesson David Riddell teaches two English tenses in a context:

Bertrand is French and he lives and works in the north of France. His English is very good because he studies it at school and uses it in his job. A few months ago, he went to San Francisco for the first time to visit some friends he met in France a few years ago. He stayed for a week and in that time Bertrand and his friends had a very busy time – they visited Fisherman 's Wharf, rode the cable cars, saw the sea lions by Pier 39, ate in a different restaurant every day, walked up the steep hills, and did lots of shopping in the fantastic department stores. And, of course, they took lots of photographs.

At dinner one evening Bertrand and his friends- Marie, Marianne and Norbert- were having dinner when the fire alarm sounded, but the waiters didn't 't seem to be worried, they just carried on working. Everyone around them carried on eating. They

thought it was so weird, everyone carrying on with their meals even though the fire alarm was sounding. Bertrand and his friends decided to get out quickly, but just as they went out of the door, they saw a sign by the entrance warning customers that there was going to be a fire alarm test that evening and they should ignore it. Bertrand and his friends quietly sat back down again to continue their meal feeling a bit embarrassed (adapted from Teaching English as a Foreign Language, David Riddell).

Riddell explains the steps as:

In the first step the teacher asks the class if anyone has been to/would like to go to San Francisco. If anyone has, they can tell the others about it. If no one has then they can tell you what they imagine San Francisco to be like. Alternatively, the teacher shows pictures of San Francisco to get the class talking about it.

In the second step the teachers tell students that they are going to read about Bertrand who visited San Francisco. They read the text and answer the questions:

Why did Bertrand visit San Francisco?

How many people was he with?

Why did they stop eating?

Did they finish their meal later?

In the third step the teacher highlights the sentence from the text They were having dinner.

when the alarm sounded. In the fourth step the teacher asks students to find other examples of the past progressive and the simple past in the text, to underline them and discuss the use of these tenses in pairs or small groups.

In the fifth step the teacher makes the following points.

In this example from the text, we are using two verb forms – the past progressive (continuous), and the past simple. The progressive is were having and the simple is sounded. In the sentence, they started dinner before the fire alarm sounded, and may or may not have continued after. Thus, the simple interrupts the progressive.

In the sixth step the teacher asks the students to write sentences using these two tenses (2003). Through context learners will see the usage of grammatical patterns better, and

the context will help them understand how to use grammar forms and structures. In the following context again two English tenses are presented.

3.9 Limitation of the Study

This research as any previous research, has limitation. Regarding the first limitation, the questionnaire was target to student of L1, copies were provided to 30 of them. Furthermore, two of them did not return back their copies early we face problem in finding them so this takes a lot of time, and some students refrain to answer all question so they did not take the questionnaire seriously. The second limitation it about teachers' interviews so here some teachers neglecting answer at least half of some question.

3.10 Conclusion

The analysis of teachers interviews and the students' questionnaire reveals that the student's response highlights a number of difficulties, students have when acquired communicative language. First, a fear of making mistakes stems from a lack of confidence brought on by a poor grasp of language. In addition, their restricted vocabulary makes it difficult for them to express themselves grammatically, which exacerbates their inability to apply grammar rules effectively. Furthermore, they struggle to understand concepts when given confusing directions, and their lack of confidence in social settings causes them to spell incorrectly during talks. All things considered, these findings emphasize the need of targeted grammar training, vocabulary growth, unambiguous teaching materials, and techniques for boosting students' self-confidence when learning communicative languages.

In this sense, this empirical section aimed to offer a thorough analysis of the results and provided EFL teachers with practical tactics to use in order to help students overcome obstacles, such as: The use of authentic materials, Interactive learning environment, technology integration, Error correction games, collaborative learning, reflective practice.

GENERAL CONCLUSION

General Conclusion

In language education, grammar teaching methods and tactics are essential for providing students L1 with the necessary abilities to communicate clearly and precisely. These approaches cover a broad spectrum of strategies intended to help learners acquire and comprehend grammatical rules, structures, and patterns in a language. Teachers use a variety of ways to meet the needs of students with different learning styles and goals. These range from classic approaches that emphasize memorization and drill exercises to contemporary communicative methods that emphasize practical application and context-based learning.

In addition to teaching grammar principles, the objective is to promote linguistic competency, fluency, and self-assurance when utilizing grammatical structures in everyday conversation. Authentic resources, interactive exercises, technology, peer cooperation, and explicit instruction are frequently combined in effective grammar teaching methods.

Indeed, Communicative Grammar Teaching has gained much importance recently as it is crucial because it closes the gap between understanding grammar rules and using them successfully in everyday conversations. Grammar is contextualized within real-world language use, which facilitates students' understanding and more fluid application of grammatical structures. By improving accuracy and fluency, this method gives students greater confidence in their language skills. Additionally, by emphasizing real communication above abstract rules, it increases motivation and engagement. In general, it gives students the tools they need to utilize language effectively and functionally in a variety of situations.

This research aimed to explore students' abilities and skills in learning grammar communicatively at the first-year level. mainly the focus is on assessing whether the syllabus is appropriate regarding the content's alignment with the students' knowledge, abilities, and the challenges and difficulties they face while studying communicative grammar. This study aimed to highlight the strategies and techniques that EFL teachers might employ to improve the effectiveness or engagement of communicative grammar lessons.

The findings obtained show that the majority of students have abilities of improving their skills, even though they face some difficulties, such as lack of confidence to use

grammar in real life situation, and problem applying rules, limited vocabulary, lack of grasp grammar.

In brief, despite the difficulties that students faced, students are able to learn grammar communicatively.

The results additionally revealed the significance of the following methods and approaches to teaching that can be applied to improve the effectiveness and engagement of communicative grammar classes:

- The use of authentic materials.
- -Interactive learning environment.
- -Differentiated instruction.

- -Error correction games.
- -collaborative learning.
- -Flipped classroom.

The current study could be viewed as a contribution to education, particularly for L1 students. Our hope is that it will assist the academic community in making wise decisions about first-year grammar instruction. it aims at making significant contribution in learning grammar communicatively. And it aims also to support educators, practitioners, and high-ranking officials in bringing about additional assessment and content modification.

More significantly, we hope that this study might serve as a foundation and open doors for future research projects that gather more data on communicative grammar strategies and strategies from scholars and students. In this regard, additional research in this field should engage educationalists, didacticisms, applied linguists, inspectors, instructors, and parents.

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APPENDICES

Appendices

Appendix 1

Students' Questionnaire

The aim of this Questionnaire is to understand the effectiveness and challenges of communicative grammar teaching in the EFL classroom, and we would like you to answer all the questions because your feedback and your insights will help us to understand the communicative grammar teaching. Thank you for participating in this survey

Personal data:

Please choose the appropriate choices and provide the necessary information

1. Gender:

Female Male

2. Age:

Less than

18 - 20

20 - 22

3. Your proficiency level in target Language:

a. Beginner b. Intermediate c. Advanced

Perception of Communicative Grammar teaching: To show your beliefs about communicative grammar teaching, please rate the following statement.

1. How do you perceive the role of communicative instruction in language learning?

- 1: Essential
- 2: Important
- 3: Not very important

2. What part does grammar teaching play in language learning, in your opinion?

- 1: Essential
- 2: Important
- 3: Not very Important

3. How would you rate your attitude towards learning communicative grammar?

- 1: Strongly Dislike
 - 2: Dislike
 - 3: Disinterested
 - 4: Like
 - 5: Strongly Like
4. How would you rate your overall experience examining grammar through communicative activities?
- 1: Very poor
 - 2: Natural
 - 3: Good
 - 4: Excellent
5. How does communicative grammar compare to other approaches or methods such as deductive instruction, in your opinion?
- More effective
 - Equally effective
 - Less effective
 - Not sure
6. Which components and aspects of communicative grammar instruction do you think will help you learn grammar effectively?

.....

Impact on Language skills: Select one answer

1. Have your speaking abilities improved since you starting communicative grammar lessons?

- Yes
- No
- Ensure

2. Have your Writing abilities improved since you starting communicative grammar lessons?

- Yes
- No
- Ensure

3. Does the speaking instruction provide you with grammar learning benefits?

Yes

No

If yes, give examples

.....

Preferences and challenges:

1. Which kinds of communicative activities do you find most effective for learning grammar? (For instance, role-plays and grammatical discussion)

.....

.....

2. What difficulties, have you encountered when learning grammar communicatively? (For instance, difficulty in understanding instructions, lack of confidence).

.....

.....

Thank you for your participation.

Appendix 2

Teachers' Interview

We appreciate your time in taking part in this interview, we would like to know more about your experiences instructing student in communication grammar. Your opinion will be very appreciated in order to comprehend its applicability and efficacy in language instruction.

- 1_How can communicative grammar lessons be incorporated into your language instruction? Are there any specific techniques?
- 2_What difficulties did you run across while putting communicative grammar teaching techniques into practice?
- 3_Have you discovered any specific tactics or tools that have been useful in getting over obstacles?
- 4- In what ways might grammar instruction be incorporated into other language learning activities?
- 5_How may communicative grammar instruction be successfully included into the speaking instruction?
- 6_How do you strike a balance between the requirement that students learn how to communicate effectively and acquire the conventional grammar rules?
- 7-How do you provide opportunities for students to apply grammar knowledge in authentic communicative tasks?
- 8_How do your students react to communicative grammar instruction as opposed to conventional grammar instruction?
- 9_Would you provide us with suggestion that can make communicative grammar lessons more engaging or effective?

ملخص

تهدف هذه الدراسة إلى الكشف عن فاعلية تقنيات واستراتيجيات تدريس النحو التواصلي لدى طلاب السنة الأولى بجامعة تيارت. وعلى الرغم من التحسن والفوائد التي يجنيها المتعلمون من هذا الأسلوب، فإن نتائج هذا البحث تكشف أن الطلاب واجهوا بعض العقبات أثناء تعلم قواعد اللغة التواصلية، إذ قد يكون لدى المتعلمين مفردات محدودة، أو فهم ضعيف لقواعد اللغة، مما يجعل الخوف من ارتكاب الأخطاء. على الرغم من هذه العقبات، تؤكد الدراسة على أن تدريس اللغة التواصلية لديه إمكانات مدمجة لتعزيز تجارب تعلم اللغة ذات المغزى

الكلمات المفتاحية: النحو التواصلي، الصعوبات، الفعالية، طلاب السنة الأولى، النحو

Summary

This study aims to explore the effectiveness of communicative grammar teaching techniques and strategies among first year students in university of Tiaret. Despite the improvement and the benefits that learners gain from this method, the findings of this investigation reveal that students faced some obstacles while learning grammar communicatively for instance learners may have limited vocabulary, or a weak understanding of grammar, so this makes fear of making mistakes. Although these obstacles, the study emphasizes how communicative language teaching has built in potential for fostering meaningful language learning experiences.

Key words: Communicative grammar, difficulties, effectiveness, first year students, grammar.

Résumé

Cette étude vise à explorer l'efficacité des techniques et des stratégies d'enseignement de la grammaire communicative chez les étudiants de première année de l'université de Tiaret. Malgré l'amélioration et les avantages que les apprenants tirent de cette méthode, les résultats de cette enquête révèlent que les élèves ont rencontré certains obstacles lors de l'apprentissage de la grammaire par la communication, car les apprenants en position peuvent avoir un vocabulaire limité ou une faible compréhension de la grammaire, ce qui fait craindre de faire des erreurs. Bien que ces obstacles, l'étude souligne comment le CLT a un potentiel intégré pour favoriser des expériences d'apprentissage des langues significatives.

Mots clés : Grammaire communicative, difficultés, efficacité, étudiants de première année, grammaire.