

Factors Affecting the Application of Communicative Based Grammar Teaching

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Abstract: English as an international language is used in order to communicate in the fields of education technology, trade and politics, so it is learnt as a foreign language in many countries around the world. Due to the importance and necessity of communicating in English in recent decades, many countries including Sudan that teach EFL or ESL have shifted from traditional grammar based teaching method to Communicative-focused instruction. The purpose of this article is to find out the factors which affect the application of Communicative based grammar teaching. To answer the purposed questions, a questionnaire was designed for EFL teachers. The study found that communicative grammar teaching is not being successfully implemented at Secondary Schools due to inappropriate application of communicative based grammar teaching.

Keywords: Communicative Language Teaching, Grammar teaching, Approach-Method.

1. INTRODUCTION

Modern science and technology are increasingly changing the world into a global village and bringing people from different places around the world into frequent communication. Globalization is also reflected in the worldwide use of English language. English plays a crucial role in many areas: education, science, technology, politics and trade. As a result of many EFL countries have shifted from traditional teaching method of grammar towards Communicative- focused Instruction. This teaching method is called communicative language teaching (CLT). CLT is generally regarded as an approach to language teaching (Larsen-Freeman, 2000; Richards and Rodgers, 2001). In other words, its goal is to make use of real life situations that necessitate communication.

This article is an investigation into the current methodology and cognition of teaching and learning second language English grammar at secondary level. It aims at seeking the features that affect the application of communicative language teaching (CLT) in grammar lessons.

Aims and Scope of the Study:

This study aims at explaining the factors that affect the application of communicative based grammar teaching. The scope of the study is limited to EFL teachers at Secondary Schools in Omdurman Locality, Khartoum State, Sudan. It is conducted in the academic year (2018-2019). The total number of the subject of this study was (100) teachers. The results of the study may not apply generally to all Sudanese Secondary Schools.

2. LITERATURE REVIEW

Communicative Grammar Teaching:

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

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

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

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

Celce-Murcia and Hilles (1988) also claim that teaching of grammar entails helping learners perceive the relationship between grammatical structures and other three dimensions of language such as social functions, semantics and pragmatics. They also emphasize the importance of teaching all aspects of grammar in context. Appropriate contextualization can only be achieved if a teacher finds or creates realistic social situations language texts, and visual stimuli that are interesting and meaningful students. Wilkins (1972) describes that a teacher must provide communicative practice for students to achieve nonlinguistic goals such as asking for help etc. Thus, for students to use the language rules in real communication, the rules would have to be practiced in context in order to develop communicative competence.

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

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

Regarding grammar teaching; Chen (2003) explains:

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

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

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

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Secondly, it is important to make the relationship grammatical forms and their communicative functions clearly understandable. Teaching grammar in isolation sentence does not make the lesson fruitful and effective unless the teaching procedure is accompanied with some sorts of communicative situations - authentic language use.

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

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

- The structures should be presented in both speech and writing.
- Both the form and the meaning should be clearly taught.
- Enough examples in meaningful context should be provided
- The teacher should be sure that the learners understand the lessons.
- The structure should be given a "Grammar Book" name.
- The lessons should help the learners to communicate.
- Any other useful terminologies should be considered.
- Useful rules should be given the students and should be elicited from them at the same time.
- Appropriate detail of explanation should be given considering the level of students.
- The balance of using L1 and L2 should be determined.
- The teacher should deliver the lesson with clear and moderate speed of speech as well as legible handwriting.

The Teachers' and Students' Roles:

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

The Teachers' Roles:

Breen and Candling (1980: 99) cited in Richard and Rodgers (1986: 77) state the roles language teachers ought to play as follows. The teacher has two main roles: one is facilitate the communication process among all participants in the classroom, and between participants and the various activities and texts. The second role is to act as an independent process. These roles involve a set of secondary roles for the teacher; first as a controller of resources and a resource himself, second as a leader within the classroom procedures and activities. The third role for the teacher is that of a researcher and learner which much to contribute in terms of appropriate knowledge and abilities, actual and observed experiences of the nature of learning and organizational capacities. Furthermore, scholars such as Little Wood (1981: 19), Gatlinton and Segalowitz (2005: 340) Harmer (1991: 235-242), Richards and Rodgers (1986: 77- 78) disclose the roles a language teacher needs to play in communicative classroom as put below:

- Need analysis is responsible to determine and address the learners' language needs.
- Counselor: takes responsibility of reconciling misunderstandings among interlocutors to maximize communicative through paraphrasing confirmation and feedback.

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- Manager: manages the ongoing group processes in the classroom setting for communication and communicative activities.
- Resource: being as knowledge provide offers the necessary help when the learners are missing and the deserve assistance.

The Students' Roles:

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

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

3. MATERIALS AND METHODS

This study was carried out at Sudan University of Science and Technology. The study was carried out with English language teachers at Secondary Schools in Omdurman Locality, Khartoum State, Sudan. A purposive sample used for the study includes (100) English language teachers who were asked to state their views on the factors that affecting the application of CLT in grammar lessons.

Tools of the Study:

The researcher used questionnaire and interview as main tools for collecting the data related to this study. The researcher has designed the questionnaire to find out the English language teachers conceptions about the factors that affect the application of CLT in grammar lessons. The questionnaire was administered to (100) teachers. The researcher used descriptive analytical method in conducting this study.

4. RESULTS AND DISCUSSION'S

The researcher used the questionnaire and interview as main tools for collecting data related to this study. The researcher has designed a questionnaire to find out English language teachers' opinions towards the factors that affect the application of CLT in grammar lessons.

The Table and Percentage below illustrate what has been stated above:

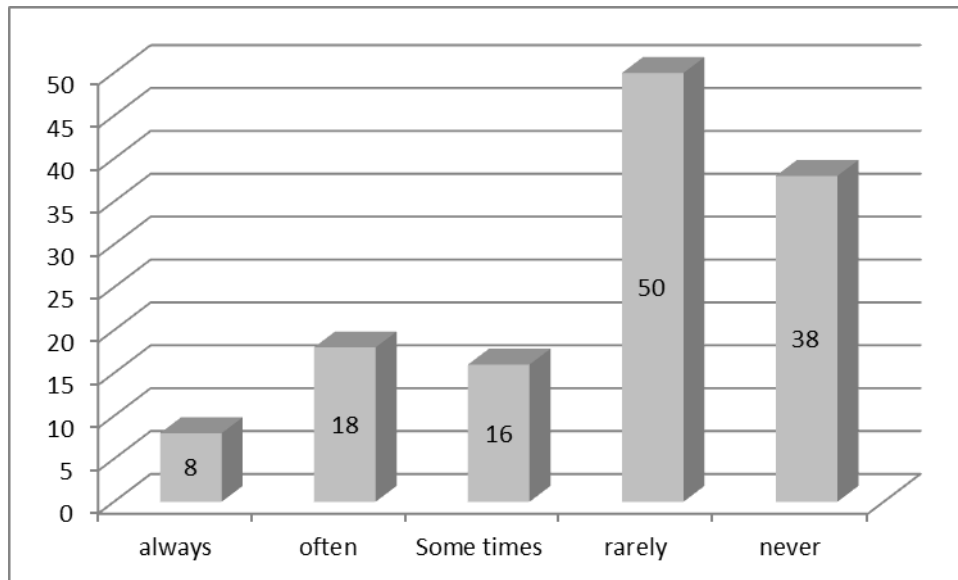
The analysis of questionnaire in relation to the second hypothesis:

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

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

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	8	8.0	13.0	13.0
Often	18	18.0	18.0	31.0
Sometimes	16	16.0	16.0	47.0
Rarely	50	50.0	15.0	62.0
Never	38	38.0	38.0	100.0
Total	100	100.0	100.0	

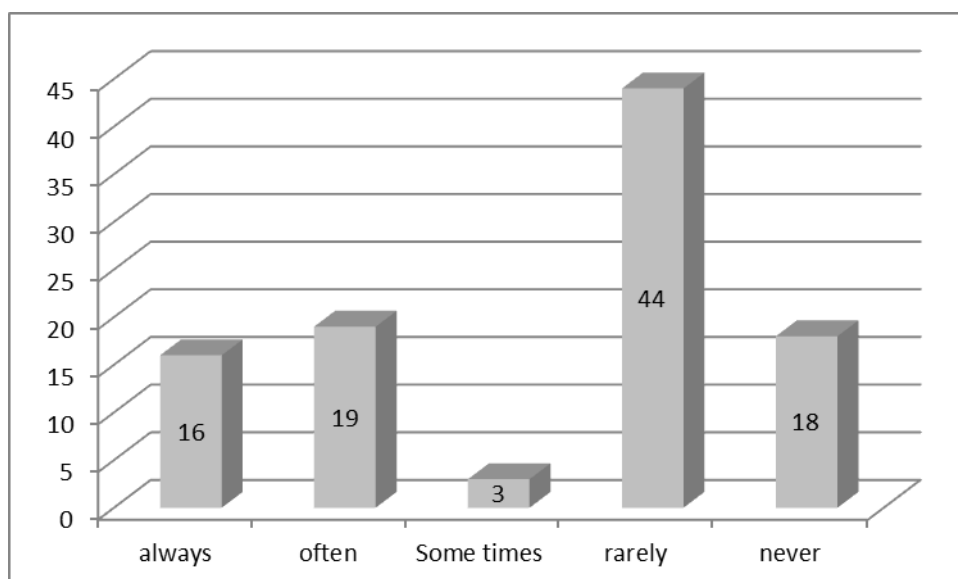


From the above table No. (4.1) and figure No (4.1) It is clear that there are (8) persons in the study's sample with percentage (9.00%) they answered always with that "Teachers' lack of sufficient spoken English language competence affects the application of communicative based grammar teaching.". There were (18) persons with percentage (18.00%) answered often, and (16) persons with percentage (18.00%) their answer was sometimes, and (50) persons with percentage (50.00%) answered rarely. and (38) persons with (38.00%) their answers were never.

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

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	16	16.0	16.0	16.0
Often	19	19.0	19.0	35.0
Sometimes	3	3.0	3.0	38.0
Rarely	44	44.0	44.0	82.0
Never	18	18.0	18.0	100.0
Total	100	100.0	100.0	



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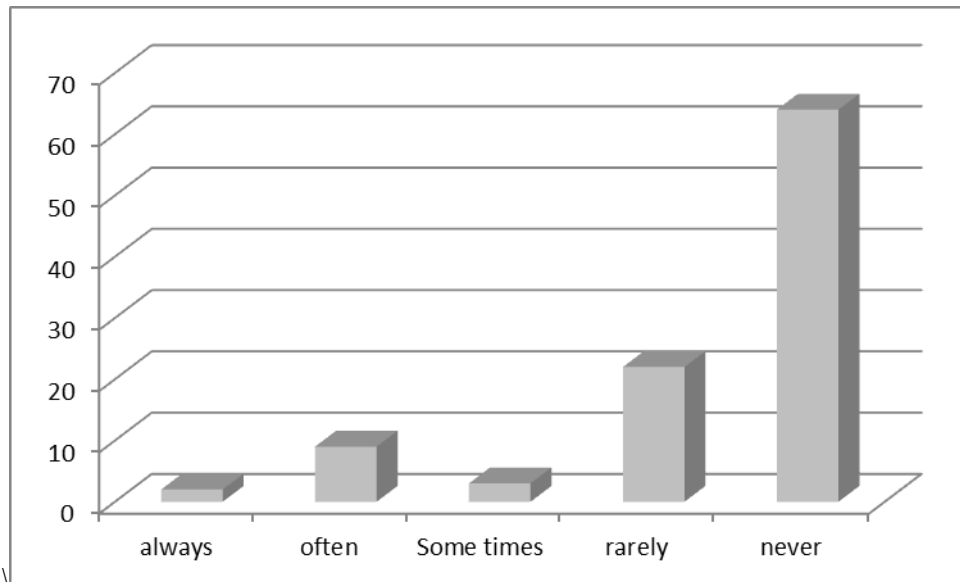
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From the above table No. (4.2) and figure No (4.2) It is clear that there are (8) persons in the study's sample with percentage (9.00%) they answered always with that "Teachers' lack of sufficient spoken English language competence affects the application of communicative based grammar teaching" There were (18) persons with percentage (18.00%) answered often, and (16) persons with percentage (18.00%) their answer was sometimes, and (50) persons with percentage (50.00%) answered rarely. and (38) persons with (38.00%) their answers were never.

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

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	2	2.0	2.0	2.0
Often	9	9.0	9.0	41.0
Sometimes	3	3.0	3.0	44.0
Rarely	22	22.0	22.0	66.0
Never	64	64.0	64.0	100.0
Total	100	100.0	100.0	

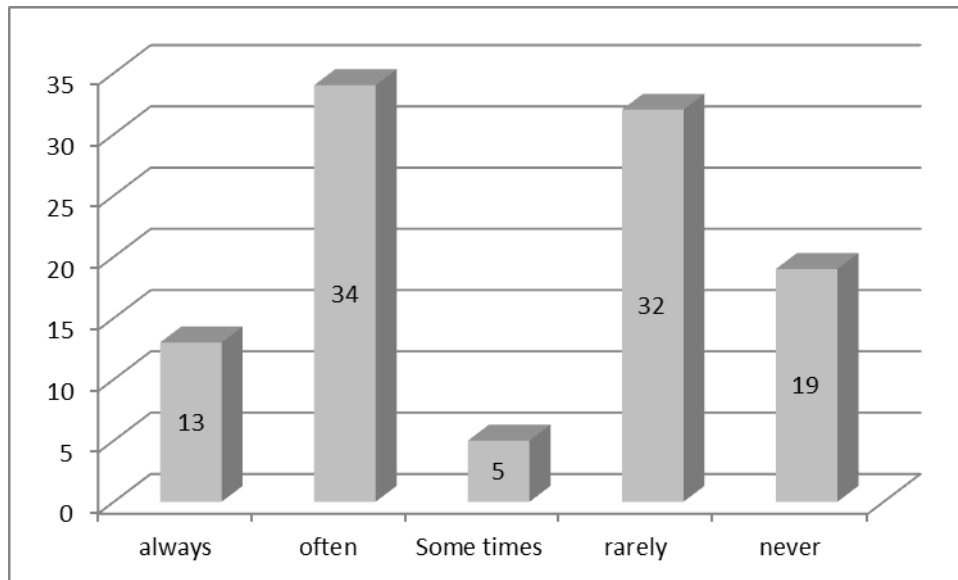


From the above table No. (4.3) and figure No (4.3) It is clear that there are (2) persons in the study's sample with percentage (2.00%) they answered always with that "Class size affects the communicative based grammar teaching". There were (9) persons with percentage (9.00%) answered often, and (3) persons with percentage (3.00%) their answer was sometimes, and (22) persons with percentage (22.00%) answered rarely. and (64) persons with (64.00%) their answers were never.

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

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

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

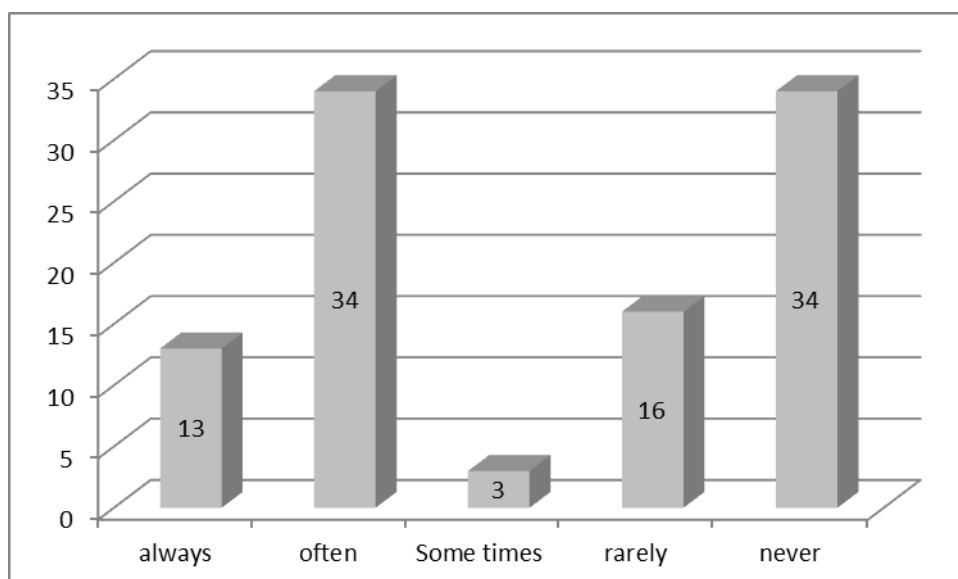


From the above table No. (4.4) and figure No (4.4) It is clear that there are (12) persons in the study's sample with percentage (12.00%) they answered always with that "Lack of training in CLT affects negatively on communicative based grammar teaching.". There were (34) persons with percentage (34.00%) answered often, and (5) persons with percentage (5.00%) their answer was sometimes, and (30) persons with percentage (30.00%) answered rarely. and (19) persons with (19.00%) their answers were never.

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

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	6	13.0	13.0	13.0
Often	4	34.0	34.0	47.0
Sometimes	9	3.0	3.0	50.0
Rarely	16	16.0	16.0	66.0
Never	64	34.0	34.0	100.0
Total	100	100.0	100.0	



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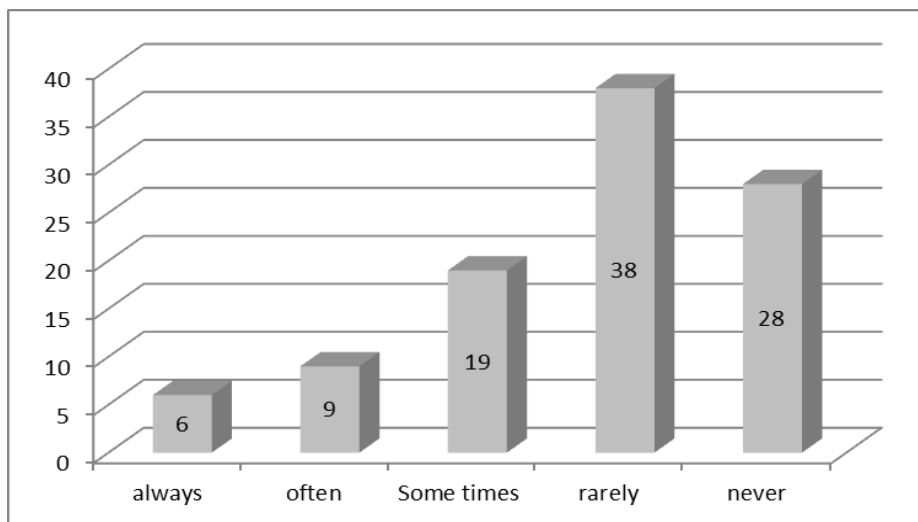
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From the above table No.(4.5) and figure No (4.5) It is clear that there are (6) persons in the study's sample with percentage (6.00%)they answered always with that "Lack of effective and assessment instruments of communicative competence affects the application communicative based grammar teaching". There were (4) persons with percentage (4.00%) answered often, and (9) persons with percentage (9.00%) their answer was sometimes, and (16) persons with percentage (16.00%) answered rarely. and (16) persons with (16.00%) their answers were never.

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

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	6	6.0	16.0	16.0
Often	9	9.0	9.0	25.0
Sometimes	19	19.0	19.0	44.0
Rarely	38	38.0	38.0	82.0
Never	28	28.0	28.0	100.0
Total	100	100.0	100.0	

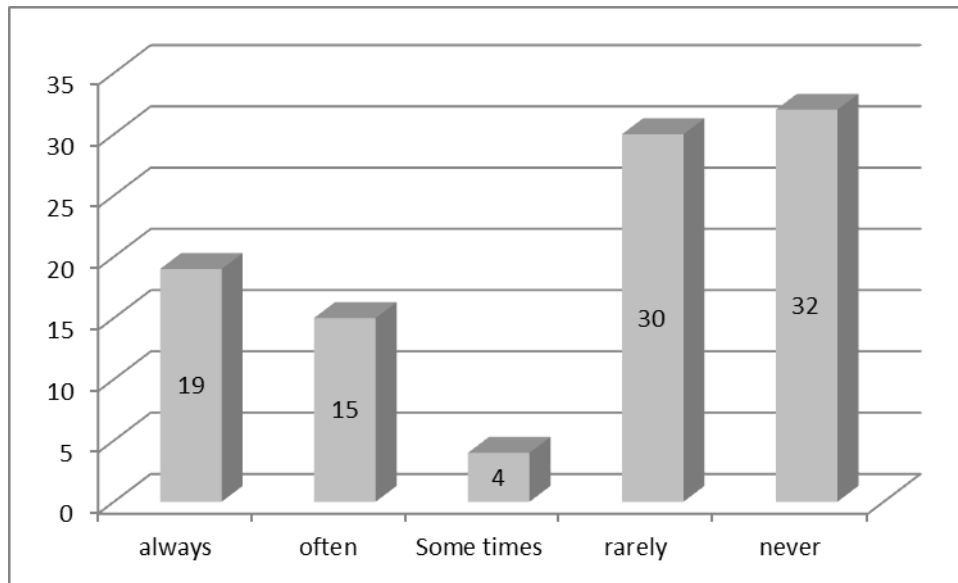


From the above table No. (4.6) and figure No (4.6) It is clear that there are (6) persons in the study's sample with percentage (6.00%)they answered always with that "Students' low level of English Proficiency affects the application of communicative based grammar teaching". There were (9) persons with percentage (9.00%)answered often, and (19)persons with percentage (19.00%) their answer was sometimes, and (38) persons with percentage (38.00%)answered rarely. and (28) persons with (28.00%) their answers were never.

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

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	19	19.0	19.0	19.0
Often	15	15.0	15.0	34.0
Sometimes	4	4.0	0.0	37.0
Rarely	30	30.0	30.0	68.0
Never	32	32.0	32.0	100.0
Total	100	100.0	100.0	

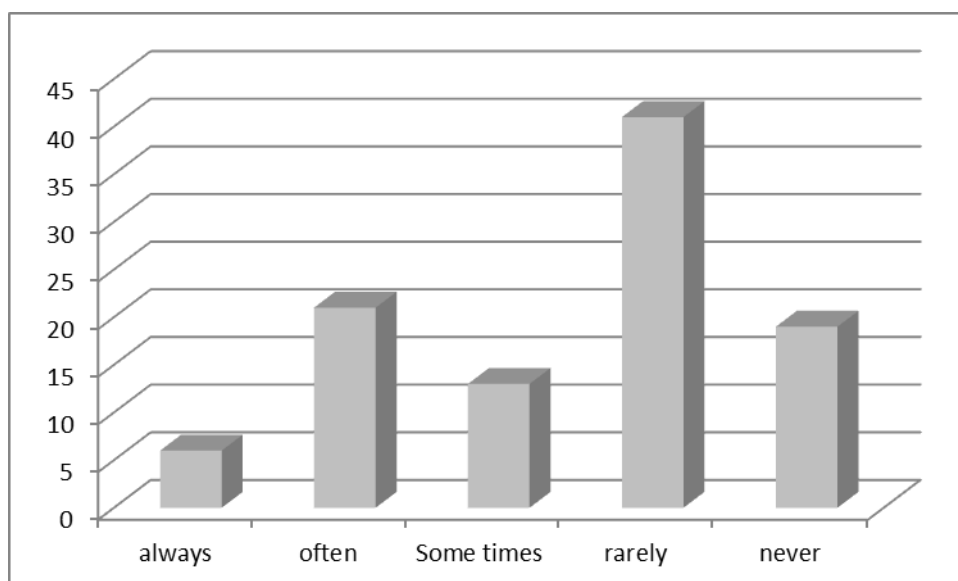


From the above table No. (4.7) and figure No (4.7) It is clear that there are (19) persons in the study's sample with percentage (19.00%) they answered always with that "Teachers' deficiency in strategic, social culture and linguistic competence in English affects the application of communicative based grammar teaching". There were (15) persons with percentage (15.00%) answered often, and (4) persons with percentage (4.00%) their answer was sometimes, and (30) persons with percentage (30.00%) answered rarely. and (32) persons with (32.00%) their answers were never.

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

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	6	6.0	6.0	6.0
Often	21	21.0	21.0	37.0
Sometimes	13	13.0	13.0	40.0
Rarely	41	41.0	41.0	81.0
Never	19	19.0	19.0	100.0
Total	100	100.0	100.0	



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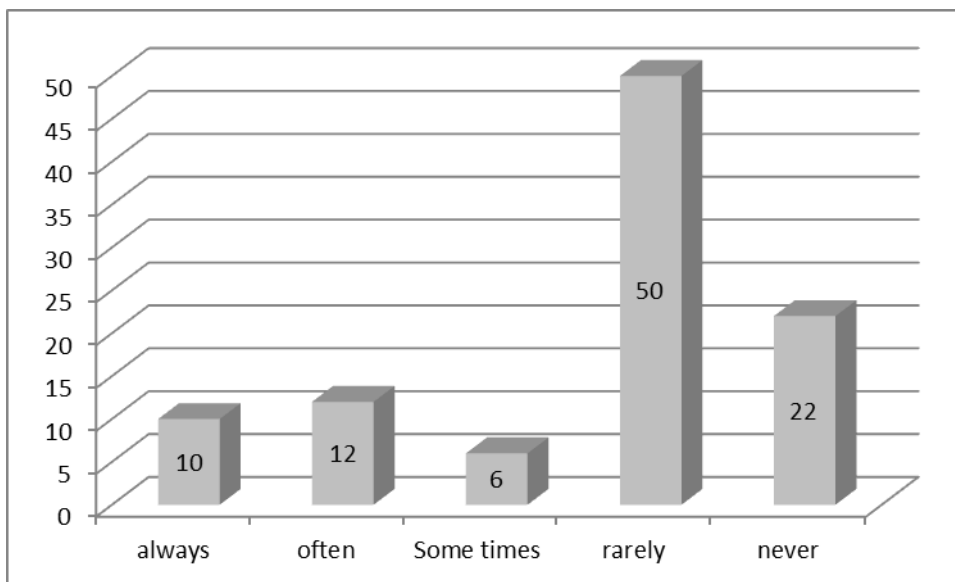
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From the above table No. (4.8) and figure No (4.8) It is clear that there are (6) persons in the study's sample with percentage (6.00%) they answered always with that "Lack of authentic materials affects communicative based grammar teaching.". There were (21) persons with percentage (21.00%) answered often, and (13) persons with percentage (13.00%) their answer was sometimes, and (41) persons with percentage (41.00%) answered rarely. and (19) persons with (19.00%) their answers were never.

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

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	10	10.0	10.0	13.0
Often	12	12.0	12.0	25.0
Sometimes	6	6.0	6.0	28.0
Rarely	50	50.0	50.0	78.0
Never	22	22.0	22.0	100.0
Total	100	100.0	100.0	

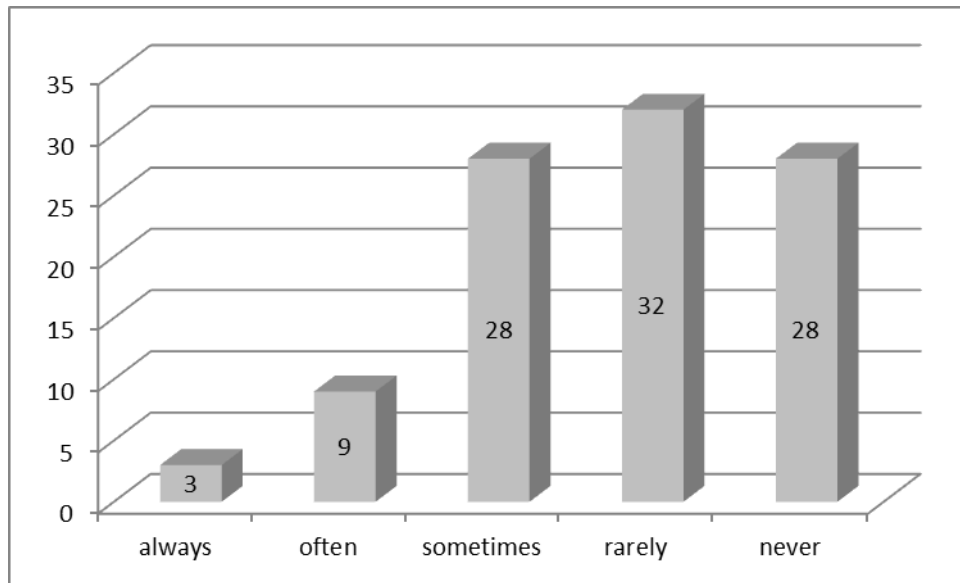


From the above table No. (4.9) and figure No (4.9) It is clear that there are (10) persons in the study's sample with percentage (10.00%) they answered always with that "Rigidly adherence to textbooks affects communicative based grammar teaching." There were (12) persons with percentage (1200%) answered often, and (6) persons with percentage (6.00%) their answer was sometimes, and (50) persons with percentage (50.00%) answered rarely. and (22) persons with (22.00%) their answers were never.

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

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

Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	3	3.0	3.0	3.0
Often	9	9.0	9.0	22.0
Sometimes	28	28.0	28.0	50.0
Rarely	32	32.0	32.0	82.0
Never	28	28.0	28.0	100.0
Total	100	100.0	100.0	



From the above table No. (4.10) and figure No (4.10) It is clear that there are (3) persons in the study's sample with percentage (3.00%) they answered always with that "Students' Passive style of learning affects communicative based grammar teaching.". There were (9) persons with percentage (9.00%) answered often, and (28) persons with percentage (28.00%) their answer was sometimes, and (32) persons with percentage (32.00%) answered rarely. and (28) persons with (28.00%) their answers were never.

Report Discussion:

The data collected was analyzed in relation to the hypothesis of the study. The data was administered to English language teachers who teach at Secondary Schools.

Having analyzed and compared the results with the main hypothesis, the results have shown that CLT was not applied effectively and successfully in grammar lessons.