The Implementation of CLT Method in Teaching Grammar at Secondary School Levels

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Abstract: **The purpose of this article is to implement the Communicative Language Teaching (CLT) in teaching grammar at Sudanese Secondary School Levels in Khartoum State. To answer the purposed questions, Secondary School teachers were chosen for the questionnaire, an interview was held with experts. The study found that Communicative Grammar Teaching is not being successfully implemented at Secondary Schools in grammar lessons. The overall findings include that: students lack opportunities to practice language items in meaningful situation, the teachers' reluctance to employ various techniques of teaching.**

Keywords: **Communicative language teaching, foreign language, second language, Implementation.**

1. INTRODUCTION

Making learner aware of grammatical concepts is one of the functional aspects in teaching English as a foreign or second language. However, it is also helpful for such learners to learn other languages skills too.

Eilis(1997)claims that grammar teaching is one of the bases in realizing learners to communicate effectively boost their communicative skills in second language proficiency .Nevertheless, different studies conducted by Girma(2005), Geremow(1994), Melese(1992)and Hailom (1982)at different levels show that most students who complete their secondary school lack of adequate proficiency in English language.

Grammar as part of language teaching helps learners develop the skills which are essential for their success in diverse environments where English is used. Eilis (ibid) adds that recent research results on EFL/ESL learning show that without grammar instruction, learners frequently fail to achieve advance level of communicative competence. It is, thus crucial to include grammar in language curriculum through communicative competence.

Byrnes (2007), White (1987) and Fotos and Ellis (1991) and Petevitz (1997) state that communicative grammar instruction can improve the quality of second language teaching.

Traditionally, second language teaching approaches have mainly dealt with the achievement of linguistic knowledge which is one important part of language learning, but instead of teaching grammar in a form focused way; teachers need to relate teaching grammar to meaning and use. In other words, Petrovitz (1997) remarks that language structure should be taught in context that involves some basic principles of communicative language teaching in grammar teaching. It is important to make language as realistic as possible.

As a result, specific grammar structure should be taught and practiced effectively in contexts which are natural and necessary to learning. It is decisive to prepare materials to teach grammar in a communicative way. Grammar lessons should include activities such as role-play, games and stimulate, pair work, group works, information gap and problem solving activities to enhance students' communication. These activities help learners to express their own feelings and interest. Communicative grammar teaching is essential for the learners of second language to communicate with others, to

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send and receive messages in spoken and written forms. Recently, it is intended to apply communicative language teaching practice. In the field of this idea, the study attempted to examine the practice and effectiveness of communicative grammar teaching of secondary school.

Aims and Scope of the Study:

This study aims at exploring the effect of implementing Communicative Language Teaching (CLT) in grammar lessons. The scope of the study is limited to EFL teachers at Secondary Schools in Omdurman Locality, Khartoum State, Sudan 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

Historical Overview of Grammar Teaching:

Traditionally, grammar has been considered as being of primary importance in language teaching. It is regarded as structure based and formal activity. Atikins, Hailom and Nura (1995:17) state that that traditional grammar asks the question, 'what do the forms in a sentence mean rather than what the sentence in a content means'. They basically identify that grammar more focuses on providing direct explanation of grammar rules in the form of hard and fast rules.

This attitude, however, is no longer maintained and as a result direct grammar teaching has been eliminated from today's second language classes. In 1980, an anti-grammar movement was experienced, perhaps influenced by Krashen's idea that grammar can be naturally from meaningful input and from opportunities to interact in the classroom. In other words, Tricia Hedge (143) describes that grammatical competence can be developed in fluency oriented environment without conscious focus on language form teaching methods. Changes in language teaching methods throughout history have reflected a shift of focus from reading and writing proficiency to oral proficiency. Consequently, grammar teaching also addresses oral skill in addition to the usual practice of teaching grammar for reading and writing purposes. Early textbooks consist of statement of abstract grammar rules, lists of vocabulary and sentences for translation. These sentences are constructed to illustrate the grammatical system of the language and consequently bear no relation to the language of the real communication. Students devotes over translating sentences such as:

"The philosopher pulled the lower jaw of the hen"

"My sons have bought the mirror of the Duke"

…. (Richard & Roder 2001:4)

This approach to foreign language teaching is known as the Grammar Translation Method. In Grammar Translation Method, the learning process occurs through memorization drilling exercises. When students want to use in real life conversation, it is found that they are not able to speak in the target language, so the learning becomes purpose less to a large extent.

On the other hand, using creative techniques and providing plenty of opportunity to practice in real situations, which encourage them communicate their heeds, ideas and opinions, will enable them to operate grammar effectively in the real world, so the importance of communicative and creative activities is essential for learning grammar. These types of activities show some features with Communicative Language Teaching Method. In Diane Larsen Fremum (2004:121) Widow Son's theory of communicative performance referred to aspect of communicative performance: the ability to produce correct sentences and the ability to use the knowledge of the rules for effective communication. That is to be able to communicate requires more than mastering linguistic structures. Again Haliday had talked about seven functions of language (instrumental, personal, interactional, regulatory representational, heuristic and imaginative) which are effective for learning grammatical forms, because grammar is learned through the activities in a communicative and interesting way. Students can learn to communicate meaningfully in a target language through different creative activities.

However, the best way of grammar teaching is to present the grammar rules in such a way that students will subconsciously learn the rules and it will only be possible through communicative activities. Students will first communicate and later on they will learn the grammar inductively. Chomsky's theory of language acquisition is based on the hypothesis that innate knowledge of principles of Universal Grammar (UG) permits all children to acquire the

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language of their environment, during critical period in their development. When a child learns the first language during critical period, he or she doesn't memorize any rule, but acquire it by daily practicing in daily situation or activities. Pasty and spade (1999:36) state presuming that first language acquisition is similar to second language learning, some linguists now argue that, Universal Grammar offers the best practice from which to understand second Language acquisition.

In a nutshell, traditionally grammar asks the question what each structure or element that are the end to language learning, in a sentence means regardless of the speakers' and receivers 'attitude in a context; however, the contemporary grammar mainly deals with how the structure of a sentence are used to express the intended meaning and use based on the context and the interaction of the interlocutors. Hence, unlike the traditional approach, language form is not the end to language learning instead the means to the end.

Some Basic Concepts of Grammar:

All languages have their own grammar. It is a sound structure and meaning system of language. People who speak the same language are able to communicate since instinctively share the grammar of the language. Students whose vernacular is English already recognize the grammar of English. Brown (2006) also remarks that students in learning grammar know the sound of these words and different ways of putting words to make meaningful sentences. Harmer (1987:1) notes that "grammar is the way in which words change themselves and group together to make sentences".

Harmer further explains, grammar is the description of the ways in which words can change their forms and can be combined in to sentences in that language. This on the other hand points out all the elements in a sentence in that language. This on the other hand points out all the elements in a sentence which attribute to its actual meaning. These include two main parts of a sentence: noun phrase (NP) and verb phrase (VP) is further subdivided into determiner (D) and noun (N) verb phrase (VP) is also subdivided into a verb and another phrase (VPS) which constitutes a Verb (V2) and determinerD2). These eventually get its correct order as:
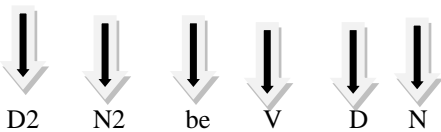
-S=NP+VP =D+N+V+D2+N2 active voice or

-S-D2+N2+be+V+by+N Passive voice.

For example:

The doctor treats the patients. (Active Voice) or:

NP   VP
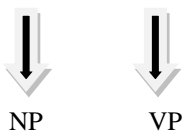
The patients are treated by the doctor. (Passive Voice).

D2   N2   be   V   D   N

There are certain changes and additions observed on the grammar rules that govern the correct word order (syntax) and (morphemes) of the language which signifies the time of action, number, gender and the like information.

The grammar of language informs what happens to words, when they become plural on negative, what word orders are used when we make questions or join two clauses to make one sentence. As indicated in Celce-Murcia (1988:16) grammar is a system of rules of syntax that decides the order and patterns in which words are arranged together to make sentence.

However, some scholars argue that rules always may not be accurate. In other words, many rules are not really rules at all, but they are rather redundancies. Grammar tells us more than rules in the first place, it makes the meaning clear. Bloor (2004:247) claims that people use it to do certain functions like stating facts, introductions, accepting or declining invitation, asking for or giving direction, advising and so on. It tells us the relationship between the participants and shows where the topic of the message. Atkins, Hailom and Nura (1995:14) further describe that, it is also a means of expressing time when the action took place through the tenses and time words. It informs us the mood such as continuity, obligation or probability through helping words and whether the messages are statements questions.

Grammar refers to language patterns that indicate relationship among words in sentences. Ur (1988:1) also says: "Grammar is the way a language manipulates and combines words (or bots of words) so as to form longer units of meaning". Therefore, as Thompson (2003:11) states, grammar is not only the rule of how words can be combined in a sentence, but also the different choices to be made in about which combinations to use for effective communication. Atkins, Hailom and Nura (1995) and Tudor (1996:209) affirm that grammar is the means by which people organize message in any communicative activity as effectively and efficiently as possible. It is the part of the study of language which deals with the forms and structures of words, sentences and meanings. Cooks (2001:20) describes that grammar is sometimes known as the analyzing scheme that relates sounds and meaning insignificant by itself and impossible without it. This approves that meaning and sound are highly bound together by language structure in order to convey important message of communication activities. Similarly, Barston (1994:3) confirms, the absence of grammar in a language badly handicaps human being's communication. Webster (1972:21) also describes that grammar is the system of word structure and words arrangement in a given language at a given time. It is clear that the main purpose of language teaching is to help learners enable to use the language communicatively. Grammar plays a significant role in supporting learners to acquire language and use it accurately. It is recognized that, grammar instruction helps learners acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. In the teaching of grammar, students may need many opportunities to listen, read and practice a new structure before they internalize and produce it.

Grammar Teaching Materials:

In the history of language teaching, there are two most common methods by which teachers employ to present grammar. These are teaching grammar deductively and teaching grammar inductively. Both methods are separately discussed in proceeding sub topics

Teaching Grammar Deductively:

In the teaching of grammar, one may state the rules and give one or several examples and point out the language confirms the given rule. In other words, we begin with abstractions, verify its correctness through several examples and proceed to construct language synthetically. Humboldt (1974), states that this kind of our presentation is deductive for we infer as deduce language from a rule. In deductive of grammar teaching, the teacher explains the rules and the meaning to learners. Then, the learners are expected to apply the rule and provide their insurances of language guided by an example or two. This is basically the reverse of inductive method. It encourages teachers to present grammar rules before anything else. Bygate and Tornkyn (1994) and Harmer (1987) believe that it encourages teachers to teach grammar explicitly to their students. When teachers choose to teach grammar, they have couple of choices as to how to go about it. The adherents of the deductive method purpose of this type of grammar teaching have many advantages. As Cunning Worth (1984), Harmer (1987) Ellis (1991) and Fortune (1998) describe, in the first place, it is helpful for learners to offer explanation of the structure and its use. It is also effective. Brown (1987: 269) further stated that;

Since adults are capable of deductive reasoning and abstract formal thoughts, grammatical explanation can also serve vital purpose, if the grammar itself is real and the teaching is communicatively meaningful. Here, reference to existing knowledge and motivating sets is of utmost importance and the students must see purpose fullness in explanation.

It is obvious that, adult learners appropriate and benefit from direct instruction that allows them to apply critical thinking skills language learning. As to Larsen - Freeman (1986) teachers can take the advantages of this by providing students with descriptive understanding of each point of grammar.

Many scholars and teachers investigate the advantages of inductive and deductively instructions. For example, Tudor (1996: 211) supposes, there is no one approach which is equally suited to all learners in all studies. In connection to this, Harmer (1987) Ciled in Girma (2005) indicates that, some grammatical structures are acquiescent to deductive which others are better suited to inductive approach. Cunning Worth (1987: 82) further states that "It is useful to distinguish between those two learning strategies, although it would be wrong to suggest that an individual learner uses only one in the other"

To sum up, when we teach grammar, we should never hinder our students by inflexible and exclusively to one strategy or the other. Most teachers agree that it is very important to use the combination of approaches. Ur (1988: 4) says "There is no doubt that knowledge implicit or explicit - of grammatical rules is essential for mastery of a language; you cannot use words unless you know how they should be put together".

Teaching is a pragmatic process and we should use whatever methods bring the best results. It is not strange to use the combination of methods in solving problems. It is necessary to choose the best elements from deductive and inductive Methods as conditions demand for teaching grammar.

Teaching Grammar Inductively:

Inductive grammar teaching is one of the most known methods in which learners are involved in the process of discovering the language and developing their own language strategies. In this grammar teaching, learners are presented with several examples which embody the rule and ask to identify similarities between examples. In such grammar teaching, a teacher supports the students to acquire and practice the language, but they don't draw conscious attention to any of grammatical fact of the language. The teacher may ask the class to work in pairs and groups, and write down any rules they deduce from the examples that they have been working with to elicit their own examples based on the model (kelly, 1990: 34). In first language acquisition, rules are not taught explicitly but learners acquire the structures of the language and practice grammatical sentences (1993), Brown (1972) and Batstone (1994) felt that this way of grammar teaching is stronger as it engages learners in a more learning process and makes them active. The advocates of this method argue that students should be allowed to learn grammar implicitly without direct instruction from the teacher since this is based on people learns to use their first language.

In line with this, Harmer (1987) supports the teaching of grammar at the beginning level to be inductive since the main aim is to get students practice and use the language as much as possible. As the students learn more, however, the balance would change and intermediate levels students would be in more communicative activities and would have less grammar (bid). The teaching of grammar could be more overt when they get more advanced since they can study the grammar rules activity in a more deductive way. Brides, Cunning Worth (1995) and Roth (2000) argue that using inductive approach in course books is very helpful to develop students' communicative competence, since many learners will get additional materials that give explanation and rules in straight for words language together with practice exercise on each grammar point, Humboldt (1974) says one may begin with language itself with a text in which certain specific problem occur. Taking the sentences which involve these linguistic problems from the text and a number of well formulated questions help our students examine and scrutinize the existence and recurrence of these specific forms and constructions. In the inductive method, teachers should help learners observe, compare and analyze language till they have found a definite from.

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.

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 sys2of use inductively; certain clear explanation regarding how the elements of the regarding 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 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 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 these 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 frame work 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.

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 from, 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.

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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.

3. MATERIALS AND METHODS

This study was carried out at Sudan University of Science and Technology. The study was carried out with English as foreign language teachers who teach at secondary level. A purposive sample used for this study includes (100) English language teachers who were asked to state their opinion about the effect of implementing CLT in grammar lessons at Secondary Schools.

Tools of the Study:

The researcher used questionnaire and interview as the main tools for collecting the data related to this study. The researcher has designed the questionnaire to find out English language teachers conceptions about the effect of implementing CLT in grammar lessons. The questionnaire was administered to (100) English language teachers at Secondary Schools in Khartoum State as purposive samples who were asked to state their views towards implementing CLT in grammar lessons. The researcher used descriptive and analytical method in conducting this study.

4. RESULTS AND DISCUSSION

The researcher used the questionnaire, interview and observation as the main tools for collecting data related to this study. The researcher has designed a questionnaire to find out English language teachers' opinions towards implementing CLT in grammar lessons at Sudanese Secondary Schools.

The tables and percentages below illustrate what has been stated above.

The analysis of questionnaire in relation to the first hypothesis:

EFL teachers do not implement communicative language teaching effectively in grammar lessons.

Statement No. (1): I practice mechanical drills to teach grammar.

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	3	3.0	3.0	3.0
Often	3	3.0	3.0	6.0
Sometimes	6	6.0	6.0	12.0
Rarely	35	35.0	35.0	47.0
Never	53	53.0	53.0	100.0
Total	100	100.0	100.0	
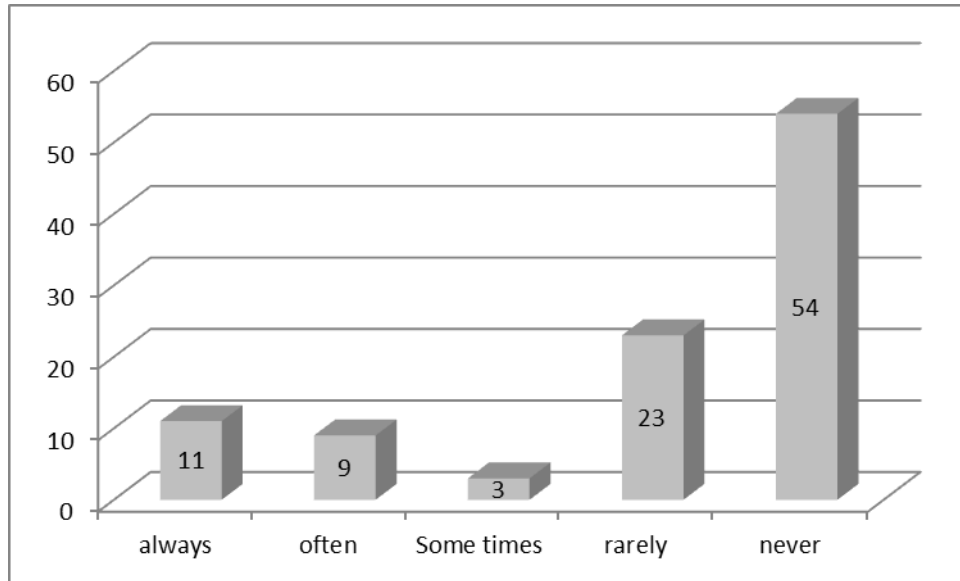
From the above table No. (4.1) and figure No (4.1) It is clear that there are (3) persons in the study's sample with percentage (3.00%) they answered always with that "I practice communicative drills to teach grammar." There were (3) persons with percentage (3.00%) answered often, and (6) persons with percentage (6.00%) their answer was sometimes, and (35) persons with percentage (35.00%) answered rarely. and (53) persons with (53.00%) their answers were never.

Statement No. (2): I practice communicative drills to teach grammar

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	1	1.0	1.0	1.0
Often	11	11.0	11.0	12.0
Sometimes	17	17.0	17.0	29.0
Rarely	48	48.0	48.0	77.0
Never	23	23.0	23.0	100.0
Total	100	100.0	100.0	
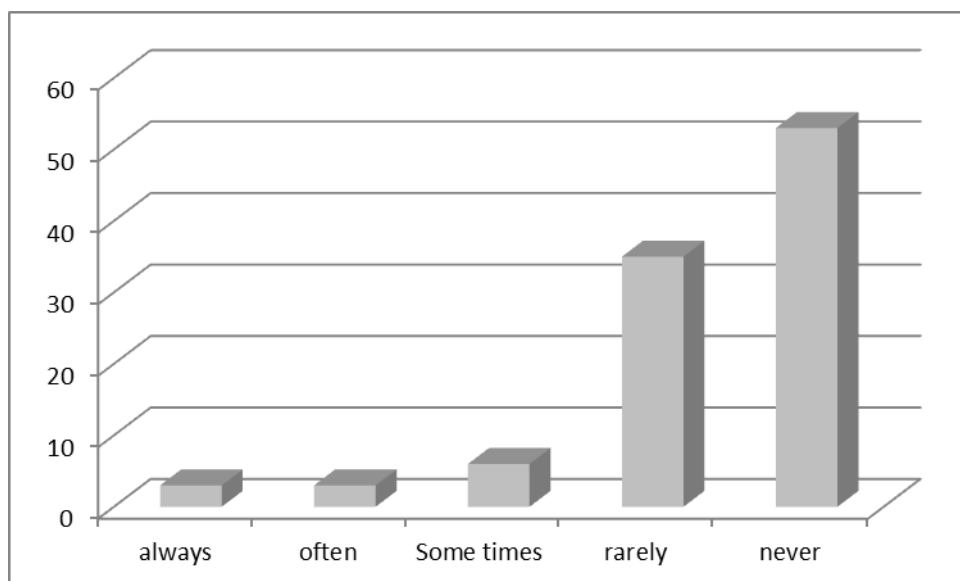
From the above table No. (4.2) and figure No (4.2) It is clear that there are (3) persons in the study's sample with percentage (3.00%) they answered always with that "I practice communicative drills to teach grammar." There were (3) persons with percentage (3.00%) answered often, and (6) persons with percentage (6.00%) their answer was sometimes, and (35) persons with percentage (35.00%)answered rarely. and (53) persons with (53.00%) their answers were never.

Statement No. (3): I teach grammar via role plays, and games.

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

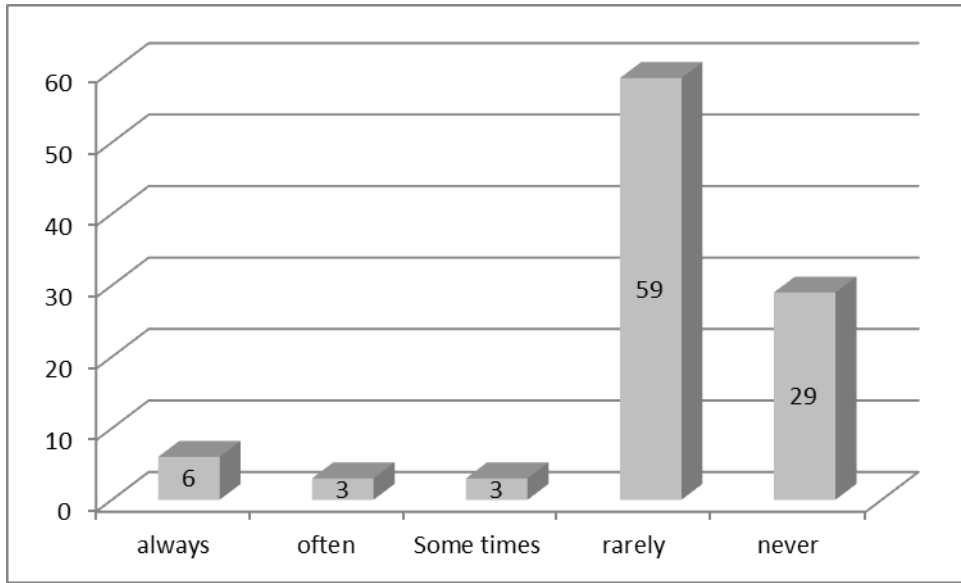| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	6	6.0	6.0	6.0
Often	3	3.0	3.0	9.0
Sometimes	3	3.0	3.0	12.0
Rarely	59	59.0	59.0	71.0
Never	29	29.0	29.0	100.0
Total	100	100.0	100.0	
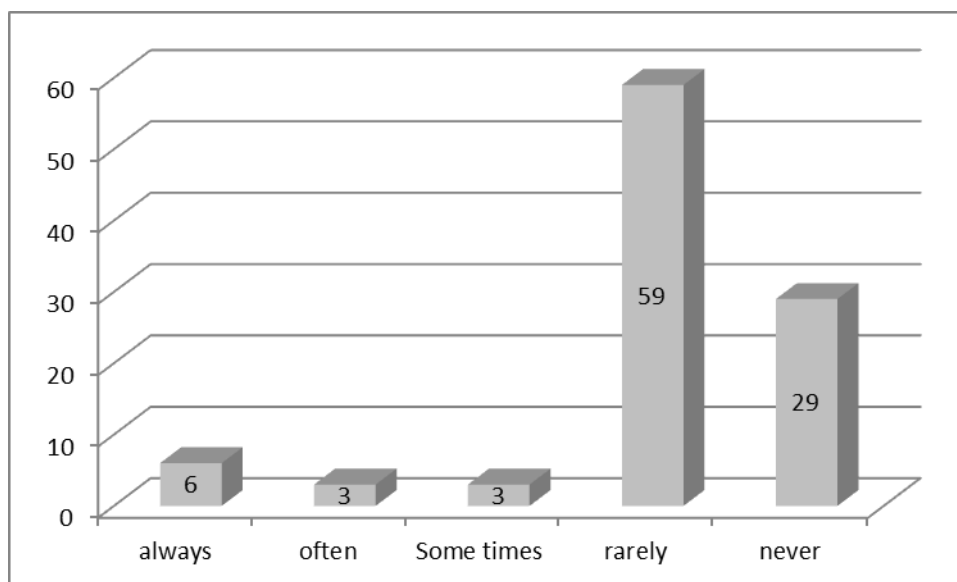
From the above table No. (4.3) and figure No (4.3) It is clear that there are (6) persons in the study's sample with percentage (9.00%) they answered always with that "I practice group work, individual work, and problem solving to teach grammar." There were (3) persons with percentage (3.00%) answered often, and (3) persons with percentage (3.00%) their answer was sometimes, and (59) persons with percentage (59.00%) answered rarely. and (29) persons with (29.00%) their answers were never.

Statement No. (4): I practice group work, individual work, and problem solving to teach grammar.

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	6	6.0	6.0	6.0
Often	3	3.0	3.0	9.0
sometimes	3	3.0	3.0	12.0
Rarely	59	59.0	59.0	71.0
Never	29	29.0	29.0	100.0
Total	100	100.0	100.0	

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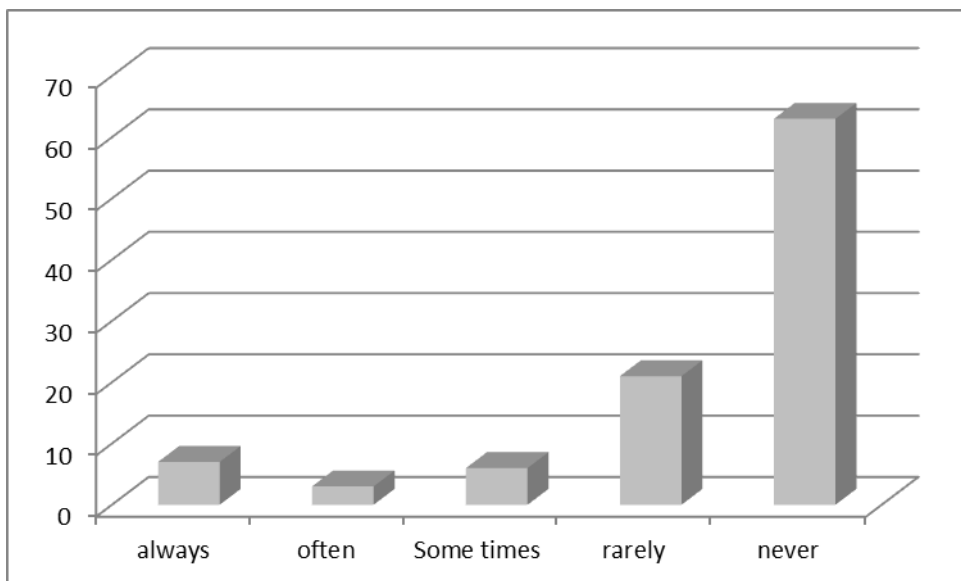Vol. 5, Issue 5, pp: (55-70), Month: September - October 2018, Available at: **www.noveltyjournals.com**

From the above table No. (4.4) and figure No (4.4) It is clear that there are (6) persons in the study's sample with percentage (9.00%) they answered always with that "I practice group work, individual work, and problem solving to teach grammar." There were (3) persons with percentage (3.00%) answered often, and (3) persons with percentage (3.00%) their answer was sometimes, and (59) persons with percentage (59.00%) answered rarely. and (29) persons with (29.00%) their answers were never.

Statement No. (5): I present new grammar items using meaningful contexts.

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	7	7.0	7.0	7.0
Often	3	3.0	3.0	10.0
Sometimes	6	6.0	6.0	16.0
Rarely	21	21.0	21.0	37.0
Never	63	63.0	63.0	100.0
Total	100	100.0	100.0	

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From the above table No. (4.5) and figure No (4.5) It is clear that there are (7) persons in the study's sample with percentage (7.00%) they answered always with that "I present new grammar items using meaningful contexts." There were (3) persons with percentage (3.00%) answered often, and (6) persons with percentage (6.00%) their answer was sometimes, and (21) persons with percentage (21.00%) answered rarely. and (63) persons with (63.00%) their answers were never.

Statement No. (6): I present new grammar items using guided dialogues.

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	7	7.0	7.0	7.0
Often	3	3.0	3.0	10.0
sometimes	6	6.0	6.0	16.0
Rarely	21	21.0	21.0	37.0
Never	63	63.0	63.0	100.0
Total	100	100.0	100.0	
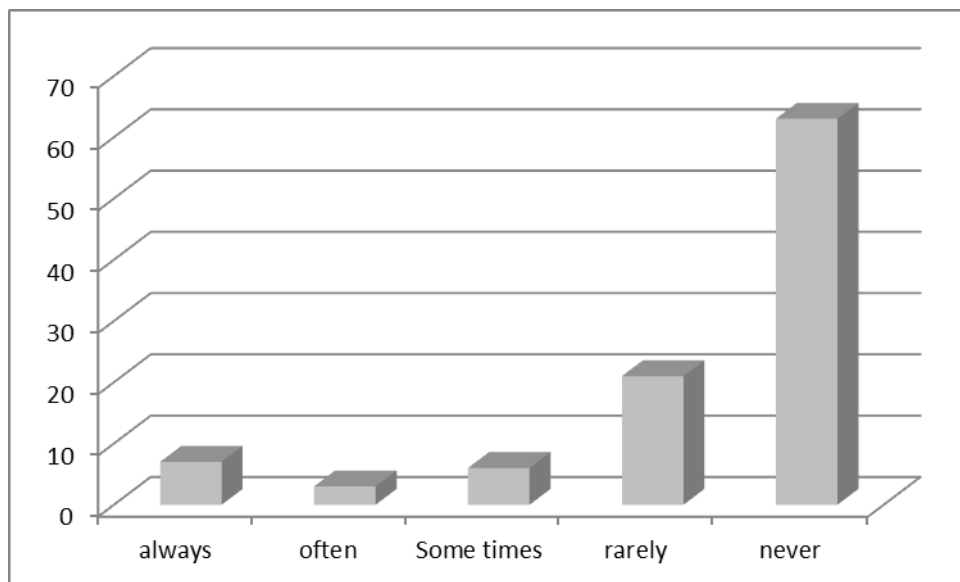
From the above table No. (4.6) and figure No (4.6) It is clear that there are (3) persons in the study's sample with percentage (3.00%) they answered always with that "I present new grammar items using guided dialogues." There were (7) persons with percentage (7.00%) answered often, and (3) persons with percentage (3.00%) their answer was sometimes, and (47) persons with percentage (47.00%) answered rarely. and (40) persons with (40.00%) their answers were never.

Statement No. (7): I present new grammar items using mimes, pictures and real objects.

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	3	3.0	3.0	3.0
Often	7	7.0	7.0	10.0
sometimes	3	3.0	3.0	13.0
Rarely	47	47.0	47.0	60.0
Never	40	40.0	40.0	100.0
Total	100	100.0	100.0	
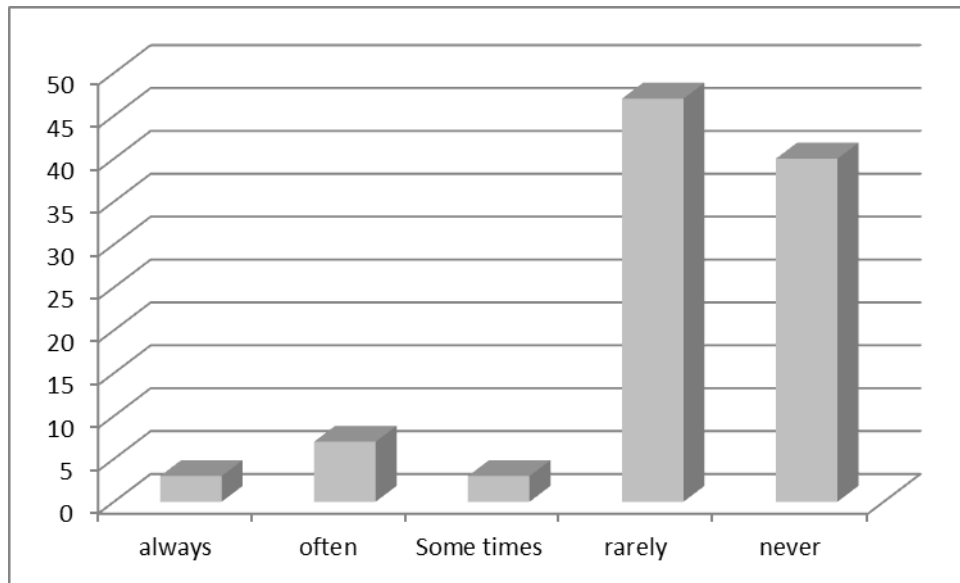
From the above table No. (4.7) and figure No (4.7) It is clear that there are (10) persons in the study's sample with percentage (10.00%)they answered always with that "I present new grammar items using mimes, pictures and real objects.". There were (9) persons with percentage (9.00%) answered often, and (3) persons with percentage (3.00%) their answer was sometimes, and (18) persons with percentage (18.00%)answered rarely. and (60) persons with (60.00%) their answers were never.

Statement No. (8): I present new grammar items inductively (indirect).

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	10	10.0	10.0	10.0
Often	9	9.0	9.0	19.0
sometimes	3	3.0	3.0	22.0
Rarely	18	18.0	18.0	40.0
Never	60	60.0	60.0	100.0
Total	100	100.0	100.0	
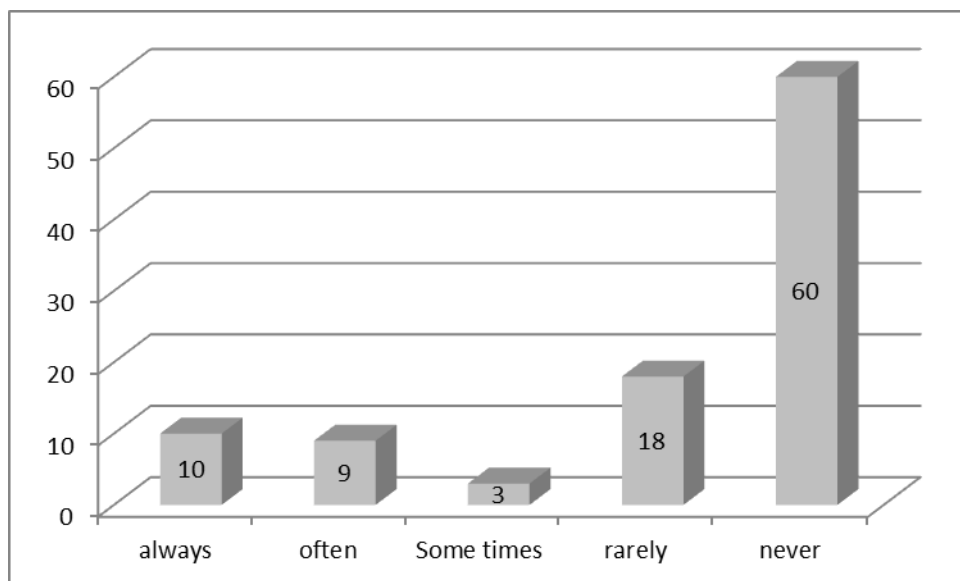
From the above table No. (4.8) and figure No (4.8) It is clear that there are (9) persons in the study's sample with percentage (9.00%) they answered always with that "I present new grammar items inductively (indirect)". There were (7) persons with percentage (7.00%) answered often, and (6) persons with percentage (6.00%) their answer was sometimes, and (37) persons with percentage (37.00%) answered rarely. and (41) persons with (41.00%) their answers were never.

Statement No. (9): I present new grammar items using listening texts.

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

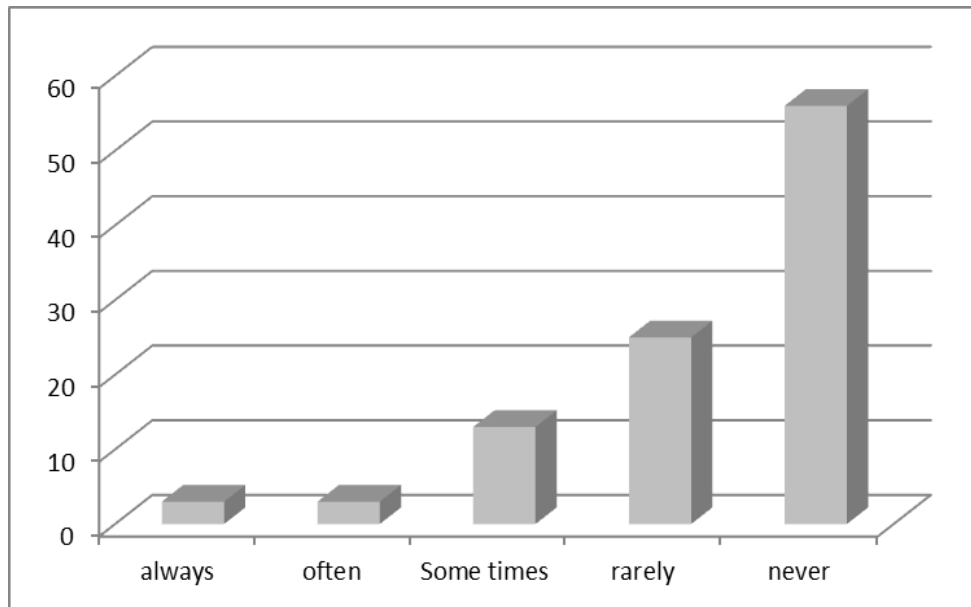| Valid	Frequency	Percent	Valid Percent	Cumulative Percent
Always	9	9.0	9.0	9.0
Often	7	7.0	7.0	16.0
sometimes	6	6.0	6.0	22.0
Rarely	37	37.0	37.0	59.0
Never	41	41.0	41.0	100.0
Total	100	100.0	100.0	
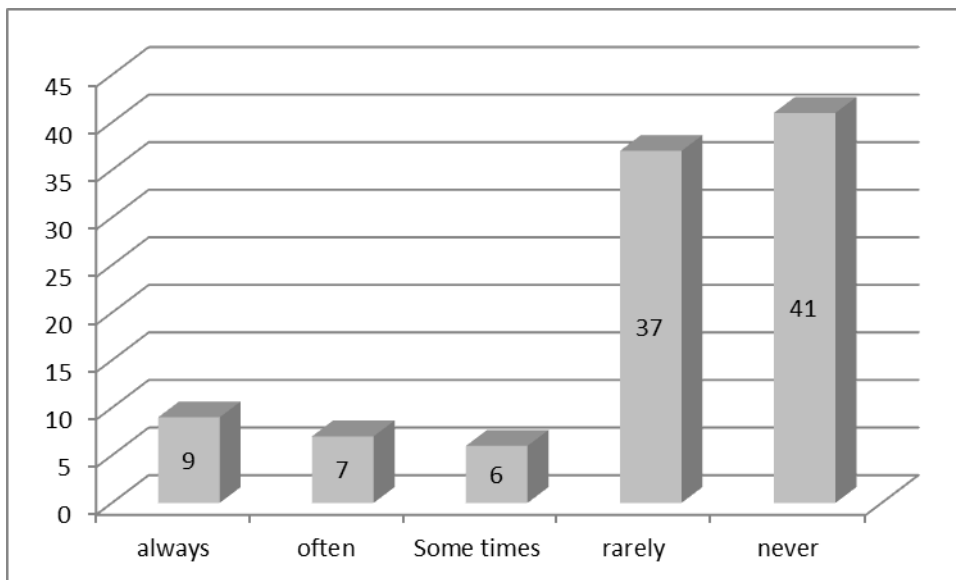
From the above table No. (4.9) and figure No (4.9) It is clear that there are (3) persons in the study's sample with percentage (3.00%) they answered always with that "I present new grammar items using listening texts." There were (3) persons with percentage (3.00%) answered often, and (13) persons with percentage (13.00%) their answer was sometimes, and (25) persons with percentage (25.00%) answered rarely. and (56) persons with (56.00%) their answers were never.

Statement No. (10): I present new grammar items using language patterns in isolation.

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 s	3	3.0	3.0	13.0
Often	3	3.0	3.0	16.0
sometimes	13	13.0	13.0	19.0
Rarely	25	25.0	25.0	44.0
Never	56	56.0	56.0	100.0
Total	100	100.0	100.0	

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From the above table No. (4.10) and figure No (1.10) It is clear that there are (13) persons in the study's sample with percentage (13.00%)they answered always with that "I present new grammar items using language patterns in isolation.". There were (3) persons with percentage (3.00%)answered often, and (19) persons with percentage (19.00%) their answer was sometimes, and (25) persons with percentage (25.00%)answered rarely. and (40) persons with (40.00%) their answers were never.

Analysis of Interview Results:

The results of the interview were used beside the results of the questionnaire in order to strengthen and fully understand the research questions, then find answers to them. So the interview is used as another tool because the results of the questionnaire were not sufficient to fully understand and find answers to question.

According to the first question "What is communicative language teaching (CLT) in your opinion?" The responses of interviews as follows:

CLT refers to an interaction among students in the class and with their teachers. It is a student centered method, students play crucial role in the class by participating in any classroom activities. It is a method in which teachers' role as facilitator assistants and consultants who guide them when students get stuck and need help.

Concerning the second question "How interests are you in CLT", almost all the interviewees feel very interested in CLT. They think that such method gives students a chance to communicate by using Grammar through context (inductive) in CLT. Some interviews think that it is student/teacher interaction. The method encourages learners to learn effectively using various activities and strategies as well as techniques.

In response to the third question "How long have you been teaching English using CLT?" most of the responses indicate that teachers do not use such method. Some say that they don't know even what is meant by CLT. Some find it difficult to apply all these due either they didn't teach grammar using this method or lack of experience about. It even those who know used this method don't use it effectively.

As far as the fourth question as concerned "How important do you think it is to teach communicative English in your student's class?" The responses of the respondents are as follows:

CLT enables students to practice grammar in communicative situation. CLT allows interaction among students. The method can be implemented with all language skills. They give learners a chance to learn grammar inductively (within contexts).

As far as the fifth question is concerned "In what ways do you think the CLT teaching syllabi have influenced your teaching?" Some teachers believe that such method has positive influence on their teaching as it makes students motivated. It makes teachers updated with new teaching method. Some think that such method enables them practice all language skills effectively.

Concerning the sixth question "Do you think CLT is effective for teaching grammar lessons?" All agreed upon the fact that CLT is effective in grammar lessons as grammar is taught inductively. The use of grammar through drills is extremely effective. Besides, using activities such as group work, pair work, and games, authentic materials are very effective in grammar lessons.

Concerning the question number seven "How practical is CLT approach in language teaching and learning in classroom" Some teachers think that it's very practical and makes learners native like in foreign language. Using different types of activities also make such method more practical.

The responses of the final questions "What do you think should be done by every concerned body to address communicative teaching grammar principles?" They believe that there should be training for both teachers and students for the implementation of such approach in classroom. Grammar should be taught inductively as it considered being the best way of teaching grammar.

The Observation:

It is observed that most teachers do not present grammar items in a meaningful context. Teachers do not utilize supporting materials in some schools. It is also noted that teachers do not use written and oral context to produce relevant pieces of information. The context or situation does not create appreciate to the lesson topic and learners' background.

Most teachers were found not using various strategies to make the lesson vivid and understandable. The treatment of meaning and use are not emphasized. Teachers do not effectively integrate grammatical patterns with language skills. Most of the teachers do not encourage their learners to discover grammar rules by themselves. It is observed that teachers do not make their lessons interactive. The tasks and activities are designed adequately. Students were not asked to practice the new structures of the language in real situation independently. The students are not encouraged to use the new grammar items to make meaningful sentences creatively. Teachers sometimes tolerate students' errors and sometimes not. Teachers sometimes give necessary correction at the desired time and sometimes not. Textbooks do not invite learners to produce their own sentences using the given sentences. Students are allowed to use mother tongue heavily. Furthermore, learners do not create the language through trial and errors.

Report Discussion:

The data collected was analyzed in relation to the hypothesis of the study. The data was collected via questionnaire, interview and observation checklist which had been administered to English language teachers who teach at Secondary Schools in Omdurman Locality, Khartoum State, Sudan.

Having analyzed and compared the results with the main hypnosis, the results have shown that grammar lessons are not effectively implemented in CLT classes.

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