

**The Islamic University- Gaza
Deanery of Higher Education
Faculty of Education
Department of Curricula and Methodology**



Teaching Grammar Communicatively for Sixth Graders in Gaza Strip: A suggested Framework

**Submitted by
Asma Ahmed El Tanani**

Supervised by

Prof. Ezzo Afana

Dr. Nazmi Al-Masri

**A Thesis Submitted to the Faculty of Education in Partial Fulfillment
of Requirements for the Master Degree of Education**

May 2011

Dedication

This thesis is dedicated:

To my parents for their love, endless support and encouragement,

To my dear husband for his extraordinary patience and understanding,

To my brothers for opening my eyes to the world, and for instilling the importance of hard work and higher education,

To my sisters for their limitless giving and unending support,

To my friends for being motivated and encouraged to reach my dream,

To the great martyrs and prisoners, the symbol of sacrifice,

To all those who believe in the richness of learning.

To all with warm regards.

Acknowledgement

All praise to Allah, the Lord of the worlds; and prayers and peace be upon Mohammed His servant and messenger.

This thesis could not have been accomplished without the assistance, support, and encouragement of many people in my life. I would like to recognize and thank them for their support and guidance along the way:

I would like to express the deepest appreciation to my supervisor, Dr. Nazmi Al-Masri, who patiently revised each chapter of this dissertation and provided invaluable direction and support throughout my dissertation writing process. I have been blessed to have such a brilliant supervisor to help me. Without his guidance and persistent help, this dissertation would not have been possible. Of course, I would not forget Dr. Ezzo Afana who helped me in doing the statistical analysis. I am grateful for the several discussions we had over my data analysis. I thank him for his dedication and enthusiasm to share his wealth of knowledge and for the support that he provided all throughout the research. Indeed, I was blessed with the opportunity to learn so much from them both through this experience. Their words of helpful advice, praise and positive criticism will be remembered.

I could not have carried out my research without the numerous resources available at the Islamic University Library. I am indebted to the staff at the library for their assistance.

My gratitude and appreciation also go to the jury of the tools of my study, for their valuable notes and suggestions.

My special thanks go in particular to my dear parents who were always beside me encouraging me and helping and my dear husband, Yousef who supported me a lot.

I would like to thank the head teachers of the North Governorate, who welcomed me in their schools. I am particularly grateful to all the teachers of 6th grade who participated in the observation card. Although they are too many to list individually here, I want to express my sincere thanks to them all.

I would not have been able to conduct this study without the active participation of my friends, particularly Rana Al-Najjar and Naima Ali who devoted their time and experience to cooperate with me during my thesis work.

Last but not least, I am deeply grateful to my family, my mother, father, husband, mother-in law, father-in law, sisters and brothers who have been my sources of strength and guidance and their love gave me forces to make this work.

Thanks to them for always providing me with their care, attention and never-ending support.

Abstract

This study aimed at investigating the existing grammar teaching techniques for sixth graders in Gaza Strip in order to suggest a practical framework of effective and appropriate techniques for teaching grammar communicatively for Palestinian sixth graders. It also aimed at investigating whether the suggested framework develops sixth graders' performance to use the language in context and inspires their attitudes to be positive towards communicative grammar teaching.

To fulfill the aims of the study, the researcher followed the experimental approach besides the descriptive analytical one. She used three tools to collect the needed data: an observation card, a test and an attitude scale. The observation card has presented the techniques, stages and procedures that English language teacher should implement while teaching grammar and the pedagogy of teaching grammar in the light of communicative language teaching. The observation card was shown to ten experts for benefiting from their comments in regard to any potential modifications, additions and deletions to achieve validity. Reliability was examined through the help of two colleague teachers who volunteered to observe three teachers while teaching grammar lessons in their classes. Because traditional practices of grammar teaching still dominate our Palestinian classrooms, and this situation has negative effects on language learning, the researcher prepared a suggested framework to teach grammar communicatively for 6th graders in Gaza Strip. It clarifies how to teach 6th graders grammar communicatively and it presents a number of effective and appropriate techniques and procedures to teach grammar more effectively. Therefore, it provides lesson plans for all the included grammar lessons in *English for Palestine Grade 6*. After that, the researcher used a test to measure the effectiveness of the suggested framework on sixth graders' performance to use grammar in context. In order to explore the attitudes of sixth grade students toward the affective and the linguistic benefits of the communicative approach, an attitude scale was used.

The results of the analysis show the following:

1. Sixth grade English language teachers do not use neither effective nor appropriate techniques or procedures to teach grammar communicatively.
2. Regarding the results of the test, the experimental group students outperformed the control group students to use language in context. In other words, the suggested framework of teaching grammar communicatively is proved to be effective and beneficial.
3. Sixth graders agreed on gaining linguistic and affective benefits of the communicative grammar teaching method. So, the suggested framework of teaching grammar communicatively enhances sixth graders' positive attitudes.

Based on the study findings, the researcher recommended the Education Development Centre in UNRWA and the Ministry of Education to hold workshops in order to train English language teachers how to teach grammar communicatively. Besides, it is recommended to prepare several frameworks for teaching grammar lessons communicatively for *English for Palestine Series*.

Table of Contents

Contents	Page No.
Chapter I	
Study Statement and Background	
1.1 Introduction	2
1.2 Need for the Study	4
1.3 Statement of the Problem	6
1.4 Research Questions	6
1.5 Research Hypotheses	7
1.6 Purposes of the Study	7
1.7 Significance of the Study	8
1.8 Definitions of Study Terms	8
1.9 Limitations of the Study	9
1.10 List of Abbreviations	10
Summary	10
Chapter II	
Review of Related Literature	
Section I	
Theoretical Framework	
Introduction	13
2.1 Grammar Teaching	
2.1.1 Definition of Grammar	13
2.1.2 Types of Grammar	15
2.1.3 Importance of Grammar Teaching	19
2.2 Communicative Grammar Teaching	
2.2.1 Communicative Language Teaching Background	23
2.2.2 Communicative Language Teaching Principles	24
2.2.3 Communicative Grammar Teaching	26

2.2.4 Communicative Grammar Teaching Techniques	28
2.2.5 Communicative Grammar Teaching Stages	30
2. 2.5.1 Presentation Stage	31
2. 2.5.1.1 Communicative Grammar Presentation Techniques	31
2. 2.5.1 .2 Communicative Grammar Presentation Procedures	41
2.2.5.2 Practice Stage	42
2.2.5.2 .1 Communicative Grammar Practice and Production Techniques	43
2.2.5.2 .2 Communicative Grammar Practice Procedures	51
2.2.5.3 Production Stage	52
2.2.5.3.1 Communicative Grammar Production Procedures	53
Conclusion	54
Section II	
Literature Review	
Introduction	56
1- Studies in Favor of Formal Grammar Teaching	57
2- Studies in Favor of Communicative Language Teaching	60
3- Studies in Favor of Communicative Grammar Teaching	66
4- Studies Related to Communicative Grammar Teaching Techniques.	73
Commentary on the Previous Studies	78
Chapter III	
The Methodology	
3.1 Introduction	82
3.2 Research Design	82
3.3 Study Sample	82
3.4 Instrumentations	86
3.4.1 The Observation Card	87
3.4.2 The Test	95

3.4.3 The Attitude Scale	101
3.5 Controlling the Variables	105
3.6 Procedures of the study	106
3.7 Statistical Analysis	107
3.8 Conclusion	107
Chapter IV	
The Study Findings	
Introduction	109
4.1 Results Related to the Most Effective and Appropriate Communicative Grammar Techniques	109
4.2 Results Related to the Observation Card	110
4.3 Results Related to the Communicative Grammar Suggested Framework	119
4.4 Results Related to the Test	120
4.5 Results Related to the Attitude Scale	122
Conclusion	124
Chapter V	
Discussion, conclusions and recommendations	
Introduction	126
4.1 Discussion of results Related to the Most Effective and Appropriate Communicative Grammar Techniques	126
4.2 Discussion of results Related to the Observation Card	127
4.3 Discussion of results Related to the Communicative Grammar Suggested Framework	137
4.4 Discussion of results Related to the Test	140
4.5 Discussion of results Related to the Attitude Scale	142

Conclusions	144
Suggestions	147
Recommendations	148
References	149
Appendices	156
Arabic Abstract	240

List of Tables

No.	Table	Page
Table (3.1)	The Distribution of Teachers Sample according to Schools	83
Table (3.2)	The Distribution of Grammatical Items in Each Unit in <i>English for Palestine Grade 6</i>	84
Table (3.3)	The Distribution of the Lessons Sample.	85
Table (3.4)	The Number of the Pilot Sample according to the Used Tool.	86
Table (3.5)	Correlation Coefficient of Presentation Stage.	89
Table (3.6)	Correlation Coefficient of Practice Stage	90
Table (3.7)	Correlation Coefficient of Production Stage	91
Table (3.8)	Correlation Coefficient of the Three Stages with the Total Degree of the Observation Card	91
Table (3.9)	Reliability coefficient by Alpha Cronbach Method	92
Table (3.10)	Reliability coefficient by Cooper Correlation	93
Table (3.11)	Cooper Correlation between the Three Observations	94
Table (3.12)	Cooper Correlation through Time	94

Table (3.13)	Table of Specification	96
Table (3.14)	Pearson Correlation Coefficient for Every Item from the First Scope with the Total Degree of this Scope	98
Table (3.15)	Pearson Correlation Coefficient for Every Item from the Second Scope with the Total Degree of this Scope	98
Table (3.16)	Pearson Correlation Coefficient for Every Item from the Third Scope with the Total Degree of this scope	99
Table (3.17)	Pearson Correlation Coefficient for Every Scope from the Test with the Total Degree of the Test and the Scope with other Scopes	99
Table (3.18)	Correlation Coefficient of All Domains with the Total Degree of the Test	100
Table (3.19)	Reliability Coefficient Spilt half Technique	101
Table (3.20)	Reliability Coefficient Alpha Cronbach Technique	101
Table (3.21)	The Number of Items in Each Domain	103
Table (3.22)	Correlation Coefficient of Affective Benefits	103
Table (3.23)	Correlation Coefficient of Linguistic Benefits	104
Table (3.24)	Correlation Coefficient of Linguistic and Affective Benefits with the Total Degree of the Scale	104
Table (3.25)	Reliability Coefficient by Alpha Cronbach Method	105
Table (3.26)	Reliability Coefficient by Spilt –half Method	105
Table (3.27)	T-test of differences in pre-test between two groups (control and experimental) in the three grammatical points and the total degree of the test	106
Table (3.28)	T-test of differences in pre-test between two groups (control and experimental) in the three grammatical points and the total degree of the attitude scale	106
Table (4.1)	The sum of responses, means, standard deviation, % weight and rank of presentation stage in the observation card	110
Table (4.2)	The sum of responses, means, standard deviation, percent weight and rank of practice stage in the observation card	113

Table (4.3)	The sum of responses, means, standard deviation, % weight and rank of production stage in the observation card	116
Table (4.4)	The sum of responses, means, standard deviation, % weight and rank of the three stages with the total degree of the observation card	118
Table (4.5)	T-test of differences between two groups (control and experimental) in the three grammatical points and the total degree of the test	120
Table (4.6)	The Referee Table to Determine the Level of Size Effect (η^2)	121
Table (4.7)	"T" value, eta square " η^2 " for each scope and the total degree of the test	121
Table (4.8)	T-test of differences between two groups (control and experimental) in the two domains of the scale and the total degree of the attitude scale	122
Table (4.9)	"T" value, eta square " η^2 " for each domain and the total degree of the attitude scale	123
Table (5.1)	The communicative mentioned techniques in the suggested framework in every lesson in <i>English for Palestine Grade 6</i>	138
Table (5.2)	T-test of differences between two groups (control and experimental) in the three grammatical points and the total degree of the test	140

List of Appendices

No.	Appendix	Page
1.	Consultation Form of a Questionnaire	157
2.	Consultation Form of a an Attitude Scale	161
3.	Consultation Form of a Test	164
4.	The List of Juries	170
5.	Permission for applying the Study	171
6.	Grammar Lessons in <i>English for Palestine Grade 6</i>	172
7.	The Suggested Framework	197

Chapter I

Study Statement and Background

1.1 Introduction

1.2 Need for the Study

1.3 Statement of the Problem

1.4 Research Questions

1.5 Research Hypotheses

1.6 Purposes of the Study

1.7 Significance of the Study

1.8 Definitions of Terms

1.9 Limitations of the Study

1.10 List of Abbreviations

Summary

Chapter I

Study Statement and Background

This chapter introduces the research problem, the purpose of this study, the significance of the study, the main questions of the study, the definitions of terms, the limitations and the list of abbreviations used in the study.

1.1 Introduction

English is an important international language. Currently, it is used as a business, scientific, technological, educational and diplomatic language of the world. This fact leads many countries to teach English as a second /foreign language. In this sense, English language teachers should be aware that they teach English not only to assist learners to pass examinations, but also to assist them to communicate with others meaningfully in their life situations.

In foreign /second language teaching, several language educators (Bygate and Tornkyn, 1994; Thorunbury, 1999; Ellis, 1997; McKay, 1987) agree that making students aware of grammatical facts is one of the vital aspects in language teaching that teachers should do. They are helpful for students to learn other language skills. Ellis (1997) explains that grammar teaching is one of the cornerstones in enabling learners to communicate meaningfully and accurately and advance their communicative skills in second language proficiency. It is considered a part of language teaching that helps learners to develop the essential skills for their success in diverse environments where English is used. A further support for this point comes from Bygate and Tornkyn (1994) who state that recent research results on EFL/ESL learning show that without grammar instruction learners frequently fail to achieve

advanced levels of communicative competence. Thus, it is crucial to teach grammar through communicative techniques. The communicative grammar teaching can improve the quality of second/foreign language learning/teaching.(Ellis 1997; Nisrane 2008; Pekoz 2008 and Tarigan 2008).

Traditionally, second/foreign language teaching approaches have mainly dealt with the achievement of linguistic knowledge. Instead of teaching grammar in a form-focused way, teachers need to relate teaching grammar to meaning and use. In the words of McKay (1987:100), language structures should be taught in context that involves some basic principles of communicative language teaching. In grammar teaching, it is important to make the language as realistic as possible. Teachers should provide students with suitable situations and contexts that encourage them to use the rules in real life communication (Ur1988:8). In accordance with this idea, several methodologists and textbook designers have argued that students learn grammar more effectively when it is presented in a meaningful context and not singled out as a separate skill (Newby2000; Degu 2008; Thorunbury 1999).

It can be argued that most teachers are still at a loss for what techniques to use and how to make use of them for an optimal learning. In this context, Thorunbury (1999:8) states "Grammar teaching has always been one of the most controversial and least understood aspect in teaching." Controversially, many English language teachers still adhere to and adopt the traditional techniques of grammar teaching. They often focus on grammatical rules rather than meaning as they believe that learning a foreign language implies mastering its linguistic system and students will be able to communicate in the target language if they master its grammatical rules. However, mastering grammar rules without real and meaningful practice hinders communication in the target language. It is believed that English language teachers

should focus on meaning (function), use, form and situational context when teaching grammar. Language should be practised within a context as it provides meaning. Practicing the language within communicative context implies the manipulation of real life situations. In other words, teachers should encourage their students to use the target language for performing particular functions in real life situations.

Because it is decisive to prepare materials to teach grammar in a communicative way, students should be exposed to opportunities in which they can practise the target language in a freer, and more creative way. They need activities in which they can integrate linguistic and cultural knowledge of target language and apply this to real life situations such as role-play, games, simulation, problem solving and information gap. These activities help learners to express their own feelings and interest. It is clear that communicative grammar teaching is essential for the learners of second/foreign language to communicate with others, to send and to receive messages in spoken and written forms. Concerning the presentation of grammar structures, Freeman (2000:131) suggests that to introduce a new piece of grammar for a class, a teacher has to use various methods to teach forms, meanings, uses and functions of a grammatical item. The teachers should teach different aspects of grammar items that help learners to communicate effectively in the language.

In the light of these facts, this study attempts to investigate how grammar can be taught purposefully and communicatively, and what grammar teaching techniques can best work for and fulfill this purpose.

1.2 Need for the Study

It is essential to conduct this study for the following reasons. First, grammar teaching plays an integral part in EFL. It is seen that grammar consists of certain

rules that govern the system of language by which we communicate with each other. In addition, it is considered the link to make our communication with other people meaningful and understandable. For that reason, the study of grammar can help our students to use English correctly and appropriately in meaningful communication. In addition, complaints have been expressed by several language supervisors and specialists in their workshops about how Palestinian teachers view the teaching of grammar. Language teaching in the classroom is more form focused. The teaching of grammar for communicative purposes is given less emphasis. Students are not encouraged to write and speak using the structure of the language in a communicative way. Besides, teachers use traditional methods of teaching grammar. Their traditional rigid way of teaching has negative effects on language learning and lead to many problems in English language teaching classes. One of these problems is that students fail to use structures of language in actual communication or in real life contexts because they are forced to memorize rules, and change the forms according to those given rules in isolated sentences.

It is worth mentioning in this context Harmer's (2001:13) and Freeman's (2000:126) point of view that memorizing grammatical rules seems very simple. However, the more challenging is successfully using these forms for communication purposes. Because teachers do not use different communicative techniques to make teaching of grammar interactive, practical, purposeful, enjoyable and communicative, the students fail to use grammar rules appropriately and correctly. Additionally, being an English language teacher, the researcher has found out that many students face problems in effective use of the language in communication with their teachers, friends and others in writing and speaking because they need to be taught grammar communicatively.

In view of that, this study has the need of investigating the existing grammar teaching techniques for sixth graders. This need becomes a means to another end that is to suggest a practical framework of effective techniques for teaching grammar communicatively for Palestinian sixth graders. Also, this study intends to take a further step towards inspiring and stimulating the interests and concerns of students, teachers, researchers, language materials designers and all the interested people in this subject.

1.3 Statement of the Problem

It is believed that the traditional practices of grammar teaching still dominate our Palestinian classrooms, and this situation has negative effects on language learning. This study intends to address the problem of teachers' failure to use the most effective appropriate grammar techniques for teaching grammar communicatively for 6th graders and apply these techniques.

1.4 Research Questions

- 1- What are the most common, effective and appropriate grammar techniques for teaching grammar communicatively for sixth graders?
- 2- To what extent do 6th – grade Palestinian English teachers use these techniques?
- 3- How can a framework for teaching grammar communicatively for Palestinian sixth graders be developed (proposed)?
- 4- What is the effectiveness of this suggested framework in developing sixth graders' performance to use the language in context?

- 5- What is the effectiveness of the suggested framework on sixth graders' attitudes towards communicative grammar learning?

1.5 Research Hypotheses

- 1- Sixth- grade Palestinian English teachers do use neither effective nor appropriate techniques for teaching grammar communicatively.
- 2- There are no statistically significant differences at ($\alpha \leq 0.05$) between the control groups' and the experimental groups' performance to use the language in context.
- 3- There are no statistically significant differences at ($\alpha \leq 0.05$) between the control group's and the experimental group's attitudes towards communicative grammar learning.

1.6 Purposes of the Study

The overall purpose of this study is to provide a framework for teaching grammar communicatively for sixth graders. The study tries to:

1. Identify some effective and appropriate techniques for teaching grammar communicatively.
2. Find out to what extent 6th – grade Palestinian English teachers use those techniques or not.
3. Suggest a framework for teaching grammar communicatively for sixth graders.
4. Investigate whether the suggested framework develops sixth graders' performance to use the language in context.
5. Ascertain whether or not the suggested framework inspires sixth graders' attitudes to be positive towards communicative grammar teaching.

1.7 Significance of the Study

The significance of the study derives from the following:

- 1- The study offers a practical framework of communicative grammar teaching techniques as an alternative to the existing traditional ones in order to teach grammar meaningfully and purposefully.
- 2- It raises teachers' awareness of how to teach grammar communicatively.
- 3- It helps English language supervisors in training teachers on how to teach grammar communicatively.
- 4- It helps learners to express themselves in communication and makes them active participants in the learning of grammar items in the classroom.

1.8 Definitions of Terms

The following terms are used in the present study:

Approach: It is a set of correlative assumptions dealing with the nature of language teaching and learning. It describes the nature of the subject matter to be taught. (Anthony 1963:63 cited in Richards and Rodgers 1986:15).

Technique: It is the implementation that actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. (Anthony 1963:63 cited in Richards and Rodgers 1986:15).

Sixth grade: The sixth grade is the sixth school year after kindergarten. Students are usually 11-12 years old. Traditionally, sixth grade is the final year of the elementary school.

Communicative Language Teaching: This approach is based on the premise that successful language learning involves not only a knowledge of the structures and forms of language, but also the functions and purposes that a language serves in

different communicative settings. This teaching approach emphasizes the communication of meaning over the practice and manipulation of grammatical forms (Lightbown and Spada 1999:172).

Communicative Grammar Teaching: It means that grammar should be taught in real life context through various techniques like using songs, dialogues, games, charts, objects and role-plays. The learners do not feel that they are leaning grammar rules but they feel they are learning the language itself in order to make their communicative competence better (Newby 2000).

1.9 Limitations of the Study

The limitations of the study are summarized in the following points:

1. The total population of the study will be only 6th grade UNRWA English language teachers in Gaza Strip.
2. The sample of the study is limited to sixth grade teachers in UNRWA schools in the North governorate.
3. The observation of the study is conducted within the scholastic year (2009/2010).
4. The experiment of the study is conducted within the scholastic year (2010/2011).

1.8 List of Abbreviations

Abbreviation	Equivalent
1. CLT	Communicative Language Teaching
2. EFL	English as a Foreign Language
3. ESL	English as a Second language
4. FLT	Foreign Language Teaching
5. SB	Student's Book
6. TEFL	Teaching English as a Foreign Language
7. WB	Work Book
8. GT	Grammar Teaching
9. ELT	English Language Teaching
10. FGT	Formal Grammar Teaching
11. CGT	Communicative Grammar Teaching
12. SLT	Second Language Teaching

Summary

This chapter provided a relevant introduction to the issue of teaching grammar communicatively. Besides, it emphasized the need for carrying out this study and highlighted the necessity of communicative grammar teaching for sixth graders. It also introduced the study statement of problem, the purpose, the significance, the definitions of terms and the limitations of this study.

Chapter II

Review of Related Literature

Introduction

Section I: Theoretical Framework

Section II: Previous Studies

Summary

Section I

Theoretical Framework

Introduction

2.1 Grammar Teaching

2.1.1 Definition of Grammar

2.1.2 Types of Grammar

2.1.3 Importance of Grammar Teaching

2.2 Communicative Grammar Teaching

2.2.1 Communicative Language Teaching Background

2.2.2 Communicative Language Teaching Principles

2.2.3 Communicative Grammar Teaching

2.2.4 Communicative Grammar Teaching Techniques

2.2.5 Communicative Grammar Teaching Stages

2.2.5.1 Presentation Stage

2.2.5.1.1 Communicative Grammar Presentation Techniques

2.2.5.1.2 Communicative Grammar Presentation Procedures

2.2.5.2 Practice Stage

2.2.5.2.1 Communicative Grammar Practice and Production Techniques

2.2.5.2.2 Communicative Grammar Practice Procedures

2.2.5.3 Production Stage

2.2.5.3.1 Communicative Grammar Production Procedures

Summary

Chapter II

Introduction

This chapter consists of two sections. The first section presents a theoretical framework that aims at clarifying and discussing the main points related to communicative grammar teaching. It consists of two parts: part one presents the concept of grammar in terms of its definition, types, and the importance of grammar teaching. Part two presents the concept of communicative language teaching in terms of its definition and principles and it is devoted to explain how teachers can teach grammar communicatively. It illustrates the techniques and procedures in every stage that can be used for teaching grammar communicatively. The second section in this chapter deals with the previous empirical studies which the researcher reviewed.

Section I

Theoretical Framework

2.1 Grammar Teaching

2.1.1 Definition of Grammar

It is important from the beginning to be clear about what the term *grammar* means since it can be defined in a number of different ways. Among some scholars, the term *grammar* includes phonology and semantics with the term syntax such as Rodman and Fromkin (1978) and Millrood (2001). Others prefer to use it in a narrower sense with including syntax only (Close 1992 and Brow 1994). Different specialists and scholars offer a variety of definitions. Here are some of these definitions:

Brow (1994 cited in Qassem 2003:1) defines *grammar* as a "system of rules, governing the conventional arrangement and relationships of words in a sentence."

Similar to the previous definition, Close (1992:1) declares that grammar is a chief system of syntax that decides the order and the patterns in which words are arranged in sentences. For Palmer (1971:11), the word *grammar* describes what people do when they speak their language; it is not something that has to be found in books, written down, or learnt by heart. Rodman and Fromkin (1978:9) use the word *grammar* in another way from its common meaning. They define it as:

Everything speakers know about their language, the sound system (phonology), the system of meanings (semantics) and the rules of sentence formation (syntax).

Differently, Leech et al. (1982:3-4) identify the term *grammar* in reference to the mechanism according to which language works when it is used to communicate with other people. They illustrate that this mechanism can be described through a set of rules which allows us to put words together in certain ways. They go on to think of grammar as being a central part of language which relates sound (phonology) and meaning (semantics). This relationship between the three components can be presented as follows:



Further to the previous definitions, Harmer (1987 cited in Woods 1995:1-3) describes *grammar* as the way in which words change themselves and group together to make sentences and it is seen as a central component which relates phonology and semantics, or sound and meaning. Apart from the previous definitions, Chomsky (1986:9) offers a different definition:

The term *grammar* is used with a systematic ambiguity. It refers, on the one hand, to the explicit theory constructed by the linguist and proposed as a description of the speaker's competence. On the other hand, it refers to the competence itself.

In this regard, Millrood (2001:56) declares that *grammar* describes the rules of how the language produces sentences using the words and their morphology as the building blocks.

It is obvious from all the previous definitions that, it is difficult to give any complete definition of grammar as people have different views of where the parameter of grammar lies. Thus, these definitions lead to the fact that grammar consists of certain rules that govern the system of language by which we communicate with each other. For that reason, the study of grammar can help in communication as grammar can be seen as a system consisting of phonology, syntax, semantics and pragmatics.

2.1.2 Types of Grammar

It is important to explore the different types of grammar to choose the most appropriate one that integrates meaning, form and use together. There are nine types of grammar that several specialists discussed: prescriptive, descriptive, traditional, theoretical, reference, cognitive, structural, transformational-generative and communicative. Here is a detailed explanation of each type:

1) Prescriptive Grammar

According to Rajan, (1995:219) prescriptive grammar emphasizes rules and forms. Its limitation is that it does not consider "change in language; whereas change in rules is must." Prescriptive grammar is taught when the correct use of language is prescribed by a set of fixed rules. In addition, Woods (1995:5) describes this type of grammar as it sees the correct use of language prescribed by a set of rules that were immutable. This means that certain utterances that were considered incorrect

grammatically at one time are now accepted as correct. For example, the use of ‘a few’ and ‘a little’. In prescriptive grammar, ‘a few’ determines countable noun (a few students) and ‘a little’ is related to uncountable noun (a little salt). Thus, we say ‘*few students*’, ‘*fewer students*’, ‘*fewest students*’ and ‘*little salt*’, ‘*less salt*’, ‘*least salt*’. But today, the use of ‘less’ *with* countable noun as in ‘*less students*’ is also accepted.

2) Descriptive Grammar

Tarifa (2003:46) states four main features of a descriptive grammar as follows:

- 1) Focuses on the description of grammar constructions.
- 2) Attempts to record the facts of linguistic diversity.
- 3) Describes patterns.
- 4) Aims at discovering and recording the rules.

Similarly, Crystal (1980 cited in Andrews 2007:39) affirms that descriptive grammar describes the way language is used without making judgments about the social acceptability of the uses.

3) Traditional Grammar

Penalva et al. (2002:1) use this term to summarize the range of attitudes and methods found in the period of grammatical study before the advent of linguistic science. Also, it focuses on the sentence and considers the role and relationships of words in the sentence such as subject and object. Further, Zain (2007:20) asserts that in traditional grammar, syntax rather than semantics, is a central component of a language. In teaching the syntactic organization of the sentences, traditional grammarians have identified and defined eight parts of speech. The eight parts of speech identified are nouns, verbs, pronouns, adjectives, adverbs, prepositions, conjunctions and interjections. These different parts of speech make up a sentence.

4) Theoretical Grammar

Crystal (1980:208) maintains that this type of grammar goes beyond the study of individual languages, to determine what constructs are needed in order to do any kind of grammatical analysis, and how these can be applied consistently in the investigation of linguistic universals.

5) Reference Grammar

According to Tarifa, (2003:47) reference grammar is a description of the syntax of a language, with explanations of the principles governing the construction of words, phrases, clauses, and sentences. It is a prose-like description of the major grammatical constructions in a language, illustrated with examples. It aims to make grammar description available to general public. A reference book establishes grammatical facts and is designed to teach someone about the language and to give readers a reference tool for looking up specific details of the language.

6) Transformational Generative Grammar

This type of grammar looks at the syntax and includes both phonology and semantics. It is concerned with the universal characteristics of all languages (Woods 1995:8). Additionally, Rajan (1995:220) says that this type does not consider grammar as a description in itself, but as a particular theory that provides a complete, consistent explanation of the way a language operates. Transformational generative grammarians argue that innumerable syntactic combinations can be generated by means of a system of formal rules, such as, transformational rules. These transformational rules, which are based on the phrase structure and the tree structure, transform phrase structures into other forms, like active to passive. The processes that transform active voice to passive voice do not only depict the grammatical relationships between the various constituents that make up the sentence, but also explain how individuals can produce numerous sentences, which they have never produced or heard before.(Zain 2007:21).

7) Structural Grammar

Rajan (1995:219) defines structural grammar, as it is any grammar which describes the structure of grammatical sentences. It is characterized by the procedure known as substitution, by which word class membership is established and by which smaller structures are expanded to larger ones. The procedures and results of this structural grammar have been absorbed into transformational grammar where they appear in base components especially the branching rules. Besides, this type of grammar has been an innovative and important one to the discovery of knowledge about the structures of English grammar.

8) Cognitive Grammar

Tarifa (2003:48) lists some assumptions of this type of grammar. Firstly, language is not a self-contained system that can be studied in isolation. Besides, grammar provides conventional symbolization of conceptual content. Lastly, meaning is not described by some type of formal logic based on truth conditions.

9) Communicative Functional Grammar

It aims to make clear interaction between syntax (form), semantics (meaning) and pragmatics (use) (Woods 1995:9). In fact, Tarifa (2003:46) says that in functional grammar, language use precedes language rules; a language system is not an autonomous set of rules and the conditions of use determine this set of rules. To obtain a clear picture to this type of grammar, Woods (1995:9) clarifies that Halliday's functional grammar:

- is designed to account for how the language is used;
- looks at the fundamental components of meaning;

- explains each element in language by reference to its function in the total linguistic system.

For that reason, Zain (2007:22) views functional-communicative grammar to be concerned with making clear interaction between syntax, semantics and pragmatics. It focuses on the functional aspects that attempts to count for how language is used. Utterances are viewed as some meaning whose expression will vary depending on the situation. Thus, the semantics of the intended utterances as well as the relationship between the speaker and the listener influences the choice of expressions.

A considerable note that can be made in this regard is that the term grammar has meant various definitions at various times and often several concepts at the same time.

These types of grammar are different from each other according to the purpose of using grammar over time. This study deals with communicative grammar that integrates form, meaning and use together. Grammar can be seen as a means not as an end since it helps learners to communicate effectively.

2.1.4 Importance of Teaching Grammar

It is important to establish the fact that grammar teaching can mean different things to different people. It may mean teaching a grammar syllabus and explicitly present the rules of grammar using grammar terminology. On the contrary, it may mean teaching a communicative syllabus and present structures in a meaningful context, focusing on three dimensions: form, meaning and use. For this reason, Vavra (2003:88) clarifies which type of grammar learners need to learn. She says that they should not be concerned with the grammar as figures in traditional and structural

materials, but they should be concerned with the grammar which is communicatively relevant. Accordingly, they should not be fed the convenience food of grammar rules; instead, they should be led or left to discover the grammar functions, uses and rules themselves. As indicated previously, grammar should not be the goal of teaching, nor that a focus on form alone is sufficient. The goal of the communicative competence embraces more than just grammar, and implies a focus on meaning as well. It may be that communicative competence is best achieved through communicating, through making meanings, and that grammar is a way of arranging these meanings up. After discussing the researchers' opinions on the importance of grammar teaching, it is essential to establish a clear idea about the reasons that underlie the significance of GT in the next section.

Grammar teaching can be effective for learners since it plays a vital role in conveying the meaning of the structures correctly and appropriately and in creating clear, correct and intelligible communication between people. Firstly, it is important since it clarifies the meaning. Thornbury (1999:4) states that grammar communicates meanings of words. It is seen as a process for making a speaker's or a writer's meaning clear. Grammar has been asserted as a tool for making meaning. In the words of Lock, (1996:267), grammar is seen as network of interrelated systems. Each system contains a set of options from which the speaker selects according to the meaning he or she wishes to make. He adds "This selection the speaker makes from a number of systems are realized simultaneously by grammatical items organized into structures." Adding to what Lock (1996:267) mentioned, Thornbury (1999:5) remarks that people should employ rules of syntax and rules of morphology to convey their meaning correctly. Language learners should have enough grammar to express and understand a greater

variety of meanings. If they do not use appropriate grammar, they will eventually come up against problems like this:

Native speaker: how long are you here for?

Learner: I am here since two weeks.

Native speaker: No, I mean, how long are you staying?

Learner: I am staying since two weeks.

Learners need to learn not only what forms are possible, but what particular forms will express their particular meanings. Besides, Woods (1995:29) offers an illustrative example to clarify the relation between grammar and meaning as follows:

Example (1):

Police searching for a man in connection with... was last night questioning a man arrested in London hotel. Armed anti-terrorist squad detectives surrounded the London visitors' hotel before 6.00p.m...

Example (2):

Nat Handsworth- the most wanted man in Britain- was captured last night after a dramatic swoop by armed police. Last night he was being questioned by senior anti-terrorist squad officers...

It can be noticed that the first writer uses active voice to focus on the events. Whereas, the second writer uses passive voice to focus on the criminal. It is in fact the grammar that has caused the shift in focus. The selection of grammar (passive voice or active voice) has been important in conveying the meaning each writer wished to convey. Seen from this perspective, grammar is a tool for making meanings. Teachers need to turn learners' focus not only on the forms of language, but on the meanings, these forms convey.

Secondly, grammar improves communication and mutual understanding. It is not an optional add-on to communication, but it lies at the very heart for communication. For this reason, Lock (1996:267) lists some points that learners need in order to communicate as follows:

- a) Representing what they want to talk about, which means selecting appropriate process types, participants, circumstances and tenses.
- b) Making the content relevant and appropriate, which means selecting appropriate moods, and modalities.
- c) Making the whole message relevant to the situational context, which means selecting appropriate thematic organization and reference.

Similarly, Leech et al. (1982:13) concentrate on being aware of language as it is helpful to be aware of the grammatical resources of the language, and the various possibilities which may be open to the user who wants to make effective use of the language, so this user gains conscious control over the skill of using language. Supporting this point, Thornbury (1999:6) provides this example of exchange between a father and a young man who has come to take his daughter out to make this relation between grammar and communication understandable:

Father: Do you drink?

Young Man: No, thanks, I am cool.

Father: I am not offering, I am asking if you drink. Do you think I would like to offer alcohol to teenage driver taking my daughter out?

It is apparent that the young man misunderstands the father because the father does not use appropriate grammar to convey his message correctly. This leads to miscommunication between the two speakers. It is worth mentioning, what Close (1992:8) says that effective communication depends largely on a complex set of

conventions which both speaker and hearer follow and understand. He adds that if communication is our aim, then the fact remains that communication can generally be achieved most efficiently by means of a grammatical sentence or by a series of such sentences logically related.

It can be concluded that at any time, at any stage and in any circumstances, grammar teaching cannot be ignored. It is considered as an important part in FLT. Grammar is an effective way to train students' communicative competence in English language teaching, so students can fully improve their English proficiency and fluency. Wang (2010:82) illustrates that without grammar, language, communicative knowledge and competence are just "*castles in the air*." Since the goal of all communication is to be comprehensible, grammar is a crucial step in reaching this goal.

2.2 Communicative Grammar Teaching

2.2.1 Communicative Language Teaching Background

CLT was initiated in the 1960s and has prospered since 1970s in order to adjust to the learners needs to utilize the language. It is often introduced as a replacement for the Grammar-Translation method. According to Wang (2010:78), CLT has marked a drastic shift from the traditional language teaching approaches which lay stress on the language usage of linguistic structures and forms to the communicative view on language teaching which focuses on meaningful language use in social context. Therefore, it can be said that CLT opens up a wider perspective on language teaching and learning. According to Richards (2001:172), CLT has appeared at a time when language teaching in many parts of the world was ready for paradigm shift. He adds, "Situational language teaching and Audiolingualism were no longer

felt to be appropriate methodologies." In the words of Lightbown and Spada, (1999:172), CLT can be defined in the following terms:

CLT is based on the premise that successful language learning involves not only acknowledge of the structures and forms of language, but also the functions and purposes that a language serves in different communicative settings. This approach to teaching emphasizes the communication of meaning over the practice and manipulation of grammatical forms.
Lightbown and Spada (1999:172).

From the standpoint of the researcher, it can be stated that the goal of CLT is developing communicative competence that is a practical ability to use and speak the target language; that is, for students to be able to communicate proficiently on their own. However, CLT has no flexible methodology, it is somewhat open to interpretation and different implementations depending on how teachers want to adapt it, define it or practise it.

2.2.2 Communicative Language Teaching Principles

For the purpose of understanding CLT, there is a necessity to get knowledge about the theoretical foundations and principles lying behind the specific methods to avoid misusing or misleading. Many scholars list basic principles to communicative language teaching including: (Nunan, Freeman, Barns, Finnochiaro and Brumfit, Doughty and Long and Richards). Because these scholars list very similar principles of CLT, it is necessary to list the most common ones only to avoid repetition.

After reviewing (Nunan's (1991), Freeman's (2000), Burns's (1990), Finnochiaro and Brumfit's (1983), Doughty and Long's (2003) and Richards's (2006) views about the principles of communicative language teaching, a list of the most common principles of CLT below is suggested for teaching grammar communicatively:

- 1- Language should be introduced in authentic context, songs and drama.
- 2- Language learning is learning to communicate.
- 3- Learners should personalize the language into their own experiences.
- 4- Corrective feedback on the meaning, form, and use should be provided.
- 5- Language learning is learning by doing.
- 6- Cooperative and collaborative learning should be enhanced.
- 7- Forms should be taught in meaningful communicative way.
- 8- Communicative competence involves learning to use the language forms appropriately and accurately.
- 9- Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- 10- Language techniques are designed to engage learners in realistic, attractive and motivating use of language for meaningful purposes.

It is apparent that a certain idea came to mind that CLT is like a full group of principles that predict ideas about language learning and teaching. These principles can be applied in different ways and they address different aspects of the process of teaching and learning. Lightbown and Spada (1999:190) state that CLT is the most influential approach to arrive on the second\ foreign language-teaching scene. They mention that "CLT is undoubtedly the most researched approach to second\foreign language teaching in the history of language teaching." They consider CLT to be the major general language teaching methodology in the coming years.

2.2.3 Communicative Grammar Teaching

The teaching of grammar has always been a central aspect of foreign language teaching. Widodo (2006:123) states that in the context of EFL, teaching grammar has traditionally been dominated by a grammar-translation method where the focus is on the form and structure. The teaching of grammar was the only activity of language classroom. However, in the last half of the twentieth century, it has changed dramatically. Lindblom and Dunn (2003:46) mention that:

At the present time, language teachers are often eliminating the place of grammar in the communicative classroom. Many teachers feel guilty when they teach grammar directly in the classroom... now grammar has returned as a more balanced viewpoint that is seen as one of the several organizational aspects of communicative competence.

As a result, CGT has replaced these traditional methods. CGT is based on the principles of the communicative approach to second /foreign language teaching. It focuses on language structures which should be taught in an integrated way with the four skills such as listening, speaking, reading and writing. The teaching of grammar should not be at the sentence level only, but it should also be presented in meaningful context. (Woods 1995 and Ellis 2006). In line with this idea, Bygate 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 structure) and conditions of their meaning and use. In linguistic terminology, this means relating syntax and morphology to semantics and pragmatics.

To a great extent, 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. CGT blends grammar with communicative practice opportunities. It ideally provides opportunities for creative use of structures. In grammar-based teaching, communicative practice means that people are communicating in real time

about real things in a real place for a real purpose. CGT creates awareness and understanding of the form, meaning and appropriate use of structures. (Celce-Murica and Hilles 1988:15). When a teacher says that he/ she teaches communicative grammar, he / she is valuing language use above that of form or meaning. Freeman (2000:131) has a claim that every time language users use language, they change the meaning of the language. The integration of form and meaning is gaining importance in the CLT. Regarding grammar teaching, Chen et al. (2009:93) clarify:

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 the principle of discourse.

In this regard, Ellis (1990:33) comments that in the teaching of grammar for communicative competence, teachers 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 meaningful contexts. 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 to students. Additionally, these activities should be centered on the students' own lives, their opinions and their experiences of real life situations to learn English. (Ehreworth 2003:92). Besides, a teacher must provide communicative practice for students to achieve non - linguistic goals such as: (asking for permission to do something, getting someone to do something, giving excuses or asking for help) (Musumeci 1997:5). Similarly, 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 CLT.

The researcher concludes that the main purpose of language teaching is to help learners to use the language communicatively. Communicative grammar plays a significant role in supporting learners to acquire language and use it accurately. Although, grammar instructions help learners to acquire the language more efficiently, it should incorporate grammar teaching and learning into a larger context of teaching students to use the language communicatively. In this study, teachers are advised to teach grammar not with rigid and old-fashioned techniques as drilling, memorizing, and answering written exercise on grammar rules. Instead, they are advised to teach it communicatively in real life context through various techniques like using songs, dialogues, games, charts, objects and even role-plays. So, students do not feel that they are learning grammar rules, but they feel that they are learning the language itself in order to improve their communicative competence.

2.2.4 Communicative Grammar Teaching Techniques

In fact, this area grabs the attention of many researchers, who devoted strenuous efforts for finding out remarkable techniques for teaching grammar communicatively. Littlewood (1981:17) explains that CGT techniques provide whole task practice, improve motivation, and allow natural learning and concrete content which supports learning. Teaching techniques must demand achievements of a particular task other than mere manipulation of language rules. CGT techniques; thus, should be based on the development of the ability to use language in real life situations more than on manipulation of linguistic structures, which do not enable speakers to interact naturally in real communication. Nunan (1991:10) supposes that effective grammar techniques should be both meaningful and communicative.

2.2.4.1 Purposes of CGT Techniques

Littlewood (1981:17) summarizes some purposes of CGT techniques:

- a) *They provide " Whole-task practice"*: Whole task practice is provided through various kinds of communicative technique structured in order to suit the learners' ability level.
- b) *They improve motivation*: These CGT techniques motivate students to use grammar in different situations.
- c) *They allow natural learning*: These techniques operate when the students are involved in using language for communication, since they are considered to be an important part of the total learning process.
- d) *They can create a context which supports learning*: These techniques provide opportunities for positive and personal relationship to be developed among learners and between learners and the teacher.

2.2.4.2 Advantages of CGT Techniques

Wang (2010:131) mentions the advantages of using these techniques as follows:

- 1- They motivate students' learning with fun, enjoyment, and excitement.
- 2- They provide practice on language use and language meaning.
- 3- They create a supportive learning environment.
- 4- They promote interpersonal relations.

2.2.4.3 Criteria of CGT Techniques

Ellis (1990) lists six criteria for CGT techniques:

- 1- Communicative purpose; (information gap).
- 2- Communicative desire; (real need).

- 3- Focus on content not form.
- 4- Vary language (not just one language form).
- 5- No teacher intervention (done by students).
- 6- No material control.

In another context regarding the criteria of CGT techniques, Woods (1995:83) points out eight criteria. These techniques should create conditions for:

- 1- Exploration by the learner of language and language learning;
- 2- Challenge and critique by the learner of language, learning and syllabus;
- 3- Negotiations by the learner of language, learning and syllabus;
- 4- Interaction and interdependence among learners and teachers;
- 5- Providing comprehensible input;
- 6- Accommodating differentiation among learners;
- 7- Managing language learning;
- 8- Problematizing language learning and classroom action.

2.2.5 Communicative Grammar Teaching Stages

This study adopts three stages of teaching grammar communicatively: presentation stage, practice stage, and production stage. The "*three Ps*" approach to language teaching is considered the most common modern methodology employed by professional schools around the world. Richards and Rodgers (1986: 82) assume that these three stages are not rejected in CLT, but are reinterpreted and extended according to the principles and the characteristics of this approach. In this regard, Ur (1988:7) and Celce-Murica and Hilles (1988:27) suggest that grammar should be presented gradually in step-by step progression. They comment that when a teacher

plans his/her grammar lesson, he/ she needs to take in consideration the stage of presentation, practice and production.

The following techniques and procedures are divided into three sections: the first one is related to presentation stage, the second is related to practice stage, and the third is related to production stage. Here is a detailed explanation of the techniques and procedures that should be included in every stage to teach grammar according to the communicative approach.

2.2.5.1 Presentation Stage

This stage has a profound influence on the stages that follow and governs whether these stages are effective or not. Harmer (2001: 53) defines the presentation stage as the stage in which students are introduced to the form, meaning, and use of a new piece of language.

Variety of eight techniques can be used to present the structure of a language. Selections should be made according to strength, preferences, and nature of the structure. In the words of Ur (1988:7), "... to get the learner to perceive the structure, the teacher can use real objects, pictures, actions and context." The presentation of grammar should be clear, natural, efficient, memorable, appropriate, and productive.

2.2.5.1.1 CGT Techniques in Presentation Stage

It is essential for teachers to know how to present the structure's form, meaning, and use to their students effectively. These techniques are based on the principles of teaching grammar communicatively. Here are several techniques that can be used for presenting grammar communicatively:

A) Using Charts

McKay (1987:1) and Qassem (2003:21) state that charts are excellent and useful techniques to be used in teaching grammar since they provide a visual display for introducing and constructing specific grammar points. McKay (1987:9) presents this example to illustrate how charts can be used to introduce the present "simple tense":

Mr. Rossi is a baker. Every morning he arrived at his bakery at 4 a.m. First, he lights the oven. Next, he mixes the bread dough. After he puts the dough in pans, he leaves it for an hour. Next, he bakes the bread. At 7 a.m., he opens his shop.

4:00 a.m. Rossi's bakery CLOSED	4:15 a.m. Oven	4:30 a.m. Mixer
5:00 a.m. Bread	6:00 a.m. Oven	7:00 a.m. Rossi's bakery OPEN

Here is another example from *English for Palestine Grade 6* to present "past continuous tense":

2 Look. This was what Omar was doing yesterday.

 a learn English/at school	 b play football/friends	 c walk home/sister
 d shop/mother	 e do/homework	 f listen/radio

B) Using Physical Actions

According to Thornbury (1999:55), students learn best when they are wholly engaged (physically and mentally) in the language learning process. Using physical actions can be advantageous in teaching grammatical structures for several reasons. First, children learn best by doing. Teachers show their students the correlation between grammar and the activities they do everyday. Taking them out to the playground and having them jump, run, or play ball to demonstrate the importance of verbs (or nouns, adjectives, or prepositions) is much more likely to get the point across than discussing these same concepts while students listen quietly from their desks. Another major advantage of getting students engaged in physical activity is that it breaks up the monotony of classroom learning, and helps reinvigorate them; especially important if they are getting restless or bored. Last, it is a technique which involves gamelike movements reduces learner stress and creates a positive mood in the learner, which facilitates learning.

Thornbury (1999:55) illustrates how imperatives can be presented through actions:

T: Says to the students "stand up" and at the same time stands up himself.

T: Indicates with gesture that the students should do the same.

T: Then says: Sit down –Walk- Stop.

Ss: Do the action.

C) Using Objects (Realia)

Real objects provide some kinesthetic, hands-on dimension to teaching and liven up the context of teaching. Qassem (2003:3) adds that using simple objects as visual representations of sentence components often help students to remember particular grammatical items. They are useful devices for introducing students to

comparative structures. First, a teacher should select three objects which differ in size and describe them with statements such as the following:

This hat is large.

But, this one is larger than that one.

However, this one is the largest.

Also, realia can be used to present the possessive.

Here is an example:

T: Asks students to put two of their own things on their desks.

T: Says: look:

This is my bag

That is Heba's book

D) Using Dialogues

According to Madeja (2003:8), using presentation dialogues in order to present some grammar structures is beneficial for many reasons. First of all, dialogues provide a context to students in order to understand a given structure. Secondly, they present students to a direct use of a language. Thirdly, using them in teaching grammar is favourable because they provide a strong connection between a language and a situation. Students are able to understand, exercise, and memorize a target structure of grammar. In this regard, McKay (1987:78) points out several advantages of using dialogues in classroom. First, they are excellent devices for introducing students to common idiomatic expressions of spoken language as they involve an exchange between speakers in a social context. Second, they can teach students a great deal about the appropriate use of language.

In order to get benefit from using dialogues, McKay (1987:87) draws teachers' attention towards selecting dialogues. He sees that it is important to remember that

they should reflect actual language use, and to consider the situations in which the students will be using English.

Thornbury (1999:73) introduces the present simple with adverbs of frequency through choosing a recorded dialogue:

Joe: what do you do on weekends?

David: Well that depends. I usually have to study on Saturday.

Joe: And how about on Sundays?

David: Well. We always have lunch together. I sometimes go to the park to meet my friends....

Here is another example for using a dialogue to present question tag from *English for Palestine Grade 6*:



E) Using Authentic Materials

Nassaji and Fotos (2011:69) define authentic materials as the resources that have been developed for native speakers. They add that they include: TV commercials, TV drama clips, movie clips, face-to face/ telephone conversations, talk shows, interviews, debates, news broadcasts, newspapers, magazines, cartoons, songs and pictures.

According to Freeman (2000:132), authentic materials overcome the problem that students cannot transfer what they learn in classroom to the outside world. These materials expose students to natural language in a variety of situations. In the words of Nassaji and Fotos (2011:72), authentic materials are helpful in teaching grammar as they:

- Provide larger stretches of discourse, not discreet phrases or sentences.
- Show more naturally occurring data rather than made up sentences.
- Capture prosodic features and non-verbal cues.
- Focus on how the grammar feature is used.

Here is an example to be used to practise "*asking questions*":

Teacher collects some advertisements and distributes them to the students.

Procedure: Learners work in pair and skim job adverts to find answers to the

following question:

Which job would be suitable for someone who:

- *Enjoys traveling?*
- *Has business experience and wants responsibility?*
- *Can't work during the day?*
- *Has got telephone skills?*
- *Can't work in the evenings or at weekend?*

F) Creating Situations

Teachers can use real or imaginative situations from inside or outside the class. By offering the students a situation, the problems involved in either excessive explanation or translation are avoided (Thornbury 1999:59). In this context, Ur (1988:5) mentions that teachers should create learner-centered communicative situations in the classroom which enable the learners to use different frequently occurring grammatical items in various life-like situations. This language exercise will not only aid the learners in developing grammatical competence, but also contribute to the achievement of communicative competence. In addition, McKay (1987:107) emphasizes that it is necessary for teachers to create some interesting situations in the classroom, to facilitate the learners to use the grammatical items in them, to encourage communicative activities and to integrate grammatical rules with their uses.

A resourceful teacher can explore creating different types of situations in the classroom. A competent teacher can create situations spontaneously depending on the level of the students, the grammatical item he is teaching, and the topic. He\ she can create personal and impersonal situations. Personal situations may be related to the personal lives, likes and dislikes and family background of the students and the teachers. Impersonal situations may be related to any area and theme currently in debate and discussion in the media and the society. Apart from personal and impersonal situations, imaginary situations may also be created by a teacher for communicative purposes.

For example, while teaching simple present tense, a teacher can initiate discussion in the classroom by asking some questions about the daily routine of the

students. Thornbury (1999:60) provides an example lesson to present "Should have done" as follows:

T: Creates a situation about Andy who decided to travel across the Australian desert

T: Elicits some preparations that Andy would need to take with her

T: writes: Andy should have taken water.

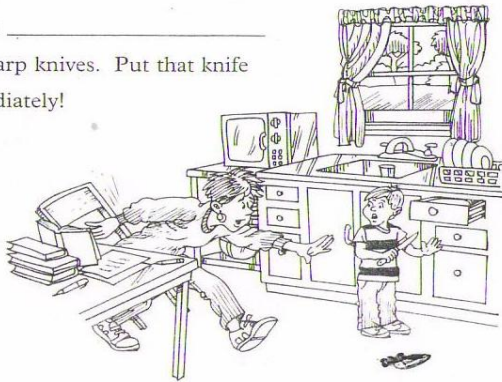
SS: Try to imitate using the target structure.

Besides, Azar (1999:159) offers this example to teach "must" and "have to":

EXERCISE 9. HAVE TO and MUST in the negative. (Chart 9-6)
Directions: Use *must not* or *do not have to* in the following.

1. I've already finished all my work, so I don't have to study tonight. I think I'll read for a while.
2. I must not forget to take my key with me.
3. You _____ introduce me to Dr. Gray. We've already met.
4. In order to be a good salesclerk, you _____ be rude to a customer.
5. A person _____ become rich and famous in order to live a successful life.

6. Johnny! You _____ play with sharp knives. Put that knife down immediately!



7. I _____ go to the doctor. I'm feeling much better.
8. We _____ go to the concert if you don't want to, but it might be good.
9. Robin! What are you doing? No, no, no. You _____ put your vitamin pill in your nose!
10. Bats _____ see in order to avoid obstacles. They can navigate in complete darkness.
11. If you encounter a growling dog, you _____ show any signs of fear. If a dog senses fear, it is more likely to attack a person.
12. A person _____ get married in order to lead a happy and fulfilling life.

G) Using Context

According to McKay (1987:100), students must be able to do more than correctly form isolated sentences, in order to be able to use English in extended situations and they need to have a context in which the structure is presented in. The best way of doing this is to present the language item in a meaningful context.

Widdowson (1990:60) suggests:

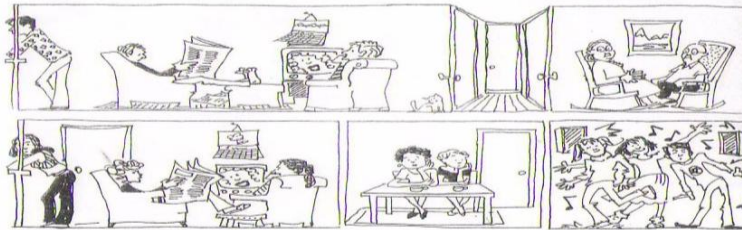
In foreign language -learning situation this relation could be established with the native language (L₁) or with what is already known of the foreign language (L₂) or it could be established with something non-linguistic such as a picture, an object, an action, or a sound, course materials may use any or all of these procedures to structure and conceptualize the learning process.

Nunan (1998:30) sees that giving students opportunities to explain grammar in context enables them to form structures correctly and use them communicatively.


According to Petrovitz (1997:12), grammar would be more interesting and useful if it is incorporated into communicative context. Al Masri (2008:6) suggests that context should be one which native speakers use frequently and it should make the meaning of the tense clear for the students.

To clarify more, Kirn and Jack (1996: 16) illustrate how context can be used to introduce the present perfect:

TOPIC TWO
The Present Perfect Tense



Setting the Context
Conversation



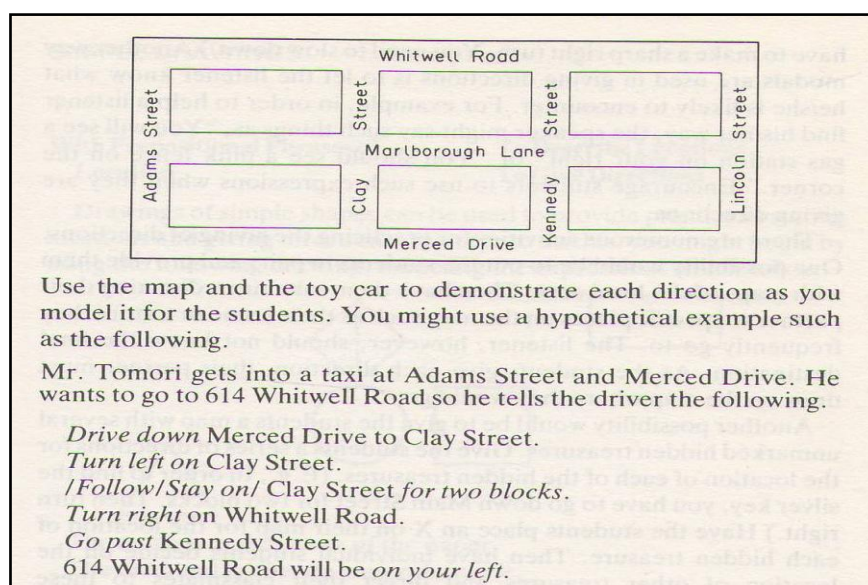
ESTELLA: We haven't gone out in a month.
JULIE: I know. There hasn't been a good movie in town for weeks.
KATHLEEN: And I've been sitting by this phone for hours, but no one has called.
ESTELLA: We've been living in this apartment since January and we haven't gotten to know our neighbors yet.
JULIE: How long has the lesbian couple next door been living here?
KATHLEEN: I don't know. The old couple upstairs has been here for years, but I haven't seen them since last week.
JULIE: I've heard the family with three kids every day for a month. They've been playing a lot of music.
ESTELLA: Have the three guys in Apartment 2-G been here long?
JULIE: Hmmm . . . I think they've been around since April.
KATHLEEN: I've got an idea! Let's have a party next weekend. We'll invite all the neighbors.

H) Using Line Drawings

To quote McKay (1987:54), "Line drawings are excellent devices for illustrating spatial relationship". He states that the advantage of using drawings is that they provide a nonverbal context for checking students' comprehension of the language. Apparently, there are some considerations that should be taken when using drawings in the classroom. For this purpose, McKay (1987:57) lists the following considerations for teachers to keep in mind:

- 1- In selecting what drawings to use, be sure to keep the age and interest of your students in mind.
- 2- Drawings of actions provide a useful context for introducing verb tenses, however, be sure to select your actions according to the needs of your students and to separate your introduction of regular and irregular verbs.
- 3- Drawings of simple objects are a good way to expand students' vocabulary and structure but they should be items which you feel your students will need to learn.
- 4- Plan the layout carefully and make them large and dark enough so that everyone in class will be able to see them.
- 5- Be sure to eliminate things in the drawings which may be quite cultural specific.

In teaching grammar, McKay (1987:59) shows how line drawings can be used to describe location and give directions:



To conclude, whatever technique is used during grammar instruction, teachers should provide meaningful input through context, relate grammar to real life situations and provide opportunity to put grammar in use.

2.4.2.1.2 CGT Procedures in the Presentation Stage

To present grammar communicatively, the following procedures should be done in this stage:

- 1) The teacher creates a situation or a context in which s/he presents the structure communicatively and meaningfully.
- 2) The teacher uses appropriate visual aids to present the target structure.
- 3) The teacher calls students' attention to the function of the new target structure.
- 4) The teacher presents the target structure clearly and naturally.
- 5) The teacher models the language items properly.
- 6) The teacher presents techniques that are appropriate to students' level of proficiency.

- 7) The teacher concentrates on the meaning, form, and use of the target structure.
- 8) The teacher avoids using meta-language.

It is clear that the presentation stage should have at least some of the following features; meaningful and realistic examples, logical connection, context and visual aids.

2.2.5.2 Practice Stage

The practice stage is the second stage of teaching grammar for communication purposes. At this stage, skills are learned by doing or through constant practice. However learners are given intensive practice in new structure, their production of language is carefully guided and controlled by the teacher. Thus, correct form and meaning are consolidated and the possibility of error is reduced to a minimum (Ur 1988:9).

As stated before, in this stage learners have the opportunity to practise the language and the teacher has to model the language items properly. Teachers should pay attention to some considerations in this stage. Firstly, it is necessary for them to select appropriate and helpful exercises to practise the target structure. Secondly, they should help learners avoid excessive errors and gradually reduce their control. Finally, they have to move relatively to a free production of the language (Ur 1988:8).

2.2.5.2.1 CGT Techniques in Practice and Production Stages

This section is devoted to present the most effective techniques for teaching grammar communicatively in practice and production stages since the same techniques can be used in both stages.

It can be said that the goal of practice and production techniques essentially is to prepare students to interact with other people in the target language in the

classroom and outside. Hence, Ur (1996:83) clarifies the aim of grammar practice that is to get students to learn the structures, so thoroughly that they will be able to produce them correctly on their own. Here are several techniques that can be used for both practicing and producing grammar communicatively:

A) Role Play

Role-play is one of the most known language teaching techniques. According to Rosensweig (1974: 41 cited in Celce-Murica and Hilles 1988: 69):

Role-playing is the dramatization of a real-life situation in which the students assume roles. It....presents the students with a problem, but instead of reaching a group consensus in solving it, the students act out their solution.

Effective uses of role-play help learners to improve their communication skills in language learning. First, it motivates them to use the target structure to describe a certain concept or ideas. Second, it creates situations for SL learners to express ideas using their own words. It can be funny and dramatic, so students are able to pretend and learn a lot from each other (Wright 1989:126).

It can be noted that role-play contextualizes the grammar lesson effectively and can be used to practise specific grammatical structures. It is worth noting that role-play is advantageous from the point of view of maximizing students' talking and providing natural situations for speaking. Wright (1989:128) indicates that role-play activities are usually based on real life situation. This gives the learners the opportunity to practise the kind of language they need outside the classroom. Moreover, Gordon (2007:119) adds that through acting the structure orally in the classroom, learners become more deeply internalized. It provides learners the opportunity to internalize the meaning and use of the language. It also provides a non-threatening atmosphere for students who are usually tense when they are speaking English in a formal classroom setting. Besides, it gives students a chance to

reflect actual aspects of the structure of the language. It provokes communication among the students since they may share background knowledge on the issue and relate it with the grammar item. *For example*, if a student wants somebody to report a direct speech he\she should have enough knowledge about how to change direct speech to indirect speech. He\ she has to have adequate rehearsal time to perform. In order to do it effectively, one of the students may say a sentence and the other asks what the first student has said and then the other reports what the students have said. They can perform different kinds of activities in groups or pairs (Sabricon and Metin 2000).

It appears that, role play is an active way to practise new grammar. Here is an example of a grammar role-play dialogue for practising the "*irregular past tense*":

A: What did you do last night

B: We went to a movie.

A: What did you see?

B: We watch The Matrix. I didn't understand it completely but I thought it was really fantastic. What did you do?

A: I ran on my exercise machine. I felt that I should start exercising more.

B: Oh! You were energetic! Did you have fun?

A: It was difficult but I had a good time. I felt really full of energy afterwards. Then Sue and I went to the café and drank a milkshake. We met at 8 o'clock, and spoke till 11. We had a great time.

A: That's nice. I'm pleased you saw her. She felt very sad last week, so she must feel better now.

Overall, role-play can create a natural and meaningful situation to learn and practise grammar.

B) Songs

Skowronski (2000:2) affirms that there are many reasons why it is sensible to use songs in teaching grammar. Most importantly, they add variety to a lesson consequently strengthening the students' motivation. Variety is especially important for younger learners, who often have very little internal motivation for entering a language classroom. Secondly, they are memorable and can help the learner to remember the grammatical structures. Thirdly, they lead to spontaneous practice and consolidation of grammar through the learner's natural desire to share songs with others. Besides, they present authentic language with authentic grammatical structures. In addition, all possible grammar points can be found in them. They are especially beneficial for practising different verb forms along with the grammatical tenses. Skowronski (2000:4) gives this example to illustrate how songs can be used to teach grammar:

Example: Have children stand in a circle so they can see each other. Have them hold the verb cards. When it is their verb, they hold up the card and say it. The rest of the class says the verb and then does it. In the last verse, they make up their own verbs.

*The verb game, the verb game.
Let's play the verb game
You say and do a verb;
We'll say and do the same
Let's play the verb game*

*Each person will get a turn.
This makes verbs fun to learn
1, 2, 3.
Say and do a verb for me*

*Twist. Twist is an action.
That is a verb.*

*1, 2, 3.
Say and do a verb for me
Bend.....*

*1, 2, 3.
Say and do a verb for me
Smile.....*

*1, 2, 3.
Say and do a verb for me*

*1, 2, 3.
Say and do a verb for me
Clap.....*

*1, 2, 3.
Say and do a verb for me
Run.....*

*The verb game, the verb game.
Let's play the verb game
You say and do a verb;
We'll say and do the same
Let's play the verb game*

It can be said that songs represent a helpful teaching tool through which students can learn and practise certain grammar structures in a non-threatening way.

C) Games

Adding to the above mentioned techniques, games play an extremely important role to make the learner use the language communicatively for several reasons stated by Celce-Murica and Hilles (1988:132). Firstly, they help and encourage learners to sustain their interest and work. They help the teacher create contexts in which the language is helpful and meaningful. Well-chosen games are invaluable as they give a break. Thirdly, they allow students to practise language skills and grammar items. Besides, they are highly motivating since they are amazing

and at the same time challenging. Lastly, they lower anxiety and make the acquisition of input easier. Similarly, Buckby et al. (2006:2-3) elaborate on the pedagogical aims of using language games to help in producing new language. Language games make students use the language in various ways. They give shy students the opportunity to express their opinions and experience. In addition, they are indispensable part of grammar lesson since they reinforce a form discourse match. Through well-planned games, learners can practise and internalize the target language structure.

Thus, it is believed that games are enjoyable, attractive and valuable devices for teaching grammar. They give students valuable communicative practice. Celce-Murica and Hilles (1988:133) believe that well-planned games can teach and reinforce grammar points very successfully if they are geared to students' proficiency, age and experience and not presented condescendingly.

They can teach several grammatical items. Here is an example from *English for Palestine 6* to practise "present perfect tense":



Frank and Rinvoluceri (1991: 75) provide this example to practise past simple and past continuous.

The weekend

Level Elementary and above

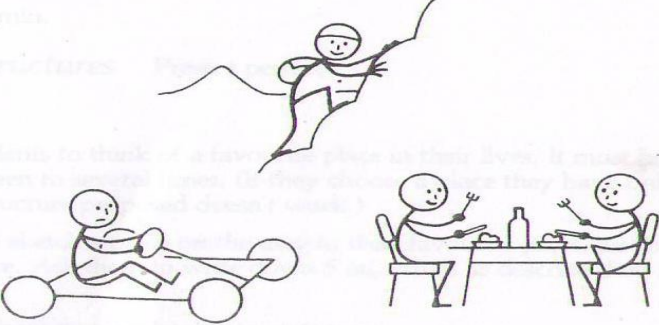
Time 20-30 min.

Grammar structures Past simple, past continuous

Preparation
Bring in a large sheet of paper and a felt-tipped pen per student, if possible, and Blu-tack to hang pictures on the wall.

In class

- 1 On the blackboard, draw a pin-person diagram of how you spent the weekend, e.g.:



Give a 2-minute explanation of the diagram. Allow time for students to ask you questions if they feel like doing this.

- 2 Give out the sheets and felt pens. Ask each student to draw pictures of their weekend. Make it clear that what usually happens can be as interesting as what only occasionally happens.

D) Meaningful Drilling:

With reference to the most common techniques to practise the language, drilling is a useful technique. The purpose of drills is to involve the whole class together to practise grammatical items. Besides, they can be suitable to teach grammar in a communicative way since students can learn both form and meaning at a time. Therefore, teachers should use natural, meaningful and different types of drills such as: (repetition drills, transformation drills, substitution drills, question and answer drills, explanation drills and situational drills).

E) Problem Solving

According to Celce-Murica and Hills (1988:139), the problem-solving technique ranks high in most accounts of CLT. They explain that problem-solving technique provides a valuable context for producing and practising forms commonly used to express functions. One important purpose in using problem-solving is to help students become familiar with forms they can use to state a problem, make a suggestion and state an opinion. Thus, the teacher may address a problem and asks students for solutions to solve the problem using the target structure.

To a great extent, this technique works well because it usually includes the features of communication .Also, it can be structured for students to share information or work together to arrive at a solution using the target structure. This gives students practice in negotiating meaning purposefully.

McKay (1987:135) presents a very comprehensive example to practise using the modals to give advice as follows:

PROBLEM: There are forty students enrolled in our class but only twenty-five textbooks. It will be four weeks before more books arrive. What should we do?

SOLUTION ONE. We should devise a system for sharing the books we have.

SOLUTION TWO: We should wait to use the textbook until the rest of the books arrive.

SOLUTION THREE: We should use another textbook.

Once you have several possible solutions, explore with the students the possible consequences of each solution, using the context to introduce conditional sentences, such as the following.

If we decide to share our books, some students will have to share and others won't.

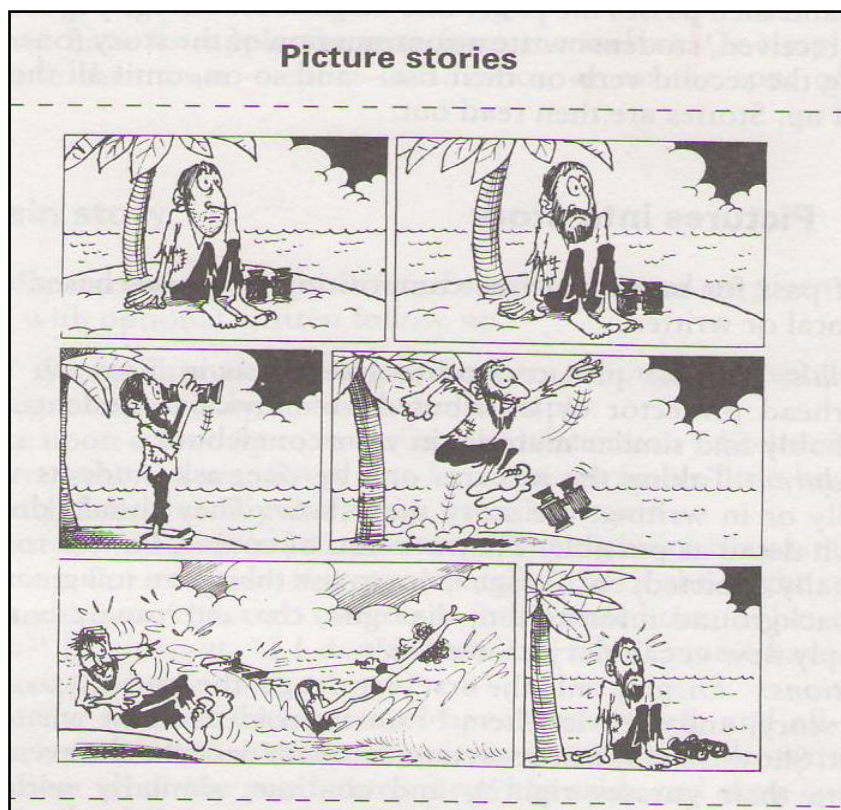
If we wait to use the text until the rest of the books arrive, we will not have time to study the entire book during the semester.

If we decide to use another textbook, we will have to wait for this book to arrive.

F) Stories

Stories are powerful, moving and instructive technique that can be used in teaching grammar. Cameron (2001:53) lists the advantages of using stories that make them work so well. To begin with, stories are perfect for teaching students because they already love stories and are already motivated at the thought of listening to one. And when they listen to stories, they are able to internalize the language structure. Besides, stories are not complicated for students to work on with their own; they have a variety of choice for different interests and tastes; and they can be used with all levels (beginner to advanced), all ages (young learners to adults) and all classes. McKay (1987:215) highlights the importance of story selection and states that teachers should choose stories that would interest students, that most like to read and teach, and that teach certain grammatical structure in a clear way.

In order to use the past tense for narrative, McKay (1987:216) gives this example about how free composition of stories based on picture cues can be used in class:



2.2.5.2.2 CGT Procedures in the Practice Stage

To teach grammar communicatively, these procedures should be implemented in this stage:

- 1) The teacher gives students intensive practice for the meaning, use and form of the structure.
- 2) The teacher gives students sufficient meaningful guided practice of the new structure.
- 3) The teacher uses a variety of teaching techniques (such as repetition drills, transformation, substitution questions, explanation, situational, meaningful and functional ones).
- 4) The teacher uses various interaction modes (individual work, pair work, group work and the whole group).
- 5) The teacher varies activity type (songs, games, stories or alike).
- 6) The teacher provides opportunities for learners to develop both accuracy and fluency.
- 7) The teacher offers help to the students when being asked.

It is noticeable from the preceding procedures, that practice techniques need to be clear and understandable, and that should be directed toward promoting students' confidence and generating the students' motivation.

2.2.5.3 Production Stage

At the production stage, the students use the language meaningfully to communicate appropriately. Teachers focus on fluency, the ability to use the language, rather than accuracy. The dominance of the teacher at this level is limited. Students try to express their feelings and ideas freely since they are transformed from controlled practice to production. As stated before, the teacher first introduces to the students a new structure of the target language. And then, they try to internalize it through the given structural practices. Finally, they are offered different activities to do by themselves. Ideally, in this stage, students are free to say whatever they want. They choose the direction of their conversation (Celce-Murica and Hilles 1988:5).

According to Ur (1988:9) in this stage, students have freedom to personalize the structure of the target language. The teacher may facilitate situations for communication in pair and group works. He can give individual work to be improvised in the classroom which helps them enhance their communicative competence. And he can use different types of activities like jumbled sequence, problem-solving activities and using pictures, that initiate students to produce grammar items freely. For example, if a teacher teaches his students simple past tense where he/she facilitates his/her students to talk or write about their past experience, he can ask the question like: What did you do last week? How did you spend your weekend? The students at the beginning can discuss what they did at the weekend in pairs or small groups. Then, they write one or two paragraphs. In this process, they can present it orally or written to develop their communicative competence.

2.2.5.3.1CGT Procedures in the Production Stage

This stage should not tell students what to say. Students should use the language in real life situations. The following procedures should be included in this stage:

1. The teacher offers to students appropriate opportunities for meaningful and free use of the new structure.
2. The teacher uses varieties of activities as: songs, games, problem solving and pictures.
3. The teacher encourages the students to personalize the new structure.
4. The teacher provides correction when it is required by students for effective communication.
5. The teacher avoids interrupting the flow of communication through students' interaction.
6. The teacher provides all students with the opportunity to participate, write and speak.
7. The teacher helps the students to elicit the grammatical rules by themselves.

By and large, production stage is highly dependent on the practice stage, because if students do not have confidence in the language they will naturally be hesitant to *use* it independently.

Conclusion

It can be concluded that grammar teaching cannot be ignored. It is considered an important part in FLT. After the integration of several sources and techniques, which are mainly based on communicative activities, the teaching of grammar gained new insight. It is worth noting that there is now convincing direct and indirect evidence to support the teaching of grammar according to the communicative approach for several reasons. It plays an integral part in EFL learning because it consists of certain rules that govern the system of language by which we communicate with each other. In addition, it is considered to be the link to make our communication with other people meaningful and understandable. For that reason, the study of grammar can help our students to use English correctly and appropriately in meaningful communication. In other words, teaching communicative grammar is valuable because it provides basis for the real learning that follows.

In order to make a grammar lesson more effective, beneficial and interesting, ELT teachers should use some well-developed, attractive and communicative techniques in their classroom. CGT involves three stages that involve a variety of techniques. It can be said that presentation stage is the beginning or the introduction for learning the grammatical structures. On the contrary, practice stage is the process that facilitates progress from the initial stage. But, the production stage is the culmination of learning process.

To sum up, this section deals with the theoretical framework of the study in order to give a clear idea about the issues related to grammar teaching and communicative language teaching. Following is the section that deals with previous studies of the research and commentary.

Section II

Previous Studies

Introduction

1- Studies in Favor of Formal Grammar Teaching

2- Studies in Favor of Communicative Language Teaching

3- Studies in Favor of Communicative Grammar Teaching

4- Studies Related to Communicative Grammar Teaching

Techniques.

Commentary on the previous studies

Conclusion

Section II

Previous Studies

Introduction

There is no area of second and foreign language learning become the subject of as much interest and attention as grammar teaching. For decades, the debate over how to teach it (formally or communicatively) has occupied the attention of many researchers. The main concern of this section is to review the literature on teaching grammar- both formally and communicatively. Thirty three studies about CLT, FGT and CGT have been reviewed thoroughly in an attempt to benefit from their procedures, tools, results and recommendations. They are arranged thematically and chronologically in ascending order in each part in order to highlight the effectiveness of CLT and CGT in foreign language context.

To obtain a clear picture of the related research directed to the teaching of English grammar, this section is divided into four parts. The first part sheds light on arguments that are in favor of CLT. The second part discusses arguments that support FGT. The third one throws light upon the effectiveness of CGT. After going through the various views, opinions and research findings on grammar teaching, the last part is concluded by research findings that support techniques drawn from communicative methods of grammar teaching. The fourth part specifies the most effective techniques for teaching grammar. To a large extent, these techniques go in line with the communicative approach perspective.

1) Studies in Favor of Formal Grammar Teaching

Some researchers have demonstrated the need for formal grammar instruction for learners to attain high levels of accuracy. This has led to a resurgence of grammar teaching, and its role in SLT and FLT has become the focus of many current investigations. This part surveys researches that supported FGT.

Andrews (2007) conducted an empirical study to measure the effects of implicit and explicit instruction on learning structures at three levels of proficiency. The data were collected using a quantitative study over a two-month period. The participants of this study were seventy ranging in age from thirteen to nineteen. Most of them were from Asian countries. They were divided into two groups. Each group had thirty-five students. The first group was taught two grammar structures explicitly where the teacher directed the formal teaching of the rules. On the other hand, the second group was taught the two structures implicitly where the students discover the rules. A pre, post and delayed post test were used to measure the effects of the two treatments. In order to analyze the data, a chi-square was used. The results confirmed that the explicitly taught group showed significant gains over the implicitly taught group, for the complex rule. However, the two methods were equally effective for the simple rule.

The same previous results have been confirmed by Lee and Wang (2002) who examined the effects of teaching the past perfect tense to adult EFL learners using two different instructional approaches. In their quasi-experimental study, the participants were sixty-five assigned randomly to two groups. One group was given formal grammar instruction on the past perfect tense and the second one received communicative grammar instruction. Then, the two groups were given a posttest and a questionnaire. The results demonstrated that learners who received formal grammar

instruction outperformed those given real communicative teaching instruction, not only on the grammar task but also on a written communication task.

Armed with the empirical evidence needed, Yim (1998) aimed to examine if formal instruction improve learners language skills, to what extent grammar predicted learners' proficiency, to what extent grammar was related to language skills and to what degree different learners from different proficiency levels benefited from grammar instruction. This study examined the role of grammar instruction in second language learning by investigating whether learners of second language significantly improved their language skills and their language proficiency after formal, explicit grammar instruction. Two hundred and forty two young adult students enrolled in the American Culture and language program at California State University. They were given formal explicit grammar instruction. Data were analyzed through using paired sample t-test, simple regression analyses, a correlation matrix and a one way analysis of variance. Results suggested that the students improved significantly after formal instruction, and that grammatical knowledge was a significant predictor of the students' readiness for the next course level. Besides, grammatical knowledge seemed to be a significant component in mastering the four language skills.

Similar to the previous aim, an experimental study was conducted by El-Banna (1994) to investigate the effectiveness of teaching formal explicit grammar and grammatical structures on the development of writing skills of Egyptian learners of English. The participants were ninety seven students, forty-eight males and forty-nine females. They were divided into two groups. The first group embraced forty-six students, the second group consisted of fifty-one students. The experimental group was taught an intensive grammar course for about twelve weeks. In this study, the dependent variable was grammar measured by a grammar test, and the skill of writing

measured by a composition writing test. Results of this experimental study indicated that after receiving intensive grammar instruction for twelve weeks during a composition course, the experimental group generally performed better on grammar than the control group. Significantly better writing test performance was found for the experimental group subjects overall.

Additionally, Dekeyser (1994 cited in Hassan 2001) explored the role of explicit teaching of different kinds of grammar rules. The explicit subjects were presented with the grammar rules of a linguistic system designed for this experiment. The implicit subjects received no explanation of grammar. In addition, subjects were asked to retrospect for ten minutes about their learning experiences after the twenty learning sessions. Results showed that learners who were taught grammar explicitly outperformed those who learned it implicitly. Therefore, the study supported the theory that explicit learning was better than the implicit learning.

Identical with the above results, Fotos (1993) presented an empirical data investigating the amount of learner noticing produced by two types of grammar consciousness raising treatments. Data were obtained through using two tests (pre and post). The participants were 160 Japanese university EFL learners. They were assigned to three classes. The grammar task group performed three grammar consciousness- raising tasks. Whereas, the grammar lesson group received grammar lessons. But, the communicative task group performed communicative tasks. In order to investigate whether there were significant differences in English proficiency, a cloze test was given to the three classes. After administering the tasks and the lessons in three cycles of three weeks each, a post test was given. Results reported that grammar consciousness-raising task performance was nearly effective as formal instruction in the promotion of noticing. Therefore, this study has presented evidence

regarding the effectiveness of grammar consciousness-raising activities. Whether they consist of formal or teacher fronted instruction in promoting significant levels of noticing the target structures.

Similar to the previous results, Green and Hecht (1992) investigated whether formal grammar instructions help to know how well learners learn the rules and whether they recognize when to use and apply them successfully. Data were collected from a test that contained twelve errors. It was given to 300 German learners of English and fifty native English learners. They were asked to offer explanation of rules in order to correct the errors in the test. The researchers believed that formal instructions help the learners to get the language right and fluency come from some form of practice. Results of this study stressed the role of formal grammar teaching and learning, stating that “It satisfies human drive to impose order on the apparent chaos of natural language “(p. 169).

2) Studies in Favor of Communicative Language Teaching

The CLT is referred to as a recent method of FLT. It is the product of educators and linguists who had grown dissatisfaction with the audio-lingual and grammar translation methods of ELT. This part is devoted to shed light on studies that are in favor of CLT.

To investigate the success of communicative language teaching, Incecsy and Incecsy (2009) conducted a study in a Turkish university. This study explored the perceptions of the participants in order to get better understanding of the appropriateness and the effectiveness of communicative and non-communicative activities in their EFL course. Data were collected from thirty Turkish university students selected randomly. Through using a questionnaire and a semi-structured interview, the data were obtained. Results revealed that students were interested in

studying communicative activities. Also, students stated that they were in favor of communicative activities such as whole class discussion, pair or group work and songs which involved greater amounts of students-students interaction and authentic materials. Moreover, students referred to grammar based examination as the biggest obstacle to their interest in communicative activities. Also, they reported that their traditional learning habits caused them to be passive in communicative activities. Accordingly, it was advised that, teachers have to develop their teaching methods in order to be appropriate to their learners who wanted to explore themselves and find their own answers.

Similarly, Jin (2008) examined the implications of the communicative approach in the teaching of foreign languages. The study stated the emergence, definition and features of communicative approach. It was intended as an introduction to the communicative approach, so it helped teachers and teachers-in training to: understand communicative approach continually, be aware of the obvious differences between communicative approach and the other traditional ways of language teaching and understand how to apply this approach to language teaching. Additionally, reasons and procedures such as using pictures, songs and games were discussed. The researcher provided three important pairs of connections in communicative activities. These pairs were teacher versus student role, accuracy versus fluency and linguistic competences versus communicative competence. It was concluded that the communicative approach is an innovation of foreign language teaching aiming at improving students' communicative competence and carries out the quality of education in foreign language teaching.

Correspondingly, Liao (2007) responded to Bax's (2003) argument which warned that a method cannot easily be exported from one context to another. The researcher believed that CLT was the best for China. The researcher presented some solutions in order to overcome any difficulties while applying the CLT. For example, it was clear that difficulties caused by the situational constraints such as 'class - size and grammar -based tests' would inhibit the adoption of the communicative approach. To solve this problem, the researcher suggested changing the textbook context to include more communicative component. In addition, large classes could be reduced, and more teachers hired. It was concluded that the application of the communicative language teaching in China would bring positive effect on English teaching and learning.

In order to investigate the effectiveness and the appropriateness of the communicative activities in EFL courses, Rao (2002) interviewed thirty Chinese university students. Data were collected through using a questionnaire and a semi-structured interview. The participants in the formal questionnaire were thirty Chinese university students majoring in the English Department in Jiangxi Normal University in China. They were randomly selected. Fifteen of them were second year students and the other fifteen were third year students. Their age ranged from eighteen to twenty three. All the participants had been exposed to CLT both in secondary school and in university; therefore, they were familiar with the communicative approach applied in the investigation. In the interview, ten of the thirty students were chosen for interviews. It was believed that the interview would help the researcher to gain an in-depth understanding of the students' perceptions of communicative language teaching. Results revealed that all the participants unanimously agree that a combination of communicative and non-communicative activities was the best way.

Moreover, most of them liked to be involved in the communicative activities for language practice. The implication of this study suggested balancing the relationship between linguistic competence and communicative competence through reconciling the communicative activities with the non- communicative activities.

Correspondingly, an attempt to find qualitative differences of the grammatical and communicative approach on learning and motivation was carried out by Kurahachi (1995) in Japan. The purposes of this study were as follows:

1. Examining the effects of the grammatical approach with explicit explanation of grammar rules on the transfer of learning.
2. Investigating the effects of the communicative approach combined with individual communicative activities on learners learning motivation.
3. Investigating the effects of the communicative approach combined with individual communicative activities on learners learning recognition of self involvement.

The participants of this study were sixty-eight students from grade six. They were all twins with no previous experience of learning English and they were assigned to one of the two methods. Half of them were taught beginning English for ten hours by using a grammatical approach with explicit explanation of grammar rules. The others were taught English through using a communicative approach. The results indicated that communicative approach produced higher results, the learners were highly motivated by the individual communicative activities and they produced a deeper recognition of self involvement in learning English.

Close to the previous studies' aims, Gregory (1994) aimed at investigating the experience of three Australian teachers of English as a second language. These teachers conducted teacher workshops on communicative language teaching methods in Vietnam. The goal of the study was twofold. First, to examine the sources of the

disparity between Vietnamese language teachers' eagerness to embrace the communicative language teaching approach and their willingness to implement this approach in their classroom. Second, to arrive at an analysis of the three Australian teachers' viewpoints and perceptions from their experience. The researcher believed that there was a need for such study because the textbooks still promoted the grammar translation methods, and they ignored the oral communication needs. Even though, the teachers' oral skills have deteriorated so, it was difficult for them to carry on a simple conversation. Initially, it seemed that Vietnamese resisted adopting the communicative approach because of class sizes, grammar based examinations and lack of exposure to authentic language. The data were obtained through conducting a case study. It presented an analysis of the interview data. The results indicated that CLT could be suitable for the Vietnamese context, if it could be accepted culturally. It was suggested that texts and the examination system must share the same communicative goals.

In a further relevant study, Kurahachi (1993) introduced additional evidence that communicative techniques for teaching grammar were effective and highly motivated learners. The study aimed to:

1. Examine the effects of the communicative approach on learning and motivation to learn in a large class of forty students.
2. Investigate the effects of team teaching by a Japanese teacher and an assistant English teacher on learning motivation.
3. Clarify the learning process of communicative approach and team teaching.
4. Investigate the relationship between learners' affective factors and the two teaching methods.

The researcher adopted a 2x2 factorial design: two teaching methods (communicative approach and grammatical approach in two teacher conditions; a Japanese teacher with an assistant English teacher and a Japanese teacher only). The participants were one hundred and fifty-eight sixth graders. They were taught English for a period of eight days. Results showed that higher oral results were produced through the communicative approach. Also, the communicative approach motivated learners towards communicative activities.

The final study in this section is Nunan's (1987) study that focused on investigating communicative language teaching in the classroom and its effects. In this experiment, two studies were administered; a classroom-based study and a follow-up study. Both of them were reported in order to determine the extent to which genuine communication was evident in communicative language classes, and whether teachers can develop strategies to develop such genuine communication or not. The data were obtained through recording, transcribing and analyzing five communicative language lessons. The participants were knowledgeable teachers about communicative language teaching, so they were highly qualified and experienced. The classes involved in this study contained mixed nationalities and language backgrounds. Their language ability ranged from beginners to intermediate. The analyzed lessons included communicative activities such as a jigsaw listening task, a map-reading exercise, a discussion class and comprehension class based on radio advertisements and magazine pictures. Meanwhile, in the follow-up experiment, the qualified and the experienced teachers were asked to teach a short lesson, using a sequence of pictures about an accident. The findings demonstrated that communicative activities aroused learners' interests and made them engaged in learning the language. Also, they enabled them to bring their own background

schemata to classroom interactions. It was concluded that teachers themselves needed to become the 'prime agents of change' to increase the opportunities for genuine communication through implementing the communicative approach in language teaching.

3) Studies in Favor of Communicative Grammar Teaching

With the rise of communicative methodology in the late 1970s, the role of formal grammar instruction was downplayed, and it was even suggested that teaching formal grammar was not only unhelpful, but might actually be detrimental. This part concentrates on studies that supported CGT.

Armed with practical results, Lai (2009) conducted a study to compare the effects of grammar translation method and CLT grammar instruction. It was carried out in a university in Taiwan. The researcher used both quantitative and qualitative method to obtain data from the participants. In this study the participants were assigned to two grammar instruction approaches randomly. The control group was taught grammar traditionally according to grammar-translation method, but the experimental group received communicative grammar teaching. The participants completed a pre-test, immediate post test and delayed post test. Then, the experimental group completed a survey to express their opinions and perceptions about communicative grammar teaching. The quantitative findings showed that communicative grammar teaching was an effective way for EFL university students in Taiwan. On the other side, the qualitative findings indicated that the students had positive attitudes towards communicative grammar teaching. They believed that their communication ability improved and they realized that English was a tool for communication. Moreover, the students in the experimental group noted that grammar

teaching not only could be full of memorization but also could be functional and communicative. It is concluded that communicative grammar teaching was beneficial to the learning of English grammar as it would provide support for learning a foreign or a second language in real life through communicative tasks.

In accordance, similar recommendations were addressed in Rodriguez (2009) study. The main focus was on teaching form within a communicative meaningful context. Firstly, the researcher gave a brief history of grammar instruction. Secondly, a description of a contemporary approach called ‘focus on form’ was addressed. This approach meant focusing on form within a meaningful and communicative context. It was made as an extension of communicative language teaching, not a departure from it. Several strategies and techniques for integrating form and meaning in instruction have been presented. These strategies included: input flood, input entrancement, a structure-based task, a consciousness-raising task, a focused communicative task and collaborative dialogues. By the end, the researcher concluded that learning form in a communicative context improved students’ grammatical accuracy and their use of the targeted structures.

In order to see whether or not teaching grammar communicatively was effective through the integration of form, use and meaning, Degu (2008) conducted a study with sixty participants, they were randomly selected from the two sections of grade nine. Thirty students of one section formed the control group and the remaining thirty students formed the study group. To measure whether there was a significant difference between previous language performance levels of the two groups, a pretest was given. After that, the treatment group students were taught grammar through the integration of form, meaning and use. The control group students were taught grammar according to the structural approach. Results showed that the treatment

group outperformed the control group in the communicative grammar posttest. The findings could be indicated in three ways. Firstly, teaching grammar through the integrative method was more effective than the structural method. Secondly, the integrated grammar teaching approach was found suitable in promoting pair work, group work and discovery technique. Thirdly, this integrated technique was effective to enable learners acquire the meaning and the use of grammatical forms. It was concluded that teaching grammar communicatively by the integration of form, meaning and use was effective and functional.

In his study, Pekoz (2008) called for integrating grammar for communicative language teaching. He suggested steps for teaching grammar communicatively and purposefully in order to bring it to life. It was believed that grammar should be integrated in the process of teaching and it should be treated as the four skills since its teaching should involve pre, while and post stages. Therefore, the researcher clarified this unique approach to integrate grammar in teaching the pre-grammar stage. Obviously, the while-grammar stage included noticing the new grammar point and provided a meaningful context. Finally, the post-grammar stage has two purposes: to put grammar in use and to relate grammar to a real life situation. It was concluded that grammar should be taught in a meaningful input through context in order to be used in real life situations.

Comparable with the previous aim, Nisrane (2008) conducted a study in order to explore the effectiveness of the communicative grammar teaching at grade ten. To obtain a clear picture, this study explored the awareness of teachers with regard to teaching grammar in meaningful contexts and situations. Also, it ascertained whether or not the grammar activities in the textbook were designed to provoke learners to express their own ideas in the target language. The sample of the study was

three government secondary schools in Gurage Zone. Data were collected through using a questionnaire. It was distributed to one hundred and twenty randomly selected students, and twenty eight English language teachers who taught grade nine in the three schools. Furthermore, the researcher observed three grade ten English classes. Besides, an evaluation for grade ten English textbook was conducted to measure whether grammar lessons were designed according to the communicative language teaching principles. Results showed that teachers did not teach grammar communicatively though their recognition of the basic principles of communicative grammar teaching. In addition, they presented grammar rules explicitly focusing on mechanical drills more than meaningful and communicative activities. Also, the students were not encouraged to express their own feelings in the target structure or to use the language in real life situations. Regarding the grade ten English textbook, analyses indicated that the deductive way was dominant in presenting the majority of the grammar lessons.

Similar to the previous results, Tarigan's (2008) research supported teaching grammar communicatively in an Indonesian university. Data were collected from using four separate tests (pre test, mid test, post test and delayed post test). Two separate groups were exposed to two different teaching methods in order to compare the level and the usage of English tense and aspect forms. The control group method was currently used within the Diploma of English program at an Indonesian university. Basically, the treatment group method included activities based on the communicative approach which required demonstrating the students' proficiency in using English with different levels of focus on meaning form context and practice. This method was developed by the researcher himself to investigate how the students use changes over time through using learning tense and aspect communicatively.

Moreover, a number of lessons within each teaching method were recorded and analyzed using the Spada and Frolich's "communicative orientation to language teaching" scheme. The findings revealed that the experimental group students were spontaneous and extended communication and they were less inhibited in production. Also, they were more advanced in range of tenses and aspects used. It was concluded that teaching grammar communicatively had potential benefits to the teaching and learning of second language grammar.

Similarly, in order to integrate grammar in adult classrooms, Borg and Burns (2008) examined SLT practices in relation to the integration of grammar teaching and the four skills. The data were reported through using surveys, classroom observations and interviews. One hundred and seventy-six English language teachers from eighteen countries were asked to answer a cross-sectional survey in the form of a questionnaire to allow a large number of data to be collected efficiently and economically. The questionnaire data represented the teachers' beliefs and their actual practices while teaching grammar. Results reported that teachers believed that grammar should not be separated from the teaching of language skills. So, this study highlighted their positive views of integration which implied an element of explicit grammar teaching in a communicative context. To conclude, the researcher's findings supported the effectiveness of the integrated approach for teaching grammar which enabled students to communicate effectively and use grammar correctly and appropriately in the process of learning.

A further relevant research was conducted in Gongshang University in China by Xiao-xia (2006). It was carried out to test the effectiveness of form - focused instruction with the communicative grammar approach. The subjects were seventy two English major, nineteen males and fifty-three females. They were freshmen.

Three classes were chosen out of nine classes. The first experimental one was treated through integrating the form with the communicative approach. The second control group was treated with meaning based method without any explicit instruction. The third control group was treated with a form-focused method. The researcher adopted an integrated methodology based on a communicative oriented classroom that allows for a focus on form within meaningful contexts. Results showed that the proficiency level of the first treatment group- which received integrated method- was higher than the control groups. There was no significant difference between the two control groups. It was concluded that a form- focused instruction in a communicative classroom was beneficial to English majors. Additionally, it was believed that it was necessary to draw learners' attention to particular language features and to their errors after they have used the language for interaction and communication. Finally, it was recommended to make a balance between meaning-based and form- based method in order to enable students to learn effectively.

Another related study was done by Korner and Redmond (2006), who attempted to investigate the instructional strategies that are used by teachers to teach grammar. They sought to investigate the effective strategies, which lead to performance based outcomes. Basically, this study focused on contextualization of meaning and form in order to permit language acquisition to take place. The researcher collected the data using an interview and an observation card. The study involved five high school and three middle school French teachers who were purposefully selected. The interview focused on the communicative strategies employed by the teachers when teaching grammar for proficiency outcomes .It lasted for one hour and was audio- taped to be used as a reference tool. The second part of the study observed one class for each teacher in order to see the communicative

strategies used in instruction that the teacher discussed in the interview. After analyzing the responses and the observation notes, the researchers found that the teachers insisted upon engaging their students in meaningful context-rich and communicative activities to make students able to produce language for communicative purposes. However, in the observation, it was noted that few teacher contextualize grammar instruction. Consequently, it was believed that teachers were aware of the communicative and the contextualized grammar teaching, but they did not employ it in their teaching.

The same point has been asserted by Lan and Hoan (2002). They introduced a new way of teaching grammar according to the communicative approach to be replaced by the traditional ways. In order to compare between the two ways, they listed the steps of a typical traditional grammar lesson in Vietnam. Then, they illustrated the typical procedures of a grammar lesson according to the communicative language teaching. The teachers were advised to enable their students to work with the target language during the lesson and communicate with it at the end of it. Finally, the communicative approach was recommended for teaching grammar as it enabled students to communicate in English outside and inside the classroom.

For investigating the same previous aim, Harley (1989) examined the effect of teaching grammar functionally and communicatively by conducting an experimental study. The purpose of it was to evaluate the impact of a functional approach to the teaching of grammar in a French immersion context on second language proficiency. The sample consisted of 319 grade six early total immersion students in twelve schools. Data were obtained from several tools: pre-test, immediate test and delayed post-test. Immersion classes exposed to a set of teaching materials in which grammar were taught in a meaningful context and were provided with

opportunities for meaningful and situational practice and production for the target structures. After eight weeks of using the proposed materials in which grammar was taught in a meaningful context, experimental and comparison students were post-tested. After that, a follow up round of delayed- post testing was conducted in the experimental and comparison groups to assess the long term effect of the experiment. Findings in this experimental study indicated that the experimental classes outperformed the comparison classes in the immediate post test. As a result, experimental group students were given more opportunities to produce positive perceptions in the communicative tasks. However, there were no significant differences between the two groups in the delayed post test; As a result, it remained to be seen whether a more long- lasting effect of such functional communicative approach to grammar teaching can be achieved in another context.

4) Studies Related to Communicative Grammar Teaching Effective Techniques

This section sheds light upon the most effective techniques for teaching grammar according to the communicative approach. Despite the current attempts of conducting studies on teaching grammar, there is no indication for conducting empirical ones. Rather, grammar is dealt with in a general sense. The explored studies discussed the most appropriate and effective techniques for teaching grammar communicatively.

In an attempt for finding fun ways with grammar, Silva (2007) aimed to define what was meant by teaching grammar through a communicative context. Basically, he maintained that grammar should not be seen as an end in itself but as one of the means of acquiring a mastery of the target language. The emphasis was to offer an

account of techniques to make students learn grammatical structures and to present a description of communicative class activities. In addition, it viewed the learning of a foreign language as the acquisition of communicative competence rather than linguistic competence. In order to achieve the communicative competence, four steps for organizing grammar teaching were suggested. These steps are presentation, isolation and explanation, practice and test. The second part was devoted to describe communicative grammar activities. The researcher found that there were some characteristics that should be considered while deciding these activities. They should:

- Be embedded in a meaningful and communicative context.
- Motivate learners intrinsically.
- Help learners to feel confident.
- Contribute to fluency and accuracy.
- Contribute positively to communicative goals.
- Not overwhelm students with linguistic terminology.

Another technique for teaching grammar was used by Hussein (2004). In his study, he discussed a blended approach to teach and reinforce grammar through using simple poems. The majority of the participants were Malaysians. They were enrolled in a preparatory and a proficiency course designed for school leavers. The study contained four poems: Adjective poem, adjective placement poem, alphabet poem and adverb poem. The series of these poems were used to review and reinforce grammar rules that students should have learnt while in school. Results demonstrated that there were some marked improvements in students' performance. Also, this study was considered as a success to break the traditional boring grammar classes. It was concluded that the students found learning grammar more challenging and interesting.

Skowronski (2000) suggested using songs and jokes to teach grammar effectively. The researcher believed that songs and jokes represent a useful tool for teaching grammar for many reasons. Firstly, they increase learners desire to share jokes and songs with the others. So they lead to more practice and consolidation of grammar. Secondly, they make learning grammar more attractive as they presented an atmosphere of enjoyment, motivation and entertainment. Thirdly, songs and jokes were considered authentic materials. Such authenticity revives the students' love and respect for English and brought to mind the joy and beauty of language. Lastly, they create involvement that enhances the efficiency of practice. To obtain a clear picture of implementing songs and jokes in teaching grammar, the researcher recommended characteristic features of songs and jokes to be practised effectively. These characteristic features were summarized as follows:

1. Songs have the quality of repetition of chorus and verses. This repetition makes drill work easier and more pleasant.
2. Songs have the mnemonic quality which makes grammar structure more memorable with rhythm and melody.
3. Songs' content are neatly organized, so it makes practicing grammar within the regular lines, verses and choruses easier.
4. Jokes are authentic in the sense of being everyday language.

In the same context, Nunan (1998) called for teaching grammar in context. He explained that teachers should help their students to see the effective communication between functional and formal appropriacy. It was seen that giving students opportunities to explore grammar in context enables them to form structures correctly and use them to communicate meaningfully. In others words, the context helps students to achieve their communicative ends through the appropriate

employment of grammatical resources. Basically, the researcher offered some practical implications for the classrooms. In order to make the grammar instruction more effective, the following practical ideas were suggested:

1. Learners should be exposed to authentic samples of language.
2. Learners should be given opportunities for language recycling the language in order to make a link between form use and meaning.
3. Learners should be encouraged to become active explorers of language.
4. Learners should be taught in a way which makes form and function integrated.

For presenting some successful techniques in grammar teaching, Hall (2003) mentioned two successful techniques. These techniques are: using word study and using authentic context when presenting the grammatical structure communicatively. It was suggested that word study can be used for grammar teaching since it provides theoretical integrity, fundamental cognitive process and student centered learning. This technique could be defined as: "A method that involves learners grouping words into categories of similarity and differences". (p3). The other suggested technique is using authentic context. It is said that this technique could develop learners' syntactic abilities and their functional composing and comprehending. Authentic context provides meaningful and communicative practice and presentation for the target grammatical structure.

A part from the previous studies, Sysoyev (1999) proposed an integrative method for teaching grammar that combines teaching form and meaning. The researcher suggested three techniques as follows: exploration, explanation and expression. In order to study the patterns of classroom interaction, three experimental lessons were discussed and administered to English as second language students.

After the experimental lessons, an evaluative questionnaire was distributed to the students. The purpose of administering the questionnaire was to determine the attitudes of the students towards the proposed method. Also, there were two techniques. The group work and the pair work techniques that were used to create interaction between the learners. To conclude with, the mentioned techniques in this study prepared students for spontaneous language use by helping them focus equally on form and meaning in using their language in communicative and meaningful context.

Similarly, the same technique was suggested by Petrovitz (1997). He was calling for using context in grammar teaching. The researcher rejected the traditional teaching methodology for teaching grammar in which every rule was presented by means of a general explanation followed by an exercise of a series of non contextualized sentences. This model was considered harmful. It was suggested that there were linguistic principles that help to determine the manner in which grammar was presented. Contextualization was more important for some grammatical items than for others. Coincidentally, some problems with grammar exercises were presented. Firstly, the traditional grammar materials lacked context. Second, grammar rules and exercises were heavily stressed while teaching. Then, the researcher compared two common exercises found both in traditional materials and those claiming to be more progressive. It was concluded that grammatical exercises would be more interesting and useful if they were incorporated into a communicative context. Also, teachers should use contextualized materials and other strategies for the teaching of grammar to their greatest advantage.

Commentary on the previous studies

Reviewing these studies has enriched the researcher's background especially on specifying and identifying the procedures that researchers used to conduct their studies. It also contributed to the fulfillment of the first purpose of the current study; that is, to identify and specify the most recommended communicative grammar techniques and procedures as suggested by the current research. The achievement of this goal contributes to the fulfillment of the next purpose; that is, to conduct a framework of grammar techniques for teaching Palestinian sixth graders.

Thirty three studies about CLT, FGT and CGT have been reviewed in order to highlight the effectiveness of CLT and CGT in foreign language context. The researcher explored eight previous studies related to CLT. Those studies provided evidences that CLT is effective and useful. Besides, the researcher investigated seven studies that supported FGT. For example, Green and Hecht (1992) stressed the role of FGT and learning as it satisfies human drive to improve the language learning. In addition, eleven studies were explored to support CGT. Rodriguez 2009, Degu 2008, Nisrane 2008, Pekoz 2008, Tarigan 2008, Borg and Burns 2008, Kroner and Redmond 2006, Xiao-Xia 2006, Lan and Hoan 2002, Harley 1989 and Lai 2009 agreed that teaching grammar communicatively enables students to communicate effectively and use grammar correctly and appropriately in the process of learning. At the end, seven studies have been reviewed to survey the effective techniques to teach grammar in the light of the communicative approach.

Definitely, this study is considered to be distinguished from other studies by teaching grammar communicatively for sixth graders in Gaza Strip in two

dimensions. To begin with, most of the previous studies have suggested teaching grammar communicatively without conducting a practical framework. Basically, this study conducts a practical framework for teachers that illustrates how they can teach sixth graders in Gaza Strip the incorporated grammatical points. Secondly, none of these studies deals with *English for Palestine Grade 6* grammatical lessons; the present study is the first study to be conducted on teaching grammar communicatively for sixth graders in Gaza Strip. Hence, this study deals with the Palestinian textbook *English for Palestine Grade 6*.

It is clear that the most crucial issue that the researcher benefited from the pre-mentioned studies is the various results and findings of these studies. Apparently, some studies found that formal grammar teaching was effective and beneficial such as Yim (1998). His study showed that the students' performance improved significantly after formal instruction, and that grammatical knowledge was a significant predictor of the students' achievement. Also, Lee and Wang's (2002) results revealed that learners who received formal grammar instruction outperformed those who received communicative grammar instruction not only on the grammar task, but also on a written communication tasks.

On the other hand, the majority of the studies supported the effectiveness of CGT such as Degu (2008), Tarigan (2008), Xiao- xia (2006), Lai (2009) and Rodriguez (2009). These studies confirmed that teaching grammar through the communicative method was more effective than the structural method and that it had potential benefits to the teaching and learning of second \ foreign language grammar.

The last comment to be made is the different instruments used in the previous studies that give some insights to conduct this study effectively. These studies used

variant tools to carry out their experiments effectively including test, (Harley 1989, Lai 2009, Tarigan 2008, Xiao-xia 2006, Degu 2008, El Banna 1994, Green and Hecht 1992, Dekeyser 1994, Yim 1998, Adrews 2007, Lee and Wang 2002 and Fotos 1993); questionnaire, (Borg and Burns 2008, Nisrane 2008 and Lee and Wang 2002); interview, (Korner and Redmond 2006); and observation card (Korner and Redmond 2006).

Chapter III

The Methodology

3.1 Introduction

3.2 Research Design

3.3 Study Sample

3.3.1 Students Population

3.3.2 Students Sample

3.3.3 Teachers Population

3.3.4 Teachers Sample

3.3.5 English Grammar Lessons

3.3.6 Lessons Sample

3.4 Instrumentations

3.4.1 The Observation Card

3.4.2 The Test

3.4.3 The Attitude Scale

3.5 Controlling the Variables

3.6 Procedures of the study

3.7 Statistical Analysis

3.8 Conclusion

Chapter III

Methodology

3.1 Introduction

As mentioned in the preceding chapter, the main goals of this study are to investigate the used techniques in teaching grammar for sixth graders and to measure the effectiveness of the suggested framework on sixth graders performance and their attitudes.

To achieve these purposes, it is essential to describe the methodology that was used in this chapter. This chapter introduces a full description of the study methodology, population, sample, instruments, and statistical data analysis.

3.2 Research Design

The researcher used the experimental approach besides the descriptive analytical one in gathering and analyzing data.

3.3 Study Sample

3.3.1 Students Population

The population of the students consisted of sixth graders in UNRWA schools in Gaza Strip during the academic year 2010 /2011. They are about (20696) female and male students. (UNRWA Education Center).

3.3.2 Students Sample

The sample of students consisted of (140) distributed into two groups: experimental group consisted of (70) students and control group consisted of (70) students. They are from two classes as every class consisted of (35) students. The two groups were randomly chosen from Beit Hanoun Elementary (A) School for the

experimental group and Beit Hanoun Preparatory (B) School for the control group in North Governorate.

The participants came from the same economic, cultural and social level. They were equivalent in their general achievement in accordance with the statistical treatment of their results in the second term of the school year (2009-2010). They were equivalent in their English language achievement in accordance with the statistical treatment of their results in the mid- first term exam of the school year (2010-2011). Age variable of the sample was also controlled before the experiment application.

3.3.3 Teachers Population

The population of the teachers consisted of all English language female and male teachers who teach sixth grade in Gaza strip during the academic year 2009/2010. They are about (150) female and male teachers. (UNRWA Education Center).

3.3.4 Teachers Sample

The sample of teachers consisted of (12) sixth grade English language teachers. They were randomly chosen from the North Governorate. Table (3.1) shows the distribution of the sample.

Table (3.1)
The Distribution of Teachers Sample according to Schools

School Name	Number of observed teachers	Gender Male\Female
Beit Hanoun Elem (D)School	1	Female
Beit Hanoun Elem (B) School	1	Female
Khaleel Ewedah Elem School	1	Female
Jabalia Girls Elem (B) School	2	Female
Jabalia Girls Elem (C) School	1	Female
Jabalia Girls Elem (H) School	1	Female
Ayobia Boys Elem School	1	Female
Jabalia Boys Elem (C) School	2	Female

Beit Hanoun Prep (B) School	1	Female
Jabalia Boys Elem (E) School	1	Male
Total	12	

3.3.5 English Grammar Lessons

English for Palestine Grade 6 consisted of (24) units; eighteen units contain a grammar lesson. The second lesson in each unit is a grammar lesson as shown in appendix (6). Table (3.2) below shows the distribution of grammatical items in each unit:

Table (3.2)
The Distribution of Grammatical Items in Each Unit in
English for Palestine Grade 6

Unit	Lesson	Grammatical Item	Page
One	Two	Yes/ No question	7
Two	Two	Present Perfect	11
Three	Two	Ordinals	15
Four	Two	Present Perfect	19
Five	Two	Past Continuous	23
Six	Two	Past Continuous	27
Eight	Two	<u>Revision (past simple + progressive)</u>	31
Nine	Two	Question Tag	35
Ten	Two	Question Tag	39
Eleven	Two	Present Simple	43
Twelve	Two	<u>Revision (units 1-11)</u>	47
Thirteen	Two	Reported Speech	51
Fourteen	Two	Reported Speech	55
Fifteen	Two	Comparing (as...as)	59
Sixteen	Two	<u>Revision (reported speech+ comparing)</u>	63
Seventeen	Two	Should/ ought to	67
Eighteen	Two	Must /have to	71
Nineteen	Two	I wish .../ I would	75

Twenty	Two	<u>Revision (modal verbs)</u>	79
Twenty one	Two	Agree / Disagree	83
Twenty two	Two	Verbs with ing/ to+ inf	87
Twenty three	Two	Phrasal verbs	91
Twenty four	Two	<u>Revision (units13+23)</u>	95

3.3.6 Lessons Sample

The sample of lessons consist of (5) grammar lessons in *English for Palestine Grade 6*. These five lessons include only three grammatical items. Two items are repeated twice in the student book in two units; past continuous is presented in unit five and six and question tag is presented in two units (nine and ten). Table (3.3) shows the distribution of the sample.

Table (3.3)

The Distribution of the Lessons Sample.

Unit	Lesson	Page	Grammatical Item
Four	Two	19	Present Perfect
Five	Two	23	Past Continuous
Six	Two	27	Past Continuous
Nine	Two	35	Question Tag
Ten	Two	39	Question Tag

3.4 Instrumentations

To fulfill the aims of the study, the researcher used three main tools; an observation card, a test and an attitude scale. The researcher believe that this triangulation helps in providing more accurate and provable results. According to Mackey and Gass (2005:54):

Triangulation involves using multiple research techniques and multiple sources of data in order to explore the issues from all feasible perspectives. Using the technique of triangulation can aid in credibility, transferability, conformability, and dependability in qualitative and quantitative research.

Each of these instruments will be discussed below. To ensure these tools' validity and reliability, the researcher randomly chose three different samples of students and teachers. The following Table (3.4) shows the number of each sample in accordance with the used tool:

Table (3.4)
The Number of the Pilot Sample according to the Used Tool

Tool	Number of Sample
Test	30 students
Attitude Scale	30 students
Observation Card	12 teachers

As shown in the Table (3.4) above, the researcher chose 30 students for the test and the attitude scale. In addition, 12 teachers were chosen for the observation card in order to conduct the pilot study.

3.4.1 The Observation Card

3.4.1.1 Content of the Observation Card

This card included the techniques, strategies, activities and procedures that should be incorporated while teaching grammar communicatively. It contained twenty-two items. These items were distributed to three stages for teaching communicative grammar: (1) presentation stage; (2) practice stage; and (3) production stage as shown in appendix (1).

3.4.1.2 Aim of the Observation Card

This card aimed to find out whether English language teachers follow communicative grammar teaching procedures and techniques while teaching sixth graders or not. It presented the techniques, activities and procedures that English language teacher should implement while teaching grammar.

3.4.1.3 Construction and Conduction of the Observation Card

This card has been developed in the light of how related literature and previous studies have presented the techniques, stages and procedures that English language teacher should implement while teaching grammar and the pedagogy of teaching grammar in the light of communicative language teaching. Through preparing and collecting the most appropriate and effective techniques for CGT in the theoretical framework, the researcher got use of this list to build this card.

The researcher observed twelve teachers during the scholastic year (2009-2010) in the first and the second terms. Every teacher was observed while teaching three different grammar lessons. So, the total number of the observed lessons was thirty six lessons. Before coming to observe them, the researcher informed them that she is going to attend in order to prepare themselves and their students for the observation.

3.4.1.4 Validity of the Observation Card

Mackey and Gass (2005) state that the tool is valid when it reflects what we believe it reflects. In other words, a valid tool is the tool that measures what it is designed to measure. To validate the observation card, the researcher applied two validity types: content validity and the internal consistency validity.

3.4.1.4.1 Content Validity

Mackey and Gass (2005:107) state that content validity refers to the representativeness of our measurement regarding the phenomenon about which we want information. This card was shown to experts from different institutes in the field of education: Islamic University- Gaza, Al-Aqsa University, Al Azhar University, UNRWA schools and Ministry of Education. (Appendix 4). The referees were asked to examine and referee the observation card to ensure its suitability, relevance, comprehensibility, linguistic correctness and the importance of each procedure in every stage. These experts were shown the card to get benefit from their comments and suggestions including modification, addition or deletion. Consequently, ambiguous items were modified and clarified according to the referees' suggestions and recommendations.

3.4.1.4.2 Internal Consistency Validity

Brown and Rodgers (2002:241) refer to internal consistency to the degree to which the results can be accurately interpreted. The internal validity coefficient was computed by using Pearson correlation coefficient. The following tables show the data analysis of the correlation coefficient of each item in the observation card it belongs to compare the whole degree of the observation card by using the SPSS.

According to the Tables (3.5) - (3.6) - (3.7), the coefficient correlation of each item within its domain is significant at levels (0.01) and (0.05).

Table (3.5)
Correlation Coefficient of Presentation Stage

Items	Pearson Correlation	Sig. value	Sig. level
The teacher creates a situation or a context in which s/he presents the structure communicatively and meaningfully.	0.782	0.003	sig. at 0.01
The teacher uses appropriate visual aids to present the target structure.	0.782	0.003	sig. at 0.01
The teacher calls students' attention to the function of the new target structure.	0.657	0.020	sig. at 0.05
The teacher presents the target structure clearly and logically.	0.845	0.001	sig. at 0.01
The teacher models the language items properly.	0.629	0.029	sig. at 0.05
The teacher presents techniques that are appropriate to students' level of proficiency.	0.782	0.003	sig. at 0.01
The teacher concentrates on the meaning, form, and use of the target structure.	0.891	0.000	sig. at 0.01
The teacher avoids using meta-language.	0.752	0.005	sig. at 0.01

"r" table value at (10) d f. at (0.05) sig. level equal 0.576

"r" table value at (10) d f. at (0.01) sig. level equal 0.708

Table (3.6)
Correlation Coefficient of Practice Stage

Items	Pearson Correlation	Sig. value	Sig. level
The teacher gives students intensive practice for the meaning, use and form of the structure.	0.623	0.030	sig. at 0.05
The teacher gives students sufficient meaningful guided practice of the new structure.	0.863	0.000	sig. at 0.01
The teacher uses a variety of teaching techniques (such as repetition drills, transformation, substitution questions, explanation, situational, meaningful and functional ones).	0.778	0.003	sig. at 0.01
The teacher uses various interaction modes (individual work, pair work, group work and the whole group).	0.649	0.022	sig. at 0.05
The teacher varies activity type (songs, games, stories or alike).	0.920	0.000	sig. at 0.01
The teacher provides opportunities for learners to develop both accuracy and fluency.	0.585	0.046	sig. at 0.05
The teacher offers help to the students when being asked.	0.777	0.003	sig. at 0.01

"r" table value at (10) d f. at (0.05) sig. level equal 0.576

"r" table value at (10) d f. at (0.01) sig. level equal 0.708

Table (3.7)
Correlation Coefficient of Production Stage

Items	Pearson Correlation	Sig. value	Sig. level
The teacher offers to students appropriate opportunities for meaningful and free use of the new structure.	0.876	0.000	sig. at 0.01
The teacher uses varieties of activities as: songs, games, problem solving and role-plays.	0.966	0.000	sig. at 0.01
The teacher encourages the students to personalize the new structure.	0.814	0.001	sig. at 0.01
The teacher provides all students with the opportunity to participate, write and speak.	0.870	0.000	sig. at 0.01
The teacher avoids interrupting the flow of communication through students' interaction.	0.967	0.000	sig. at 0.01
The teacher provides correction when it is required by students for effective communication.	0.854	0.000	sig. at 0.01
The teacher helps the students to elicit the grammatical rules by themselves.	0.617	0.033	sig. at 0.05

"r" table value at (10) d f. at (0.05) sig. level equal 0.576

"r" table value at (10) d f. at (0.01) sig. level equal 0.708

Table (3.8) shows the correlation coefficient of each domain with the whole observation card. According to the previous tables, it can be concluded that the observation card is highly consistent and valid as a tool for the study.

Table (3.8)
Correlation Coefficient of the Three Stages with the Total Degree of the Observation Card

Stage	Pearson Correlation	Sig. value	Sig. level
Presentation	0.882	0.000	sig. at 0.01
Practice	0.910	0.000	sig. at 0.01
Production	0.873	0.000	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

3.4.1.5 Reliability of the Observation Card

Mackey and Gass (2005:364) state that reliability is the degree to which there is consistency of scores students would receive on alternate forms of the same test. In the words of Brown and Rodgers (2002:241), the test is reliable when it gives consistent results if it is reapplied in the same conditions. The reliability of this observation card was measured by Alpha Cronbach and Cooper correlation.

3.4.1.5.1 Alpha Cronbach Method

Alpha formula was used to determine the reliability of this observation card as shown in Table (3.9):

Table (3.9)
Reliability coefficient by Alpha Cronbach Method

Stage	No. of items	Alpha Cronbach
Presentation	8	0.874
Practice	7	0.853
Production	7	0.936
Total	22	0.954

The table shows that the degree of reliability was (0.954). This result indicates that the observation card is reliable and can be used to conduct the study.

3.4.1.5.2 Cooper Correlation

This method depends on calculating the correlation coefficient between the mark of the odd items of the observation cards and the even items of the observation cards to find out the reliability coefficient as shown in Table (3.10).

Table (3.10)
Reliability coefficient by Cooper Correlation

Stage	N1	N2	Agreement points	Disagreement points	Disagreement + Agreement points	Cooper Correlation
Presentation	95	99	95	4	99	95.96%
Practice	85	96	85	11	96	88.54%
Production	88	94	88	6	94	93.62%
Total	268	289	268	21	289	92.73%

By looking deeply at Table (3.10), it was found that correlation coefficient by using Cooper correlation is (93.50%). This indicates that the observation card proved to be reliable and hence it can be applied.

To conclude, according to Tables (3.9) and (3.10), the observation card was reliable. Alpha Cronbach coefficient is (0.954) and the Cooper correlation is (93.50%).

3.4.1.5.3 Reliability through Person

To obtain the reliability of the observation card, the researcher asked two teachers to cooperate with her in the observation. The researcher observed three teachers while teaching grammar lessons in their classes. The two teachers did the same. To find out the correlation between the three observations for reliability, the researcher used Cooper formula as follows (Darouza 1997):

Cooper Correlation

$$\text{Reliability} = \frac{\text{Agreement points}}{\text{Agreement points} + \text{Disagreement points}}$$

Table (3.11)
Cooper Correlation between the Three Observations

	N1	N2	Agreement points	Disagreement points	Disagreement + agreement points	Cooper Correlation
Researcher and the first observer	147	137	137	10	147	93.20%
Researcher and the second observer	147	133	133	14	147	90.48%
The first and the second observer	137	133	133	4	137	97.08%
Total	431	403	403	28	431	93.50%

Results of Table (3.11) illustrate that Cooper correlation is 93.50% which revealed that there was an agreement between the researcher and the two observers. This proved the reliability of the observation card.

3.4.1.5.4 Reliability through Time

The researcher observed three teachers while teaching grammar. In the observation, the researcher videotaped the lessons. Then, she watched the videos after three weeks again to confirm the reliability of the observation card through time.

Table (3.12)
Cooper Correlation through Time

	N1	N2	Agreement points	Disagreement points	Disagreement + agreement points	Cooper Correlation
Researcher's first time	134	-	-	-	-	-
Researcher after one weeks	138	134	134	4	138	97.10%
Researcher after two weeks	138	147	138	9	147	93.88%

Table (3.12) demonstrates that this card was reliable and can be used to carry out the study since Cooper correlation after two weeks was 93.88%.

3.4.2 The Test

3.4.2.1 Aim of the Test

This communicative grammar test intended to measure the effectiveness of the suggested framework on sixth graders' performance to use grammar in context.

3.4.2.2 Construction of the Test

After conducting the suggested framework for sixth grade to teach grammar communicatively, an experiment was conducted to teach sixth graders three grammatical structures (present perfect, past continuous and tag question) communicatively in five teaching lessons. Then, a test was designed and distributed after the five teaching lessons. (Appendix 3).

3.4.2.3 Content of the Test

This test contained six questions. Question number one was divided into two parts. Part one tests students' ability to describe a recent action, using present perfect tense. Part two tests their ability to use present perfect in meaningful context or situation. Question two measures their ability to guess the meaning of present perfect using the question form of this tense. On the other hand, question three measures their ability to seek information. It tests their ability to use question tag correctly and appropriately in a dialogue. Question four tests their ability to use past continuous in meaningful sentences to describe a past action. Besides, question five assesses their ability to personalize their experiences to talk about past actions of their own/family

life. Question six measures their ability to guess the meaning of past continuous through using pictures.

Accordingly, the researcher made a table of specification to build this test as shown in Table (3.13).

Table (3.13)
Table of Specification

Units	Unit 4 Lesson2	Unit 5 Lesson 2	Unit6 Lesson 2	Unit 9 Lesson 2	Unit10 Lesson 2	No. of items.	The weight of the points %
%	30	15	20	15	20	100	%
Present Perfect	6	-	-	-	-	6	30
Past Continuous	-	3	4	-	-	7	35
Question Tag	-	-	-	3	4	7	35
Total	6	3	4	3	4	20	100

The table of specification was designed according to the general objectives of the test, the content analysis and the weight of each grammatical point. These points were equally represented.

3.4.2.5 Procedures of Implementing the Test

The test was implemented on the study sample in order to achieve the main aim of this study. The following procedures were adopted when the test was conducted:

1. Preparing clear and simple instructions.
2. Giving instructions in the native language of the students (Arabic Language) to make sure that all students understand the instructions clearly.
3. Instructing the students not to write their names on the test sheet to ensure confidentiality and to reduce anxiety.

4. Instructing them not to resort to any help of any kind (friends and books) while taking the test.

3.4.2.6 Scope of the Test

1. This test was distributed to the experimental group who was taught grammar communicatively and to the control group who was taught grammar traditionally.
2. This test measures the students' performance to use just three grammatical structures (present perfect, past continuous and tag question) in context.

3.4.2.7 Scoring the test

One mark was given to each item, so the total mark of the test was (20). The test was scored by the simple traditional way by the researcher.

3.4.2.8 Validity of the Test

To validate the test, the researcher applied two types: content validity and the internal consistency validity.

3.4.2.8.1 Content Validity

Seven experts were asked to referee this test to ensure its validity and relevance. These experts were from AL-Aqsa University, Islamic University- Gaza, AL-Azhar University, UNRWA schools and Ministry of Education. Actually, this step aims to ensure its clarity and relevance. Ambiguous items were modified and clarified according to the referees' suggestions.

3.4.2.8.2 Internal Consistency Validity

By applying the test to a pilot sample consisting of (30) subjects, the researcher computed the internal consistency by using Pearson correlation coefficient and computed the correlation coefficient of each item with the correlation coefficient of each item with the question it belongs to. This validity was calculated by using Pearson Formula. According to the tables (3.14)- (3.15)- (3.16) the coefficient correlation of each item within its scopes in the test is significant at levels (0.01) and (0.05).

Table (3.14)
Pearson Correlation Coefficient for Every Item from the First Scope with the Total Degree of this Scope

N	Pearson Correlation	Sig
A1	0.816	Sig. At 0.01
A2	0.840	Sig. At 0.01
A3	0.699	Sig. At 0.01
A4	0.679	Sig. At 0.01
A5	0.869	Sig. At 0.01
A6	0.808	Sig. At 0.01

r table value at df (28) and (0.05) level = 0.361

r table value at df (28) and (0.01) level = 0.463

Table (3.15)
Pearson Correlation Coefficient for Every Item from the Second Scope with the Total Degree of this Scope

N	Pearson Correlation	Sig
A7	0.854	Sig. At 0.01
A8	0.685	Sig. At 0.01
A9	0.689	Sig. At 0.01
A10	0.759	Sig. At 0.01
A11	0.764	Sig. At 0.01

N	Pearson Correlation	Sig
A12	0.834	Sig. At 0.01
A13	0.778	Sig. At 0.01

r table value at df (28) and (0.05) level = 0.361

r table value at df (28) and (0.01) level = 0.463

Table (3.16)

Pearson Correlation Coefficient for Every Item from the Third Scope with the Total Degree of this scope

N	Pearson Correlation	Sig
A14	0.473	Sig. At 0.01
A15	0.835	Sig. At 0.01
A16	0.763	Sig. At 0.01
A17	0.865	Sig. At 0.01
A18	0.868	Sig. At 0.01
A19	0.921	Sig. At 0.01
A20	0.654	Sig. At 0.01

r table value at df (28) and (0.05) level = 0.361

r table value at df (28) and (0.01) level = 0.463

According to the above tables, the coefficient correlation of each item within its scopes is significant at levels (0.01) and (0.05); so all the items included in every question were valid for measuring what they were designed for; hence, the value of these items were suitable and highly consistent and valid for conducting this study. Afterwards, the internal validity was examined by computing the correlation coefficient of each scope with the total degree of the test as it shown in Table (3.17).

**Table (3.17)
Pearson Correlation Coefficient for Every Scope from the Test with the Total Degree of the Test and the Scope with other Scopes**

	TOTAL	Present Perfect	Question Tag	Past Continuous
TOTAL	1			
Present Perfect	0.971	1		
Question Tag	0.967	0.924	1	
Past Continuous	0.957	0.895	0.872	1

r table value at df (28) and sig. level (0.05) = 0.444

r table value at df (28) and sig. level (0.01) = 0.561

As shown in Table (3.17), there is a relation correlation between the scopes and the total degree and each scope with the other scopes at sig. level (0.01) and (0.05). This shows a high internal consistency of the test which reinforces the validity of the test.

Table (3.18) shows the correlation coefficient of each grammatical point with the whole test.

Table (3.18)

Correlation Coefficient of All Domains with the Total Degree of the Test

Grammatical Point	Pearson Correlation	Sig. value	Sig. level
Present Perfect	0.943	0.000	Sig. at 0.01
Question Tag	0.963	0.000	Sig. at 0.01
Past Continuous	0.974	0.000	Sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

According to the previous table, it can be concluded that the test is highly consistent and valid as a tool for the study.

3.4.2.9 Reliability of the Test

The researcher used the pilot study to calculate the reliability of the test which was measured by Alpha Cronback and split-half methods.

3.4.2.9.1 Split half Method

A total sample of 30 students participated in testing the reliability of the test. Split half method was used to determine this reliability as shown in Table (3.19).

Table (3.19)
Reliability Coefficient Spilt half Technique

Scopes	No. of items.	Correlation	Spilt half
Present Perfect	6	0.799	0.888
Question Tag	7	0.843	0.855
Past Continuous	7	0.906	0.912
TOTAL	20	0.912	0.954

Table (3.19) shows that the reliability coefficient by using split- half is (0.954), this indicates that the test is reliable.

3.4.2.9 .2 Alpha Cronback Method

To verify the reliability of this test Alpha formula was also used as shown in Table (3.20).

Table (3.20)
Reliability Coefficient Alpha Cronbach Technique

Scopes	No. of items.	Alpha Cronbach
Present Perfect	6	0.877
Question Tag	7	0.883
Past Continuous	7	0.889
TOTAL	20	0.958

Referring to the above table, the test scopes proved to be reliable as Alpha Cronbach coefficient is good. Hence, the test is proved to be reliable and can be applied. Alpha Cronbach coefficient is (0.958) and spilt half is (0.954).

3.4.3 The Attitude Scale

Attitude scale is used mostly to collect data on phenomena such as attitudes motivation and self-concepts which are not easily observed. In the words of Dornyei (2003:6), one of the main attractions of using attitude scales is their unprecedented proficiency in terms of (a) researcher time, (b) researcher effort and (c) financial resources. By administering an attitude scale to a group of people, one can collect a huge amount of information in less than an hour, and the personal investment required will be a fraction of what has been needed for. Furthermore, if the attitude scale is well constructed, processing the data can also be fast and relatively straightforward, especially by using some modern computer software.

3.4.3.1 The Aim of the Attitude Scale

This attitude scale intended to investigate the attitudes of sixth grade students toward the affective and the linguistic benefits of the communicative approach used by the researcher while learning English grammar.

3.4.3.2 The Construction of the Attitude Scale

Different resources were made use of when this attitude scale was constructed. They are the previous studies, the theoretical framework and consulting specialists (three UNRWA supervisors) about the appropriate items that should be questioned.

3.4.3.3 The Content of the Attitude Scale

This attitude scale consisted of 12 items. These items were divided into two main categories: linguistic benefits and affective benefits. These items elicit sixth graders' attitudes towards the benefits of using the communicative approach when

learning grammar lessons. It was translated into Arabic to make it clear for the students to understand. Lickart Scale five domains was used. Besides, this attitude scale was distributed to sixth graders in the experimental group after learning five English grammar lessons communicatively. (Appendix 2).

3.4.3.4 Validity of Attitude Scale

In order to validate the attitude scale, two types of validity were applied: content validity and internal consistency validity.

3.4.3.4.1 Content Validity

Seven experts were asked to referee this attitude scale to ensure its validity and relevance. These experts were from AL-Aqsa University, Islamic University-Gaza, AL-Azhar University, UNRWA schools and Ministry of Education. The following Table (3.21) shows the number of items in each domain:

Table (3.21)

The Number of Items in Each Domain

Domain	No . of items
Affective benefits	7
Linguistic benefits	4
Total	11

3.4.3.4.2 Internal Consistency Validity

This validity indicates the correlation of the degree of each item with the total average of the attitude scale. It was calculated by using Pearson Formula.

According to the Tables (3.22)- (3.23)- (3.24), the coefficient correlation of each item within its domain is significant at levels (0.01) and (0.05).

Table (3.22)
Correlation Coefficient of Affective Benefits

Items	Pearson Correlation	Sig. value	Sig. level
The communicative grammar teaching method arouses my interest to use the target structure outside and inside the class.	0.911	0.000	sig. at 0.01
It increases my motivation to learn English language.	0.832	0.000	sig. at 0.01
It presents the target structure in a comprehensible, meaningful and an attractive way.	0.885	0.000	sig. at 0.01
It contains a variety of exciting and encouraging activities as: songs and games.	0.944	0.000	sig. at 0.01
It reduces my anxiety when talking in English.	0.852	0.000	sig. at 0.01
I feel that time passes quickly when learning English grammar.	0.919	0.000	sig. at 0.01
I like to participate in every class activity.	0.820	0.000	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.23)
Correlation Coefficient of Linguistic Benefits

Items	Pearson Correlation	Sig. value	Sig. level
It provides me with enough communicative practice of the target structure.	0.927	0.000	sig. at 0.01
It provides me with examples and explanations of how to use the structure in different situations.	0.933	0.000	sig. at 0.01
It increases my ability to speak in English using the target structure more fluently.	0.930	0.000	sig. at 0.01
The method helps me to understand when I should use the structure in my real life context .	0.877	0.000	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

Table (3.24) shows the correlation coefficient of each domain with the whole attitude scale. So, it can be concluded that the attitude scale is highly consistent and valid as a tool for the study.

Table (3.24)
Correlation Coefficient of Linguistic and Affective Benefits with the Total Degree of the Scale

Domain	Pearson Correlation	Sig. value	Sig. level
Affective benefits	0.986	0.000	sig. at 0.01
Linguistic benefits	0.964	0.000	sig. at 0.01

"r" table value at (28) d f. at (0.05) sig. level equal 0.361

"r" table value at (28) d f. at (0.01) sig. level equal 0.463

According to the above tables (3.22)- (3.23)- and (3.24), the coefficient correlation of each item within its domain is significant at levels (0.01) that shows a high internal consistency of the questionnaire which ensures the validity of the scale.

3.4.3.5 Reliability of the Attitude Scale

The researcher measured the reliability of the scale by using Alpha Cronback and Split- half methods.

Table (3.25)
Reliability Coefficient by Alpha Cronbach Method

Domain	No. of items	Alpha Cronbach
Affective benefits	7	0.952
Linguistic benefits	4	0.936
Total	11	0.969

Table (3.26)
Reliability Coefficient by Spilt –half Method

Domain	NO. OF ITEMS	CORRELATION BEFORE MODIFY	RELIABILITY AFTER MODIFY
Affective benefits	7	0.928	0.958
Linguistic benefits	4	0.890	0.941
Total	11	0.946	0.951

According to tables (3.25) and (3.26), Alpha Cronbach coefficient is (0.969) and the Spilt- half coefficient is (0.951). These results indicate that the scale is reliable and can be used to conduct the study.

3.5 Controlling the Variables

3.5.1 Age Variable

Age variable of the sample was controlled before applying the experiment. The participants were sixth graders, their age range between eleven and twelve years old.

3.5.2 Achievement Variable

A pre test was given to the experimental and the control group before applying the experiment in order to control the achievement variable. T-test was used for the two groups in tables (3.27)- (3.28).

Table (3.27)

T-test of differences in pre-test between two groups (control and experimental) in the three grammatical points and the total degree of the test

Grammatical Point	GROUPS	N	Mean	Std. Deviation	T	Sig. (2-tailed)	sig. level
Present perfect	experimental	70	2.114	1.921	0.507	0.613	not sig
	control	70	2.286	2.076			
Question tag	experimental	70	2.771	2.753	0.326	0.745	not sig
	control	70	2.929	2.946			
Past continuous	experimental	70	2.814	2.406	0.344	0.731	not sig
	control	70	2.964	2.739			
Total	experimental	70	7.700	6.715	0.282	0.779	not sig
	control	70	8.043	7.657			

Table (3.28)

T-test of differences in pre-test between two groups (control and experimental) in the two domains of the scale and the total degree of the attitude scale

Domain	GROUPS	N	Mean	Std. Deviation	T	Sig. (2-tailed)	sig. level
Affective	experimental	70	13.357	2.520	0.310	0.757	not sig
	control	70	13.186	3.876			
Linguistic	experimental	70	7.343	2.771	0.874	0.384	not sig
	control	70	6.986	2.004			
Total	experimental	70	20.700	3.187	0.716	0.475	not sig
	control	70	20.171	5.289			

According to tables (3.27) (3.28), the two groups were equivalent in the achievement and attitude levels since there are no statistically significant differences between them.

3.6 Procedures of the Study

To achieve the aims of the study, the following steps were followed:

- 1- Reviewing previous studies and literature related to grammar teaching.
- 2- Designing the tools of the study.
- 3- Consulting a panel of experts to verify the tools validity and reliability.
- 4- Modifying the tools according to the referees' comments.
- 5- Conducting the suggested framework of communicative grammar teaching.
- 6- Getting permission from UNRWA to carry out the experiment.
- 7- Observing sixth grade English teachers while teaching grammar lessons.
- 8- Applying the suggested framework to measure sixth graders' attitudes.
- 9- Analyzing the collected data in the form of frequencies and percentages and organizing them through tables.
- 10- Giving interpretations and comments.
- 11- Presenting recommendations and suggestions.

3.7 Statistical Analysis

For manipulating and analyzing the data, the researcher used the statistical package for the Social Science (SPSS), so the following statistical analyses were used:

1. The data were collected and computed by using Pearson correlation, Alpha Cronback and Split-half methods to confirm the instruments' validity and reliability.
2. Means and percentages were used.
3. T-test for independent sample was used.

3.8 Conclusion

This chapter presented the methodology followed in this study. It described how the study was conducted, the instruments that were used, how the data were collected, how the sample was chosen, how the data were analyzed and how the reliability and validity of data were ensured.

To fulfill the aims of the study, three main tools were used; an observation card for teachers, a test and an attitude scale for students. Using these three tools can help in making the study transferable, conformable and dependable. To clarify more, the observation card was used to observe whether sixth grade teachers teach grammar communicatively or not. Concerning the attitude scale, it is used to investigate the attitude of sixth grade students toward communicative grammar teaching. For measuring the effectiveness of the suggested framework on sixth graders' performance to use grammar in context, the test is designed. After applying the two types of validity, it can be said that the three tools are highly consistent and valid to be used as a tool for the study. Besides, results indicated that they are reliable.

Chapter IV

The Study Findings

Results of the Study

4.1 Results Related to the Most Effective and Appropriate Communicative Grammar Techniques

4.2 Results of the Observation Card

4.3 Results Related to the Communicative Grammar

Suggested Framework

4.4 Results of the Test

4.5 Results of the Attitude Scale

Conclusions

Chapter IV

The Study Findings

Introduction

The aim of this chapter is displaying the study results by answering the research questions. It puts forward the statistical analysis of the data collected by using tables to clarify and present these data. The researcher used different statistical forms (means, standard deviation, percent weight and rank) to show the final collected data results.

Having applied the instruments of the study: (test, attitude scale and observation card to the sample), the researcher addresses and organizes the results according to the results of each tool.

4.1 The Most Effective and Appropriate Communicative Grammar

Techniques

One of the purposes of the study is to specify a list of the most effective techniques for teaching grammar communicatively for sixth graders as stated in the first research question: **"What are the most common effective and appropriate grammar techniques for teaching grammar communicatively for sixth graders?"** Therefore, the researcher prepared a list of appropriate, effective and communicative grammar techniques for teaching sixth graders. These techniques and procedures were divided into three sections: the first one is related to presentation stage, the second is related to practice stage, and the third is related to production stage. A detailed explanation of the techniques and procedures that should be included in every stage to teach grammar according to the communicative approach was discussed. It was included in chapter two in the theoretical framework.

4.2 Results of the Observation Card

The researcher designed the observation card in order to collect the relevant data concerning the second research question: "To what extent do 6th – grade Palestinian English teachers use the most effective communicative grammar techniques?" The results of the observation card are based on the three stages of teaching communicative grammar as follows:

4.2.1 Presentation Stage:

This stage contains (8) procedures for teaching grammar communicatively. Table (4.1) shows the mean, standard deviation, percentage weight and rank of each item in the presentation stage.

Table (4.1)
The sum of responses, means, standard deviation, % weight and rank of presentation stage in the observation card

	Items in the Presentation Stage	Sum	Mean	Std. Deviation	% weight	rank
A 1	The teacher creates a situation or a context in which s/he presents the structure communicatively and meaningfully.	74	2.056	0.583	41.11	5
A 2	The teacher uses appropriate visual aids to present the target structure.	91	2.528	0.654	50.56	1
A 3	The teacher calls students' attention to the function of the new target structure .	77	2.139	0.593	42.78	4
A 4	The teacher presents the target structure clearly and logically.	84	2.333	0.535	46.67	2
A 5	The teacher models the language items properly.	73	2.028	0.506	40.56	6
A 6	The teacher presents techniques that are appropriate to students' level of proficiency.	83	2.306	0.577	46.11	3
A 7	The teacher concentrates on the meaning, form, and use of the target structure.	71	1.972	0.810	39.44	7
A 8	The teacher avoids using meta-language.	51	1.417	0.806	28.33	8

It is clear from the above table that very high responses, means, standard deviation, percent weight and rank are scored for the items as follows:

A2. The teacher uses appropriate visual aids to present the target structure

Results show that the above item occupies the first rank with percent weight (50.56%). This means that little teachers use visual aids such as pictures and cards to present the target structure effectively.

A4. The teacher presents the target structure clearly and logically

With reference to this item, results show that it occupies the second rank with percent weight (46.67%). This means that little teachers present the target structure in a clear and logical way to some extent.

A6. The teacher presents techniques that are appropriate to students' level of proficiency

In this regard, analysis shows that this item occupies the third rank with percent weight (46.11%) which means that teachers moderately take the students' level of proficiency in consideration.

A3. The teacher calls students' attention to the function of the new target structure

Concerning the above item, results show that this procedure occupies the fourth rank with percent weight (42.78%). This illustrates the need to focus on the function of the new target structure while teaching grammar lessons.

A1. The teacher creates a situation or a context in which s/he presents the structure communicatively and meaningfully

Regarding this item, results show that it occupies the fifth rank with percent weight (41.11%). This indicates teachers' failure to present the target structure in communicative and meaningful contexts.

A5. The teacher models the language items properly

Respecting modeling the language items properly , results prove that it occupies the sixth rank with percent weight (40.56%).

A7. The teacher concentrates on the meaning, form, and use of the target structure

Regarding this item, results show that it occupies the seventh rank with percent weight (39.44%). This means that it gets a low rank which illustrates that teachers focus little on the meaning, form, and use of the target structure in the presentation stage.

A8. The teacher avoids using meta-language

With reference to avoiding using meta-language, results reveal that it gets the lowest rank since it occupies the eighth rank with percent weight (28.33%). This confirms that teachers use meta-language all the time while presenting the target structure.

4.2.2 Practice Stage:

This stage contains (7) procedures for teaching grammar communicatively.

Table (4.2) shows the mean, standard deviation, percentage weight and rank of each item in the practice stage.

Table (4.2)
The sum of responses, means, standard deviation, percent weight and rank of practice stage in the observation card

	Items in the Practice Stage	Sum	Mean	Std. Deviation	% weight	rank
B 1	The teacher gives students intensive practice for the meaning, use and form of the structure.	83	2.306	0.668	46.11	6
B 2	The teacher gives students sufficient meaningful guided practice of the new structure.	90	2.500	0.775	50.00	4
B 3	The teacher uses a variety of teaching techniques (such as repetition drills, transformation, substitution questions, explanation, situational, meaningful and functional ones).	91	2.528	0.654	50.56	3
B 4	The teacher uses various interaction modes(e.g. individual work, pair work , group work and the whole group).	100	2.778	0.866	55.56	1
B 5	The teacher varies activity type (e.g. songs, games, stories or alike).	86	2.389	0.838	47.78	5
B 6	The teacher provides opportunities for learners to develop both accuracy and fluency.	80	2.222	0.637	44.44	7
B 7	The teacher offers help to the students when being asked	93	2.583	0.770	51.67	2

It is clear from the above table that very high responses, means, standard deviation, percent weight and rank in this stage are scored for the items that follows:

B4. The teacher uses various interaction modes (individual work, pair work, group work and the whole group)

With relation to this item, it occupies the first rank with percent weight (55.56%). This means that teachers use pair, group and whole work to some extent in this stage.

B7. The teacher offers help to the students when being asked

In this regard, results show that this item occupies the second rank with percent weight (51.67%). This means that teachers offer help to the students when being asked.

B3. The teacher uses a variety of teaching techniques (such as repetition drills, transformation, substitution questions, explanation, situational, meaningful and functional ones)

Regarding teachers' using a variety of teaching techniques, analysis demonstrates that it occupies the third rank with percent weight (50.56%) which means that little various teaching techniques as drills are used in the practice stage.

B2. The teacher gives students sufficient meaningful guided practice of the new structure

About giving students sufficient meaningful guided practice of the new structure, results explain that this procedure occupies the fourth rank with percent weight (50.00%) that illustrates the need to give sufficient, meaningful and guided practice of the new structure.

B5. The teacher varies activity type (songs, games, stories or alike)

With respect to using various, results prove that it occupies the fifth rank with percent weight (47.78%) that indicates the necessity to use grammar games or songs to enrich this stage with interesting activities.

B1. The teacher gives students intensive practice for the meaning, use and form of the structure

In respect to the above item, results illustrate that it occupies the sixth rank with percent weight (46.11%). This verifies teachers' failure to give intensive practice for the meaning, use and form of the structure.

B6. The teacher provides opportunities for learners to develop both accuracy and fluency

Regarding this item, results demonstrate that it occupies the seventh rank with percent weight (44.44%) which means that it got the lowest ranks which points up that teachers do not provide opportunities for learners to develop both accuracy and fluency.

4.2.3 Production Stage:

This stage contains (7) procedures for teaching grammar communicatively.

Table (4.3) shows the mean, standard deviation, percentage weight and rank of each item in the production stage.

Table (4.3)

The sum of responses, means, standard deviation, % weight and rank of production stage in the observation card

	Items in the Production Stage	Sum	Mean	Std. Deviation	% weight	rank
C1	The teacher offers to students appropriate opportunities for meaningful and free use of the new structure.	71	1.972	0.560	39.44	5
C2	The teacher uses varieties of activities as: songs, games, problem solving and role-plays.	75	2.083	0.649	41.67	4
C3	The teacher encourages the students to personalize the new structure.	52	1.444	0.607	28.89	7
C4	The teacher provides all students with the opportunity to participate, write and speak.	79	2.194	0.710	43.89	2
C5	The teacher avoids interrupting the flow of communication through students' interaction.	82	2.278	0.849	45.56	1
C6	The teacher provides correction when it is required by students for effective communication.	76	2.111	0.667	42.22	3
C7	The teacher helps the students to elicit the grammatical rules by themselves.	53	1.472	0.506	29.44	6

This stage contains seven procedures and techniques. Table (4.3) presents them together with the sum of responses, means, standard deviation, % weight and rank of each item as follows:

C5. The teacher avoids interrupting the flow of communication through students' interaction

The analysis of the results in Table (4.3) shows that the above item occupies the first rank with percent weight (45.56%).

C4. The teacher provides all students with the opportunity to participate, write and speak

This item occupies the second rank with percent weight (43.89%).

C6. The teacher provides correction when it is required by students for effective communication

Result shows that it occupies the third rank with percent weight (42.22%) which means that teachers do not provide correction when it is necessary.

C2. The teacher uses varieties of activities as: songs, games, problem solving and role-plays

In relation to varying activities, results confirm that this procedure occupies the fourth rank with percent weight (41.67%) that illustrates the need to use varieties of interesting and motivating activities as: songs, games, problem solving and role plays.

C1. The teacher offers to students appropriate opportunities for meaningful and free use of the new structure

The results of offering students appropriate opportunities for meaningful and free use of the new structure, show that it occupies the fifth rank with percent weight (39.44%) that indicates that teachers need to offer students appropriate opportunities for meaningful and free use of the new structure in this stage .

C7. The teacher helps the students to elicit the grammatical rules by themselves

With regard to this item, results demonstrate that it occupies the sixth rank with percent weight (29.44%). This means that teachers themselves provide the

grammatical rules to the students without letting them to elicit these rules by themselves.

C3. The teacher encourages the students to personalize the new structure

With reference to encouraging students to personalize the new structure, results reveal that it gets the lowest rank as it occupies the seventh rank with percent weight (28.89%). This corroborates that teachers give students little opportunities to personalize the new structure.

To summarize the results of the observation card, the researcher calculated the sum of responses, means, standard deviations, percentage weight and rank of each stage in this tool in this table (4.4).

Table (4.4)

The sum of responses, means, standard deviation, % weight and rank of the three stages with the total degree of the observation card

Stage	Sum	Mean	Std. Deviation	% weight	rank
Presentation	604	16.778	2.554	41.94	2
Practice	623	17.306	3.069	49.44	1
Production	488	13.556	2.863	38.73	3
Total degree	1715	47.639	7.403	43.31	

It is significant to declare that teachers do not use communicative grammar techniques and procedures in their teaching. In accordance with the table above, the practice stage occupied the first rank with a percentage weight of (49.44%). On the other hand, the presentation stage occupied the second rank. It had a percentage weight of (41.94%). Finally, the production stage occupied the third rank with a percentage weight of (38.73%).

Summing up the results of the above tables, it can be noted that the percent weight for the total degree of the observation card is (43.31%). Subsequently, the researcher answers the second question; therefore, the first hypothesis (**The Sixth- grade Palestinian English teachers use little effective techniques and procedures for teaching grammar communicatively**) is confirmed.

4.3 The Communicative Grammar Suggested Framework

The researcher prepared a suggested framework to teach grammar communicatively for 6th graders in Gaza Strip. It clarifies how to teach 6th graders grammar communicatively. Besides, it presents a number of effective and appropriate techniques and procedures to teach grammar more effectively. Communicative grammar plays a significant role in supporting learners to acquire language and use it accurately. Consequently, grammar instructions help learners to acquire the language more efficiently, and it should incorporate grammar teaching and learning into a larger context of teaching students to use the language communicatively. In this study, teachers are advised to teach grammar not with rigid and old-fashioned techniques as drilling, memorizing, and answering written exercise on grammar rules. Instead, they are advised to teach it communicatively in real life context through various techniques like using songs, dialogues, games, charts, objects and even role-plays. So, students do not feel that they are learning grammar rules, but they feel that they are learning the language itself in order to improve their communicative competence.

Therefore, this framework provides lesson plans for the included grammar lessons in *English for Palestine 6*. Appendix (7) shows this framework.

4.4 The Results of the Test

To examine the effectiveness of the suggested framework, the researcher used a communicative grammar test. The test measures the students' ability to use three grammatical points (present perfect, question tag, and past continuous) in context. The researcher used T-test independent sample. The following Table (4.5) shows the mean and the standard deviation of the two groups (experimental and control) as follows:

Table (4.5)

T-test of differences between two groups (control and experimental) in the three grammatical points and the total degree of the test

Grammatical Point	GROUPS	N	Mean	Std. Deviation	T	Sig. (2-tailed)	sig. level
Present perfect	experimental	70	4.650	1.061	7.883	0.000	sig. at 0.01
	control	70	2.557	1.951			
Question tag	experimental	70	5.529	1.541	5.898	0.000	sig. at 0.01
	control	70	3.214	2.899			
Past continuous	experimental	70	5.264	1.276	5.309	0.000	sig. at 0.01
	control	70	3.350	2.734			
Total	experimental	70	15.443	2.892	6.737	0.000	sig. at 0.01
	control	70	9.121	7.299			

Results of the above table show that the mean of the total test of the experimental group is 15.443, but the mean of the total test of the control group is 9.121. As apparent, it can be stated that there are statistically significant differences between experimental and control group in the three grammatical points with the total degree of the test, in favor of experimental group. This result confirms that the framework is effective and helps in improving the performance of experimental group to use the three grammatical points in context.

To calculate the size effect of the suggested framework on sixth graders' performance, the researcher used Eta square " η^2 " style by using the following formula (Afana 2000):

$$\eta^2 = \frac{t^2}{t^2 + df}$$

Table (4.6)

The Referee Table to Determine the Level of Size Effect (η^2)

Test	Effect Volume		
	Small	Medium	Large
η^2	0.01	0.06	0.16
d	0.2	0.05	0.08

Table (4.7)

"T" value, eta square " η^2 " for each scope and the total degree of the test

Grammatical Point	t value	η^2	d	Effect volume
Present perfect	7.883	0.310	1.342	Large
Question tag	5.898	0.201	1.004	Large
Past continuous	5.309	0.170	0.904	Large
Total test	6.737	0.247	1.147	Large

In the light of the results of Table (4.7), there is a large effect size for each grammatical point and the total degree of the test. It is seen that η^2 for the present perfect is 0.310, next η^2 for the question tag is 0.201, then η^2 for the past continuous is 0.170, but η^2 for the total test is 0.247. These results mean that the suggested framework has a large effect since it improves experimental group students' performance.

Consequently, the researcher answers the fourth question, and the second null hypothesis is rejected:

There are no statistically significant differences at ($\alpha \leq 0.05$) between the control group's and the experimental group's performance to use the language in context. Thus, there are statistically significant differences at ($\alpha \leq 0.05$) between the control group's and the experimental group's performance. In other words, the suggested framework proved to be effective and useful.

4.5 The Results of the Attitude Scale

In an answer to the fifth question in this research: " **What is the effectiveness of the suggested framework on sixth graders' attitudes?**", the researcher found out the following results:

Table (4.8)

T-test of differences between two groups (control and experimental) in the two domains of the scale and the total degree of the attitude scale

Domain	GROUPS	N	Mean	Std. Deviation	T	Sig. (2-tailed)	sig. level
Affective	experimental	70	28.771	4.374	22.861	0.000	sig. at 0.01
	control	70	12.700	3.932			
Linguistic	experimental	70	16.243	2.789	23.137	0.000	sig. at 0.01
	control	70	6.729	2.014			
Total	experimental	70	45.014	6.182	26.076	0.000	sig. at 0.01
	control	70	19.429	5.401			

"t" table value at (138) d f. at (0.05) sig. level equal 1.96

"t" table value at (138) d f. at (0.01) sig. level equal 2.58

As presented in the above table, there are statistically significant differences between experimental and control group in the two attitude domains and the total degree of the scale in favor of the experimental group. This indicates the effectiveness of the suggested framework as it enhanced positive attitudes of the experimental group.

To calculate the size effect of the suggested framework on sixth graders' attitudes, the researcher used Eta square " η^2 " style:

Table (4.9)

"T" value, eta square " η^2 " for each domain and the total degree of the attitude scale

Scope	T value	η^2	Effect Volume
Affective	22.861	0.791	Large
Linguistic	23.137	0.795	Large
Total	26.076	0.831	Large

The results shown in the above table show that there is a large effect size for each domain with the total degree of the scale on the experimental group's attitudes. Clearly, η^2 for the affective domain is 0.791, next η^2 for the linguistic domain is 0.795, but η^2 for the total scale is 0.831. These results mean that the suggested framework has a large effect on attitudes of the experimental group and improves them positively. In the light of these results, the researcher answered the fifth question, and the third null hypothesis is rejected:

There are no statistically significant differences between the control group's and the experimental group's attitudes.

Thus, there are statistically significant differences at ($\alpha \leq 0.05$) between the control group's and the experimental group's attitudes. In other words, the suggested framework has a large positive effect on the experimental group's attitude; for that reason, this communicative framework proved to be effective and attractive.

Conclusion

In conclusion, results of the observation card demonstrated that sixth grade English language teachers do not teach grammar communicatively. Therefore, the researcher prepared a list of appropriate, effective and communicative grammar techniques for teaching sixth graders. Also, it can be stated that teachers need a framework to help them to recognize how to teach grammar communicatively for sixth graders and to be familiar with the communicative grammar techniques and procedures. Regarding the results of the test, it is confirmed that the suggested framework is effective and helps in improving the performance of experimental group to use three grammatical points in context. Similarly, data analysis of the attitude scale indicates the effectiveness of the suggested framework as it enhanced positive attitudes of the experimental group. In other words, the suggested framework proved to be effective and useful.

In fact, this chapter presented quantitative and qualitative results obtained through implementing the three tools of the study (observation card, test and attitude scale) on sixth grade students and teachers in order to answer the study questions regarding communicative grammar teaching. In the light of these results, the discussion will be provided in the next chapter.

Chapter V

5.1 Discussion of Results Related to the Most Effective and Appropriate Communicative Grammar Techniques

5.2 Discussion of Results of the Observation Card

5.3 Discussion of Results Related to the Communicative Grammar Suggested Framework

5.4 Discussion of Results of the Test

5.5 Discussion of Results of the Attitude Scale

Conclusions

Suggestions

Recommendations

Chapter V

The chief aim of this chapter is discussing the study results thoroughly and finding out a close connection between these results and the results of the previous studies. Also, suggestions and recommendations are provided at the end of this chapter.

5.1 Discussion of Results Related to the Most Effective and Appropriate Communicative Grammar Techniques

The most effective and appropriate communicative grammar techniques are presented in the second chapter in the theoretical framework. These techniques are divided into two parts. Part one deals with techniques that can be used in presenting grammar communicatively. Part two explains the techniques that can be used in the practice and the production stages.

These suggested techniques are chosen carefully to suit sixth graders in Gaza Strip and to facilitate teaching communicative grammar for them. They are comprehensive since they include the three stages of teaching grammar: presentation, practice and production. The researcher believes that they help sixth grade teachers to make grammar lessons more effective, beneficial, interesting and purposeful. In this context, Nunan (1991) supposes that effective grammar techniques and procedures should be both meaningful and communicative. He adds that communicative grammar techniques and procedures, thus, should be based on the development of the ability to use language in real life situations more than on manipulation of linguistic structures, which do not enable speakers to interact naturally in real communication.

There are a lot of benefits that can be gained through using those communicative grammar techniques. Wang (2010) states the advantages of using these CGT techniques and procedures. To begin with, they motivate students learning

with fun, enjoyment, and excitement. Secondly, they supply chances to use language in authentic contexts. Thirdly, they provide practice on language use and meaning. Besides, they create a supportive learning environment. Finally, they promote interpersonal relations.

It can be said that this area grabs the attention of many teachers and researchers who expend strenuous efforts for finding out remarkable techniques for teaching grammar communicatively in the three stages.

5.2 Discussion of the Results of the Observation Card

The results of the observation card support strongly the first hypothesis put forward that sixth grade Palestinian English language teachers use little effective and appropriate techniques for teaching grammar communicatively. In more details, it is clear that almost sixth grade teachers still teach grammar traditionally and formally. This may be due to teachers' lack of training on how to teach grammar communicatively. They are not well qualified in using techniques of CGT and they do not know what appropriate techniques to use in teaching the grammatical structures in *English for Palestine Grade 6*. Moreover, teachers may see that the traditional method is easier than the communicative one since they do not devote effort on preparing exciting, motivating and communicative techniques for the three stages of GT: presentation, practice and production. In addition, the absence of clear guidelines about CGT has lead teachers to create their own personal methods about how to teach grammar in their classrooms. Teachers' personal methods are formulated and reformulated as they go through the stages of teacher development. Their personal methods become the basis for their personal knowledge about GT and therefore, they have strong influence on their planning and classroom practices. This confirms the researcher's point of view that teachers need a framework to help them to recognize

how to teach grammar communicatively for sixth graders and to be familiar with the CGT techniques and procedures. In addition, they need intensive training from their supervisors in CGT techniques. Observing these teachers in their classes reveals many points that are valuable to be discussed in this context.

1. Presentation Stage

1.2 Using appropriate visual aids to present the target structure

The results show that this item occupies the first rank with percent weight 50.56%. This reveals that 6th grade English language teachers do not use the required aids appropriately. During the observation, it is noticed that in teaching past continuous tense, teachers do not use pictures to show the continuous action nor cards to present this structure. Here is an example that illustrates their traditional way:

T: Writes on the blackboard this sentence: *She was watching T.V last night at six o'clock.*

Ss: Repeat the structure together.

T: This tense consists of was\were + verb +ing. Without using any card or picture.

In CGT this tense can be presented using visual aids to clarify the happening action in the past. Here is an example that illustrates its presentation:

T: Shows four pictures that demonstrate what was Ahmed doing yesterday in different times.

T: Shows a card: *Ahmed was eating his breakfast at six o'clock yesterday.*

He was playing football at three o'clock yesterday.

T: Does the same with other verbs.

The researcher agrees with McKay (1987) in that teachers should use visual aids as they will help to maintain students' attention, interest and motivation. Throughout her experience as a teacher, the researcher has observed that when using

pictures, drawings and cards, students are fully engaged in the learning process. It is found that visual aids are essential and beneficial. They motivate and attract students' attention to learn grammar structures. In this context, Qassem (2003 in McKay 1987) argues strongly for using visual aids since they often help students to remember particular grammatical items. They are useful devices for introducing students to comparative structures.

1.1 Creating situations or context to present structures communicatively and meaningfully

Concerning this item, results show that it gets 39.44% percent weight. This indicates teachers' failure to present the target structure in a communicative and meaningful context. When the researcher observed teachers in teaching present perfect tense, they presented this structure as follows:

T: writes "*She has just cleaned the room*".

She has just finished her homework.

T: Says that present perfect consists of has\ have + past participle.

C: Repeat.

On the contrary, in CGT this tense can be presented contextually as the following:

T: Carries out an action in front of the class.

T: Tidies the desk in front of the class. He says:

I have just tidied my desk.

T: Clean the board. He says:

I have just cleaned the board.

Ss: Notice the use of this tense in situational context.

In fact, the context helps students to achieve their communicative ends through appropriate employment of grammatical structures. Nunan (1998), Petrovitz

(1997) and Silva (2007) assert that grammar should be taught in a meaningful context or situation. In this regard, McKay (1987:100) emphasizes that students need to have a context in which the structure is presented in. Contextualization helps students to do more than correctly form isolated sentences, but using English in extended situations. This goes on with Tarigan (2008), Pekoz (2006), Degu (2008), Nisrane (2008), and Rodriguez (2009) whose results point out that the teaching of grammar should not be at the sentence level only, but it should also be presented in meaningful context. Furthermore, Xiao-xia (2006) in his study adopts an integrated methodology based on a communicative oriented classroom that allows for a focus on form within meaningful contexts.

The researcher approves of with Korner and Redmond (2006) in that contextualization is important as students learn to communicate in the target language and as they learn grammar because grammatical structures learned in meaning context are likely to be remembered in similarly contexts.

1.8 Avoiding using meta-language

With reference to this item, results of the observation reveal that it gets the lowest rank with percent weight 28.33%. This demonstrates that teachers use meta-language all the time while presenting the target structure. For example, in the observation teachers say to their students that they are learning today; present perfect or question tag. However, teachers should not use these grammatical term in this stage at all. Regarding this issue, Al Masri (2008) suggests that teachers should avoid using meta-language in the presentation stage since it hinders the communicative understanding of the structure. The researcher believes that it shifts students' attention to the form of the structure instead of focusing on the use and the meaning of it.

2. Practice Stage

2.5 Varying activity type such as (songs, games or stories)

Concerning varying activity types, results prove that this item gets 47.78% percent weight. This indicates that the observed teachers do not use songs, games or stories to practise several structures. They use drilling technique to repeat the target structure and focus on the form of it only. In CGT they can use motivating and interesting techniques as this action game to practise (must) and (have to):

T: Says to students in this game if I say "*The teacher says*" do the action.

T: The teacher says: *You must stand up.*

Ss: Have to stand up.

T: The teacher says: *You must jump up high.*

Ss: Have to jump up.

T: Count to ten.

Ss: Do not have to count to ten.

Also, this song can be used to practise giving advice using (should):

You should wash your face... wash your face wash your face early in the morning.

You should brush your teeth ... brush your teeth brush your teeth early in the morning.

You should wash your hands... wash your hands wash your hands early in the morning.

The researcher believes that there is a necessity to use grammar games, songs or stories to make learning grammar interesting. This goes on with Skowronski (2000) who state that grammar songs represent a good tool as they make learning more attractive and enjoyable. The researcher agrees with Buckby et al. (2006) and Celce-

Celce-Murica and Hills (1988) in that language games give shy students the opportunity to express their opinions and experience. Also, students can practise and internalize the target structure efficiently and successfully. Moreover, Skowronski (2000) states that songs help students to memorize the grammatical structures because they present authentic language with authentic grammar.

As a matter of fact, using songs, games or stories is beneficial and important as they help students to sustain their interest to use the target structure meaningfully and to encourage them to practise it in different attractive situations.

2.1 Giving students intensive practice for the meaning, use and form of the structure

With respect to this item, results reveal that it gets percent weight of 46.11%. This illustrates that teachers do not focus on the three dimension of teaching grammar; form, meaning and use. During the observation of teaching question tags, teachers focus on the form of the structure. They do not say when and where to use the question tag. As an alternative, teachers are advised to pay attention to meaning and use. This example shows the communicative way for practicing this structure:

- Complete the following dialogue:

Ali: It's a beautiful day, isn't _____?

Saed: You run here every day, don't _____?

Ali: It is a great exercise _____ it?

Saed: Look at the boy! He is running fast _____ he?

Ali: All people here look healthy don't _____?

Saed: They don't talk too much when they run _____ you?

Ali: This race is fun _____?



www.shutterstock.com - 31455085

This example provides a situation in which Ali and Saed are talking to each other in a race which illustrates the meaning and the use of the question tag and it focuses on the correct form of it.

Indeed, Sysoyev (1999) in his study proposed an integrative method for teaching grammar that combine teaching use, meaning and form. This corresponds with Degu (2008), Xiao-xia (2006), Tarigan (2008), Pekoz (2006) and Rodriguez (2009) whose results show that teaching grammar is effective through the integration of form, use and meaning. They assert that teachers should give intensive practise to form, meaning and use to enable students to learn grammatical structures effectively. Also, they support the effectiveness of this integration which enables students to communicate and use grammar correctly and appropriately in the process of learning.

In this context, Wang (2010) believes that grammar should not be the goal of teaching, nor that a focus on form alone is sufficient. The goal of the communicative competence embraces more than just grammar, and implies a focus on meaning as well. It may be that communicative competence is best achieved through communicating, through making meanings, and that grammar is a way of arranging these meanings up.

The researcher agrees with Zain (2007) and Celce-Murica and Hilles (1988) in assuming that communicative grammar teaching creates awareness and understanding of the form, meaning and appropriate use of the target structures.

2.6 Providing opportunities for students to develop both accuracy and fluency

The results of the observation show that this item gets the lowest rank with percent weight 44.44%. This means that the observed teachers focus on developing students accuracy apart from their fluency. They focus on mastering the form of the

target structure. For instance, they focus on giving students written exercises as the following:

- Correct the following underlined mistakes:

1. Ali has just finishing his homework.
2. I has just listened to the radio.
3. She has play football since six o'clock.

The researcher accords with Nunan (1991), Freeman (2000), Burns (1990), Finnochiaro Brumfit (1983), Doughty and Long (2003) and Richards (2006) in considering fluency and accuracy as complementary principles underlying communicative grammar techniques. In this context, Silva's (2007) study and Rodriguez's (2009) study results signify that learning form in a communicative context improves students' grammatical accuracy and their use of the targeted structures.

3. Production Stage

3.7 Helping students to elicit the grammatical rules by themselves

Regarding eliciting rules, results demonstrate that it occupies the sixth rank with percent weight 29.44%. Through the observation, it is noticed that teachers provide the grammatical rules for their students without eliciting these rules by themselves. For example:

T: Writes these two sentences on the board:

You must listen to your teacher.

You must do your homework.

T: After “must” there should be infinitive verb which means that the verb does not have (ing- s- ed) at the ending.

Regarding this issue, Vavra (2003) states that learners should not be fed the convenience food of grammar rules; instead, they should be led or left to discover the grammar function, uses and rules themselves. This contradicts the results of Green and Hecht (1992) who believe that formal instructions help students to get the language right and fluency come from some form of practise.

These Findings are similar to those of Andrews (2007), Lee and Wang (2002) and Dekeyser (1994) who confirm that grammar rules should be provided to students since formal intensive instructions are effective. Besides, they conclude that letting students to elicit the rules is insufficient and unhelpful in learning the language.

On the contrary, the researcher agrees with Richards and Rodgers (1986) in that little emphasis should be placed on overt grammar teaching and students should be encouraged to elicit the rules by themselves and use the language as a means of communication.

3.3 Encouraging students to personalize the new structure

With references to personalization, results show that it occupies the last rank with percent weight 28.89%. This result clearly shows that teachers do not give students opportunities to personalize the new structure. On the contrary, in CGT a personalization technique is very useful. Teachers can use the following question to be used:

- Using these verbs (wash dishes- do homework- sleep-eat),answer the following questions:

"Ahmed was reading a book last night at seven o'clock".

- 1) What were you doing last night at seven o'clock?

2) What was your mother doing last night at seven o'clock?

Clearly enough, this result confirms what Nunan (1991), Freeman (2000), Burns (1990), Finnochiaro and Brumfit (1983), Doughty and Long (2003) and Richards (2006) address that learners should personalize the language into their own experiences. According to Ur (1988), students have freedom to personalize the structure of the target language effectively and meaningfully.

From the results of the observation card, it can be concluded that sixth grade teachers do not use effective nor appropriate communicative grammar teaching techniques or procedures while teaching grammar lessons in the three stages. Therefore, teachers are advised to teach grammar not with rigid and old-fashioned techniques as drilling, memorizing, and answering written exercise on grammar rules, but to teach it communicatively in real life context through various techniques like using songs, dialogues, games, charts, objects and even role-plays. This can help the students feel that they are learning the language itself in order to improve their communicative competence.

It is worth mentioning what Lindblom and Dunn (2003) reveal that at the present time, language teachers are often eliminating the place of grammar in the communicative classroom. Many teachers feel guilty when they teach grammar directly in the classroom; but, now grammar has returned as a more balanced viewpoint that is seen as one of the several organizational aspects of communicative competence.

5.3 Discussion of Results Related to Communicative Grammar

Suggested Framework

5.3.1 Need of the Framework

Many English language teachers still adhere to and adopt the traditional techniques of grammar teaching. They often focus on grammatical rules rather than meaning. However, mastering grammar rules without real and meaningful practice hinders communication in the target language. Accordingly, it is believed that English language teachers should focus on meaning (function), form and situational context when teaching grammar. Language should be practised within a context as it provides meaning. Practising the language within a context implies the manipulation of real life situations. In other words, teachers should encourage their students to use the target language for performing particular functions. In addition, students should be exposed to opportunities in which they can practise the target language in a freer and more creative way. They need activities in which they can integrate linguistic and cultural knowledge of target language and apply this to real life activities. Therefore, the researcher has tried to plan the lessons in which students may acquire grammar by using the language in situations where it is needed and practised communicatively.

5.3.2 Aim

This framework aims at presenting a number of effective and appropriate techniques and procedures to teach grammar in a communicative way. Therefore, it provides lesson plans for the grammar lessons in *English for Palestine Grade 6*.

5.3.3 Construction of the Framework

This framework illustrates how to teach the grammar lessons in *English for Palestine Grade 6* according to the communicative approach. Table (5.1) shows the

distribution of grammatical items in each unit with the mentioned technique in each lesson.

Table (5.1)
The communicative mentioned techniques in the suggested framework in every lesson in *English for Palestine Grade 6*

Unit Lesson	Grammatical Item	Technique
1/2	Yes/ No question.	Using Pictures+ Meaningful Drilling.
2/2	Present Perfect.	Using Pictures+ Personalization.
3/2	Ordinals.	Using Charts+ Line Drawings.
4/2	Present Perfect.	Creating Situation+ Game.
5/2	Past Continuous.	Using Pictures +Video.
6/2	Past Continuous.	Using Physical actions + Charts.
7/2	I have got.	Using a Role play + Dialogues.
8/2	<u>Revision (past simple + progressive).</u>	Using song+ Role play.
9/2	Question Tag.	Using Drama +Game.
10/2	Question Tag.	Using Stories +Dialogues.
11/2	Present Simple.	Creating Context+ Realia.
12/2	<u>Revision (units 1-11).</u>	Using Games+ Meaningful drilling.
13/2	Reported Speech.	Using Drama + Authentic Materials.
14/2	Reported Speech.	Using Context + Authentic Materials.
15/2	Comparing (as...as).	Creating Context+ Realia+ Pictures.
16/2	<u>Revision (reported speech+ comparing).</u>	Using Song + Drawings.
17/2	Should/ ought to.	Using Games+ Songs+ Video.
18/2	Must /have to.	Using Story+ Role play + Physical Action Game.
19/2	I wish .../ I would.	Using Situation + Pictures+ Problem Solving.
20/2	<u>Revision (modal verbs).</u>	Using Games.
21/2	Agree / Disagree.	Using Dialogue+ Personalization.
22/2	Verbs with ing/ to+ infinitive.	Using Charts+ Pictures+ Context.
23/2	Phrasal verbs.	Using Games +Pictures+ Miming.

The researcher prepared for every grammar lesson in *English for Palestine Grade 6* a lesson plan which contained the most appropriate, effective and communicative techniques and procedures for teaching these lessons communicatively. So, the total number of the lesson plans included in the suggested framework is twenty three.

5.3.4 Principles of the Suggested Framework

There is a necessity to get knowledge about the theoretical foundations and principles lying behind the communicative grammar teaching to avoid misusing or misleading. This framework is based on the principles of CLT since it teaches grammar communicatively. Many scholars list basic principles to communicative language teaching. The researcher reviewed Nunan's (1991), Freeman's (2000), Burnsv (1990), Finnochiaro's and Brumfit's (1983), Doughty's and Long's (2003) and Richards's (2006) views about the principles of communicative language teaching. Then, a list of the most common principles of CLT below represent the principles of the framework to be suggested for grammar teaching:

- 1-Language should be introduced in authentic context situations, songs and drama.
- 2-Language learning is learning to communicate.
- 3-Learners should personalize the language into their own experiences.
- 4-Corrective feedback on meaning, form, and use should be provided.
- 5-Language learning is learning by doing.
- 6-Cooperative and collaborative learning should be enhanced.
- 7-Forms should be taught in meaningful communicative context.
- 8-Communicative competence involves learning to use the language forms appropriately.
- 9-Fluency and accuracy are seen as complementary principles underlying communicative techniques.
- 10- Language techniques are designed to engage learners in the pragmatic, authentic and functional use of language for meaningful purposes.

5.4 Discussion of Results of the Test

The results of the test rejected the second hypothesis that there are no statistically significant differences at ($\alpha < 0.05$) between the control group's and the experimental group's performance to use language in context.

Table (5.2)
T-test of differences between two groups (control and experimental) in the three grammatical points and the total degree of the test

Grammatical Point	GROUPS	N	Mean	Std. Deviation	T	Sig. (2-tailed)	sig. level
Present perfect	experimental	70	4.650	1.061	7.883	0.000	sig. at 0.01
	control	70	2.557	1.951			
Question tag	experimental	70	5.529	1.541	5.898	0.000	sig. at 0.01
	control	70	3.214	2.899			
Past continuous	experimental	70	5.264	1.276	5.309	0.000	sig. at 0.01
	control	70	3.350	2.734			
Total	experimental	70	15.443	2.892	6.737	0.000	sig. at 0.01
	control	70	9.121	7.299			

The results of the above table show that the mean of the total test of the experimental group is 15.443, but the mean of the total test of the control group is 9.121. It is apparent that there are statistically significant differences between the performance of the experimental and the control group. This clearly confirms that teaching grammar communicatively is effective and helps sixth graders to improve their performance to use the language in context since it uses real, meaningful and attractive techniques to present, practise and produce the three grammatical structures.

This result goes on with those of Degu (2008), Nisrane (2008), Lan and Hoan(2002), Harley (1989), Korner and Redmond (2006) and Borg and Burns (2008)

whose results show that teaching grammar communicatively enables students to communicate effectively and use grammar correctly and appropriately in context.

The researcher agrees with Celce-Murica and Hills (1988) in that communicative grammar teaching creates awareness and understanding of the form, meaning and appropriate use of structure. According to Nunan (1991), communicative grammar teaching helps students to use the language communicatively; it plays a significant role in supporting students to acquire language more efficiently.

Although, this result contradicts the results of Green and Hecht (1992), Andrews (2007), Fotos (1993), Yim (1998) and El Banna (1994) who support formal grammar teaching. They claim that formal grammar teaching is more effective than communicative grammar teaching. Their results demonstrate that students who receive formal grammar instruction outperformed those who are given real communicative grammar instruction.

The researcher agrees with Littlewood (1981) in that communicative grammar techniques and procedures should be based on the development of the ability to use language in real life situations more than on manipulation of linguistic structures, which do not enable speakers to interact naturally in real communication. According to Wang (2010), teaching grammar communicatively can be valuable since it can supply chances to use language in authentic contexts. This proves what Bygate and Tornkyn (1994) say that the objective of the development of communicative grammatical competence is to use a structure of a language in a variety of situations spontaneously.

5.5 Discussion of Results of the Attitude Scale

The results of the attitude scale indicate the effectiveness of the suggested framework as it enhanced students' positive attitudes. In other words, results show that there are statistically significant differences between the experimental and the control group's attitudes. Similar to some previous studies findings, such as Lai (2009) and Nisrane (2008), teaching grammar communicatively enhances students' positive attitudes towards learning grammar. Besides, this result corresponds to Jin's (2008) results that the communicative grammar approach learners were highly motivated by the individual communicative activities and they produced a deeper recognition of self-involvement in learning English grammar. Similarly, Kurahachi (1993) introduced evidence that communicative techniques for teaching grammar were effective and they highly motivated learners.

The researcher agrees with Wang (2010) in that communicative grammar teaching motivates students learning with fun, enjoyment and excitement. It also creates a supportive learning environment and promotes interpersonal relations between students. In this regard, Skowronski (2000) states that communicative grammar teaching techniques as songs and games can help students learn and practise certain grammar structures in a non-threatening way. This proves what Celce-Murica and Hilles (1988) declare that such communicative grammar teaching is highly motivating and encourages students to sustain their interest and work. This goes on with Wright (1989) who emphasizes that communicative grammar motivates students to use the target structure to describe certain ideas or concepts, besides, it gives them the opportunity to practise the structure outside and inside the classroom. Similarly, Palmer (1971) states that grammar is the link to make our communication with other people meaningful and understandable. According to Littlewood (1981),

communicative grammar techniques and procedures provide whole task practice, improve motivation, and allow natural learning and concrete content which supports learning. To achieve this aim, Silva (2007) finds that there are some characteristics that should be considered while deciding grammar teaching techniques, activities and procedures; they should motivate learners intrinsically. This goes confirms to Lai's (2009) qualitative findings which indicate that the experimental group students have positive attitudes towards communicative grammar teaching. They believed that their communication ability improved. And they realized that English is a tool for communication. Moreover, the students in the experimental group noted that grammar teaching not only can be full of memorization, but also could be functional and communicative.

To sum up, it is obvious that the results of the attitude scale prove that teaching grammar communicatively enhances sixth graders' positive attitudes. The experimental group confirms that communicative grammar has linguistic and affective benefits. It can be summarized here that communicative grammar teaching was beneficial to the learning of English grammar. As it would provide support for learning a foreign or a second language in real life through communicative tasks. In other words, the suggested framework of teaching grammar communicatively is effective and beneficial.

Conclusions

Based on the study results, these conclusions were reached. They are divided into three main categories: conclusions of the observation card, conclusions of the test and conclusions of the attitude scale.

▪ Conclusions of the Observation Card

1. Presentation Stage:

1.1 Only 41.11% of sixth grade English language teachers create a situation or a context in which they present the structure communicatively and meaningfully.

1.2 Only 50.56% of them use appropriate visual aids to present the target structure.

1.3 Only 42.78% of them call students' attention to the function of the new target structure; they call their attention to form.

1.4 Only 46.67% of them present the target structure clearly and naturally. 1.5 Only 40.56% of them model the language items properly.

1.6 Only 39.44% of them concentrate on the meaning, form, and use of the target structure.

1.7 Only 46.11% of them use techniques that are appropriate to students' level of proficiency.

1.8 Only 28.33% of them do not use meta-language in their teaching.

Practice Stage:

2.1 Only 46.11% of sixth grade English language teachers give students intensive practice for the form of the structure.

2.2 Only 50.00% of them give students sufficient meaningful guided practice of the new structure.

2.3 Only 50.56% of them use a variety of teaching techniques (such as repetition drills, transformation, substitution questions, explanation, situational, meaningful, and functional ones).

2.4 Only 55.56% of them use various interaction modes (individual work, pair work, group work and the whole group).

2.5 Only 47.78% of them vary activity type (songs, games, stories or alike).

2.6 Only 44.44% of them provide opportunities for learners to develop accuracy.

2.7 Only 51.67% of them offer help to the students when being asked.

2. Production Stage:

3.1 Only 39.44% of Sixth grade English language teachers offer students opportunities for structural use of the new structure.

3.2 Only 41.67% of them use varieties of activities as: songs, games, problem solving, and pictures.

3.3 Only 28.89% of them encourage the students to personalize the new structure.

3.4 Only 43.89% of them provide all students with the opportunity to participate, write and speak.

3.5 Only 45.56% of them interrupt the flow of communication through students' interaction.

3.6 Only 42.22% of them provide correction when it is required by students for effective communication.

3.7 Only 29.44% of them help the students to elicit the grammatical rules by themselves, they give them the rules directly.

In other words, sixth grade English language teachers do not use effective techniques or procedures to teach grammar communicatively.

▪ **Conclusions of the Test**

- Experimental group students outperformed control group students to use language in context.
- **In other words, the suggested framework of teaching grammar communicatively is effective and beneficial.**

▪ **Conclusions of the Attitude Scale**

1. Affective Benefits

- 1.1 The communicative grammar teaching method arouses sixth graders' interest to use the target structure outside and inside the class.
- 1.2 It increases their motivation to learn English language.
- 1.3 It presents the target structure in a comprehensible, meaningful and an attractive way.
- 1.4 It contains a variety of exciting and encouraging activities as songs and games.
- 1.5 It reduces their anxiety when talking in English.
- 1.6 They feel that time passes quickly when learning English grammar.

2. Linguistic Benefits

- 2.1 It provides them with enough communicative practice of the target structure.
- 2.2 It provides them with examples and explanations of how to use the structure in different situations.
- 2.3 It increases their ability to speak in English more fluently.
- 2.4 They like to participate in every class activity.
- 2.5 The method helps them to understand when they should use the structure in their real life context.

In other words, the suggested framework of teaching grammar communicatively enhances sixth graders' positive attitudes.

Suggestions

The following recommendations were given in the light of the study results:

1. Education Development Centre in UNRWA and the Ministry of Education are recommended to hold workshops in order to train English language teachers how to teach grammar communicatively. They are recommended to clarify to them which techniques and procedures are effective and appropriate for teaching grammar communicatively to their students. Such kind of training can lead to the development of teaching and thus lead to effective language learning. It seems that English language supervisors are advised to raise their teachers' awareness towards the main goal of teaching English language. In fact, language is a tool of communication and therefore, the primary goal of teaching is to develop students' communicative competence. To this end, teachers should be aware that students use the language in order to learn it. Moreover, English language supervisors are recommended to confirm the importance of teaching grammar communicatively for teachers. In other words, they should clarify that the knowledge of the target language grammar is a fundamental element to develop students' communicative competence, which is the final goal of language learning.
2. English language teachers are recommended to integrate the form, meaning, and use of the target structure. They should not focus on presenting the form of the structures. Besides, they are advised to teach grammar in the light of the communicative approach, not with a rigid and old-fashioned way.
3. English language supervisors and teachers are recommended to prepare several frameworks for teaching grammar lessons communicatively for *English for Palestine Series*. These frameworks can include lesson plans of all the grammar lessons for all grades. They can help teachers; especially newly ones, to recognize

the effective and the appropriate techniques and procedures that can be used. As well, they clarify the different communicative techniques to make teaching of grammar interactive, practical, purposeful, enjoyable and communicative, which enable students to use grammar rules appropriately and correctly.

Recommendations for Further Studies

1. Conducting other studies similar to this study in teaching grammar communicatively to another grade (seventh, eighth, ninth, tenth or eleventh) to see to what extent the suggested framework is effective in the current study.
2. Carrying out other studies that measure the effectiveness of the whole framework for teaching grammar communicatively to see its impact on students' performance.
3. Conducting studies on evaluating the grammar lessons in *English for Palestine Series* to show to what extent these lessons present grammar structures communicatively.

References

- Afana, E. (2000). "Size Effect and its Uses in the Detection of the Credibility of the Results in Educational and Psychological Research." *Educational and Psychological Research Journal* 3/9.
- Al Masri, N. (2008). *Principles and Techniques in Teaching Grammar*. Lecture Notes. MA Program, The Islamic University of Gaza.
- Andrews, K. (2007). "The Effects of Implicit and Explicit Structures for Adult English Language Learners". [online]. *TESL-EG* 11/2. Available at: <http://tesl-ej.org/ej42/a5.html>
- Azar, B. (1999). *Understanding and Using English Grammar*. London: Pearson Education.
- Borg, S. and Burns, A. (2008). "Integrating Grammar in Adult TESOL Classroom". [online]. *Applied Linguistics* 29: 456-482. Available at: <http://applied.oxfordjournals.org/content/29/3/456>
- Brown, J. and Rodgers, T. (2002). *Doing Second Language Research: Handbooks for Language Teachers*. Oxford: Oxford University Press.
- Buckby, M. et al. (2006). *Games for Language Learning*. Cambridge: Cambridge University Press.
- Burns, A. (1990). *Focus on Language in the Communicative Classroom*. In G. Brindley (Ed), *The Second language Curriculum in Action*. Sydney: National Center for English language Teaching and Learning.
- Bygate, M. and Tornkyn, A. (1994). *Grammar and Language Teachers*. London: Longman.
- Celce-Murcia, M. and Hilles, S. (1988). *Techniques and Resources in Teaching Grammar*. Oxford: Oxford University Press.
- Chen, X. et al. (2009). "Second Language Learners' Beliefs About Grammar Instruction and Error Correction". [Online]. *The Modern language Journal* 93/1: 91-104. Available at: <http://onlinelibrary.wiley.com/doi/10.1111/j.1540-4781.2009.00830.x/full>
- Chomsky, N. (1986). *Knowledge of Language: Its Nature, Origin, and Use*. Chicago: Greenwood Publication.
- Close, R. (1992). *Teachers' Grammar: an Approach to the Central, Problems of English*. London: Language-Teaching publications.
- Crystal, D. (1980). *A dictionary of Linguistics and Phonetics*. 5th ed. Oxford: Blackwell publishing.

- Darouza, A. (1997). *Educational Questions and School Evaluation*. 2nd Ed. Nablus: Al Faraby Library.
- Degu, A. (2008). *The Effectiveness of the Teaching of English Grammar as a Foreign Language through the Integration of Form, Meaning and Use*. Unpublished M. A. dissertation. Addis Ababa University.
- Dornyei, Z. (2003). *Questionnaires in Second Language*. New Jersey: Erlbaum Associates, Inc.
- Ehreworth, M. (2003). "Grammar-Comma-a New Beginning". [Online]. *The English Journal* 92/3: 90-96. Available at: www.jstor.org/pss/822266
- El Banna, A. (1994). "The Effect of Formal Grammar Teaching on the Improvement of ESL Learning's Writing Skill: An Experimental study". *ERIC Digests*. Document No: ED374660. Available at: www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED374660
- Ellis, R. (2006). "Current Issues in the Teaching of Grammar: An SLA Perspective". [Online]. *TESOL Quarterly* 40/1: 83-90. Available at: http://ojcsteve.tripod.com/sitebuildercontent/sitebuilderfiles/ellis_grammar.pdf
- Ellis, R. (1990). *Instructed Second Language Acquisition: Learning in the Classroom*. Oxford: Blackwell.
- Ellis, R. (1997). *Second Language Acquisition*. Oxford: Oxford University Press.
- Finnochiaro, M. and Brumfit, C. (1983). *The Functional-notional Approach*. Oxford: Oxford University Press.
- Fotos, S. (1993). "Consciousness Raising and Noticing through Focus on Form Grammar Task Performance Versus Formal Instruction". [online]. *Applied Linguistic* 14/4, 385-406. Available at: <http://applij.oxfordjournals.org/content/14/4/385>
- Frank, C and Rinvolucri, M. (1991). *Grammar in Action Again: Awareness Activities for Language Learning*. U.K: Prentice Hall
- Freeman, D. (1986). *Techniques, and Principles in Language Teaching*. Oxford: Oxford University Press.
- Freeman, D. (2000). *Techniques and Principles in Language Teaching*. 2nd ed. Oxford: Oxford University Press.
- Gordon, T. (2007). *Teaching Young Children a Second Language*. London: Library of Congress Cataloging Publications.
- Green, B. (2006). "A Framework for Teaching Grammar to Japanese Learners in an Intensive English Program". [Online]. *The language Teacher* 30/2, 3-7. Available at: http://jalt-publications.org/tlt/issues/2006-02_30.2

- Green, S. and Hecht, K. (1992). "Implicit and Explicit Grammar: An Empirical study". *Applied Linguistics* 13/2: 168-183.
- Gregory, E. (1994). *The Appropriateness of the communicative Approach in Vietnam: An Interview Study in Intercultural Communication*. Unpublished M. A. Dissertation. La Trobe University.
- Hall, D. (2003). "Successful Techniques in Grammar Instruction". [Online]. *Eric Digests*. Available at: http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICEExtSearch_SearchValue_0=ED481233&ERICExtSearch_SearchType_0=no&accno=ED481233
- Harley, B. (1989). "Functional Grammar in French Immersion: A classroom Experiment". [Online]. *Applied linguistics* 10/3: 331-358. Available at: <http://applij.oxfordjournals.org/content/10/3/331>
- Harmer, J. (1987). *Teaching and Learning Grammar*. London: Longman.
- Harmer, J. (2001). *The Practice of English Language Teaching*. 3rd ed. London: Pearson Education Ltd.
- Hassan, B. (2001). "New Trends in Teaching Grammar in the Secondary School: A Review Article". [online]. *ERIC Digest*. Available at: http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICEExtSearch_SearchValue_0=ED454727&ERICExtSearch_SearchType_0=no&accno=ED454727
- Hussein, H. (2004). "Using Simple Poems to Teach Grammar". [Online]. *The internet TESL X/5*. Available at: <http://iteslj.org/Techniques/Hussein-Poems.html>.
- Inceciy, V. and Incecsy, G. (2009). "Turkish University Students' Perceptions of Communicative and Non- communicative Activities in EFL Classroom". [online]. *Social and Behavioral Sciences* 1/1: 618-622. Available at: http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B9853-4VVXVR8
- Jin, G. (2008). "Application of Communicative Approach in College English Teaching". [online]. *Asian Social Science* 4/4:81-84. Available at: <http://www.ccsenet.org/journal/index.php/ass/article/view/1604>
- Kirn, E. and Jack, D. (1996). *A Communicative Grammar*. New York: McGraw-Hill Inc.
- Kroner, J. and Redmond, M. (2006). *Teaching Grammar for Proficiency in the Secondary French Program*. [online]. Wake Forest University. Available at: http://oxford.academia.edu/KateAllman/Papers/240651/Consequences_of_Teacher_Response_to_Student_Misbehavior_on_Classroom_Engagement
- Kurahachi, J. (1993). Effects of the Communicative Approach and Team Teaching with an Assistant English Teacher on Learning and Motivation to Learn. [Online].

Japanese Journal of Educational psychology 41: 209-220. Available at: http://www.jalt-publications.org/files/pdf-article/art2_8.pdf - Japan

- Kurahachi, J. (1995). "Qualitative Differences of the Grammatical and Communicative Approach on Learning and Motivation". [online]. *Japanese Journal of Educational psychology* 43: 92-99. Available at: http://www.jalt-publications.org/files/pdf-article/art2_8.pdf - Japan
- Lai, Y. (2009). *The Effects of Grammar Translation Method and Communicative Language Teaching Grammar Instruction on EFL University Students in Taiwan*. [online]. International University. Available at: <http://gradworks.umi.com/33/74/3374770.html>
- Lan, T. and Hoan, H. (2002). *Teaching Grammar in the Light of Communicative Language Teaching*. [Online]. College of Foreign Languages, VNU. Available at: www.britishcouncil.org/3_teaching_grammar_in_light_of_communicative_language_teaching.doc
- Lee, C. and Wang, C. (2002). "The Effects of Teaching a Difficult Grammatical Feature of English through Grammar Instruction and Communicative Approach". [online]. *Studies in English Literature and Linguistic* 28/2: 175-192. Available at: www.eng.ntnu.edu.tw/download.php?filename=41_81629fc8.pdf
- Leech, G. et al. (Eds). (1982). *English Grammar for Today: A New Introduction*. London: Macmillan press LTD.
- Liao, X. (2004). "The Need for Communicative Language Teaching in China". [Online]. *ELT Journal* 58/3: 270-273. Available at: [www.eltj.oxfordjournals.org/content/58/3/270.full.pdf](http://www.el tj.oxfordjournals.org/content/58/3/270.full.pdf)
- Lightbown, P. and Spada, N. (1999). *How Languages are Learned*. Oxford: Oxford University Press.
- Lindblom, K. and Dunn, P. (2003). "Why Revitalize Grammar?" [Online]. ERIC Digests. *The English Journal* 92/3: 43-50. Available at: http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICE xtSearch_SearchValue_0=EJ660679&ERICExtSearch_SearchType_0=no&accno=EJ660679
- Littlewood, W. (1981). *Communicative Language Teaching: An Introduction*. Cambridge: Cambridge University Press.
- Lock, G. (1996). *Functional English Grammar: An introduction for Second Language Teachers*. Cambridge: Cambridge University Press.
- Mackey, A. and Gass, S. (2005). *Methodology and Design*. New Jersey: Lawrence Erlbaum Associates, Inc.

- Madeja, M. (2003). *Learning Grammar and Vocabulary through Dialogues*. [Online]. Available at: <http://docs.google.com/viewer?a=v&q=cache:UQoAhCqDBIsJ:www.iv-gim.is.net.pl/source/dialog.doc>
- McKay, S. (1987). *Teaching Grammar: Form, Function and Technique*. London: Prentice Hall.
- Millrood, R. (2001). *Modular Course in ELT Methodology*. London: Macmillan press LTD.
- Musumeci, D. (1997). *The Role of Grammar in Communicative language Teaching: A Historical Perspective*. University of Illinois. [Online]. Available at: www.mhhe.com/socscience/foreignlang/conf/grammar.html
- Nisrane, A. (2008). *The Study of Appropriateness of Communicative Grammar Teaching at Grade 10*. Unpublished M.A Dissertation. Addis Ababa University.
- Nunan, D. (1987). "Communicative Language Teaching: Making it Work". [online]. *ELT* 41/2: 136- 145. Available at: <http://eltj.oxfordjournals.org/content/41/2/136>
- Nunan, D. (1991). *Language Teaching Methodology: A textbook for Teachers*. U.K: Prentice Hall International.
- Nunan, D. (1998). "Teaching Grammar in Context". [online]. *ELT* 52/2: 101-109. Available at: <http://eltj.oxfordjournals.org/content/52/2/101>
- Newby, D. (2000). *Grammar*. In Michael Routledge Encyclopedia of Language Teaching and Learning. New York: Routledge.
- Palmer, F. (1971). *Grammar*. Great Britain: Hazel Watson and Vinery Ltd.
- Pazavar, A. and Wang, H. (2009). "Asian Students, Perceptions of Grammar Teaching in the ESL Classroom". [online]. *The International Journal of language society and Culture*. 27: 27-35. Available at: www.educ.utas.edu.au/users/tle/JOURNAL/issues/2009/27-4.pdf
- Pekoz, B. (2006). "Integrating Grammar for Communicative Language Teaching". [online]. *The internet TESL* XIV /10. Available at: <http://iteslj.org/Techniques/Pekoz-Grammar.html>
- Penalva et al. (2002). *Manual De Gramatica inglesa*. Argentina: Universidad Nacional de Rio Cuarto.
- Petrovitz, W. (1997). " The Role of Context in the Presentation of Grammar". [online]. *ELT* 51/3: 201- 207. Available at: <http://eltj.oxfordjournals.org/content/51/3/201>
- Qassem, H. (2003). *Teaching Grammar*. UNRWA Development Center. Amman. Jordan.
- Rajan, S. (1995). *Teaching of English*. New Delhi: Anmol publications Pvt. Ltd.

- Rao, Z. (2002). "Chinese Students' Perceptions of Communicative and Non-communicative Activities in EFL Classroom". [Online]. *System* 30: 85-105. Available at: http://www.sciencedirect.com/science?_ob=ArticleURL&_udi=B6VCH-44GDY92
- Richards, J. and Rodgers, T. (1981). *Approaches and Methods in Language Teaching*. 2nd ed. Cambridge: Cambridge University Press.
- Richards J. and Rodgers, T. (1986). *Approaches and Methods in Language Teaching: Description and Analysis*. Cambridge: Cambridge University Press.
- Richards, J. (2002). *Addressing the Grammar Gap in Task Work*. In I.C. Richards and W.A. Renandya (eds.). *Mythology in language Teaching: An Anthology of Current Practice*. Cambridge: Cambridge University Press.
- Richards, J. (2006). *Communicative Language Teaching Today*. Cambridge. Cambridge University Press.
- Rodman, R. and Formkin, V. (1978). *An Introduction To language*. 2nd ed U.S.A: Holt, Rinehart, and Winston.
- Rodriguez, A. (2009). *Teaching Grammar to Adult English Language Learners: Focus on Form*. [online]. CAELA network Brief. Available at: www.cal.org/caelanetwork/pdfs/TeachingGrammarFinalWeb.pdf
- Sabiricon, A. and Metin, E. (2000). "Songs, Verse, and Games for Teaching Grammar". [online]. *The Internet TESL Journal* VI/10. Available at: <http://iteslj.org/Techniques/Saricoban-Songs.html>
- Silva, C. (2007). *Fun Ways with Grammar*. Tohoku university. [online]. Available at: www.tht-japan.org/proceedings/2008/c_silva2-8.pdf.
- Skowronski, T. (2000). *Why Teach Grammar Through Songs and Jokes?* [online]. Available at: www.piramowicz.internetdsl.pl/polekcjach/ecorner/TeachingGrammarThroughSongs.doc
- Stern, H. (1992). *Issues and Options in Language Teaching*. Oxford: Oxford University Press.
- Sysoyev, P. (1999). "Integrative L2 Grammar Teaching: Exploration, Explanation and Expression". [online]. *The internet TESL* V/6. Available at: <http://iteslj.org/Articles/Sysoyev-Integrative.html>
- Tarifa, J. (2003). *Ingles*. Spain: Editorial Mad, S. L.
- Tarigan, B. (2008). *Teaching English Grammar Communicatively in an Indonesia University*. Unpublished M. A. Dissertation. University of Sumatera Utara.
- Thornbury, S. (1999). *How to Teach Grammar*. London: Longman.

- Ur, P. (2009). *Teaching Grammar: Research, Theory, and Practice*. [online]. University of Vienna. Available at: www.etai.org.il/handouts/Rehovot/TeachingGrammar_Penny_10
- Ur, P. (1988). *Grammar Practice Activities: A practical Guide for Teachers*. Cambridge: Cambridge University Press.
- Ur, P. (1996). *A course in language Teaching: Practice and Theory*. Cambridge: Cambridge University Press
- Vavra, E. (2003). "Grammar is Back, but When We Will Start Cooking?" [online]. *The English Journal* 92/3: 86-89. Available at: www.jstor.org/pss/822465
- Wang, F. (2010). "The Necessity of Grammar Teaching". [online]. *English Language Teaching* 3/2: 78-81. Available at: <http://www.ccsenet.org/journal/index.php/elt/article/view/6241>
- Widdowson, H. (1990). *Aspects of Language Teaching*. Oxford: Oxford University Press.
- Widodo, H. (2006). "Approaches and Procedures for Teaching Grammar". [online]. *English Teaching: Practice and Critique* 5/1:122-141. Available at: <http://edlinked.soe.waikato.ac.nz/research/files/etpc/files/2006v5n1nar1.pdf>
- Woods, E. (1995). *Introducing Grammar*. London: Penguin.
- Wright, A. (1989). *Picture for Language Learning*. Cambridge: Cambridge University Press.
- Xiao-Xia, Q. (2006). "Form – focused Instruction in a Communicative Language Classroom". [online]. *Sino – US English Teaching* 3/12: 21-27. Available at: www.linguist.org.cn/doc/su200612/su20061204.pdf
- Yim, K. (1998). "The Role of Grammar Instruction in an ESL Program". [online]. *ERIC Digest* Document No. ED432137. Available at: http://www.eric.ed.gov/ERICWebPortal/search/detailmini.jsp?_nfpb=true&_ERICEstSearch_SearchValue_0=ED432137&ERICEstSearch_SearchType_0=no&accno=ED432137
- Zain, S. (2007). *Teaching of Grammar: teachers' Beliefs, Instructional Contexts and Practices*. Unpublished M.A Dissertation. University of Sains Malaysia.

Appendices

Appendix (1)
Consultation Form of an Observation Card

Dear instructors, supervisors and colleagues,

The researcher Asma El Tanani is carrying out an experimental study entitled " Teaching Grammar Communicatively for Sixth Graders in Gaza Strip: A Suggested Framework ", as a partial requirement for M. A degree.

The study seeks to identify the existing grammar teaching techniques used to teach grammar to sixth graders.

The study also aims to offer a suggested framework for teaching grammar communicatively for sixth graders in Gaza Strip. The observation card will be used to find out whether English language teachers follow communicative grammar teaching procedures while teaching sixth graders or not.

You are kindly asked to examine and referee the attached observation card, and I would be so grateful for your comments on its suitability, relevance, linguistic correctness and the importance of each procedure.

Comments will be taken into consideration when processing this tool.

Yours,
Asma El Tanani

Jury' name
.....

Thank you for cooperation

Observation Card

Aim

To investigate the existing grammar teaching techniques used to teach grammar to sixth graders and find out whether English language teachers follow communicative grammar teaching procedures while teaching sixth graders or not.

Construction of the Card

The observation card includes the strategies, techniques, and procedures that should be incorporated while teaching grammar communicatively. It contains the three stages of teaching communicative grammar: (1) presentation stage; (2) practice stage; and (3) production stage that Palestinian English language teacher of sixth graders should apply.

These stages have been developed in the light of how related literature has represented the strategies, techniques and procedures that English language teacher should implement, as well as the pedagogy of teaching grammar in the light of communicative language teaching.

Scope

The stages are limited to those, which can be observed in classroom during the teaching of grammar lessons within the scholastic year (2009/2010).

In the three stages (presentation, practice, and production), the teacher is expected to follow certain procedures to teach grammar communicatively.

Items	1	2	3	4	5
<p>1) <u>Presentation Stage:</u></p> <ol style="list-style-type: none"> 1. The teacher creates a situation or a context in which s/he presents the structure communicatively and meaningfully. 2. The teacher uses appropriate visual aids to present the target structure. 3. The teacher calls students' attention to the function of the new target structure. 4. The teacher presents the target structure clearly and naturally. 5. The teacher models the language items properly. 6. The teacher uses techniques that are appropriate to students' level of proficiency. 7. The teacher concentrates on the meaning, form, and use of the target structure. 8. The teacher avoids using meta-language. <p>2) <u>Practice Stage:</u></p> <ol style="list-style-type: none"> 1. The teacher gives students intensive practice for the meaning, use, and form of the structure. 2. The teacher gives students sufficient meaningful guided practice of the new structure. 3. The teacher uses a variety of teaching techniques (such as repetition drills, transformation, substitution questions, explanation, situational, meaningful, and functional ones). 4. The teacher uses various interaction modes (individual work, pair work, group work and the whole group). 5. The teacher varies activity type (songs, games, stories or alike). 6. The teacher provides opportunities for learners to develop both accuracy and fluency. 7. The teacher offers help to the students when being asked. 					

<p>3) <u>Production Stage:</u></p> <ol style="list-style-type: none"> 1. The teacher offers students appropriate opportunities for meaningful and free use of the new structure. 2. The teacher uses varieties of activities as songs, games, problem solving, and pictures. 3. The teacher encourages the students to personalize the new structure. 4. The teacher provides all students with the opportunity to participate, write and speak. 5. The teacher avoids interrupting the flow of communication through students' interaction. 6. The teacher provides correction when it is required by students for effective communication. 7. The teacher helps the students to elicit the grammatical rules by themselves. 				
---	--	--	--	--

(1) V.good (2) good (3) moderate (4) weak (5) very weak.

Appendix (2)
Consultation Form of an Attitude Scale

Dear instructors, supervisors and colleagues,

The researcher Asma El Tanani is carrying out an experimental study entitled " Teaching Grammar Communicatively for Sixth Graders in Gaza Strip: A Suggested Framework", as a partial requirement for M. A degree.

The study seeks to identify the existing grammar teaching techniques used to teach grammar to sixth graders.

The study also aims to offer a suggested framework for teaching grammar communicatively for sixth graders in Gaza Strip. The attitude scale intends to investigate the attitudes of sixth grade students toward the affective and the linguistic benefits of the communicative method while learning English grammar.

You are kindly asked to examine and referee the attached attitude scale, and I would be so grateful for your comments on its suitability, relevance, and linguistic correctness.

Comments will be taken into consideration when processing this tool.

Yours,

Asma El Tanani

Jury's name

.....

Thank you for cooperation

Attitude Scale

Objective

This scale intends to investigate the attitudes of sixth grade students toward the affective and the linguistic benefits of the communicative approach while learning English grammar.

Limitation

This scale is distributed to the experimental group who are taught grammar communicatively.

Dear students

To make this questionnaire a success, you are requested to think carefully and then fill in the scale accurately.

Please answer as directed by the instructions. Do not put your name, as personal data will be kept confidential.

Please indicate by circling one of the five numbers:

- (1) strongly agree
- (2) agree
- (3) do not know
- (4) disagree
- (5) strongly disagree

Please put a circle around the number which represents your best choice.

Thank you very much for your cooperation.

Attitude Scale

Items	1	2	3	4	5
<p><u>Affective benefits:</u></p> <ol style="list-style-type: none"> 1. The communicative grammar teaching method arouses my interest to use the target structure outside and inside the class. 2. It increases my motivation to learn English language. 3. It presents the target structure in a comprehensible, meaningful and an attractive way. 4. It contains a variety of exciting and encouraging activities as songs and games. 5. It reduces my anxiety when talking in English. 6. I feel that time passes quickly when learning English grammar. 7. I like to participate in every class activity. 					
<p><u>Linguistic Benefits:</u></p> <ol style="list-style-type: none"> 1. It provides me with enough communicative practice of the target structure. 2. It provides me with examples and explanations of how to use the structure in different situations. 3. It increases my ability to speak in English more fluently. 4. The method helps me to understand when I should use the structure in my real life context. 					

- (1) strongly agree (2) agree (3) do not know (4) disagree (5) strongly disagree

Appendix (3)
Consultation Form of a Test

Dear instructors, supervisors and colleagues,

The researcher Asma El Tanani is carrying out an experimental study entitled " Teaching Grammar Communicatively for Sixth Graders in Gaza Strip: A Suggested Framework ", as a partial requirement for M.A degree.

The study seeks to identify the existing grammar teaching techniques used to teach grammar to sixth graders.

The study also aims to offer a suggested framework for teaching grammar communicatively for sixth graders in Gaza Strip. The test is used to measure the effectiveness of the suggested framework on sixth graders' performance to use grammar in context.

You are kindly asked to examine and referee the attached test, and I would be so grateful for your comments on its suitability, relevance, linguistic correctness and the importance of each procedure.

Comments will be taken into consideration when processing this tool.

Yours,
Asma El Tanani

Jury's name
.....

Thank you for cooperation

Test

Objective

This test intends to measure the effectiveness of the suggested framework on sixth graders' performance to use grammar in context.

Procedures of conducting the test

1. After conducting the suggested framework for sixth grade to teach grammar communicatively, an experiment is conducted to teach sixth graders three grammatical structures (present perfect, past continuous and tag question) communicatively in three teaching periods.
2. In order to measure the effectiveness of the suggested framework on sixth graders' performance to use grammar in context, a test is designed.
3. This test is distributed after the three teaching periods in order to measure the students' performance to use the three grammatical structures (present perfect, past continuous and tag question) in context.

Scope:

- This test is distributed to the experimental group who is taught grammar communicatively and to the control group who is taught grammar traditionally.
- This test measures the students' performance to use just three grammatical structures (present perfect, past continuous and tag question) in context.

In the Name of Allah
Communicative Grammar Test for Sixth Grade
(20010-2011)

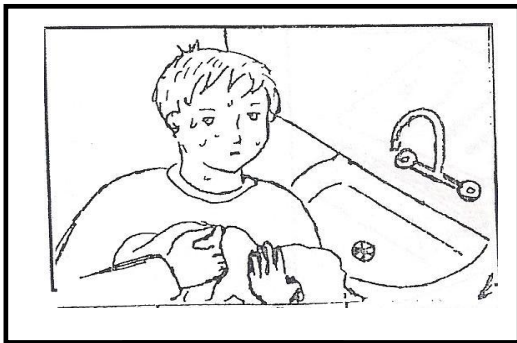
Question One:

- **Say what has just happened?**



brush

She _____ her hair.



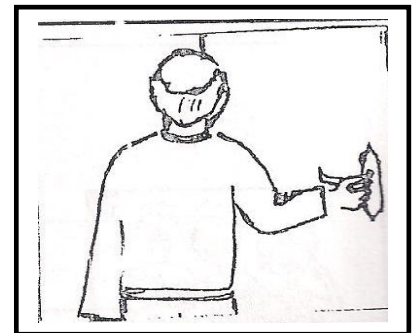
wash

He _____ his face.

Read then complete:

1. Your father left home five minutes ago. His friend came to ask about him. Your mother said to him:

He _____ (left) home.



2. The kitchen was dirty. You said "after watching football, I will clean it" then you go to clean it.

You said Oh! It became clean ,you asked "who did that?" I saw it dirty. You mother said to you:

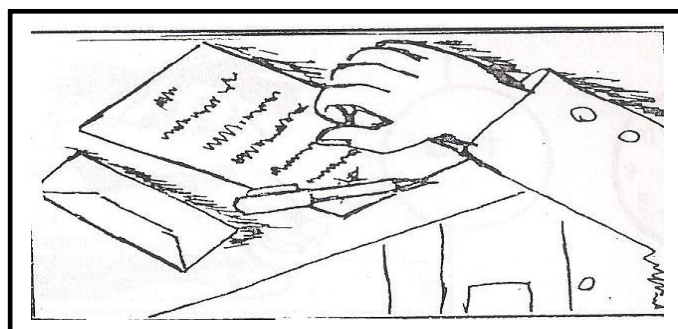
I _____ (clean) the kitchen.

Question Two :

- Look at the picture , then answer the following question:



Has she finished her homework yet?



Has he written the letter yet?

Question Three :

- Complete the following dialogue:

Ali: It's a beautiful day, isn't _____?

Saed: You run here every day, don't _____?

Ali: It is a great exercise _____ it?.

Saed: Look at the boy! He is running fast _____

Ali: All people here look healthy don't _____

Saed: They don't talk too much when they run _____ you?

Ali: This race is fun _____?

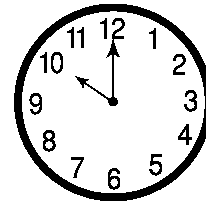


Question Four:

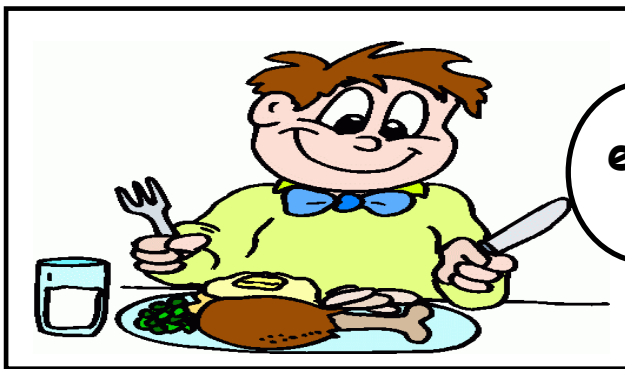
- Look at the pictures below, then complete the following sentences:



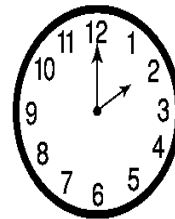
play



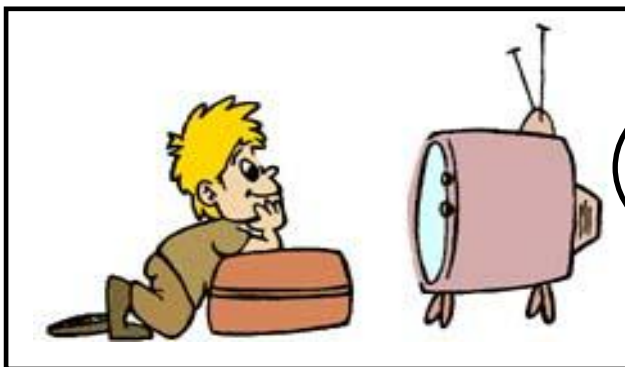
1. At ten o'clock ,Basim football yesterday.



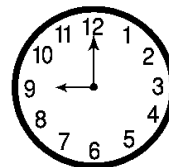
eat



2. At.....o'clock, hehis lunch yesterday.



watch



3. At.....o'clock ,he T.V yesterday.

Question Five:

Using these verbs (wash dishes- do homework- sleep-eat),
answer the following questions:

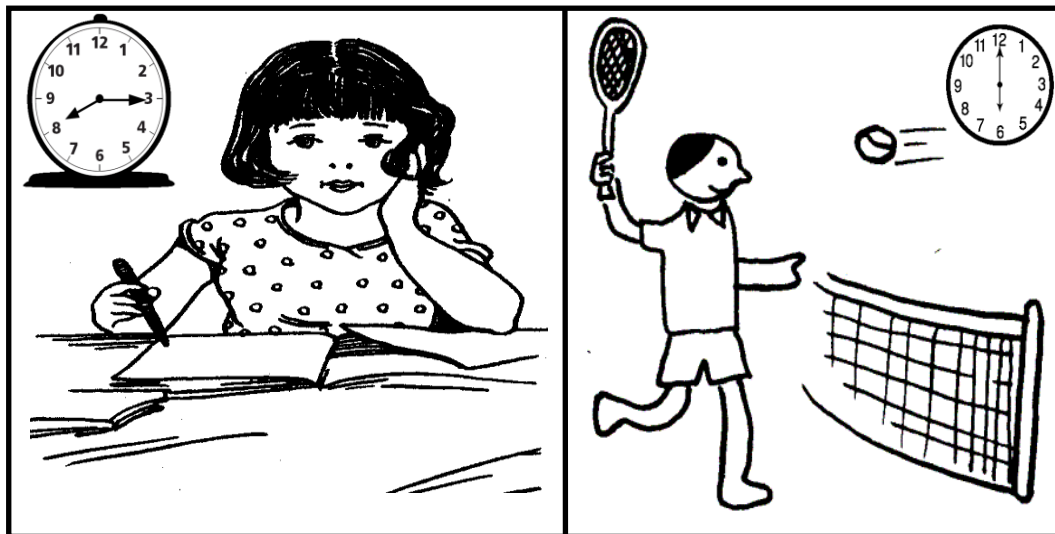
"Ahmed was reading a book last night at seven o'clock".

What were you doing last night at seven o'clock?

What was your mother doing last night at seven o'clock?

Question Six:

"This is what Heba and Omar were doing yesterday at home":



• Answer the following questions :

1. Was Omar playing football at six o'clock?

.....

2. Was Heba sleeping at quarter past eight?

.....

Appendix(4)

The List of Juries

1. Dr. Akram Habib PhD. in TEFL The Islamic University
2. Dr. Awad Keshta PhD. in TEFL The Islamic University
3. Mr. Maher Sharaf B. A. in English Supervisor at UNRWA Schools
4. Mr. Mohammed Atteya Abd Al Raheem PhD. in TEFL Al-Aqsa University
5. Mr. Basel Skaik PhD. in TEFL Al Azhar University
6. Mr. Assad Abu Sharekh PhD. in TEFL Al Azhar University
7. Mrs. Rana Al Najjar M.A. Student A teacher of English Language
8. Mr. Akram Abo Ouda M.A in TEFL Assistant Teacher in UNRWA
school
9. Mrs. Naimaa Ali M.A. in TEFL A teacher of English Language
10. Mrs. Hadeel AShour M.A. in TEFL A teacher of English Language
11. Mr. Haider Abu-Shaweesh B.A. in English Supervisor in Governmental
School

Appendix(5)
Permission for Applying the Study

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

 **الجامعة الإسلامية - غزة**
The Islamic University - Gaza

هاتف داخلي: 1150

عمادة الدراسات العليا
ج من ع/35
الرقم: Ref 2009/10/19
التاريخ: Date

الأخ الدكتور/ رئيس برنامج التربية والتعليم بوكالة الغوث
حفظه الله،
السلام عليكم ورحمة الله وبركاته.

الموضوع / تسجيل معمة طالبة ماجستير

تهديكم عمادة الدراسات العليا أعطر تحياتها، وترجو من سيادتكم التكرم بتسهيل مهمة الطالبة/ أسماء أحمد علي الطناني، برقم جامعي 2007/0202 المسجلة في برنامج الماجستير بكلية التربية تخصص المناهج وطرق تدريس/ اللغة الإنجليزية، وذلك بهدف الحصول على إحصائية بعدد المدرسين والطلبة في الصف السادس الأساسي بالمدارس التابعة للوكالة في محافظتي غزة والشمال، وتطبيق الإطار النظري وعمل دراسة استطلاعية والحصول على المعلومات التي تساعد في إعدادها والمعونة:

" Teaching Grammar Contextually for sixth Graders at Gaza Strip:
A suggested Framework"

والله ولي التوفيق،،،

عمادة الدراسات العليا

د. زياد إبراهيم

لا مانع من تسجيل معمة طالبة ماجستير
بما لا يضر عملة الطلاب

للسيد سوسنة مسودة غزوة المحترم
صورة الورقة
غزوة غزوة المحترم
الموضوع: سائبة الجاهلية
لا مانع من تسجيل معمة طالبة ماجستير

ص.ب. 108 الرمال، غزة، فلسطين هاتف 286 0700 (8) +970 (1) فاكس 286 0800 (8) +970
public@iugaza.edu.ps www.iugaza.edu.ps

Appendix(6)

Grammar Lessons in *English for Palestine Grade 6*

Unit 1 Lesson 2

1 Ask and answer.

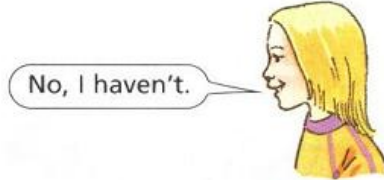
FIND SOMEONE WHO ...

- a ... has swum in the Dead Sea.
- b ... has been to another country.
- c ... has never seen an elephant.
- d ... has eaten *musakhan*.
- e ... has had an accident.
- f ... has never been in hospital.

Names



Have you ever swum in the Dead Sea?



No, I haven't.



Yes, I have.

2 Tell the class.



Rania has swum in the Dead Sea.

3 Write six sentences.

ʔhada has never been to another country.

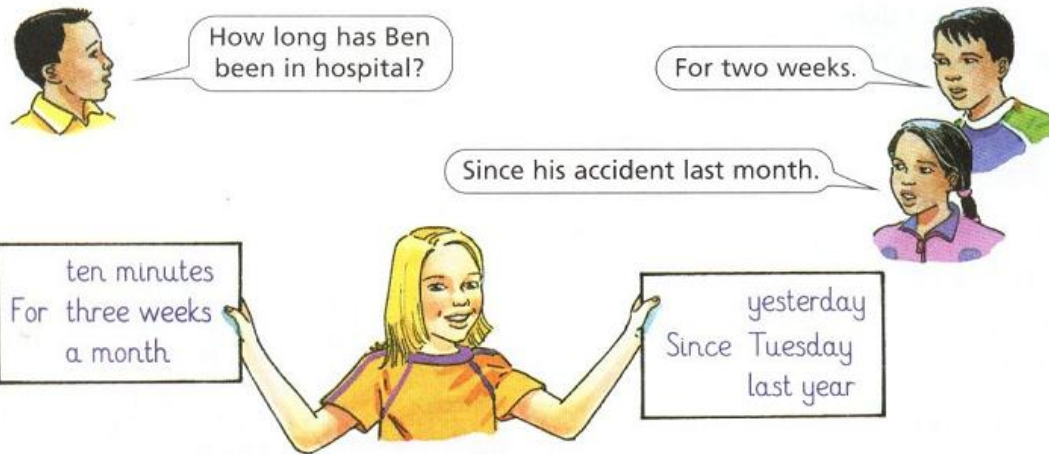
Can you answer these questions?

What comes down but never goes up?

What goes up but never comes down?

Unit 2 Lesson 2

1 Look.



2 Complete the sentences.



- a Ben is in hospital. He has been in hospital for two weeks.
- b Saleem is a pilot. He _____ a pilot since 2001.
- c Omar is a volleyball player. He _____ volleyball for three years.
- d Rania lives in Ramallah. She _____ in Ramallah for eight years.
- e Fadi has a computer. He _____ a computer since last year.
- f Rania has a **headache**. She _____ a headache since this morning.

3 Make questions about the pictures. Use *How long?*

How long has Saleem been a pilot?

4 Ask and answer about the pictures.

How long has Omar played volleyball? For three years.

Unit 4 Lesson 2

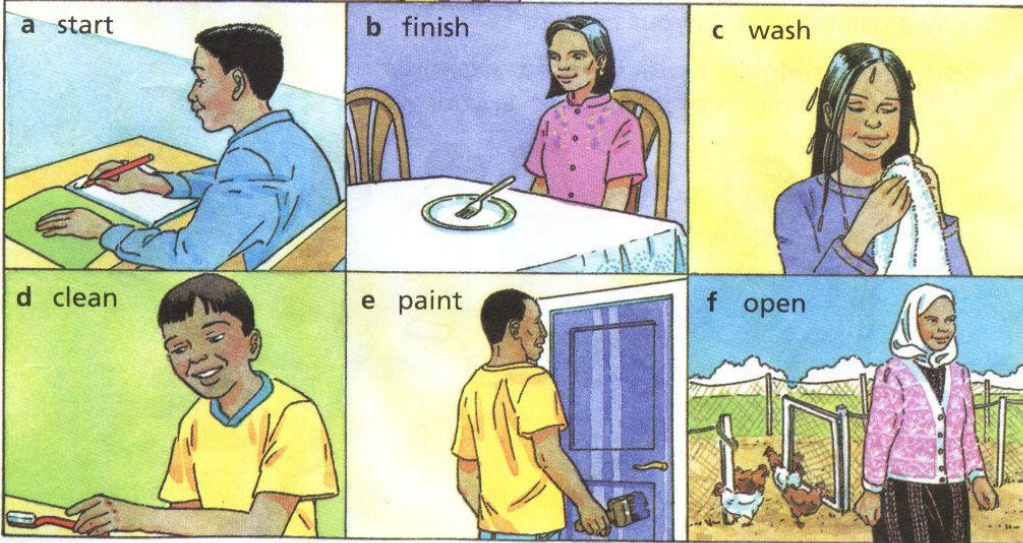
1 Play the game *What have you changed?*



2 Make sentences. Say what has just happened.



What has happened?
She has just finished her homework.



3 Ask questions about the pictures.

Has she finished her homework yet? Yes, she has.

Unit 5 Lesson 2

1 Play a game. Listen to your teacher.



2 Match. Tell the story.

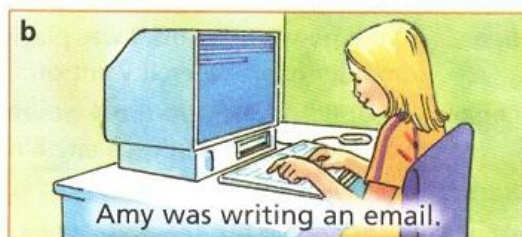
He fell badly and broke his ankle.

He jumped to head the ball.

Ben was playing football.



3 Look. This is what the children were doing last night at seven o'clock.



4 Ask and answer.

What was Ben doing?

He was listening to music.

Unit 6 Lesson 2

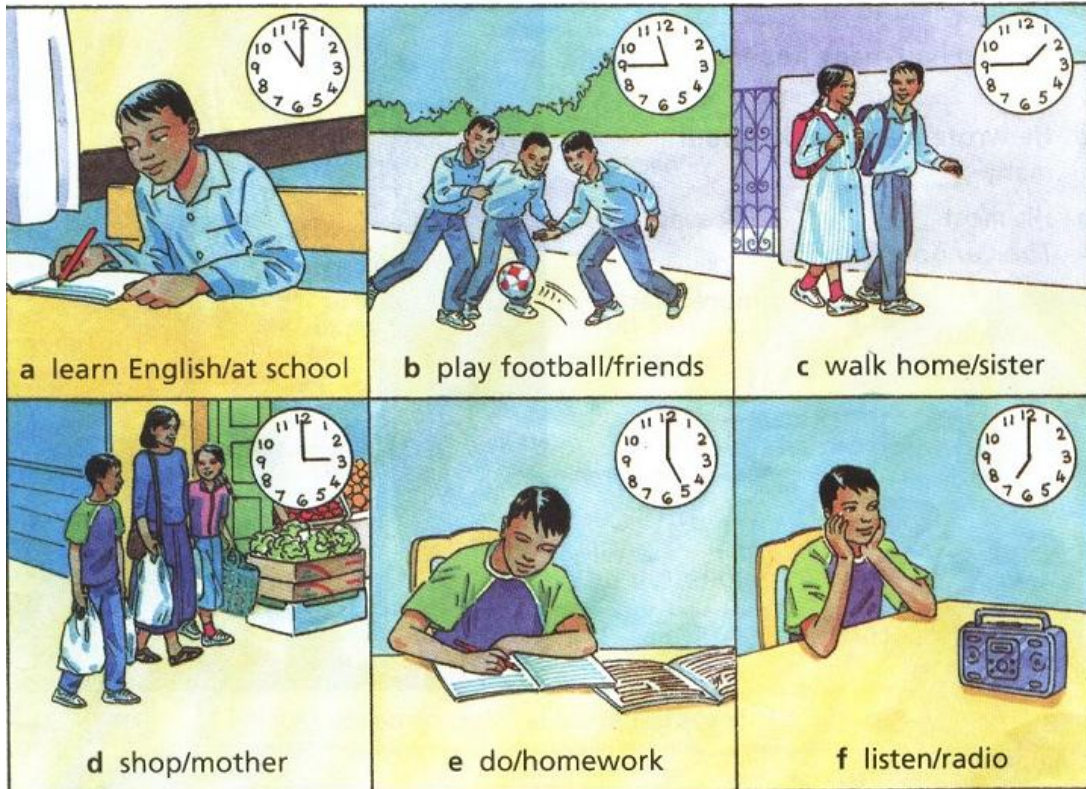
1 Ask and answer.

What were you doing last night at seven o'clock?

I was riding my bike.



2 Look. This was what Omar was doing yesterday.



3 Ask and answer.

What was Omar doing at eleven o'clock?

He was learning English at school.

4 Write six sentences about the pictures.

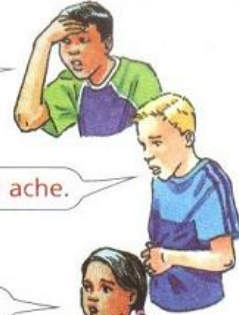
At quarter to twelve Omar was playing football with his friends.

Unit 7 Lesson 2

1 Read and repeat.



I've got a headache.



I've got a stomach ache.

I've got a pain in my chest.



2 Act out.



We use **ache** with five parts of the body:
 headache toothache earache
 backache stomach ache.
 We use **pain** with other parts of the body:
 I've got a pain in my leg.



What's the matter?

I've got a toothache.



3 Point and say. What's the matter with them?

He's got a cough. She's got a fever. He's got a cold. She's sneezing.



Unit 8 Lesson 2

1 Listen and read.



2 Listen and repeat.

Patient: Good morning, doctor.

Doctor: Good morning, Sameer. What's the matter with you?

Patient: I've got a pain in my shoulder.

Doctor: What happened?

Patient: I fell when I was climbing a tree.

Doctor: Let me have a look.

Now make a dialogue between a doctor and a patient.



3 Act out.



Unit 9 Lesson 2

1 Look.



2 Think and write.

Choose a good friend in the class. Write three **facts** about your friend.

Age?: _____

From?: _____

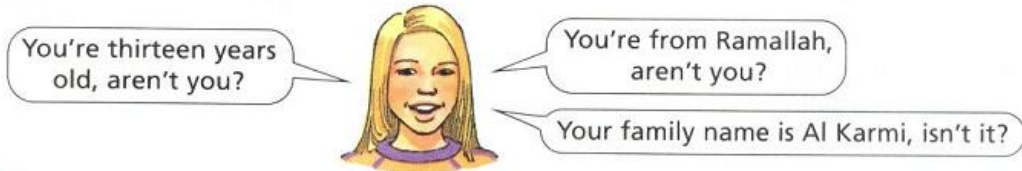
Family name?: _____

Look, I wrote about Rania.



3 Ask and answer.

Check your facts with your friend.



4 Play the Yes/No game.



39

Unit 10 Lesson 2

1 Listen and repeat.



We use these types of questions when we think we know the answer. We use them in speaking but not usually in writing.

2 Match, listen and say.

A	B
You're not well,	is it?
They aren't here yet,	isn't it?
That's not your chair,	aren't you?
That's your mother,	are you?
She isn't your sister,	are they?
You are going to help me,	is she?

You're not well,

are you?

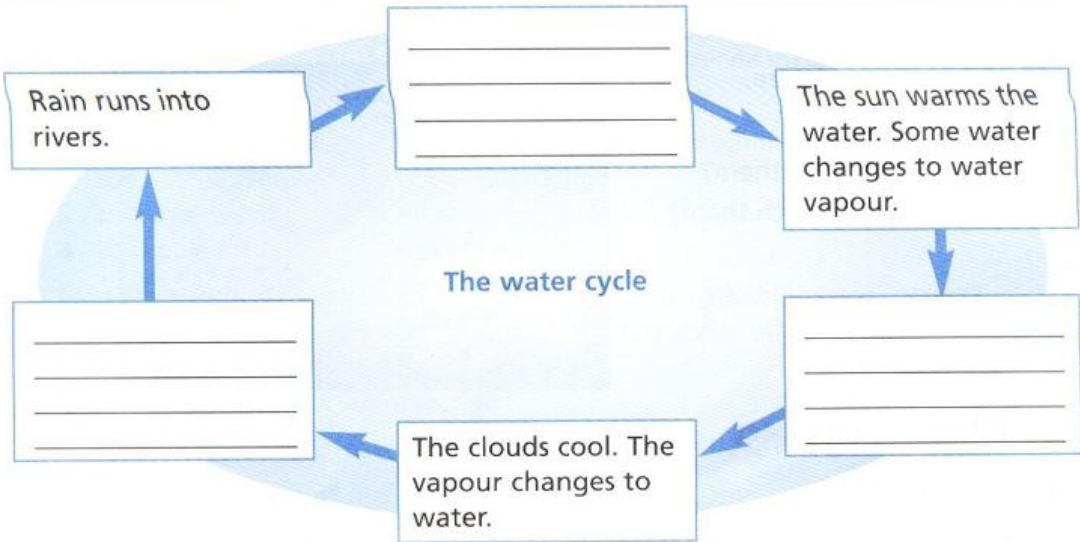
3 Complete the questions.

- a Your brother can't drive, _____ No, he can't.
- b We mustn't be late home, _____ No, we mustn't.
- c We will see you tomorrow, _____ Yes, you will.
- d You have finished your work, _____ Yes, I have.
- e You can come to my party, _____ Yes, of course I can.

Unit 11 Lesson 2

1 Complete the diagram.

Rain falls. The water vapour rises and makes clouds. Rivers run into the sea.



2 Look and order.

This is how English people make tea.

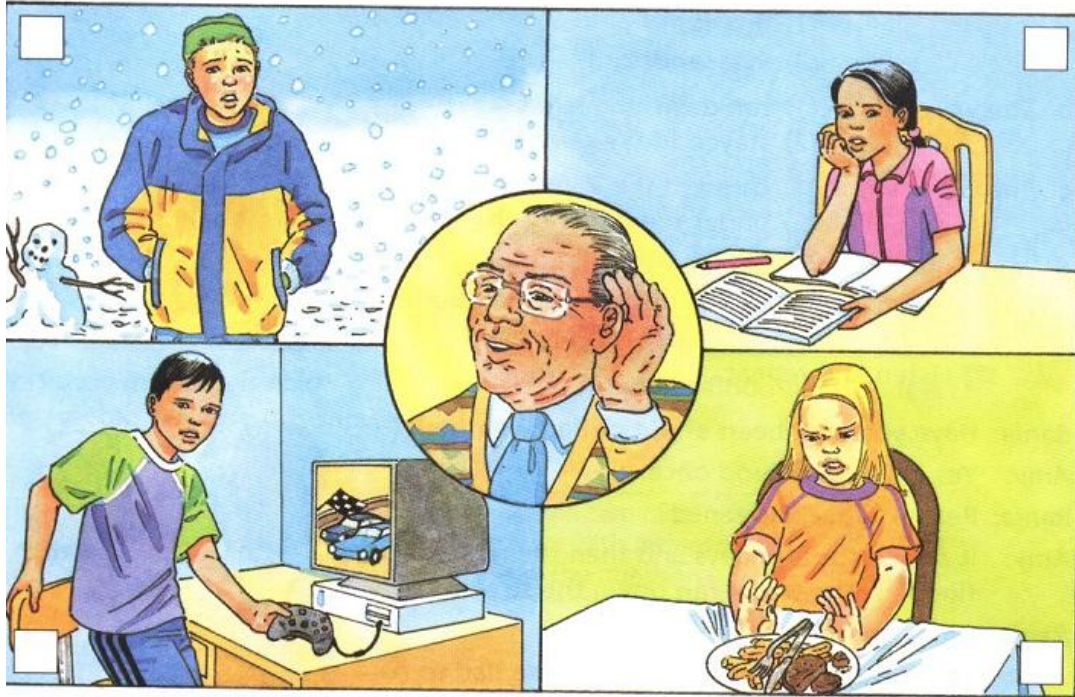


Number the sentences in the correct order.

- ___ Leave for three minutes.
- ___ Put tea into a teapot.
- ___ Put some milk into a cup.
- ___ Boil water in a kettle.
- ___ Pour tea into cup. (Add a little sugar, if you like.)
- ___ Add boiling water to teapot.

Unit 13 Lesson 2

1 Look and say. What do you think the children are saying?



2 Match and say. Match the complaints below to the pictures above.

- Ⓐ The weather is awful. It's terribly cold.
- Ⓑ This food is terrible. I can't eat it.
- Ⓒ This homework is difficult. I can't do it.
- Ⓓ This game is boring. I don't like it.

3 Complete and act out.



Ben says the weather is awful. He's terribly cold.

Rania says the homework _____.
She _____.

Omar _____.
He _____.

Amy _____.
She _____.

55

Unit 14 Lesson 2

1 Listen and say.



2 Ask and answer.

Note your friend's answers.

Name of friend: _____	Answers
a Have you ever seen a tornado?	_____
b Do you like storms?	_____
c Do you like snow?	_____
d Do you prefer very hot or very cold weather?	_____
e Do you prefer very dry or very wet weather?	_____

3 Speak.

Report what your friend said.

Ghada said she's never seen a tornado.

She said she likes storms.

Did you know ...?

Tornadoes kill about 75 people a year.

Most tornadoes occur in the USA – about 1,200 tornadoes a year.

Unit 15 Lesson 2

1 Look.



Which is wetter in February, Jerusalem or London?

Jerusalem is wetter than London.



London is not as wet as Jerusalem.



These two answers mean the same thing.



2 Ask and answer. Use the information on page 62.

Which is	wetter drier warmer cooler	in _____, Jerusalem or London?
----------	-------------------------------------	--------------------------------

Give two answers to each question.

3 Look and answer.

Find some months with the same rainfall.

June is as dry as September in Jerusalem.

March is as wet as May in London.



We use *as ... as* to say two things are the same.

4 Talk about three friends.

Othman is taller than Sameer.

Othman is not as tall as Jamal.

Jamal is the tallest.

Unit 16 Lesson 2

1 Read and say.

The four seasons don't listen to each other.

ly sunshine ripens the fruit.	What did Summer say?	He said _____ sunshine ripens _____.
My rain brings life.	What did Winter say?	He said _____.
I am the season of warmth, colour and loveliness.	What did Spring say?	_____.

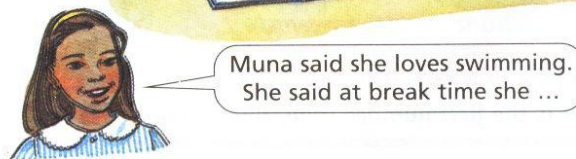
2 Think and note.

Note one thing you love to do a lot.
 you do at school break time.
 you often do after school.

3 Tell and note.

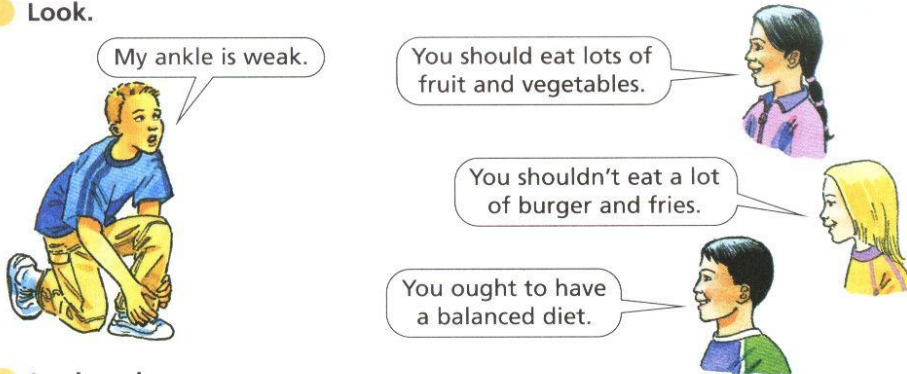


4 Report.



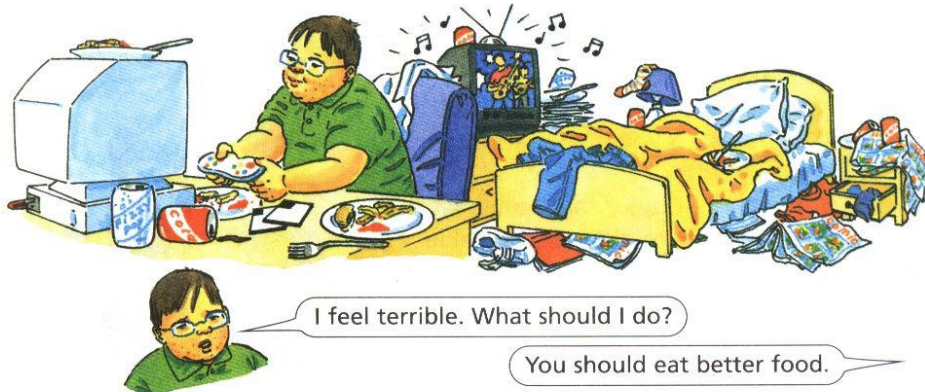
Unit 17 Lesson 2

1 Look.



2 Look and say.

Give **advice** to help Bill. Use *should*, *shouldn't*, *ought to* or *oughtn't to*.



3 Make sentences. Work in pairs.

Student A: Read the first half of the sentence.

Student B: Complete the sentence.

Student A

When you are ill,
 When it is cold,
 When you are tired,
 When a teacher is talking,
 When you are thirsty,
 On school days,

Student B

you should	drink.
you shouldn't	talk.
you ought to	wear warm clothes.
you oughtn't to	get up late.
	see a doctor.
	go to bed early.

Unit 18 Lesson 2

1 Look and say.

Tell a friend the rules for good health. Use *have to*.

Rules for good health

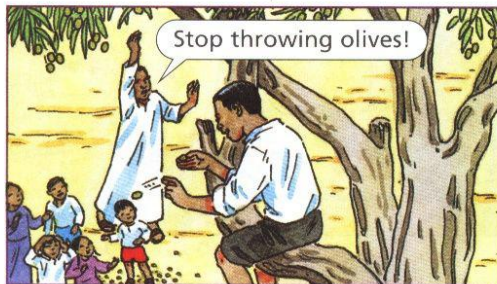
Eat a balanced diet.
 Eat some fruit and vegetables every day.
 Do some **exercise** every day.
 Get **enough** sleep.
 Keep clean.

When we talk about rules or something very important to do, we use *must* or *have to*. They have the same meaning.



2 Look, say and write.

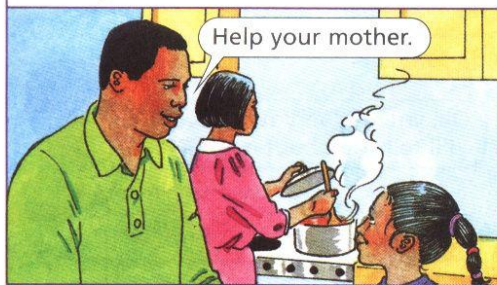
Give two answers. Use *must* and *have to*.



The boy must stop throwing olives.
 The boy



The children
 The children have to be quiet.



She
 She



The boys
 The boys

Unit 19 Lesson 2

1 Match.

I'd like to cook well.

I wish I could eat omelette every day.

I wish I was stronger.

I want to learn to write Arabic.



2 Look and say.

Hello. What is your **desire**? I can make three wishes come true. What are your three wishes?



3 Think and say.

Think of three things you'd like to do when you are older.



I'd like to fly a plane.



I'd like to swim underwater.

I'd like to play the guitar.



Unit 20 Lesson 2

1 Discuss.

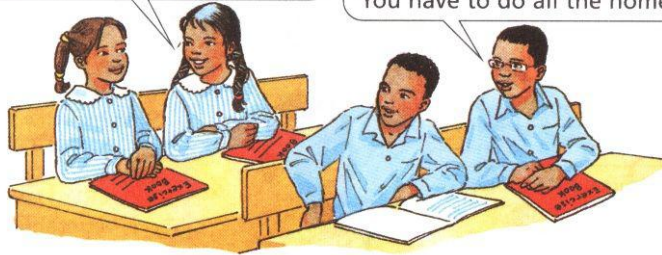
A new student is starting in your class. She is Palestinian but she was born in the USA. She needs help.

What advice can you give her? What rules should she know?

Work in groups. Use *must(n't)*, *have to*, *should(n't)*, *ought(n't)* to or *can('t)*.

You should ask the teacher for help.

You have to do all the homework.



2 Report.

Tell the class what your group has decided.

3 Play a game of *noughts (O)* and *crosses (X)*.

must	can	ought to
shouldn't	should	have to
mustn't	might	may

Did you know ...?

People in *Japan* eat a lot of uncooked fish. Perhaps this is why there are more very old people in Japan than in any other country. One fisherman was 120 years old when he died.

Unit 21 Lesson 2

1 Complete and say. Work in pairs.

A: I think that **electricity** was the most important invention.

B: I don't agree, I think ...



A: In my opinion, _____ was the most important invention.

B: Yes, I agree.



A: What about the car engine? It is used everywhere.

B: That's true, but I think ...



2 Discuss. Work in groups.

What was the most important invention?
Give your opinions. Agree and disagree.

In my opinion, ...



wheel



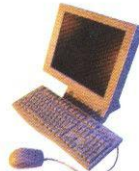
light bulb

That's right.

I believe ...



telephone



computer

That's true.



plane

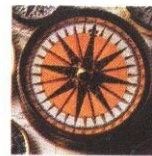
I think ...



paper



engine



compass

I agree.



telescope



radio

What about ... ?

Perhaps, but ...

No, I don't agree. I think ...

Unit 22 Lesson 2

1 Make sentences. Use *want* and *hope*.

Ibn Firnas wanted to fly like a bird.



I want to stay in Palestine but I can't.



I hope to be a pilot when I'm older.



I hope to see Omar in England one day.



2 Ask and answer.



What do you enjoy doing?

I enjoy reading.



I enjoy playing basketball.



3 Say and write.

What do you *love* and *hate* doing?



I love swimming in the sea.

I hate getting up early.

I love to play tennis.

I hate to get up early.



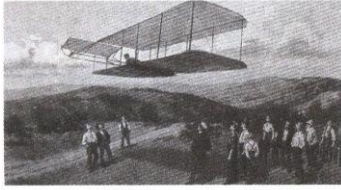
swim in the sea	run up hills	watch TV	clean the kitchen
listen to music	play football	dance	get up early
play tennis	wait in the rain	go to bed	do homework

Can you answer this question?

Hassan Halwani and his wife have six daughters. Each daughter has one brother. How many people are there in the family?

Unit 23 Lesson 2

1 Look.



Orville Wright **took off** for his first flight on 17 December 1903.

Some verbs have more than one word, for example, *take off, turn on, go back.*



2 Match.

- | | |
|----------------------|-------------------------------------|
| a I can't see. | Get up quickly. |
| b It's late. | I'm going to take off my new shoes. |
| c We can't hear. | Turn up the radio, please. |
| d It's cold outside. | I need to put on a coat. |
| e My feet hurt. | Please turn on the light. |

3 Complete.

go back pick up look up turn down turn off



a It's very noisy. Please _____ your music a little.



b It's time for bed, please _____ the TV.



c Can you _____ my pencil, please? It's under your chair.



d Ben and Amy will _____ to England soon.



e Can I _____ this word in your dictionary? I don't know what it means.

Did you know ...?

Orville and Wilbur Wright called their plane 'Flyer'. Orville made the first flight on December 17, 1903. He flew about 36.5 metres in 12 seconds.

Unit 24 Lesson 2

1 Look and discuss.

Play the correction game. Ten sentences below are correct. Five are incorrect.

Have you ever been in a plane? *May is as wet as March in London.*

You have to get enough sleep to stay healthy. I enjoy to watch TV.

I'd like fly a plane when I'm older. His birthday is on 23rd June.

Ibn Firmas was trying to fly when he hurt his back.

Have you eaten yet? Amy says she want to be a pilot.

London is not as wetter as Jerusalem in October.

We ought to do our homework. I wish I was taller.

You should to eat more healthy food.

You're thirteen years old, isn't you?

Many people believe Amelia Earhart was the best woman pilot in history.

2 Correct the incorrect sentences.

I enjoy watching TV.

Appendix(7)

The Suggested Framework

Unit (1) Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Talk about their experiences.
2. Write about their friends experiences.
3. Use present perfect in real life context.

Key Structure:

- Have you ever
- Yes, I have / No, I haven't.

Key Vocabulary:

Musakhan.

Revised Vocabulary:

Waterfall - wrestled - sharks.

Key Function:

Talk about experiences.

Teaching Aids:

S. B. p (7) - W.B. p(7) - wall chart- pictures- cards-slides.

Headings	Sign	Procedures
Warming up	T/S	Plays a game with the class.
Revision	T	Ask Ss to think about their holidays and goes round the class, saying something about their holidays using simple past.
	T	Writes on the black board: [visited-saw-went-played]. Try to make sentences using these verbs.
Presentation	Ss	Asks personal questions.
	T	Shows a picture of the Dead Sea. Says: Have you ever swum in the Dead Sea? No No, I haven't. Repeat it.
<u>Pictures</u>		

<u>Personalization</u>		Shows a picture of Al Aqsa Mosque. Have you ever seen Al Aqsa Mosque? Yes.
Formative Evaluation	T S/S Ss Ss	T Yes, I have. Asks Qs using present perfect. *Have you ever been to London? Have you ever been to China? {Ask & Answer} S/S Says:- Have you ever swum in the Dead sea? Ss Answer in pairs. Ss In groups of four try to read the sentences in order to write a name for each one.
Summative Evaluation	T T S/S Ss	T Ask and answer in turns to write the names of the students. T Goes round helping & correcting. [Tell the class] S/S Tells the class. Ss *Rania has swim in the Dead sea. Tells the class from their list about their friends.
Homework	T T/S	T [Write Six Sentences] T/S Reads the sentences. Does one example with the class to write the correct sentences under their pictures.
Rounding up <u>Game</u>	Ss T	Ss Do it as a homework. T Goes round asking questions as a game using: 'Have you ever ...?' using helping pictures and miming.

Unit (2)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Use present perfect in meaningful context.
2. Differentiate between the uses of (since) and (for).

Key Structure:

Present perfect.

Key Vocabulary:

Headache-since-for.

Revised Vocabulary:

Hospital-accident-pilot-player-how long?

Key Function:

Talking about experiences.

Teaching Aids:

Cards-pictures-SS. P (11)-WB. p (7)- slides.

Headings	Sign	Procedures
Warming up	T	Greetings.
	C	Sing a song.
Revision	T	Revises the following words:- (hospital- accident-pilot-player-how long). S/G/C. Repeat.
	T	Presents the new vocabulary using miming and examples. C/G/S. Repeat.
	T	Asks:-
Presentation	T	Is Ben in hospital?
	SS	Answer (yes) How long has he been I hospital? He has been in hospital for two days.
<u>Personalization</u>	T	Do you live in Beit Hanoun?
	SS	Yes. You have lived in Beit Hanoun for ten years.
	T	Are you a student?
	SS	Yes. You have been a student since 2004.
	C	Repeat.

<u>Situation</u>	T	Creates this situation where there is a tourist who comes to Palestine talking about himself using the present perfect: I have been in Palestine for two weeks. I have lived in London since 1991.
Formative Evaluation		(Look)
	SS	Open their books p. (22).
	T	Reads the question.
	C	Answer.
Summative Evaluation	SS	Work in pairs to ask and answer. (Complete the sentences).
	T	Gives instructions.
	T	Discusses the six picture by asking several
	SS	questions. Work in groups to answer this question (Make questions).
	T	Gives instructions.
Homework	SS	Work in pairs to ask and answer about the picture using (how long). (Make sentences).
	T	Gives instructions.
Rounding up <u>Pictures</u>	T	Does one example to illustrate how we can make sentences using present perfect about the pictures.
	T	
	SS	Distributes pictures with helping verb cards. Ask questions using (How Long) about the pictures.

Unit (4)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Talk about recent past.
2. Use present perfect to describe recently happened actions.

Key Structure:

Present perfect.

Key Vocabulary:

cleaned

Revised Vocabulary:

Finish - open - play - close - wash - homework.

Key Function:

Describing recent actions.

Teaching Aids:

S.B. p(19) - W.B. p(15) - cards - pictures- slides.

Headings	Sign	Procedures
Warming up	T	Greets the class.
	T	Asks:- What's today? What's the date?
Revision	T	Asks some personal questions.
	T	Cheeks homework.
Presentation <u>Game</u>	T	Chooses one student to go out of the classroom.
	T	Tells the class to make one small change to the class.
Formative Evaluation	S	Come back into classroom and has to find out what has changed looking around and asking questions.
	T	Repeats with other students. [Make sentences]
	T	Carries out an action at front of the class.
<u>Context</u>	T	Tidies the desk in front of the class. Then saying:

		<p>— I've just tidied my desk. — I've just cleaned the board.</p> <p>Look at the first picture.</p>
	Ss	Read the verb.
	Ss	Reads the sentences.
	T	Discusses the picture with students.
	T	Elicits the sentences.
	Ss	Work in pairs to produce sentences.
	S/S	{Ask questions about pictures}
	T	Asks: Has Heba finished her homework yet?
	Ss	Ask more questions.
		{Complete}
	T	Gives instructions.
	Ss	Do the first 3 sentences in class.
		Do the other 3 sentences at home.
	Ss	Shows two pictures for the same house.
	T	In picture (2) there are some changes.
	T	Asks Ss to say the changes in the two pictures.
		- <i>she has cleaned the chair.</i>
		- <i>she has washed the windows.</i>
	Ss	Work in groups.
Summative Evaluation		
Homework		
Rounding up		
		<u>Game+</u>
		<u>Pictures</u>

Unit (5)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Talk about past actions.

Key Structure:

Past continuous.

Key Vocabulary:

Head.

Revised Vocabulary:

Playing - shopping - listening - writing - watching.

Key Function:

Describing past continuous actions.

Teaching Aids:

S.B. p(23) - cards - pictures - slides.

Headings	Sign	Procedures
Warming up	T/C	Play a miming game. {Window..Window.. Open wide}
Revision	T T	Cheeks homework Asks about past actions. - What did you do yesterday? - Did you visit your uncle?
Presentation <u>Context</u>	T-S T-S	Play a game Come here and mime. Clean the board. Write a letter.
	T S1 S2	Asks: What was she doing? *she was cleaning the board. *She was writing a letter.
<u>Video</u>	T T	Shows a video to the class. It describes what Jamila did yesterday from the morning to <i>afternoon and evening</i> . Watch the video. Asks: what was Jamila doing of six o'clock in the morning?

Formative Evaluation	T	Holding a helping card with the verb (sleep)
	C	Says: Jamila was sleeping.
	T	Repeat.
	Ss	Asks several questions.
	Ss	Answer using past continuous.
		{Match. Tell the story}
	T-S	Look at the pictures.
	Ss	Listen.
	Ss	Match the picture with the sentence to tell the story.
		{Look}
Summative Evaluation	T	Reads the introductory text.
	T	Reads.
	Ss	Look at the pictures.
	C	Repeat.
		{Ask & Answer}
Homework	T	Does an example with the whole class.
	T-S	Makes an open model with one student.
	S/S	In pairs ask and answer.
	T	Goes round helping and monitoring.
	Ss	Write 5 sentences describing what were they doing last night.

Unit (6)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Talk about past action in life situations.

Key Structure:

Past continuous.

Key Vocabulary:

Play - listen - walk - learn - sleep.

Revised Vocabulary:

Key Function:

Talking about past.

Teaching Aids:

S.B. p(27) - W.B. p(23) - pictures - cards.

Headings	Sign	Procedures
Warming up	C	Play a game.
Revision	T	Revises some verbs.
	T	Presents the vocabulary:- [learn-listen-play-walk-do-shop]. C/G/C. Repeat.
Presentation		Holds four pictures illustrating different actions , four students come in front of the class miming these actions while the teacher saying:
<u>Physical actions+ pictures</u>	T	*Yesterday at three o'clock Arwa was playing computer games. *Eman was sleeping. *Huda was eating her food.
	s/s	Mona was writing her homework. Repeat every sentence with the teacher. (Ask & Answer) Reads:- * <i>what were you doing last night at seven o'clock?</i> C Repeat. In pairs ask each other this question.

Formative Evaluation <u>Charts</u>		(Look)
	T	Gives instructions.
	Ss	Look at the pictures to say "What was Omar doing yesterday?"
	S/S	Work in groups to produce sentences using the past continuous about the chart.
Summative Evaluation		(Ask & Answer)
	T	Gives instructions.
	Ss	Does this with a model with good student.
	Ss	Work in pairs to ask questions about Omer.
		(Write six sentences)
	C	Try to write 6 sentences about the pictures using past continuous.
Homework		(Complete sentences)
	T	Gives instructions.
Rounding Up	T	Does the first model.
	SS	Do the fourth sentences.
	SS	Complete the sentences.
	SS	Do the last four sentences at home. Play this game. One student is a child. Another is a father. Another is a mother. The grandmother came to their house She said to them. I telephoned you many times. What were you doing at seven o'clock yesterday?
	Ss	Every student should answer using past continuous.

Unit (7)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Talk about illness describing pictures.

Key Structure:

I've got a.....

Key Vocabulary:

Stomachache - pain - cough - fever - cold - sneezing.

Revised Vocabulary:

Shoulder - leg - knee - I've got.

Key Function:

Expressing illness.

Teaching Aids:

S.B. p(31) - W.B. p(27) - flashcards- cards.

Headings	Sign	Procedures
Warming up	C	Sing "Head, shoulder" song.
	T	Cheeks homework.
Revision	T	Writes(26) words in random, each beginning with a different letter.
	T	Goes around the class asking students to say the words in alphabetical order.
	T	Revises the organs of the body. They have taken the day before and their jobs.
Presentation	S/S	Match words with the diagram.
	T	Presents the new words using gestures and pictures.
		C/G/S. Repeat.
	T	Says the word.
	Ss	Do the action.
<u>Drama</u> <u>(Role play)</u>		Says:- cough.
	T	Cough.
	Ss	Perform this play in front of the class. Two students are playing.
	C	Student 1: wants to go to the doctor

<p>Formative Evaluation</p>	<p>T</p>	<p>football. Student 2: is the doctor. Student 3: is the friend of student 1. Oh, no! help me. What's the matter. I've got a backache. Calls the ambulance. What's the matter. I've got a backache. What happened. He fill down while we were playing football. Let me have a look.</p>
<p>Pair work <u>Dialogues</u></p>	<p>T T T C T/S S/S</p>	<p>(Ask & Answer) Reads the text and explains which part has [ache-pain]. Holds up a picture saying:- *I've got a pain in my foot. Asks:- - What's the matter? Repeat. Does an "open model" with a good student. In pairs ask and answer. Reads the sentences at random.</p>
<p>Summative Evaluation Homework</p>	<p>T Ss T Ss</p>	<p>Point to the correct picture. (Complete) Tells Ss to look at the picture and complete the short dialogues. (Complete the sentences) Do this exercise at home.</p>

Unit (8)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Revise using past continuous correctly.

Key Structure:

What's the matter? /What happen?

Key Vocabulary:

patient

Revised Vocabulary:

Doctor - tree - pain - parts of body.

Teaching Aids:

SS.B. p(35) - W.B. p(31) - flashcards - cards - wall chart.

Headings	Sign	Procedures
Warming up	T/G	Greets the class
<u>Song</u>	C	Sing " parts of body song"
	T	Checks homework.
Revision	T	Revises the parts of the body with the students.
	T	Asks:-
		What were you doing at 4 o'clock yesterday?
Presentation	C	Ask and answer each other.
	T	Presents the new vocabulary patient. Using miming.
	Ss	C/G/S. Repeat.
	T	Open their books.
	T	Discusses the picture.
	T	Plays the cassette with books closed.
Pair work	S/S	Plays the cassette again with 'open books'
		In pairs ask and answer each other "What's the matter? " What happen?
		[Listen and Repeat]
	T	Plays the cassette.
	Ss	Listen and follow.
<u>Role play</u>		In pairs say the dialogue.
	S/S	Perform and act out the dialogue in pairs in

Summative Evaluation	S/S	front of the class. "Order and Write"
	T	Gives instructions.
	C	Re-arrange the dialogue .
Homework	T	Goes round helping and checking. [Write what happened]
	T	Gives instructions.
	Ss	Do this exercise at home.
Rounding up <u>Role play</u>		"Act out"
	Ss	Act out dialogue of their own.
	Ss	Work in pairs to act and perform it.

Unit (9)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Seek information.
2. Use question tag correctly.

Key Structure: Question tag.

Key Vocabulary:

Check - facts.

Revised Vocabulary:

Age - family - name - Palestinian.

Key Function:

Seeking and confirming information.

Teaching Aids:

LCD - SS. P (39) - W.B. p (35) - cards - slides - pictures - worksheet.

Headings	Sign	Procedures
Checking H.W	C	Play " Window...Window " game using who am I?
	Ss	
Revision	T	Listen and guess the word. Checks homework.
	T	Asks some personal questions: - What's your name? - How old are you? - Where are you from?

Presentation	Ss T	- What's your family name? - What's your father name? Answer the questions orally. Presents the new vocabulary using miming and examples. (check-facts). C/G/S. Repeat.
	<u>Drama</u> <u>(play)</u> C	Listen and watch to a play as a context for presenting the question tag. Writes some sentences using isn't it. Repeat them. Shows more sentences. Try to imitate and answer. Displays the worksheet for the Ss to answer the dialogue using the target structure.
Formative Evaluation	T C T Ss T	(Look) Open their books p. (39). Reads the sentences. Repeat after the teacher. [Complete]
Pair work	Ss T Ss	Gives instructions. Complete the information about their friends.
Summative Evaluation	T Ss	(Ask & Answer) Work in pairs to check the answers. {Complete}
Homework Rounding up	S/S	Gives instructions. Complete using a suitable answer. (Complete)
<u>Game</u>	T Ss Ss C	Do the other half at home. Play (The post man) game.

Unit (10)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Seek information using question tag correctly.

Key Structure:

Question tag.

Revised Vocabulary:

English-Palestinian-mother-sister-help.

Key Function:

Seeking information.

Teaching Aids:

SS. B. p (43) - wall chart - pictures - cards - slides - W. B. p (39).

Headings	Sign	Procedures
Checking	T-C	Greetings.
H.W	C	Play a clustering game.
Revision	T	Asks:- - How old are you? - What's your name? - Are you Canadian? - Are you a student?
Presentation	SS	Answer.
<u>Story</u>	S/S	Work in pairs to ask and answer each other.
<u>pictures</u>	T	Tells the class this story using pictures:- One day, Amal met her friend Mona at the market. She hasn't seen her since 2007. Mona was an Egyptian girl. They were happy to see each other. They went to eat lunch at the restaurant.
Formative	C	Listen.
	T	Asks:- Is Amal Palestinian? Yes. Amal is Palestinian, isn't she? Mona is Egyptian, isn't she? Yes.
	T	They were happy to see each other, weren't

Evaluation	SS	_____?
	T	Answer(they).
	SS	They are friends, _____?
Dialogues	SS	Answer (aren't they).
		(Listen and Repeat)
		Plays the cassette.
	T	Listen and follow.
	SS	Plays it again.
Group Work	T	Repeat and follow.
	SS	(Match and Say)
		Gives instructions.
	T	Work in groups to match each sentences with its correct question tag.
	C	(Complete and Say)
Summative Evaluation	T	Does the first one as an example.
	SS	Try to complete the dialogue using question tag.
	T	
Homework		Goes round helping and checking.
	SS	(Match) Do this exercise at home.

Unit (11)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Describe a process using present simple.

Key Structure:

Present simple tense.

Key Vocabulary:

Tea-teapot-pour-boil-kettle.

Revised Vocabulary:

Water- milk-put-sugar-cup.

Key Function:

Describing a process.

Teaching Aids:

Word cards-diagram-poster-realia-Ss. B. p (47)-support material.

Headings	Sign	Procedures
Warming Up	T-C	Greetings
	C	Sing a song.
Revision	T	Checks homework.
	T	Revises the key works of (water cycle) [vapour-clouds-changes-rain-rivers]. S/G/C. Repeat.
	T	Asks questions about the water cycle. Answer.
	SS	In groups act out the water cycle. Each group take one role to say. [Complete and Diagram]
	T	Gives instructions.
Presentation	SS	Complete the missing parts of the diagram.
	T	Presents the new vocabulary using miming, pictures and examples. [tea-teapot-pour-boil-kettle] C/G/S. Repeat.
<u>Context</u>	T	Asks:- - Do you like drinking tea?
	SS	Yes, I do. Do you know how to make tea?
	SS	No. Today you are going to know how to make English and Palestinian tea.
<u>Realia</u>	T	Brings realia and act out the process of making tea in front of the class. [Look and order].
Formative Evaluation	T	Gives instructions.
	T	Discusses the six pictures.
	SS	Re-arrange and number the sentences in the correct order in pairs. (Write the instructions).
	C	Open their support material.
	SS	Write the instructions of making English tea in

Summative Evaluation	T	the right order. Goes round helping and monitoring. (Look and Order).
	T	Explains how to make Palestinian tea using the helping pictures.
	SS	Order them correctly. (Write the instructions).
Homework	T	Does this exercise at home.
	C	Act out and perform the process of making tea in front of the class.

Unit (13)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Complain about things to others.
2. Use reported speech in real life context correctly.

Key Structure:

He says..... - She says.....

Key Vocabulary:

Revised Vocabulary:

Awful - terrible - difficult - boring.

Key Function:

Complaining.

Teaching Aids:

S.B p. (55) - W.B - flash cards- wall chart- slides.

Headings	Sign	Procedures
	C	Play a word family game.
	T	Writes four headings in each circle.
	T	Tells students to write the words in pairs.
	S/S	Group the words under the four headings. The pair who finished first shout "Bingo".

Presentation <u><i>Situation</i></u>	T	Cheeks and writes on the board.
	T	Cheeks homework.
	T	Asks:- What's your favorite food? What's your favorite sport?
	S/S	Answer.
	T	Creates this situation.
Formative Evaluation	T	Asks: Do you have homework? Yes.
	T	Show me your homework please.
	Ss	Here you are. This writing is terrible. I can't read it.
	T	Do you like songs?
	Ss	Yes. Let's listen to this song.
<u><i>Pictures</i></u>	T	Listen. This song is awful. I don't like it. Repeat.
	(Look and Say)	
	Ss	Open their books p.(55).
	T	Discusses the pictures.
	T	Asks: what's happening in each picture? Answer.
Summative Evaluation	T	Reads the sentences. Say and repeat.
	(Match & Say)	
	T	Reads each complaint.
	SS	Listen and look to the pictures. Individuals match the picture with the complaint. Uses the flashcards which she prepared them for further practice.
	T	Displays the cards at front of the class. Says the complaint and asks Ss to come and point
	T	

Rounding Up <u><i>Authentic materials</i></u>	C	to the appropriate flashcard. e.g. Oh ! no. It's raining. We can't go outside. Does the activity in reverse. [Complete & Act out]
	C	Complete the sentences using the previous information from activities (1)+(2). Read.
Homework	T	Shows a news report that describes a story of a boy who had been in a sandstorm.
	C	Work in groups to write his sentences in the reported speech to tell their absent friends his story. "Look & Say"
	SS	Do this exercise at home.

Unit (14)

Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Use reported speech in context.
2. Report speech correctly.

Key Structure:

She / He said.....

Key Vocabulary:

Report - said.

Revised Vocabulary:

Tornado - weather - wet - dry - snow - storm.

Key Function:

Reporting speech.

Teaching Aids:

S.B. p(59) - W.B. p(59) - cassette - cards- slides.

Headings	Sign	Procedures
Warming up	T/C T	Greetings. Asks:- *How are you?
Revision		What's today?

Presentation <u>Context</u>	T/C	What's the date? Play a cross-word game.
	T	Cheeks homework.
	T	Asks some Qs including:- 1. What are the tornadoes? 2. How do they come? 3. What's the shape of the tornado? 4. Does it safe or dangerous? 5. How can people protect themselves?
	Ss	Answer.
	T	Presents the new word [report] using real reports& a card. C/G/S. Repeat.
	T	Asks one student to go outside the class. Listen to a news report talking about to a sandstorm that hit a city yesterday.
	Ss	Asks the student to come in the class. Asks: what did the reporter say? Says: he said that the sandstorm destroyed his home.
	T	Do the same giving reported information.
	T	
	T	
Formative Evaluation	Ss	"Listen & Say" Plays the cassette. Listen and look.
	T/C	Practise the conversation.
	S/S	Do the same.
		"Ask & Answer"
		Gives instructions.
Pair work	S/S	Work with a partner.
	T	Goes round listens and helps.
		"Speak"
<u>Personalization</u>	Ss	Have to report what their friends said in the interview. [Think and write]

Summative Evaluation	T	Gives instructions.
	T	Makes an example as a model.
	Ss	Read Wendy's account of the tornado.
	Ss	Write what she said using reported speech.
Homework	Ss	Do the last three sentences at home.

Unit (15) Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Compare between things using (as.....as).

Key Structure:

(is not asas) - (wetter than)

Key Vocabulary:

Information - report.

Revised Vocabulary:

Wet - warm - rainfall - cool - dry.

Key Function:

Comparing between things.

Teaching Aids:

S.B. p(63) - W.B. p(59) - cards - slides- pictures- drawings.

Headings	Sign	Procedures
Warming up	T/C	Good afternoon , girls. How are you? What's the weather like today?
Checking	T	Cheeks homework.
H.W	T	Uses cards to revise the adjectives .
	T	Says the adjective.
Revision	C	Say the opposite.
Presentation	T	Brings real objects of two cats:
<u>Realia</u>		Which cat is faster?
	S	A is faster than B.

	T	Asks two Ss to come in front of the class. *Heba is tall.
	C	*Soha is taller than Heba.
	T	Repeat.
	C	Heba is not as tall as Soha. Repeat.
<u>Context</u>	T	Gives more sentences to compare between things using (asas) using different pictures.
		[look]
	T	Reads the text while Ss looking and listening.
Formative Evaluation	T	Asks.
	Ss	Answer.
		(Ask and Answer)
	T	Gives instructions.
	Ss	Look at the table.
	T	Makes an example on the B.B.
	S/S	Work in pairs using different months. Use (asas).
		(Talk about three friends)
	T	Reads the example.
	Ss	Make their own sentences about their age.
	T	Goes round helps and asks.
Summative Evaluation		"Read and Write"
	T	Explains that meaning mustn't be changed when using (as.....as).
		(Read and write).
Homework		Do the other half at home.
	Ss	Distributes pictures for class.
Rounding Up	T	Have to compare between the pictures using
<u>Pictures</u>	Ss	(is not as as).

Unit (16)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Use reported speech in context.
2. Report what is said.

Key Structure:

Reported speech.

Revised Vocabulary:

Warmth - loveliness - ripens - sunshine.

Key Function:

Reporting speech.

Teaching Aids:

S.B. p(67) - W.B. p(63) - slides - pictures - cards.

Headings	Sign	Procedures
Warming up	T	Greets the class. - How are you? - How is the weather like today? - What's today/date?
Revision	T	Asks personal questions.
	Ss	Correct their answers. * <u>Classify:-</u> Winter-Summer-Autumn-Spring.
	Ss	Write the months of each seasons below. After classifying teacher asks some questions:- 1. Is June is Spring or Summer? 2. Is your birthday in Autumn? 3. Where you born in Winter? 4. Is the holiday in Summer?
Formative Evaluation <u>Drawings</u>	T	Holds up the words.
	Ss	Read and spell them. [Read and Say]
	T	Asks some questions about the pictures and the drawings.
	T	Illustrates the changes in "Reported Speech". in the sentences.

	T	Gives instructions and does some examples.
Personalization	Ss	[Think and Note] Take notes on something they love doing, do at break time, after school.
Summative Evaluation	S/S	"Think and Say" In pairs tell each other about the activities which they love.
Homework	Ss Ss	{Workbook} Think and write the answers. Do exercise two as a homework.
Rounding Up <i><u>Song</u></i>	C	Sing this song. What did he say? I can't hear him? Say to me: He said he loves his parents. He said they are a happy family.

Unit "17" Lesson "2 "

Learning Objectives:

By the end of the lesson students are expected to be able to:

- 1 . Give advice using " should \ shouldn't " or " ought to - oughtn't to " .
- 2 . Complete the sentences by using the appropriate piece of advice .
- 3 . Practise giving advice in real life situations.

Target Function:

Giving pieces of advice .

Target Structure:

- 1 . You should.....
- 2 . You ought to.....

Key Vocabulary:

advice - should - shouldn't - ought - oughtn't to.

Revised Vocabulary:


ankle-weak-lots of-fruit-vegetables-burger-fries-thirsty-tired.

Teaching Aids :

LCD -cards-S.B p (71)-W.B p (67) - work sheets-pictures.

Headings	Sign	Procedures				
Warming Up	Ss	Sing a song: " healthy Food ."				
Revision	T	Checks homework with students . * Classify : {eat a lot of sweets - wash hands - play computer games for six hours - sleep early - get up late- do homework }				
		<table border="1"> <thead> <tr> <th><u>Good Habits</u></th> <th><u>Bad Habits</u></th> </tr> </thead> <tbody> <tr> <td></td> <td></td> </tr> </tbody> </table>	<u>Good Habits</u>	<u>Bad Habits</u>		
<u>Good Habits</u>	<u>Bad Habits</u>					
Pre-requisite	Ss	Work in groups of four to answer the question. <u>Revises these words :</u> (ankle-weak-lots of-fruit-vegetables-burger-fries-thirsty-tired) by asking about their meanings and opposites.				
	T	Holds some pictures and asks : Are burger and fries healthy food? Why should you eat some burger and fries ?				
<u>Game</u>	Ss	What should you have to keep your body healthy?				
	T	Answer.				
	Ss	Play "window...window " game " What's the matter ?"				
Presentation		Calls out a girl and asks her to take a paper from the box and imitates the word " Stomach ache "				
<u>Video</u>	T	Predict the answer. Lara has stomachache because she ate a lot of burger and fries yesterday. Shows a video showing Lara while eating a lot of burger and fries .				
	T	<u>Says :</u>				
	T	She shouldn't eat a lot of burger and fries.				

Guided Practice		She should eat fruit and vegetables.
	Ss	Does the same with the other word toothache. Calls out a girl and asks her to take a paper from the box and imitates the word
	T	" toothache "
	T	Predict the answer .
	T	(Alla has toothache because she ate a lot of sweets and chocolate yesterday). Shows a video showing Alla while eating a lot of sweets and chocolate.
		<u>Says:</u>
		She oughtn't to eat a lot of sweets and chocolate.
		She ought to brush her teeth.
		Discussion for the understanding:
	T	Q : What did Lara eat ?
	T	Q : What happened to her ?
	T	Q : Is it healthy to eat all these burger and fries ?
	T	Q : What's the meaning of should \ shouldn't
	T	here ?
	T	Uses the body language.
	Says that we use (should -shouldn't- ought to- oughtn't to) to give an advice.	
	Elicits the meaning of advice	
	Presents the word advice.	
Ss	Divides the class into groups.	
	Distributes some pictures to them, every picture has a guiding word to help them to	
	tell some pieces of advice by producing	
Ss	sentences using:	
	(should -shouldn't- ought to- oughtn't to)	
	<u>* S B \ Look :</u>	
	Take a minute to read the bubbles silently	
C	Q : What's the matter with Ben ?	
	Q : What are they telling him ?	
T	Answer	
	Q : What do you tell him to do ?	
Ss	* You should eat healthy food.	

<p>Controlled Practice</p>	<p>C T</p>	<p>* You shouldn't drink a lot of cola. * You ought to play sports. * You ought not to eat a lot of meat. The class give advice to Ben.</p>
<p>Summative Evaluation</p>	<p>T T Ss</p>	<p>* SB \ Look and say: Discusses the pictures by very short and guided questions . Look at the food ,drink , books...etc. Q : Is the food healthy ? - He should eat healthy food. Drill the structure Q: Look at the books. What should he do instead of wasting his time? - He ought to do his homework. Drill the structure.</p>
<p>Homework</p>		<p>Divides the class into groups { brother - father-mother-teacher-friend-doctor } -You shouldn't drink a lot of cola. -You should turn the TV down. -You should play sports. -You should keep your room tidy. -You ought not to play computer games all the time.</p>
<p>Free Practice <u>Song</u></p>		<p><u>Write sentences</u> Explains and gives an example. Makes an example. Do the rest at home. <u>A song:</u> *You should wash your hands early in the morning. *You ought to brush your teeth early in the morning. *You shouldn't play football in the streets. *You ought not to eat a lot of sweets. Good bye</p> 

Unit (18)
Lesson(2)

Learning Objectives:

By the end of the lesson ,pupils are expected to be able to:

1. Talk about rules and obligation.
2. Tell friends about rules of good health.
3. Use "must + have to" in different situations.
4. Play an action game .

Target Function:

Saying the rules.

Target Structure:

Must +inf.

Have to+ inf.

Key Vocabulary:

Exercise- enough - have to .

Revised Vocabulary:

Rules- balanced diet- sleep -throw- quiet - health- fight .

Teaching Aids :

LCD - cards -S.B p (75)-W.B p (71) - slides-
work sheet-pictures.

Headings	Sign	Procedures
<u>Warming Up</u>	T/C C	Greetings. Play an action game: "The teacher says ".
<u>Revision:</u>	T	Revises the rule of the class. * Eman are talking. * She must stop talking.
	T	<u>Asks:</u> (1) Do you eat in class? No
<u>Presentation</u>	Ss T	You mustn't eat in class. Presents the new vocabulary: (exercise - enough - have to). C /G /S Repeat.
<u>Story</u>	T T	Displays the story of a bad boy: At the first day his teacher was angry of him because he was naughty in class. And in the second day his mother was angry of him.

	C	Listen to what his mother told him, she said to him: You have to wash your face.
	T	You must eat your breakfast.
	T	His teacher said to him: You have to keep quiet. You must do your homework.
<u>Formative Evaluation:</u>		Asks several questions to check students' understanding.
<u>Role play</u>	T	Distributes some cards with helping verbs.
	T	Two groups take the role of the teacher to talk about classroom rules . Two groups take the role of the mother to talk about home rules .
<u>Guided Practice</u>	SS	Make sentences using (must) + (have to) <u>{Look and Say}</u>
	T	Gives instructions.
	T	Reads the rules for good health.
	C	Tell each other the rules for good health using (have to) in pairs . <u>{look , say and write}</u>
<u>Controlled Practice</u>	T	Displays the pictures .
	T	Asks some questions about the pictures . - Where is the boy ? - What is the mother doing ? - Are the students quite ? - What are the boys doing ?
	SS	In groups have to produce two sentences one using (must), the other using (have to)
	T	Goes round helping and checking. <u>{Complete the sentences}</u>
<u>Summative Evaluation:</u>	SS	Use have to " to complete each sentence.
	T	Goes round helping and checking. <u>{Think and write}</u>
	T	Asks: do you have to help your mother at home?
<u>Homework</u>	Ss	Use some rules they have at home.
	C	Play a game using (must +have to) by distributing cards containing some verbs.
<u>Free Practice</u>		Order each other to do the action of the verbs using (must +have to).
<u>Action Game</u>		

Unit (19)

Lesson(2)

Learning Objectives:

By the end of the lesson ,pupils are expected to be able to:

- 1 . Express desires.
2. Practice saying their wishes .

Target Function:

Expressing desires and wishes

Target Structure:

I wish +past

I'd like to

Key Vocabulary:

Wish - desire - guitar.

Revised Vocabulary:

Omelette - fly - underwater - cook - swim- stronger.

Teaching Aids :

LCD - cards -S.B p (79)-W.B p (75) - slides- work sheets-pictures.

Headings	Sign	Procedures
Warming Up	T/C C	Greetings. Sing a song: "Dreaming of the future "
Revision	T T	Checks homework with students. Asks :- * what's your favorite food ? * what would you like to be in the future?
Presentation	Ss T	Answer. Presents the new word (wish) (desire) (guitar) using pictures & meaningful examples .
<u>Pictures + Situation</u>	T T T Ss T T	Shows a picture of a princess . Asks :- who is she? She's a princess . Do you wish to be a princess ? Answer :Yes Says: I wish I was a princess . Asks :- Shows a picture of a bird ?

Summative Evaluation	T	{Look, think and write} Gives instructions.
	Ss	Look at the pictures to write sentences expressing a desire or a wish.
	Ss	Write two desires and two wishes in their notebooks.
Homework		(Think & Say}
	T	Asks students to close their eyes and think about the future
Free Practice <u>Personalization</u>	T	Asks: What would you like to do when you're older?
	T	Elicits the answers.
	Ss	Work in groups to express their ideas freely.

Unit (20)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Use modal verbs in context correctly.

Key Structure:

Must - should - ought to - shouldn't -mustn't

Key Vocabulary: U.S.A - Japan

Key Function: Revising modals.

Teaching Aids:

S.B. p() - W.B. p(79) - cards.

Headings	Sign	Procedures
Warming up	T/C	Greetings. How are you today? What's today?
Revision	T	Revises (ought to - should - must). -You are ill. You..... see a doctor. -He is thirsty. He.....have a drink. -I..... listen to the teacher.
	Ss	Answer.
	C	Complete.
	T	Goes round helping and checking.

Presentation		<p style="text-align: center;">[Discuss]</p> <p>T Arranges class into groups.</p> <p>C Discuss the difference between food, countries , schools and timetables using the modal verbs.</p>
Group work	T	<p style="text-align: center;">[Report]</p> <p>Tells each group to report what they have written to the class.</p>
Summative Evaluation	Ss	Do like examples.
Rounding Up	T	<p style="text-align: center;">"Make and write"</p> <p>Talks about rules and advice for shopping before students do this exercise.</p>
<u>Song</u>		<p>Sing this song:</p> <p style="text-align: center;">shall and should must and have to can and could</p> <p>I really should go visit my grandmother on Friday.</p> <p style="text-align: center;">We should study for our exams. We must listen to our teacher. You must go to the doctor on Friday to check out that headache.</p>
Homework		

Unit (21)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Give their own opinions.
2. Agree and disagree in a class discussion.

Key Structure:

I agree

I think that

Key Vocabulary:

Electricity - light - believe - compass - telescope.

Revised Vocabulary:

T.V - radio - planes.

Key Function:

Giving opinions.

Teaching Aids:

W.B. p(83) - S.B. p(87) - cards.

Headings	Sign	Procedures
Warming up	T/C	Greetings.
	C	Sing a song.
	T	Checks homework.
Revision	T	Revises:- [T.V - radio - plane] S/G/C. Repeat.
Presentation	Ss	Give the teacher the types of transport.
	T	Introduces the key vocabulary using pictures and examples. (light - electricity - believe - compass - telescope).
Formative Evaluation	T	C/G/S. Repeat. <u>Writes:-</u> Re-arrange:- t-h-i-l-g _____. e-i-l-e-v-b _____. s-a-p-m-s-o-c _____.

<u>Dialogues</u> Pair work	S/S	[Complete and Say] Work with a partner to read and complete the dialogue.
	Ss	Work together to fill the gaps.
	Ss	Practise the dialogue in pairs.
	T	Encourages them to add to the dialogue using: I think that In my opinion
Summative Evaluation		[Discuss. Work in groups]
	Ss	Work in groups to give their opinions about a particular invention.
	Ss	Another groups agree or disagree.
	T	Goes round the class prompting and Encouraging.
Homework <u>Personalization</u>	Ss	Write four sentences giving their opinions using: I think that In my opinion

Unit (22)
Lesson (2)

Learning Objectives:

By the end of this lesson students should be able to:

1. Talk about their likes.
2. Talk about their hopes for the future.

Key Structure:

I want to /I hope to

Key Vocabulary:

Hope - love x hate.

Revised Vocabulary:

Want - fly - see - pilot - stay.

Key Function:

Talking about likes and dislike.

Teaching Aids:

S.B. p(91) - W.B. p(87) - poster - cards - slides.

Headings	Sign	Procedures
Warming Up	T/C C	Greetings. Play a brainstorming game
Revision	T	Revises: (want - fly - see - pilot - stay) S/G/S. Repeat.
Presentation	T	Introduces the new words. C/G/S. Repeat.
<u>Pictures</u>	T	Shows pictures of a bird and a doctor saying: *I want to fly like a bird. *I hope to be a doctor. Repeat.
<u>Context</u>	C	<u>Creates this context:</u> When I was a child I like my English teacher very much. So, I decided to be like her. When I go to university I decided to enroll in the English department. All the time I said to myself: I want to be an English teacher. And now I am an English teacher. What do you want to be in the future? Answer.
Formative Evaluation	C T C T T	[Make sentences] Open their books p.(91). Reads the sentences. Listen and repeat. Distributes cards of jobs to the class. Elicits sentences using: I want to..... I hope to.....
Pair Work	S/S	Work in pairs to tell each other. [Ask and Answer]
Summative	T	Writes:

Evaluation	C S/S	What do you enjoy doing? I enjoy reading Repeat. Ask each other in pairs. [Say and write]
Rounding Up	T	What do you love doing? What do you hate doing? Says:-
Personalization	T	I love swimming
Homework	Ss	I hate getting up early. Write in their exercise notebooks using: I love.....I hate.....

Unit (23)
Lesson (2)

Learning Objectives: By the end of this lesson students should be able to:

1. Use phrasal verbs in meaningful sentences.

Key Structure:

phrasal verbs

Key Vocabulary:

Look up - turn down - turn up - put on - took off.

Revised Vocabulary:

Noisy - music - coat - light - feet - dictionary.

Key Function:

Use phrasal verbs.

Teaching Aids:

SS. B. p (95) - slides - cards - pictures - wall chart - W. B. p (91).

Headings	Sign	Procedures
Warming Up	T	Greetings.
	C	Play a game [Widow.....Window]
Revision	T	Revises these verbs:- [look - turn - pick - go - put - take]. Using cards and acting. S/G/C. Repeat.
Presentation	Ss	Asks about their meanings and opposites.
	T	Holds up some picture, pointing to every picture
<u>Pictures</u>	T	and says: look. Their mother said to them please

	T	turn off the T.V because it's time for bed. Asks:-
	SS	What's the meaning of (turn off)? Answer. C/G/S. Repeat it.
	T	Turn on the radio and make it very loud.
	T	Says. It's very noisy, turn down the radio.
	SS	Asks:-
	T	What's the meaning of (turn down)?
	T	Answer. C/G/S. Repeat. puts a paper on the
	T	ground.
	Ss	Says: pick up the paper, please.
	T	Asks: what's the meaning of (pick up)?
	SS	Answer. C/G/S. Repeat.
		Does the same with other phrasal verbs. Plays this [Miming Game]:
	T	Says the phrasal verb.
	SS	Mime the action. Mimes the action.
	T	Say the phrasal verb.
	SS	(Look) Gives instructions.
	T	Look at the picture and read the sentence.
		(Match)
	SS	Explains that students should match the two
	T	sentences.
	SS	Work in groups to match the correct sentences
		together.
	T	Goes round checking and helping.
	SS	(Complete) Reads the phrasal verbs in the box. Reads the sentences without answering them.
	SS	Complete the sentences.
		(Write sentences)
	T	Does the first one as an example.
	Ss	Have to write sentences about the pictures
<u>Miming</u> <u>Game</u>		
Formative Evaluation		
Group Work		
Summative Evaluation		

<p>Homework</p>	<p>Ss</p>	<p>using the phrasal verbs in the box. (Complete) Do this exercise at home.</p>
<p>Rounding Up <u>Game</u></p>	<p>T T Ss</p>	<p><u>Play this game:</u> Divides the class into two teams. Writes this list of verbs (without the prepositions) on the board, two times in two different orders. [Look - turn - turn - put - took]. Each team must go to the board, one person at a time, and write one preposition. The team cannot talk and they cannot write more than one preposition at a time. If they notice that someone else has made a mistake, they may correct it. The team to finish first and correctly wins.</p>

ملخص الدراسة إطار مقترح لتدريس قواعد اللغة الإنجليزية بالطريقة التواصلية لطلاب الصف السادس في قطاع غزة

هدفت الدراسة إلى تحديد التقنيات والآليات التي يستخدمها معلمو الصف السادس الابتدائي أثناء تدريسهم لقواعد اللغة الإنجليزية في قطاع غزة، وذلك من أجل اقتراح إطار مناسب وفعال لتدريس قواعد اللغة الإنجليزية بالطريقة التواصلية لطلبة الصف السادس. بالإضافة إلى أنها هدفت إلى معرفة فعالية هذا الإطار المقترح في تطوير أداء طلبة الصف السادس في استخدام القواعد من خلال السياق ومدى تأثيره على اتجاهاتهم الوجدانية. ولتحقيق أهداف الدراسة اتبعت الباحثة طريقة البحث الوصفي التحليلي والبحث التجريبي، استخدمت ثلاث أدوات لجمع المعلومات وهن: بطاقة الملاحظة، الاختبار ومقياس الاتجاه.

فقد احتوت بطاقة الملاحظة على الآليات والمراحل والخطوات الواجب إتباعها وتطبيقها أثناء تدريس القواعد بناءً على الطريقة التواصلية، وقد تم عرض البطاقة على عشرة محكمين للاستفادة من تعليقاتهم بشأن أية تعديلات أو حذف أو إضافة للتحقق من صدق البطاقة، كما أن ثبات البطاقة تم اختباره من خلال تعاون معلمتين قامتا بملاحظة ثلاث معلمات أثناء تدريسهم القواعد.

ولأن هناك حاجة ماسة لاستبدال الطريقة الحالية التقليدية المتبعة في تدريس القواعد، اقترحت الباحثة إطار يدرس من خلاله طلبة الصف السادس قواعد اللغة الإنجليزية بالطريقة التواصلية. يهدف هذا الإطار إلى توضيح كيفية تدريس هذه القواعد بهذه الطريقة، وعرض العديد من الآليات والتقنيات الفعالة والمناسبة من أجل الارتقاء بأداء ومستوى الطلبة. ولذلك فهذا الإطار يحتوي على أربع وعشرون خطة دراسية لجميع دروس القواعد المتضمنة في كتاب اللغة الإنجليزية للصف السادس الابتدائي.

ومن ثم قامت الباحثة باستخدام اختبار لقياس فعالية هذا الإطار المقترح على أداء الطلبة في استخدام القواعد من خلال السياق، كما وقد تم استخدام مقياس الاتجاه للتعرف على مدى تأثير هذا الإطار على اتجاهاتهم نحو الفوائد اللغوية والوجدانية لهذه الطريقة.

وقد أظهرت نتائج الدراسة ما يلي:

1. لا يستخدم معلمو الصف السادس الآليات والخطوات الفعالة والمناسبة لتدريس قواعد اللغة الإنجليزية بالطريقة التواصلية.
2. أظهرت نتائج الاختبار بأن المجموعة التجريبية تفوقت على المجموعة الضابطة في استخدامها للغة من خلال السياق، مما أثبت فعالية وفائدة الإطار المقترح.
3. فيما يتعلق بنتائج مقياس الاتجاه فقد تم إثبات فعالية الإطار المقترح في إثارة الاتجاهات الإيجابية لدى المجموعة التجريبية في اكتسابهم لفوائد لغوية ووجدانية باستخدام هذه الطريقة التواصلية.

بناءً على نتائج الدراسة أوصت الباحثة بعقد ورشات عمل من أجل تدريب معلمو اللغة الإنجليزية حول كيفية تدريس القواعد بالطريقة التواصلية، كما وأوصت الباحثة اقتراح وبناء عدة أطر مختلفة لتدريس دروس القواعد بالطريقة التواصلية المتضمنة في كتب أخرى من سلسلة كتب مبحث اللغة الإنجليزية.

بسم الله الرحمن الرحيم



الجامعة الإسلامية- غزة
عمادة الدراسات العليا
كلية التربية
قسم المناهج وطرق التدريس

إطار مقترح لتدريس قواعد اللغة الانجليزية بالطريقة التواصلية لطلبة الصف السادس في قطاع غزة

إعداد الطالبة

أسماء أحمد علي الطناني

د. نظمي عبد السلام المصري

د. عزو إسماعيل عفانة

رسالة مقدمة لكلية التربية بالجامعة الإسلامية- غزة استكمال لمتطلبات الحصول
على درجة الماجستير

مايو ٢٠١١