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INTERACTION ACTIVITIES EFFICACY ON LEARNERS GRAMMAR COMPETENCE

A B S T R A C T

The purpose of this study is to investigate the important of grammatical teaching approaches by making compare between two approaches; traditional and communicative approach. The study was guided by tests (pre-test and post-test). Furthermore; the objective of the study to identify the appropriate and affective approaches in teaching grammar. The main significant goal was to show which approach is appropriate to enable learners achieving linguistic competence. The sample of the study was number of students in second intermediate stage in Al Aadhmia School in Baghdad city. Based on the findings of the study the researcher has found out that, second language learners would benefit of applicant of both methods in teaching grammar and concerning with knowledge rather than the use of grammatical rules in communication.

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فعالية أنشطة التفاعل على كفاءة قواعد التعلم للمتعلمين

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الخلاصة:

الغرض من هذه الدراسة هو استكشاف أهمية مناهج التدريس النحوية من خلال إجراء مقارنة بين نهجين ؛ النهج التقليدي والتواصل. وقد استرشدت الدراسة بالاختبارات (ما قبل الاختبار وما بعد الاختبار). علاوة على ذلك؛ الهدف من الدراسة هو تحديد الأساليب المناسبة والعاطفية في تدريس القواعد. كان الهدف الرئيسي الهام هو إظهار النهج المناسب لتمكين المتعلمين من تحقيق الكفاءة اللغوية.

كانت عينة الدراسة عدد الطلاب في المرحلة المتوسطة الثانية في مدرسة الاعظمية في مدينة بغداد. بناءً على نتائج الدراسة ، اكتشف الباحث أن متعلمي اللغة الثانية سوف يستفيدون من المتقدم بكلتا الطريقتين في تدريس القواعد ومعرفة المعرفة بدلاً من استخدام القواعد النحوية في التواصل.

الكلمات المفتاحية :

- أنشطة

- الكفاءة

- المتعلمون

- قواعد

- مهارة

INTRODUCTION

1.0 Introduction

Second and foreign language teachers for decades have focused their teaching efforts on teaching grammar explicitly through stating a statement on the board as a leading example and starting their explanations of the grammatical rule represented to them, learning a language is regarded to obtaining the mastery of structure (grammar). They claim that since a learner is familiar with the structural rule, different nouns and tenses of the verbs, he/she will be able to communicate and mingle with the outside world.

However, students were incapable of applying the rules they have been taught at school in regular situations of their lives. Many years later, scholars and educators emphasized the importance of interaction theory in language learning and the fruitful benefit attained from engaging teaching the language with real contexts which learners normally confront. Nevertheless, studies have not fully determined the ineffectuality of traditional way of teaching grammar or totally prizing the communicative way especially with language structure learning.

1.1 Problem Statement

In this study we aim to find the comparative effectiveness of both traditional and communicative approaches of teaching grammar in intermediate learners through providing ample of activities of each approach; fill in, correct the verb, matching activities for traditional grammar teaching whereas group

work , pair work , writing activities for communicative theory of grammar teaching and which approach leads to noticeable grammatical competence.

1.2 Purpose of the Study

Traditional language teaching has been mainly the only applied method of language teaching in Iraq for almost thirty years and still. Nonetheless, learners lack the basic knowledge of sentence construction, correct use of verb tenses and the appropriate use of prepositional phrases and adjunct; adverbial phrases in sentences. Moreover, they are incapable of expressing their thoughts in speaking or writing without being concerned on the structure of their language, which limits their participations in classes and even in public. So, most learners although they acquire a convenient amount of vocabulary, they fear to express or dialogue with others due to their concern of producing proper language and not committing mistakes.

This study is undertaken, through comparative, to see whether traditional or communicative approaches in grammar teaching have positive effectiveness on learners' grammar competence.

1.3 Objectives of the Study

The main objective of our study is to find the comparative effectiveness between traditional and communicative grammar teaching approached with the purpose of identifying the appropriate, positive and effective approach in teaching grammar for intermediate stage learners which asset them towards achieving grammatical competency. Grammatical competence is examined, in our study, through learners' use of structure in fill in, corrects the verb in-group work activities; in both pre/post tests.

1.4 Research Questions

The following research question will be investigated in the study

- 1- What is the relevant effectiveness of traditional & communicative activities of irregular simple past tense on intermediate stage learners' grammatical competence?

1.5 Research Hypothesis

- Drilling and repetitions enable learners to answer any type of activities easily.

- There is no positive effect of the group activities on intermediate stage learners' grammatical competence.
- There is no significant difference in the use of structure, through post-test,
between the two groups.

1.6 Conclusion

The learners confront serious of problems concerning their lack of ability to apply the grammatical rules they have studied in daily, regular situations. In this study, we are inquiring about which of the applied grammar teaching approaches have proven its effectiveness in boosting learners' grammatical competence. In this chapter, we presented the background of our problem, problem statements, objective and purpose of the study, research questions and hypotheses.

CHAPTER II

LITERATURE REVIEW

2.0 Introduction

Teaching grammar in isolation, form learners' everyday's life in the previous decades was accused of causing learners' lack of language competence. Min-yang and Zhong-guo (2007) emphasized the role of education value which must "*depends on the validity of the tasks and their usefulness as vehicles for the students*" in learning the language. In this chapter, we highlighted the significance of grammar based on language learning theories, yielding the light on traditional and communicative grammar teaching methods as well as stating the problems which learners confront in using the language.

2.1 Grammar in second language learning theories.

Grammar teaching and learning had been the core of educators and teachers' focusing eyes for many centuries. Francis (1954 cited in Hartwell 2006) defined grammar as "*the branch of linguistics science which is concerned with the description, analysis, and formulization of formal language patterns.*" Which in his point of view, give the sense that grammar was in full operation before anyone formulated the first rule that began the history of grammar as a study. Grammar learning was firstly represented by Chomsky's cognitive code approach which, as stated in Larsen-Freeman (1991) emphasized on analyzing structures and applying rules in regular, common practices and drilling. Chomsky provided the notion of "*learners are born with a Universal Grammar*". This (innate Universal Grammar) assists learners to explain similarities in the developmental order of the first and the second language acquisition. Nunan (1998) discussed the linear approach of language learning which was applied in learning of grammar that is based on "*the premise that learners acquire one grammatical item at a time, and that they should demonstrate their mastery of one thing before moving on to the next.*" This approach was strongly criticized by Nunan who clarified that "*learners do not acquire language in the step-by-step, building block fashion suggested by the linear model*" Kellerman (1983), asserted Nunan's argument through highlighting that "*Accuracy does not increase in a linear fashion, from 20% to 40% to 100%; at times, it actually decreases .*"

On the other hand, Krashen and Terrell (1983 cited in Larsen-Freeman (1991) stated that the only sufficient and necessary conditions for successful second language learning are that learners receive comprehensible input somewhat beyond their current stage of development and that the learners' affective state make them receptive to the input. Krashen (1982) divided the second language mastery into acquisition-tacit, informal mastery, akin to first language acquisition and formal learning conscious application of grammar which he calls 'monitory output', he asserted the notion of teaching grammar explicitly, however with adult learners. Krashen (1988 cited in Jin, Singh and Li 2005) also added that grammar teaching is unnecessary as knowledge is a kind that cannot be passed on with rules, but can only be acquired unconsciously through exposure to the language. On the other hand, Ellis (1992) revealed that in order to achieve linguistic and communicative competences you need to depend on practicing the grammatical rules with in communicative contexts "*practice may only facilities acquisition directly if it is communicative, i.e. meaning – focused in nature.*"

2.2 Grammar and learner's linguistic competence problem.

learners have encountered a number of problems in second language acquisition. These problems are expressed in their errors and their lack of confidence in conversing with others. Several researchers have investigated the causes of Second language learners' errors; Lado (1957) hypothesized that *"errors in the second language are caused by the interference of the students' native language."* Moreover, James (1980) pointed out that students errors in L2 are caused by several processes; transferring into L1, overgeneralization the grammatical rules and communication strategies. All of these barriers hamper second language learners, learners, to obtain the required language acquisition and which also being reflected in their incapability of communicating.

2.3 Traditional grammar teaching

Nunan (1998) explained the way grammar was and still presented at schools as being *"presented out of context"*. He clarified that learners' grammar is given *"in isolated sentences, which they are expected to internalize through exercises involving repetition, manipulation, and grammatical transformation. These exercises are designed to provide learners with formal, declarative mastery."* TGT It is an approach which has changed with the times and is based on the assumption that learners need to understand the grammar of some feature of a language before moving on to practice it (Sheen, 2007). Such practices always based on meaning-oriented and not based on meaningless drills.

Horan (2003) reported that TGT is the approach to teaching and learning favored by most teachers. However, with all the interest teachers have with this approach, Sheen (2007) explained the lack of interests which both teachers and learners shared regarding TGT had consistently proven to be the least effective of all approaches. Therefore, in our study, we would like to investigate about the effectiveness of TGT in achieving grammatical competency among intermediate learners.

2.4 Communicative grammar teaching (interactive theory)

Communicative language teaching (CLT) is the most favorite method of grammar teaching which started in early 1980s. Min-yan and Zhong-guo (2007) referred to the reason of its significance as *"to improve the students' sociolinguistic competence as well as their linguistic competence"*. In a word,

they stated that “*CLT’s main idea is to improve the students’ communicative competence and to overcome the disadvantages of traditional teaching approach*”.

However, it implies that communicative teaching only assist learners to achieve communicative competency rather than linguistic competency. Nunan (1997) provided some examples which illustrate the situation. He pointed out that some teachers focus on supplying their students with the grammatical form which he report as a failure since “*many courses fail to make clear the relationship between form and function*”. Nunan indicated the role of association between grammar and teaching grammar in context due to the fact as he stated “*if learners are not given opportunities to explore grammar in context it will be difficult for them to see how and why alternative forms exist to communicate and express different meanings.*”

2.5 Conclusion

In this chapter, we have highlighted the role of grammar from the perspective of second language learning acquisitions theories, yield the light on the problem learners confront as second language learners with grammar and communicating, clarified both approaches of grammar teaching; traditional and communicative. Both approaches have proven their effectiveness in previous researches; however, we would like to investigate which approach is appropriate to enable learners achieving linguistic competence.

CHAPTER III METHODOLOGY

3.0 Introduction

Grammar learning as we implied earlier in chapter two, is an internal part of language that cannot be divided from any attempt to use language with which words are organized. In this chapter, we provide an over view on the research design, description of participants research methods and instruments utilized in this study as well as underlining methods of data collection and analysis.

3.1 Research Design

Since our study is concerned with grammatical competence of intermediate stage learners, quantitative instruments; pre and post tests are

utilized in the beginning and at the end of the study. According to Harkness (2005) the significance of implementing these instruments in a research, is regarded to the reason that “*pre and posttest data can reveal a variance in scores that can be measured for significance.*” She also highlighted that “*The utilization of pretest and posttest instruments allows instructors a unique opportunity to empirically evaluate the effectiveness of their instruction and assess the acquisition of course content material by students through formative assessment.*”

Therefore, through the application of these two tests, we identify learners’ previous information regarding irregular past tense forms. After the application of the treatment, participants will set for a post-test. The resulted outcome will assess which of the approaches have positive effectiveness on learners’ grammatical competency.

3.2 Participants

The research subjects are two classes with 12-13 years twenty-six learners in each, studying in second intermediate stage in Al Aadhamia School in Baghdad city. It is a public school, with students came from different public, private and international schools, therefore, their English language competency varies.

3.3 Research Instruments

This section is devoted to consider the instruments utilized in our study which include a pre-test and a post-test which state learners previous grammar knowledge regarding the irregular forms of past tense as well as assessing their development in both classes after the application of our treatments. The pre-test is presented in regular form; fill in the correct form of the irregular past tense verb (See Appendix A), which most grammar teachers apply as a part of their grammar testing questions. On the other hand, the post-test consists of different form of questions; correcting mistakes in sentences and writing descriptive paragraph after changing the given verbs into irregular past tense. (See Appendix B) and (Figure 3.1)

Regarding conducting the study, results and activities are exchanged through the internet. Therefore, the engaged samples are being scanned by the teacher who is responsible for applying the activities. However, the correction of the papers is carried out by one of our study researchers.

3.4 Research Procedures

Our study is carried out in three stages. The first stage concern with identifying subjects' previous knowledge regarding the irregular form of the past tense verbs through the application of pre-test which consists of , as mentioned earlier, one exercise; filling in the correct form of the past tense verbs. After the pre-test, the second stage starts with the two classes setting for one-week treatment; class (A) will be given a vast number of activities related to traditional teaching methods. These activates are collected from Elaine Kim and Darcy Jack's book "**Interaction 1, A communicative Grammar**". (See Appendix C)

As for class (B), the activities given are related to communicative teaching in terms of engaging subjects in group work and pair work activities. At the end of our short study, subjects in stage three will set for a post-test to assess their development in either traditional or communicative teaching method. The post-test consists of two parts; (A) and (B). In (A) a regular exercise (correct the mistake in the sentence), which subjects have been familiar with throughout their language learning experience. Part (B) on the other hand requires both skills of changing the verb into the past tense and forming sentences. (See Figure 3.1)

3.5 Data collection and Analysis

Data will be collected from both test; per-test and post-test. The pre-test data which assist researchers in indentifying subject knowledge of the irregular form of the past tense due to the fact that the school accepts different students who came from other public, private or international schools and who acquire some competence in the language. The other data is collected from the post-test in which teachers will compare whether there is any sort of development accomplished in both test's parts in both classes.

The analysis of the data is accomplished through content; only correcting the form of the verbs in both tests. Other types of mistakes, spelling or vocabulary in the writing part are neglected. Then, results are compared with the first test and find out which group has progressed.

3.6 Conclusion

In this chapter, we have presented the outline of our study, the research design, participants, research instruments, research procedures and the methods for collecting our data and analyzing them for the purpose of fulfilling our

research questions about which approach is mostly effective in grammar teaching; traditional or communicative.

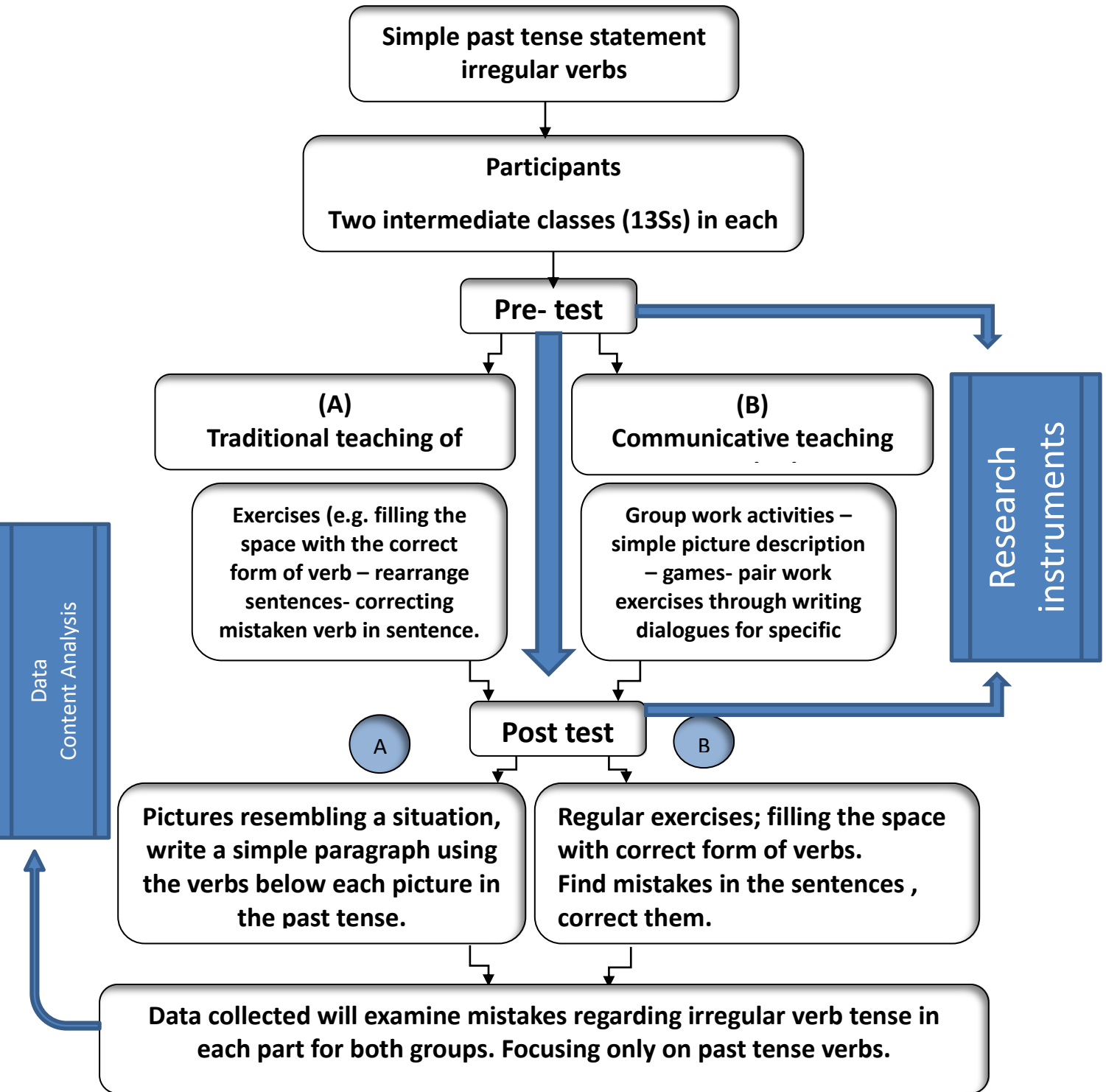


Figure 3.1: Research procedure, instruments and data analysis

FINDINGS AND DISCUSSION

4.0 Introduction

In this chapter of our study, we aim at discussing the results of our research procedures; the pre-test and post-test. As we indicated earlier that we are interested in the correct form of irregular past tense verbs supplied by the learners in both tests. Therefore, we present the results attained in those tests, examine our represented hypothesis and the positive effectiveness of applied methods in terms of the analyzed data. Furthermore, participants' results will be displayed in tables and diagrams to verify their linguistic achievements.

4.1 Research pre-test results

At the beginning of the study, our 26 participants, intermediate stage students, sat for a pre-test which was designed to identify their background knowledge in term of the past tense grammar (irregular verbs) before the beginning of our treatment. The pre-test was simply designed by the researchers following the regular process applied by most of the teachers. It consists of one exercise that includes ten statements with verbs in present or base form of the verb for participants to change into past tense. All of these verbs are irregular form of past tense.

After the pre-test, data is analyzed through counting the errors in the test. Corrections of the papers tested learners' knowledge of changing the verbs into irregular form; they have to change (e.g. (eat) into (ate) and not (eated)). Participants' results were unexpected; some show a sense of knowledge about the irregular form of the past tense due to their background learning experiences in different international or private schools. However, other participants, who originally come from local schools, presented a huge lack of knowledge about the past tense. They applied the form of regular past tense to all the written verbs. The latest group was chosen as concerned target of our study in regard with their lower grades and the rational concept of being the focus of our experiment.

Grades of both groups' pre-test; (A) and (B) are provided in the table below. (See Tables 4.1 and 4.2)

Table 4.1: Pre-test results group (A)

| | Total Mark = 5 | Percentage % |
|----|-------------------|-----------------|
| 1 | 4.75 | 95% |
| 2 | 4 | 80% |
| 3 | Zero | 0% |
| 4 | 0.25 | 5% |
| 5 | 4 | 80% |
| 6 | Zero | 0% |
| 7 | 2.25 | 45% |
| 8 | 3 | 60% |
| 9 | Zero | 0% |
| 10 | Zero | 0% |
| 11 | 0.5 | 10% |
| 12 | Zero | 0% |
| 13 | 4.5 | 90% |

Table 4.2: Pre-test results group (B)

| | Total Mark = 5 | Percentage % |
|----|-------------------|-----------------|
| 1 | 2 | 40% |
| 2 | 0.25 | 5% |
| 3 | 4 | 80% |
| 4 | 0.25 | 5% |
| 5 | 1 | 20% |
| 6 | Zero | 0% |
| 7 | 0.25 | 5% |
| 8 | Zero | 0% |
| 9 | 2.75 | 55% |
| 10 | 4 | 80% |
| 11 | 0.25 | 5% |
| 12 | 5 | 100% |
| 13 | Zero | 0% |

The above tables state the results of both groups including those which our study will focus on, lightly shaded. Although some of the marks were considerably low as well, they still reveal an obtained knowledge about the past tense which conflict with the purpose of our experiment. Regarding the previous results, participants' number decreased to 15 students. In group (A) our selected participants are (3-4-6-9-10-11-12) as for group (B), (2-4-5-6-7-8-11-13).

4.2 Research post-test results

After the pre-test, teachers begin the experiment with explaining the irregular statements of the past tense. In group (A), grammar was explained explicitly focusing on learners mastering the rule first and then apply it in different kinds of activities; fill in, complete with or supply the correct form of the verb. As for group (B), teachers explain past tense implicitly with stories or games, and then engage participant's in-group work and pair work activities where the focus is on learners usage of the rule in communication. Moreover, learners were provided with a list of common irregular verbs as a mean supporting them in exams and doing their assignments.

At the end of the experiment, after a week period, participants set for another test. The post-test has the same mark as the previous one which makes the comparative efficacy in both tests manageable. It consists of two parts; (A) requires students to change the underlined verbs into past tense. Part (B), engage a picture and a list of verbs in which students are supposed to elicit twelve verbs, change them into past and write sentences expressing the picture, however, our focus will be on the transformation of the verbs.

The result attained from the post-test indicated noticeable achievements in both groups. (See Tables 4.3 and 4.4) However, this achievement is not extremely great in difference; both groups contain learners who achieved lower marks other higher marks, yet none has reached the full marks. It is also noteworthy that none of the participants in both group attained full mark in the post -test. This might be regarded to the difficulty some learners might confront with spelling of irregular verbs which also considered incorrect.

Table 4.3: Post-test results
Group (A)

| No. | Group (A) Total Mark = 5 | Mark in Percentage % |
|-----|--------------------------------|----------------------------|
| 3 | 2.75 | 55% |
| 4 | 4.25 | 85% |
| 6 | 4 | 80% |
| 9 | 2.5 | 50% |

Table 4.4: Post-test results
Group (B)

| No. | Group (B) Total Mark = 5 | Mark in Percentage % |
|-----|--------------------------------|----------------------------|
| 2 | 2 | 40% |
| 4 | 3.5 | 70% |
| 5 | 4.75 | 95% |
| 6 | 2.25 | 45% |

| | | |
|----|------|-----|
| 10 | 4 | 80% |
| 11 | 1.25 | 25% |
| 12 | 1.25 | 25% |

| | | |
|----|------|-----|
| 7 | 3 | 60% |
| 8 | 4.75 | 95% |
| 11 | 1.5 | 30% |
| 13 | 2 | 40% |

4.3 Research hypothesis testing

Regarding the pre-introduced hypothesis in the study, these results stated that group (A) where learners introduced to ample activities based on drilling and repetitions, following the explicit approach of teaching, succeeded in answering any type of activities easily. It is obvious that some learners tried to compose sentences in the second part of the test. This implies that Group (A) learners managed to cope with the second group, through answering both kinds of activities in post-test. Regarding Group (B), most of the participants answered well in both parts of the test. As for the second hypothesis, intermediate learners in both teaching approaches have achieved linguistic competence represented in their results of the post-test, which revealed that both teaching approaches imply positive effectiveness in learners' grammatical competence. The efficacy of both approaches was determined through comparing results of both groups; group (A) showed a standard progress from post-test results ((A) pre-test = 2.14 and post-test= 57.14) as well as group ((B) pre-test= 5.00 and post-test=59.3). Regarding the comparison of the outcome, group (B) indicates significance preferences rather than group (A) represented in post-test which represent that implicit teaching has more efficacy on Arab learners' grammatical competence than explicit teaching. (See Table 4.5)

Table 4.5: Comparison of pre / post-tests results in groups (A) and (B)

| No. | Group (A) | | No. | Group (B) | |
|-----|------------|------------|-----|------------|------------|
| | Pre-test % | Post-test% | | Pre-test % | Post-test% |
| 3 | 0% | 55% | 2 | 5% | 40% |

| | | |
|-------------|--------|--------|
| 4 | 5% | 85% |
| 6 | 0% | 80% |
| 9 | 0% | 50% |
| 10 | 0% | 80% |
| 11 | 10% | 25% |
| 12 | 0% | 25% |
| Achievement | 2.14 % | 57,14% |
| Average | | |

| | | |
|-------------|-----|-------|
| 4 | 5% | 70% |
| 5 | 20% | 95% |
| 6 | 0% | 45% |
| 7 | 5% | 60% |
| 8 | 0% | 95% |
| 11 | 5% | 30% |
| 13 | 0% | 40% |
| Achievement | 5% | 59.3% |
| Average | | |

Hence, in spite of the retained results that reveal limited or significance efficacy of communicative (implicit) over traditional (explicit) grammar teaching, these results are not reliable as stated by Ellis (2004) who clarified that “a problem facing investigations of implicit and explicit learning is the lack of valid measures of second language implicit and explicit knowledge”.

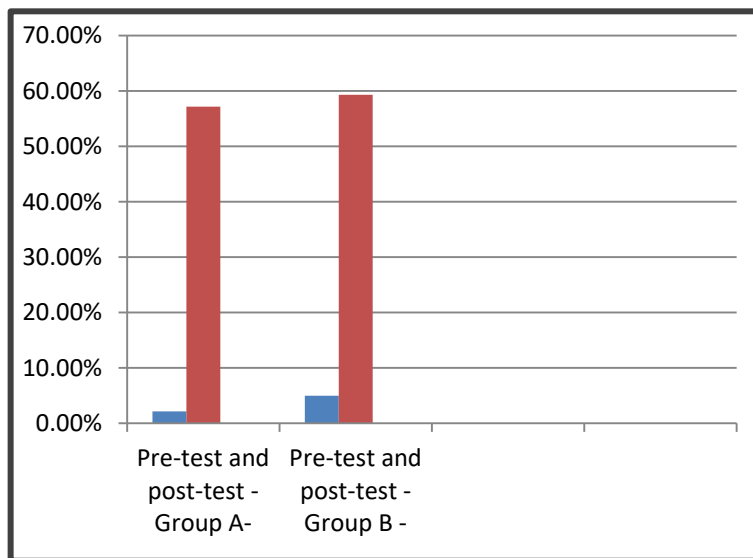


Diagram 4.1: Participants' achievements

4.4 Discussion

Traditional and communicative teaching approaches have established their effectiveness in ESL/EFL classrooms in many countries. With the application of these two approaches and activities in schools, it revealed that both have reflected positive development in learners' grammatical competence with a significance development of CLT group. Although most of the researchers indicated the ability of CLT in improving learners' communicative competence, our participants represent the opposite. This might due to a number of reasons such as students' numbers in each group, students' learning strategies and their linguistic abilities.

Both groups have achieved a noticeable improvement represented in the results of the post-tests; however, there was no variation in results of each group; group (B) showed a significance progression than group (A) which indicate that both groups have successfully progressed through both teaching (explicit and implicit) and developed their grammatical competence highly expressed in post-test results, which assert the notion that grammar can be taught explicitly or implicitly and learners will achieve progress.

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Appendix - A- Samples of traditional approach Activities

At the Museum

A/ Write the correct past tense verb in the spaces below. In 2 gaps you

Visit / follow / find / look/ be / walk / arrive

Last week we _____ the Museum. We _____ by
bus/by car/on foot. We _____ around the buildings and _____ a trail. We
_____ at the exhibits and galleries. We _____ lots of objects to look at. My
favourite part of the Museum _____

Fill in the blanks with the given words in parenthesis.

1. My sister and I helped (help) our mother yesterday.
2. I (clean) my car last weekend.
3. My brother (paint) the door last Sunday.
4. We (play) football last Saturday.
5. They (watch) TV last night.
6. The children (climb) the mountains last month.
7. She (study) English last night.
8. He (drink) two cups of tea at breakfast yesterday.
9. Erkan (eat) an apple at lunch yesterday.
10. The students (do) their homework after dinner last night.
11. My father (go) Ankara last week.



12. My mother (buy) my sister a present yesterday.

13. We (see) our teacher last Monday.

14. I (write) letters to my old friends last night.

*** Fill in the blanks as in the example.**

1. We *didn't play* (not play) football yesterday.

2. I (not take) any photographs last summer.

3. They (not do) their history homework yesterday.

4. My father (not go) to work last week.

5. I (not to be) at school yesterday.

Complete the verb tense chart.



| <i>PRESENT TENSE</i> | <i>PAST TENSE</i> |
|----------------------|-------------------|
| swim | |
| | Fell |
| hold | |
| | Wrote |
| drink | |
| | fought |
| lose | |

Fill in the correct form of the verb(s).

- 1) The dog at the postman last night. (*bark*) _____
- 2) I to catch the ball, but I it in the last game. (*try*) (*drop*) _____
- 3) I have up my pocket money to buy a toy last birthday. (*save*) _____
- 4) Peter loudly then his nose yesterday morning. (*sneeze*) (*wipe*) _____
- 5) Janet when she fell and her knee last vacation. (*cry*) (*bang*) _____
- 6) The taxi when the man it down last Sunday. (*stop*) (*flag*) _____
- 7) Betty up the box and it to the table in last year's party. (*lift*) (*carry*) _____












Appendix – B – Samples of CLT Activities








EXERCISE: Read this picture story aloud. Use the simple past tense for all the verbs in boxes and replace the pictures with words.

NOTE:  = negative.

Work in a group of three

Example: In my childhood, our house didn't have air conditioning.

In my childhood, our house  ~~HAVE~~ air conditioning. We ~~WATCH~~ much  or LISTEN to  very often in hot weather. Instead, on warm summer evenings, we STAY on the  for hours. What we DO there? Well, we  PLAY  or LOOK AT . My  ROCK back and forth in his rocking chair. Sometimes he SMOKE  or TRY to do  from the .

Where BE my ? Well, after dinner, she quickly WASH the . Then she usually JOIN us out on the . She sometimes CLEAN . Then she CARRY them into the . What HAPPEN next? She usually REAPPEAR a few minutes later with big  and . We always ENJOY those times.



Work in a
group of three

Read the story.

I met a new neighbor the day before yesterday and we had a long talk last night. He's a student from Japan. His name is Yutaka.

Yutaka applied for admission to the University of California at Los Angeles (UCLA) last winter and got his letter of acceptance on May 10, only a few weeks ago.

Four days later, his mother bought a plane ticket and some clothes for his trip. The night before his departure, his friends gave him a big going-away party. His family took him to the airport the next day, and his friends said good-bye there. He arrived here on May 17, because there is a one-day time difference between Japan and California.

For his first two weeks here, Yutaka had to stay in a hotel. It took him a week to find an apartment. He moved into this apartment several days ago, on June 1.

Answer these questions about the story.

1. Who is telling the story? How does she probably know Yutaka? Who is the story about?
2. According to her story, when did Yutaka apply for admission to UCLA? How long ago did he receive his letter of acceptance?
3. How long did the preparations for his trip take? What did Yutaka, his family, and his friends do before his trip?
4. Where did Yutaka stay during his first two weeks in Los Angeles? When did he move into his new apartment?
5. How did the storyteller find out all this information?

A. EXERCISE: In the story about Yutaka, underline all the expressions of past time.

Example: Yutaka applied for admission to UCLA last winter.



EXERCISE: Complete this story. Write the correct past tense forms of the verbs in parentheses in some of the blanks. Fill in the other blanks with words missing from the time expressions (*in, on, last, ago, then, next, after, or later*) and the missing connecting words (*and, but, or, so, because, before, after, as soon as, or when*). There may be more than one correct answer.

When I *arrived* (arrive) in Canada a few years *ago*
 I *didn't have* (not have) a place to live. _____ (1.) I _____
 (2. have) to stay with friends for a while. _____ (3.) my first day here, I
 _____ (4. go) out and _____ (5. buy) a city map. The
 _____ (6.) day, I _____ (7. get) a newspaper, _____
 (8.) I _____ (9. study) the classified ads. I _____ (10. want) a fur-
 nished apartment, _____ (11.) I _____ (12. look) in the "Apt.
 Furn." section for the part of town near my school. But I _____ (13. can-
 not) read the ads _____ (14.) I _____ (15. not
 understand) the abbreviations. _____ (16.) a friend _____ (17.
 explain) them to me, however, I _____ (18. pick) out several interesting
 ads. I _____ (19. prefer) a place with a swimming pool, tennis courts,
 modern furniture, air conditioning, a fireplace, a security building, and so on.
 _____ (20.) I _____ (21. notice) the prices, _____ (22.)
 I _____ (23. begin) to look for less expensive apartments.

The one- and two-bedroom places _____ (24. seem) interesting.
 _____ (25.) they _____ (26. not cost) too much for me
 _____ (27.) I _____ (28. cut) out an ad for a "single" apartment,
 _____ (29.) _____ (30. call) the telephone number.
 Unfortunately, the apartment _____ (31. be) no longer available.
 _____ (32.) that, I _____ (33. try) several other numbers.
 _____ (34.) I _____ (35. not have) any luck.
 _____ (36.) a classmate _____ (37. tell) me that I
 _____ (38. can) rent furniture, _____ (39.) I _____
 (40. read) the ads for "Apt. Unf." I _____ (41. know) that there



Work in a group of three

Appendix – C- Pre-test

Name () Class ()

Test (1)

Use the Past Simple tense of the words in brackets.

- 1. She _____ (cut) her finger last night.
- 2. We _____ (go) for a ride and came home late.
- 3. Her former husband always _____ (drink) heavily.
- 4. He _____ (lend) me some money last week.
- 5. There _____ (are) lots of people at the party.
- 6. My father _____ (lose) his car keys this morning.
- 7. She often _____ (fight) with her neighbour.
- 8. The homeless laid a mat on the pavement and _____ (sleep) on it.
- 9. I _____ (meet) my uncle on Sunday afternoon.
- 10. You _____ (stand) beside me yesterday.

