

**Deanship of Graduate Studies  
Al-Quds University**



**The Effect of Using the “Communicative Method” on  
6<sup>th</sup> Graders’ Achievement in Learning English  
Grammar in Bethlehem District and Their Attitudes  
Toward EFL**

**Marwa Adel Issa Al Ouq**

**MSc. Thesis**

**Jerusalem –Palestine**

**1438/2017**

**The Effect of Using the “Communicative Method” on  
6<sup>th</sup> Graders’ Achievement in Learning English  
Grammar in Bethlehem District and Their Attitudes  
Toward EFL**

**Prepared by:  
Marwa Adel Issa Al Ouq**

**Bachelor in Education, Teaching English–Bethlehem  
University –Palestine**

**Supervised by: Dr. Jamal Nafi’**

**A thesis submitted in partial fulfillment of the  
requirements for the Degree of Master in Education-  
Faculty of Educational Sciences, Al-Quds University**

**Jerusalem – Palestine**

**1438/2017**

**Al-Quds University**  
**Deanship of Graduate Studies**  
**Teaching Methods**



### **Thesis Approval**

**The Effect of Using the “Communicative Method” on 6<sup>th</sup>  
Graders’ Achievement in Learning English Grammar in  
Bethlehem District and Their Attitudes Toward EFL**

**Prepared By: Marwa Adel Issa Al Ouq**

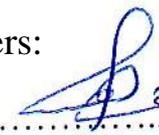
**Registration number: 21411152**

**Supervisor: Dr. Jamal Nafi’**

Master thesis submitted and accepted, Date: 6/5/2017

Names and signatures of the examining committee members:

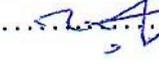
1- Head of Committee Dr. Jamal Nafi’

Signature: 

2- External Examiner Dr. Zeiad Qabaja

Signature: 

3- Internal Examiner Dr. Hasan Hamad

Signature: 

Jerusalem – Palestine

1438-2017

## **Dedication**

I dedicate this work to:

My husband for his encouragement and support.

The soul of my beloved mother. I know she would have been very proud of me.

My father who has always loved me unconditionally and has taught me to work hard for the things that I aspire to achieve.

My wonderful kids Khaleel and Jelan for always making me smile.

My dear sister and brother for their support and friendship.

My school Principal and all my colleagues at Rizq Al Saeed School for their help, patience, encouragement and support.

All my friends for their endless encouragement and advice.

Anyone who read and appreciated my work.

I am truly thankful for having you all in my life.

Marwa Adel Al Ouq

## **Declaration**

I declare that this thesis, submitted for the degree of Master in Education, is the result of my own research, except where otherwise acknowledged, that this study (or any part of the same) has not been submitted for a higher degree to any other university or institution.

Signature: .....

Marwa Al Ouq

Date: 2017/5/6

## **Acknowledgments**

Foremost, I would like to express my gratitude and special thanks to my wonderful supervisor Dr. Jamal Nafi', for his patience, motivation, support and profound knowledge. His guidance helped me all the time of the research and during the writing of this thesis. Moreover, I would like to thank the committee members and the examiners for their valuable advice and opinions. Also, I would like to thank the Ministry of Education and 6th grade students at Mariam Al-Athra'a School for Girls, and the teachers for their continued support and unlimited corporation. All of them have been there to support me during the application of the research tools. My personal thanks to all of my colleges for their support and encouragement.

Marwa Al Ouq

## **Abstract**

This study aims to investigate the effect of using the “communicative method” on 6<sup>th</sup> graders’ achievement in learning English grammar at Bethlehem District and their attitudes toward EFL. To achieve the purpose of the study, the instruments were applied on purposeful sample from 6th grade students at Mariam Alathra'a School for Girls in the first semester of the academic year 2016/2017. Two groups, the experimental and the control, were used in this study. The experimental group was taught grammar by the communicative method, while the control group received instruction by the ordinary/traditional method. To answer the main research question whether the communicative method is more effective in teaching grammar rather than the ordinary method, a pre and a post-test used to measure students’ development in grammar achievement. The researcher also designed a questionnaire to measure students' attitudes toward English as foreign language (EFL). In this study, the quasi-experimental design was used. T-test was used to see students’ achievement in the experimental and control groups. The researcher concluded that there are significant differences at ( $\alpha \leq 0.05$ ) on the students' English grammar achievement between using the communicative method and the ordinary one. Also, the results showed that there are significant differences at ( $\alpha \leq 0.05$ ) in students' views before and after using the communicative method. The researcher recommended that teachers need to employ the communicative method in their grammar classes. Moreover, applying this study with other different variables is recommended to determine whether the communicative method is an effective one for other variables.

## **Table of Contents**

Declaration.....	i
Acknowledgments.....	ii
Abstract.....	iii
Table of Contents.....	iv
List of Tables:.....	vi
List of Appendices.....	vii
<b>Chapter One: Introduction.....</b>	<b>1</b>
1.1 Background of the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Significance of the Study.....	4
1.4 Purpose of the Study.....	4
1.5 Questions of the Study.....	4
1.6 Hypotheses of the Study.....	5
1.7 Limitations of the Study.....	5
1.8 Definition of Terms.....	5
<b>Chapter Two: Review of Literature and Related Studies.....</b>	<b>7</b>
2.1 Introduction.....	7
2.2 Review of Literature.....	8
2.2.1 Definitions of Grammar.....	8
2.2.2 Grammar Theories.....	8
Inductive Method.....	11
2.2.3 The Importance of Grammar Mastery.....	13
2.2.4 Teaching Grammar.....	14
2.2.5 Methods of Teaching Grammar.....	15
2.3 Review of Empirical Studies.....	22
2.4 Summary.....	29
<b>Chapter Three: Methods and Procedures.....</b>	<b>30</b>
3.1 Introduction.....	30
3.2 Methods.....	30
3.3 Population of the Study.....	30
3.4 Sample of the Study.....	30
3.5 Instruments of the Study.....	31
3.6 Validity of the Instruments.....	31

3.6.1 Validity of the Test.....	31
3.6.2 Validity of the Questionnaire .....	32
3.7 Reliability of the Instruments.....	32
3.7.1 Reliability of the Test.....	32
3.7.2 Reliability of the Questionnaire .....	32
3.8 Design of the Study .....	32
3.9 Variables of the Study .....	33
3.9.1 Independent Variables:.....	33
3.9.2 Dependent Variables:.....	33
3.10 Data Collection.....	33
3.11 Data Analysis .....	34
<b>Chapter Four: Results of the Study.....</b>	<b>35</b>
4.1 Introduction.....	35
4.2 Results Related to the First Hypothesis .....	35
4.3 Results Related to the Second Hypothesis.....	37
4.4 Summary.....	39
<b>Chapter Five: Discussion, Conclusion and Recommendations.....</b>	<b>40</b>
5.1 Introduction.....	40
5.2 Discussion of the Results of the First Hypothesis.....	40
5.4 Conclusion .....	42
5.5 Recommendations .....	43
References.....	44
Appendices.....	47
الملخص .....	83

## List of Tables:

<b>No.</b>	<b>Table Title</b>	<b>Page</b>
3.1	Grammar rules and the use of the communicative techniques	34
4.1	Means and standard deviations for the pre and post tests between using the communicative method and the traditional method in both groups	36
4.2	Results of ANCOVA test related to the experimental and control groups due to teaching method.	36
4.3	Adjusted means and standard errors of the post test scores due to teaching method	37
4.4	Means and standard deviations for the pre and post questionnaire in both groups	38
4.5	Results of ANCOVA test related to the experimental and control groups in testing the effect of using the communicative method on the six graders' attitudes toward EFL due to teaching method	38
4.6	Adjusted means and post standardized errors in learning English grammar due to teaching method	39

## List of Appendices

<b>Table</b>	<b>Subject</b>	<b>Page</b>
Appendix 1	Arbitrators List	47
Appendix 2	Questionnaire	48
Appendix 3	Pre/Post Test	51
Appendix 4	Facilitation Letter	54
Appendix 5	Lesson Plans and Worksheets	55

## **Chapter One:**

---

### **Introduction**

#### **1.1 Background of the Study**

English is the most spoken language in the world. It is the official language in a large number of countries. It is the language of science, computer, technology and internet. Also, it increases the chances of getting a good job. So, one out of five people can speak or at least understand English. In order to learn English, learners must master its (main and sub-skills) listening, speaking, reading, writing and grammar. Each skill can be taught by different methods and strategies.

For English language learners, grammar is very important since it is one of the important aspects to help master the communicative skills. A learner can be said as mastering a language (having competence) if he/she fulfills two main requirements, namely accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the learner can use the target language (Brinton, 2014). This argument is also supported by some other experts. Canale and Swain (1980) consider grammatical concept as a basis of the communicative competence. Moreover, Swan (1985) emphasizes the importance of grammar mastery to support the good use of language. In addition, Harmer (1991) declares that grammatical

knowledge is very important for learners who want to have communicative competence. With good understanding of grammatical concepts, learners can avoid the use of incorrect structures. Grammar is a study in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really consumes time and effort. If learners do not know the rules of grammar, they will never be able to communicate in English effectively (Brinton, Celce – Murcia & Snow, 2014).

During the years, teaching English grammar was an important issue that researchers studied. Also many different approaches discussed the idea of how to teach English grammar. It is one of the most controversial issues in language teaching since it is one of the more difficult aspects of language to teach well. So, language teachers, who adopt the definition which focuses on grammar as a set of forms and rules, teach grammar by explaining the forms and rules and then drilling students on them. This results in bored, disaffected students who can produce correct forms on exercises and tests, but consistently make errors when they try to use the language in context. Other language teachers, influenced by recent theoretical work on the difference between language learning and language acquisition, tend not to teach grammar at all. Believing that children acquire their first language without overt grammar instruction, they expect students to learn their second language the same way. They assume that students will absorb grammar rules as they hear, read, and use the language in communication activities. This approach does not allow students to use one of the major tools they have as learners: their active understanding of what grammar is and how it works in the language they already know. The communicative method balances these extremes. This method recognizes that overt grammar instruction helps students acquire the language more efficiently, but it incorporates grammar teaching and learning into the larger context of teaching students to use the language. Instructors using this method teach students the grammar they need to know to accomplish defined communication tasks (Ellis, 2006).

Following a suitable teaching method in teaching grammar improves students' achievement in grammar and also in learning English. But also, it affects students' attitudes towards English and grammar. And that depends on students' level, age and teaching method. The term attitude was defined in many different ways during the

years. In 1980s, Gardner (1985) defines attitude as an evaluative reaction to some referent on the basis of individual's beliefs or opinions about the referent. In a recent study, Siti (2008) suggests that students' attitudes correlate with their proficiency level as well as the location of their school and their classes.

So, attitude may influence how people deal with different situations in their lives including learning a foreign language. Moreover, Daana and Tahaineh (2013) believe that attitudes are related to the classroom learning situations, so the learners of English as a foreign language need to be prepared psychologically to acquire English as a foreign language.

Since the researcher is a-participant in the teaching process, she noticed that students' achievement in grammar was weak and that encouraged the researcher to try using new teaching methods in teaching grammar to improve students' achievement in it. Also that method improved the students' attitudes towards EFL. So this study was designed to investigate the effect of using the communicative method on 6<sup>th</sup> graders' achievement in English grammar and their attitudes towards English as a foreign language (EFL).

## **1.2 Statement of the Problem**

The researcher has been teaching English at some schools in Bethlehem. During that period, she has noticed that students, especially 6<sup>th</sup> graders, face some problems in learning grammar. As a result, the researcher realized that students need some new strategies to develop their learning of grammar. In addition, the researcher has reviewed a lot of studies that explore the difficulties of learning and teaching English grammar; this led her to focus on this aspect in order to help students improve their grammar and master its learning. In addition, this study focuses on the effect of using the "Communicative Method" on 6<sup>th</sup> graders achievement in learning English grammar at Mariam Al Athra School in Bethlehem District. Also, more light will be shed on the communicative method and students' achievement and development in learning English grammar.

### **1.3 Significance of the Study**

The “Communicative Method” is expected to help teachers improve their teaching methods. Teachers will be introduced to a new method in teaching grammar, which instructs students on how each particular rule can be applied in a much more effective way. This method emphasizes teaching students to communicate correctly by presenting the target language through context. In addition, it may also answer some questions that English teachers may raise related to how they can improve their methods in teaching grammar, and how they can make their classes interesting, and the learning of grammar will be an enjoyable experience. Finally, this study might help researchers to conduct similar studies with different variables and classes.

### **1.4 Purpose of the Study**

This study aims to investigate the effect of using the Communicative Method on 6<sup>th</sup> graders’ achievement in learning English grammar at Mariam Al Athra'a School in Bethlehem District and students attitudes toward EFL in order to enhance their achievement. The Communicative Method reinforces the self-confidence of the students when they attempt to use rules in context through communicative activities. Also, introduces teachers at governmental schools to a new method that will make the teaching of grammar easier and more effective. In addition, it will arouse students’ interests in learning grammar through using authentic contexts. Lastly, this method emphasizes learner-centeredness and the use of authentic materials.

### **1.5 Questions of the Study**

The study tries to answer the following questions:

1. Is there any effect of using the communicative method on 6<sup>th</sup> graders’ achievement in learning English grammar due to teaching method?
2. Is there any effect of using the communicative method on 6<sup>th</sup> graders’ attitudes in learning English grammar due to teaching method?

## 1.6 Hypotheses of the Study

The study is designed to test the following hypotheses:

1. There are no statistical significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores of 6<sup>th</sup> grade students' achievement in learning English grammar due to teaching method.
2. There are no statistical significant differences at the level ( $\alpha \leq 0.05$ ) between the means of 6<sup>th</sup> grade students' attitudes towards EFL due to teaching method.

## 1.7 Limitations of the Study

This study has the following limitations:

Human limitation: This study is applied only on sixth grade students.

Time limitation: This study is conducted in the first semester of the academic year 2016/2017.

Place limitation: This study is applied at Mariam Al Athra'a School in Bethlehem District.

Conceptual limitation: This study is limited according to all the terms defined in the study.

## 1.8 Definition of Terms

The following definitions help to clarify the meaning of the terms used in this study:

**Achievement of Grammar:** according to Bruder and Paulston (1976), grammar is defined as the possible forms and arrangements of words in phrases and sentences. Whereas, Cambridge Dictionaries Online define grammar as the way you combine words and change their form and position in a sentence, or the rules of this. The researcher conducted a tool to measure the achievement of grammar especially for this study.

**Attitude:** according to Ajzen (2005) attitude is a hypothetical construct that is in accessible to direct observation and must be inferred from measurable responses. The researcher conducted a tool to measure student's attitudes toward EFL especially for this study.

**Communicative Method:** the communicative method is a method of language teaching that emphasizes interaction and problem solving as both the means and the

ultimate goal of learning English - or any language. As such, it tends to emphasize activities such as role play, pair work and group work. It switched traditional language teaching's emphasis on grammar, and the teacher-centered classroom, to that of the active use of authentic language in learning and acquisition.

([http://teflpedia.com/Communicative\\_Method](http://teflpedia.com/Communicative_Method))

## **Chapter Two:**

---

### **Review of Literature and Related Studies**

#### **2.1 Introduction**

This chapter is divided into two parts which are the literature review and related studies about the effectiveness of using the communicative method in teaching English grammar and the students' attitude toward EFL. The literature review discusses some topics which are: First, it contains the different definitions of grammar, types of grammar; it discusses different definitions of the inductive method and the deductive method. Second, it discusses the importance of grammar mastery. Third, it includes the teaching grammar aspect. Fourth, it mentions some basic problems in teaching grammar. Fifth, it discusses the teaching of grammar through some familiar methods such as Grammar Translation method and Audio-lingual method. Finally, it throws more light on the communicative method and many related sub-titles. Whereas, the related studies explore and evaluates some previous studies that investigated the effect of using the communicative method in teaching grammar and students' attitudes toward it.

## **2.2 Review of Literature**

### **2.2.1 Definitions of Grammar**

There are some definitions of grammar quoted from experts. Swan (2007) defines grammar as the rules that show how words are combined, arranged, or changed to show certain kinds of meaning. Lado (1961) stated that grammar is the study of rules that are claimed to tell the students what they should and should not say in order to speak language of the social educated class.

Cook and Sutter (1980) stated that grammar is a set of rules by which people speak and write. These rules are not always understood consciously because the rules we refer to are those hardly anyone ever thinks about, but which allow people to use their language easily and naturally most of the time. Also, Nunan (2003) believes that grammar has recursive rules allowing one to generate grammatically correct sentences over and over.

Bruder and Paulston (1976) define grammar as the possible forms and arrangements of words in phrases and sentences. Grammar cannot be separated from other language skills and aspects. It is found in listening comprehension, pronunciation, reading and writing.

Based on the experts' definitions of grammar above, it can be concluded that grammar is rules of how words and their component parts are combined to make sentences.

### **2.2.2 Grammar Theories**

#### **Traditional Grammar**

Grammar, in this traditional sense, is the study of the structure and formation of words and sentences, usually without much reference to sound and meaning. In the more modern linguistic sense, grammar is the study of the system of structures, sounds, words, meanings, sentences within a language. Traditional Grammar is based on inflected languages such as Greek and Latin. It is the most widespread and elaborate grammar and is widely used in language teaching. In analyzing sentences, the method adopted is called *parsing*. This generally involves five aspects; firstly, identifying

elements of the sentence, labeling the parts as subject, predicate, object, attribute, adverbial, etc., secondly, identifying the part of speech of each word. Thirdly, pointing out the inflection of the words is another aspect. Fourthly, describing the relationship between the words. Finally, generalizing the order of words. Fundamentally, this approach to the analysis of sentence structure is notional in nature. It classifies words and parts of sentences mainly according to meaning (Zhong-guo & Min-yan, 2007).

While traditional grammar is well established, its weaknesses are pinpointed by modern linguists. Firstly, it is prescriptive in nature, attempting to lay down rules for speakers of a language. Secondly, its grammatical categories are merely based on European languages and are found inadequate in describing other languages. Thirdly, it lacks a theoretical framework and fails to account for the nature of language (Zhong-guo & Min-yan, 2007).

### **Structural Grammar**

It's an attempt to deviate from traditional grammar. In the early years of the twentieth century, American anthropologists and linguists began to describe American-Indian languages, as many of these tribal languages were dying. They tried to innovate ways of analysis, because they found some traditional grammatical categories based on European languages unfeasible in describing those native languages of America. Structural grammar is a means of analyzing written and spoken language. It is concerned with how elements of a sentence such as morphemes, phonemes, phrases, clauses and parts of speech are put together. For example, any sentence structure contains a noun phrase (NP) and a verb phrase (VP); in the sentence: "Vicki laughed." "Vicki" is a NP and "laughed" is a VP. The sentence could change to: "The woman laughed." "The woman" is the NP and "laughed" is the VP. You can extend the sentence to: "Vicki who lives near me laughed." "Vicki who lives near me" is the NP; "laughed" is the VP. Expanding the sentence, "Vicki who lives near me laughed loudly" The NP consists of "Vicki who lives near me" and the VP is "laughed loudly". The study of this method therefore is an important tool for improving clarity in communication (Kailani & Muqattach, 2007)

## **Transformational Grammar**

It's a device for generating sentences in a language. • It generates only the well-formed or grammatically correct sentences of a language since it is meant to create the rules and principles which are in the mind or brain of a native speaker. Noam Chomsky believed that grammar has recursive rules allowing one to generate grammatically correct sentences over and over. • Our brain has a mechanism which can create language by following the language principles and grammar. Transformational Process of the Syntactic Structures according to Chomsky's Transformational Grammar can be best summarized by adding, deleting, moving, and substituting words. These changes take place through specific rules, which are called Transformational Rules (Widodo, 2006).

## **Communicative Grammar**

Communicative grammar is based on the communicative approach to the teaching of second/foreign languages. Language structures must not be taught in isolation but integrated into the four skills of language: listening, speaking, reading and writing. In this way a structure is practiced orally and in written form. Grammatical patterns must not only be learned at the utterance level but at the discourse level; the main objective focuses on the development of communicative grammatical competence, which is understood as the ability to use and understand a structure in a variety of situations spontaneously. The approach calls for a certain balance between pre-communicative and communicative activities: the first prepares the learner to handle the language rules for actual communication and the latter enables him/her to use the structures in real communication. Students must not only do drills and pre communicative exercises in class, but they must interact and communicate with other speakers when they use the patterns they are studying. Classes are planned in a way that students use the structures naturally and not artificially, and they require time and practice to internalize those patterns by using a process in which grammatical structures are recycled with more complex variations (Kailani & Muqattach, 2007).

The teaching of grammar has been done lately in foreign language classes by the presentation of grammatical patterns, followed by some drilling and structural

exercises with little or no communicative application of those patterns in context. Actually, past approaches have dealt mainly with the achievement of linguistic knowledge. The mastery of the sound system and structural patterns of language, which is called linguistic competence, was the aim. Therefore, communication was assigned a second place. It wasn't considered important to be taught during the process. This element was set aside in order to be developed by students on their own (Kailani & Muqattach, 2007).

The 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, asking for help, etc. Learning activities must demand the achievement of a particular task other than mere manipulation of language rules. This approach is based on the development of the ability to use language in real-life situations more than on the manipulation of linguistic structures, which do not enable speakers to interact naturally in a real communicative act. Moreover, to really ensure communication in class, students have to accomplish the two main components of discourse: cohesion and coherence. When people produce a sentence in the course of a normal communicative activity, they simultaneously do two things: at first, they express a proposition of one kind or another. Secondly, at the same time in expressing that proposition they perform some kind of illocutionary act. Each sentence or utterance has its own separate meaning, a semantic meaning. This individual meaning is what is called propositional meaning. The appropriate link of one proposition with another is known as cohesion, or propositional development. Coherence is achieved by the relationship of the illocutionary acts, or functions, that those propositions convey (Kailani & Muqattach, 2007)

### **Inductive Method**

According to Nunan (2003), inductive is presenting the learners with samples of language and, through a process of guided discovery, get the learners to find out the principle or rule for themselves. This method is most close with the audio-lingual approach in teaching languages (Gollin, 1998). This approach according to Brinton, Celce-Murcia and Snow (2014) was driven from the reform movement. The audio-lingual approach appeared in the United States during World War II.

Inductive, according to Celce-Murcia and McIntosh (1979), presents examples by which the learner induces the relevant second language rule. In the audio-lingual approach, inductive is dominant although the learner is never required to state the rule. Hulstijn (2005) says that students see the structure embedded in instances where it is naturally used, which later leads to an explicit definition of the grammar rule.

In 1942, Gullette, Keating and Viens agree that the presentation of new material should be presented inductively whenever possible. Also psychologists agree that material which is learned through long use is easier to retain than that which is memorized. Inductive analysis of sentences will present variants of already familiar material, and this will help students to pay closer attention and force them to work out new principles for themselves. Inductive method has learners participating actively in their own instruction. This method encourages learners to develop their mental set of strategies for dealing with tasks. This method tries to highlight grammatical rules implicitly in which learners are encouraged to conclude the rules given by the teacher (Widodo, 2006). Schmidt (1990) says that inductive method has involved implicit awareness. That means learning without intention or awareness.

### **Deductive Method**

Krumboltz and Yabroff (1965) define deduction as giving the generalizations to the students, then they are asked to deduce specific applications; whereas, deductive method, according to Schmidt (1990), has involved explicit awareness, which means learning with intention and awareness. Also, Rivers (1968) defines the deductive as moving in teaching from the statement of the rule to its application in the example. But Cambridge dictionaries online defines deductive as to reach an answer or a decision by thinking carefully about the known facts.

Erlam (2003) defines the deductive method as a process that moves from general to specific. The learners are exposed to the general use, and then they apply the rule to particular instances of language use. And this method is most close with the Grammar-Translation approach (Gollin, 1998). This approach according to Brinton, Celce-Murcia and Snow (2014) was used as a way to teach Latin and other languages.

### **2.2.3 The Importance of Grammar Mastery**

Grammar is very important for English language learners since it is one of the important aspects to master the communicative skills. A learner can be said as mastering a language (having competence) if he/she fulfills two main requirements, namely accuracy (correctness), which refers to the mastery of grammatical structures, and fluency, which indicates that the learner can use the target language (Widdowson, 1975). This argument is also supported by some other experts. Canale and Swain (1980) consider grammatical concept as a basis of the communicative competence. Moreover, Swan (1985) emphasizes the importance of grammar mastery to support the good use of language. In addition, Harmer (1991) declares that grammatical knowledge is very important for learners who want to have communicative competence. With good understanding of grammatical concepts, learners can avoid the use of incorrect structure.

Grammar is a study of rules in which sentences are structured and formatted, so that it may be considered a bit boring to study correct grammar since it really is worth the time and effort. If learners do not know the rules of grammar, they will never be able to communicate in English effectively. River as cited in Padmadewi and Myartawan (2006) states that it is the understanding of grammar which plays an important role in order to be able to communicate well. Besides, it is also proven by fact that in writing or speaking scoring, there must grammar aspect as one of the scoring criteria.

Although grammar is not a high priority, it does not mean that grammar is not important to learn. Grammar is the basic knowledge and skill for understanding and using the language naturally. As it has been mentioned above, grammar is the rules by which words can change their forms and can be combined into sentences, it can be said that grammar plays an important role in how learners can master a language. Without learning grammar, learners cannot arrange sentences properly. And without having a good comprehension and competence in arranging sentences, it is impossible for learners to be able to master English.

### **2.2.4 Teaching Grammar**

There are some views on how to teach grammar. McKay in Nunan (1991: 154) explains the three views. They are:

- Teaching grammar entails the formal explanation of grammar rules. While learners who receive a great deal of grammatical rules will end up knowing quite a lot about the language; they will not necessarily be able to put the language to communicate effect.
- Teaching grammar is basically a matter of providing learners with practice in mastering common grammatical patterns through a process of analogy rather than explanation. The learners may become fluent in the structures they have been taught, but may not be able to use them appropriately in genuine communication outside the classroom.
- Teaching grammar is a matter of giving students the opportunity to use English in a variety of realistic situations. The disadvantage of this approach is that learners will not be able to provide explanation of grammatical rules of the target language.

#### **Problems in Teaching Grammar**

Bahasa Indonesia is categorized as tense less language. On the other hand, English is included in group of tenseness language. In English, the predicate of clause can be changed according to the tense. English language includes tense and aspect grammatically. Simple tense includes past, present, and future, while aspect includes progressive and perfect. The typological and grammatical difference between English and Bahasa Indonesia often brings about problems in English Grammar teaching and learning.

To teach language is not an easy task. Jufrizal (2010: 2) states that “being a good language teacher is not an easy job”. To teach a language means to teach something about human ability, capability, and faculty in the process of verbal communication. He mentions the problems in teaching grammar. The difficulties and problems of teaching grammar may be caused by linguistic and non-linguistic factors. In accordance with grammar, a lot of theories, approaches, methods, techniques, or strategies have been introduced and developed by language teaching experts. They

have been in various bases of philosophy, purposes, needs, and judgments about human languages.

The practical application of the teaching-learning of grammar may come to different executions and operations depending upon the needs, purposes, or levels. Different purposes and needs of language teaching-learning also bring about different focuses and emphases. Linguistically, language is composed of four main layers, namely form, meaning, function, and value. The layers interact with each other in such a way that they are used by human beings as a main instrument of verbal communication. Accordingly, the language teaching-learning process, whether it is first, second, or foreign language, has to give balanced attention to language composition.

### **2.2.5 Methods of Teaching Grammar**

There are many different approaches and methods for teaching English as a second language. These approaches and methods developed through centuries such as grammar translation method, direct method, and communicative, eclectic and reading approaches. Teachers try to use the appropriate methods or approaches that are related to the topic, students' level, teacher's techniques and strategies (Brinton, 2014). These methods are highlighted below:

#### **Grammar Translation Method**

Grammar Translation Method was widely used until the beginning of the nineteenth century. At first, this method was used to teach Latin. Karl Ploetz is the famous scholar who had used grammar translation method during his life time and afterward (Brinton, 2014). In addition, this method has different names, but it used by language teachers for many years. It is called the classical method; it was first used in teaching Latin and Greek. Also, it is known in the United States as the Prussian method (Bruder, 1977).

Moreover, Grammar Translation Method has different features such as: first, the instruction is given in the native language of the students. Second, there is a little use of the target language for communication. Third, it focuses on the forms and inflection of words. Fourth, sentences are translated from the target language into the

mother language. Finally, teachers don't have to speak the target language fluently (Brinton, 2014).

The principles of Grammar Translation Method are defined in the following aspects: First, The goal of the teacher who uses the Grammar Translation Method is helping students to be able to read literature written in the target language. So, students should learn the grammar rules and vocabulary. Second, the role of the teacher is very traditional; the teacher is the authority in the classroom, so students do as he/she says. Thus we can say that the instruction in the classroom is given from the teacher to students. However, there is a minimum of students' interaction with the teacher and with themselves. Therefore, this method doesn't consider students' feelings and emotions.

There are some characteristics of the teaching/learning process. First, students are taught to translate from their native language to the target language. Second, students study grammar deductively, so they are given the grammar rules and examples, and they are told to memorize them. They asked to apply the rules to the examples. In most grammar translation texts, a syllable was followed for the sequencing of grammar points throughout a text, so teaching grammar goes on in an organized way. Finally, the students have to memorize native language equivalents for the target language vocabulary words. So students have to memorize the grammatical rules.

### **The Direct Method**

The direct method is called the natural method because it aims is to teach students in a similar way that they acquire their first language, refrains from using the learners' native language and uses only the target language. It was established in Germany and France around the year 1900. It contrasts with the Grammar-translation method and other traditional approaches (blog.about-esl.com, 2013).

The influence of the direct method grew; it crossed the Atlantic in the early twentieth century when Emile De Sauze, Ohio, travelled to Cleveland to see that all foreign languages instruction in the public schools there implemented the direct method. De Sause was not completely successful since at that time there were too few foreign language teachers in the US who were highly proficient speakers of the language they were teaching (Murica, McIntosh, Brinton, Donna, Snow & Marguerite, 2014).

The direct method's concept of teaching vocabulary is implemented through pantomiming, real-life objects and other visual materials. Abstract vocabulary is taught by association of ideas. The lessons begin with dialogues or anecdotes in modern conversational styles organized around a question and an answer exchange between teachers and students in small intensive classes. No use of the mother tongue, so the teacher does not need to know the student's native language. New teaching points are introduced orally. Both speech and listening comprehensions are taught. Correct pronunciation and grammar are emphasized. Students should speak approximately 80% of the time during the lesson. The grammar is taught inductively (by repeated exposure to language in use, not through rules about the forms). Literary texts are read for pleasure and are not analyzed grammatically. The target culture is also taught inductively, centrality of spoken language (including a native-like pronunciation). The direct method focuses on question-answer patterns.

### **Audio lingual Method**

The Audio-Lingual method of teaching had its origins during World War II when it became known as the Army Method. It is also called the aural - oral approach. It is based on the structural view of language and the behaviorist theory of language learning.

The Audio lingual method to language teaching has a lot of similarities with the Direct Method. Both were considered as a reaction against the shortcomings of the Grammar Translation method; both reject the use of the mother tongue and both stress that speaking and listening competences preceded reading and writing competences. But there are also some differences. The direct method highlighted the teaching of vocabulary while the audio lingual method focuses on grammar drills. According to this method, grammar should be taught by memorizing some basic sentences. Their meanings are given in the native language. So, the students translate word by word. When the sentences have been over-learned, the student reads extensive descriptive grammar statements in the native language, with examples in the target language and native language equivalents.

## **The Communicative Method**

Most of the recent methods designed to promote L2 learning have tended to reflect different theoretical views on how L2 might be learned. One of these approaches is the Communicative method.

According to Lindsay and Knight (2010), the communicative approach started in the late 1960s and continues to develop. It is a teaching approach based on the view that learning a language means learning how to communicate effectively in the world outside the classroom. And, it's actually developed mainly as a reaction to the limitations of previous methods (The structural, Aural-Oral Approach). Moreover, linguistics began to look at language, not as interlocking sets of grammatical, lexical, and phonological rules, but as a tool for expressing meaning, accordingly to Yule (2006).

In recent years, language lessons are based on learning experiences that there is a clear connection between what learners do in e class and what they will ultimately need to do outside of the classroom. That is, we use language to do things like suggest, invite, agree, request and so on.

### **Goals of the communicative method:**

The main goal is to develop the communicative competence of the learners in the classroom, and make learners involved in the learning process so that language develops automatically. Also, learners will be able to use the language appropriately for a given social context (Al-Kailani, 2006).

### *Teacher's role in the communicative method:*

The teacher facilitates students' learning by:

- 1- Helping learners to communicate in English.
- 2- Motivating them to work with the language.
- 3- Managing classroom activities.
- 4- Setting up communicative situations.

(Lindsay & Knight, 2010); (Al-Kailani, 2006).

### *Student's role in the communicative method*

Students are communicators, actively engaged in negotiating meaning (Al-Kailani, 2006).

### **Teaching/learning process of the communicative method**

Authentic materials are used. Students usually work in pairs or small groups. Language activities are used at a large scale, especially those of a communicative nature where an information gap needs to be filled such as role- playing, problem solving, debates, and interviews (Lindsay & Knight, 2010) ; (Al-Kailani,2006).

### **Interaction in the communicative method**

- The teacher initiates interactions between students and sometimes participates.
- Students interact a great deal with each other in many configurations through pair or group works (Lindsay & Knight, 2010); (Al-Kailani, 2006).

### **Dealing with feeling**

The communicative method emphasizes on developing motivation in order to achieve some goals or in order to take part in the social life of a community using that language and to be accepted members of that community. In other words, to learn through establishing meaningful purposeful things to do with the target language individually, as well as cooperate with peers is encouraged (Yule, 2006).

### **View of language the communicative method**

This method emphasizes on meaning and using the language rather than on the structure and form of the language. Students work at the discourse level. They work on speaking, reading, listening, and writing from the beginning, consistently focusing on negotiated meaning (Lindsay & Knight 2010).

Role of students' native language: Students' native language usually plays no role.  
Means of evaluation: Informal evaluation takes place when the teacher advises or communicates formally by means of an integrative test with a real communicative function for evaluation purpose (Al-Kailani, 2006).

Response to students' errors: Errors of form are considered inevitable and natural; students with incomplete knowledge of forms can still succeed as communicators. Therefore, the teacher should exercise a degree of tolerance vis-à-vis students' grammatical mistakes (Al-Kailani, 2006).

### **Disadvantages of the communicative method**

The communicative approach has been subjected to many criticisms:

- In this method, it is hard to say that it is very applicable in crowded classes.
- This method increases the workload on the teacher.
- The teacher must be a very knowledgeable person in L1 and L2.
- Students and teacher must understand each other.
- Inadequate use of authentic materials can damage the course.
- Theoretical knowledge of teacher's needs has to be met in order to develop his/her performance.
- The monitoring ability of the teacher must be very good.
- Grammar teaching practices make the application of this approach difficult.
- This approach focuses on fluency but not accuracy.
- The weaker learner who struggles and cannot use the target language continues to make mistakes and eventually gives up.
- During pair and group work activities, the teacher focuses on accuracy through error correction because learners need to understand their mistakes.
- This approach is great for intermediate and advanced learners, but for beginners, some controlled practice is needed.
- The adoption of this approach raises important issues for:

\*Teacher training   \* material development   \* testing   \* evaluation

## **2.2.6 Communicative Method Strategies**

### **Role-Play**

Role Play is a classroom activity in which students take the roles of different participants in a situation and act out what might typically happen in that situation. It's very important in Communicative Language Teaching because it gives students an opportunity to practice communicating in different social contexts and in different social roles. Also, it's flexible in its application in education that it will work for all personalities and under all teaching circumstances. Furthermore, role-play can also help recreate the language used in different situation, the sort of language students are likely to need outside the classroom, and by simulating reality, role-play allows students to prepare and practice for possible future situations (Richard ,1992).

### **Pair work**

'Pair work' is a classroom activity in which the whole class is divided into pairs. (It is really a type of group work, using 'groups' of two). It's one of the main motivations to encourage pair work in the English language classroom is to increase the learners' opportunities to use English in the class. For example, the learners are answering comprehension questions in pairs after reading a text. This allows them to compare answers, and clarify problems together using English. Also, pair work has important advantages: it offers intensive, realistic practice in speaking and listening; and it promotes a friendly classroom ambiance that is conducive to teach (Freeman, 1991).

### **Songs**

Language teachers can and should use songs as part of their classroom teaching repertoire. Songs contain authentic language, are easily obtainable, provide vocabulary, grammar and cultural aspects and are fun for the students. They can provide valuable speaking, listening and language practice in and out of the classroom. Some key reasons songs can work exceedingly well in the foreign language classroom include the following:

1. Songs almost always contain authentic and natural language.

2. A variety of new vocabulary can be introduced to students through songs.
3. Songs are usually very easily obtainable.
4. Songs can be selected to suit the needs and interests of the students.
5. Grammar and cultural aspects can be introduced through songs.
6. Time length is easily controlled.
7. Song lyrics can be used in relating to situations of the world around us  
(Wallace, 1994).

### **Information gap**

An information gap activity is an activity where learners are missing the information they need to complete a task and need to talk to each other to find it. In other words, in information gap activities, each student has information that the other students don't have. The objective is for students to ask questions to find out what they need from the others. For example learner A has a biography of a famous person with all the place names missing, whilst learner B has the same text with all the dates missing. Together they can complete the text by asking each other questions.

### **Games**

Games are certain activities used as powerful ice-breakers in the classroom and as motivating power for learners in accomplishing the class activities and revising the difficult material. One of the most suitable ways could be teaching to provide a context for meaningful communication is using games. Games based learning has been a part of education for decades.

### **2.3 Review of Empirical Studies**

Hua and Li (2015) attempted to examine the effectiveness of popular culture materials in enhancing Hong Kong EFL students' grammar learning. The participants were from an intact class of 20 EFL students in a secondary school in Hong Kong. The instruments of the study were a pre-post test and a semi interview. The findings of the pre-post test showed that the adoption of popular culture materials had improved the participants' performance on the target grammar items. Thus, the selected materials

proved an effective tool to help the EFL learners with their grammar learning. In addition, the interview confirmed that the participants were generally positive and supportive towards the use of popular culture materials in the grammar class, but they also indicated the necessity for traditional approaches for grammar teaching.

Kamaludin and Yoke (2015) tried to see if the use of storytelling technique can provide a fresh grammar input. The participants were 20 diploma students of English who enrolled in the integrated language skills English course. The tools of the study were a pre-post test and a questionnaire. The results showed improvement in the test scores in favor to the post test. This indicates that the use of storytelling technique in language proficiency classrooms has a great potential. Besides that, it can be seen that some of the contributing factors are the “new” element of an original story, the prior knowledge that learners already have, the colorful pictures and comprehensible vocabulary, as well as the simple storyline with the analogy of a family and the members that make up the family.

Pham Vu Phi Ho and Nguyen the Binh (2014) investigated whether the communicative grammar teaching method was effective in terms of students' grammatical knowledge and oral communication and their attitudes toward this teaching method. The sample of this study consisted of 74 students from 7<sup>th</sup> grade from Le Hong Phong Junior High School. The tools of this study included an attitudes scale to measure the attitudes of students towards the communicative grammar teaching method. Also, the researcher conducted a pre-post test and an oral production test. The results of the study showed that students have positive attitudes towards the communicative grammar teaching method. Also, the results showed that the communicative grammar teaching indeed helped the students improve their grammar competence and use it effectively in communication. Besides, this implementation appealed to students' interest in grammar lessons.

Tarigan and Husein (2014) attempted to investigate the effect of the communicative language teaching on the students' achievement in writing hortatory. The population of this study was grade XI students of MAN Aek Natas. The sample was a class with 36 students. The students were divided into experimental and control group. The experimental group was taught using CLT approach and the control group was taught without using CLT approach. The tool of the study was a t-test. The result showed

that Communicative Language Teaching significantly affects the students' achievement in writing hortatory positively.

Hui-Chin Chang (2014) explored the effects of the communicative language teaching approach on the learner motivation. The sample was 163 freshmen from a vocational nursing university in northern Taiwan. The tool of the study was a questionnaire survey. The findings showed that CLT instruction enhanced the subjects' instrumental motivation. The outcomes of the study have yielded pedagogical implications which suggest that changes could be made to suit their own specific contexts so as to raise learner's motivation and ultimately facilitate L2 acquisition.

Abd Elmaksoud (2013) tried to investigate the effect of using the communicative approach in developing the pronunciation sub-skills. The participants were the students in special Diploma at the Faculty of Education at Beni-Suef University in Egypt. The tools of this study were a diagnostic test prepared by the researcher to know the sub-skills in which students are weak and an achievement test (pre/post). The result of the study showed that there were statistical significant differences in favor of the post test. The effect of the communicative approach on students' achievement was positive.

Chalipa (2013) tried to investigate the effects of inductive vs. deduction instructional approach in grammar learning of ESL (English as a Second Language) learners in Iran. The sample of this study consisted of 40 students at the Islamic Azad University, 22 were female and 18 were males. The tools of the study were a questionnaire and a grammar pretest and grammar post test in addition to immediate quizzes which were administered to the students following instruction of each grammatical structure. The results of this study showed that students learned better by deduction method on short-term more than by the inductive method.

Badilla and Chacon (2013) explored the advantages of implementing the communicative language teaching (CLT) in the traditional grammar lessons. The sample of the study was 69 students from the English Teaching Bachelor's Degree and English for other Major's students at the Escuela de Literatura y Ciencias Del Lenguaje at Universidad Nacional. The tool of the study was a questionnaire. The

results showed that language teachers must see grammar teaching strategies as a way to develop techniques to teach grammar subjects by implementing communicative activities in the classroom. Teachers must understand that students learn in different ways and have different strengths and abilities. This way, they must adjust classroom activities to various student intelligences rather than force everyone into a single mould. This diversity in methodology in written and oral activities allows learners to develop their own learning strategies and self-confidence toward the second language.

Khandan (2013) researched the effect of telling short stories on learning grammar among EFL high school students in Iran. The sample of the study consisted of 30 females intermediate students who were randomly chosen from one of the public high schools in Isfahan. Data of the study were collected via a pre-post test. The results showed that story telling has a positive effect on learning grammar structures, but the experimental group didn't outperform the control group significantly on the measure. In other words, there wasn't a significant difference between the two groups in terms of the acquisition of grammatical rules and structures.

Cathy Chiu Yin Wong and Mirta Barrea-Marlys (2012) studied the role of grammar in communicative language teaching (CLT) through looking into second language (L2) teachers' perceptions and classroom implementations of grammar instruction. The study focused on individual teachers' perspectives of CLT. Participants were six college - level teachers who taught Spanish as L2 in a major university in the Southern United States. Data were collected through classroom observations, interviews, and record collection. The findings indicated that there was a mixture of perceptions regarding the inclusion of explicit grammar instruction in a CLT classroom. The findings also revealed the teachers' perceptions of what they deem to be effective L2 instructions are influenced by their experience as learners as well their observation of student learning. The results suggested that teachers' beliefs are generally reflected in their classroom practices, but expectations may occur due to departmental regulations.

Berendse (2012) tried to investigate the effectiveness of inductive and deductive instruction when learning grammatical structures in an ESL (English as a Second

Language) classroom with Dutch secondary school pupils. The participants in this study were 54 secondary school pupils who were divided into two groups: a deductively taught group (28 pupils) and an inductively taught group (26 pupils). The tools of this study were pre-post tests, which had three grammatical judgment tasks, post-test and retention task. This study found that both the inductive and deductive group performed significantly better in both the past tense and the present perfect tense in the post-test when compared to the pre-test.

Ahmed, Yossatorn and Yossiri (2012) explored students' attitudes towards activities used in an EFL classroom at a Thai university. The sample of the study included first year students (bachelor students of medical and engineering faculties) who had studies public speaking. The tools of the study were class observations and semi structured interviews. The results found that more than half of the participants regarded their teacher's use of activities to determine their success in language learning. However, less than half of the participants showed dissatisfaction with the EFL teacher using humor about their cultures as the part of his teaching. It was recommended that further studies be undertaken on larger scales to develop more understanding of students' attitudes towards teachers applying activities in EFL classrooms. And this study could encourage further research to investigate the relationship between EFL teachers' using wide range of activities and promoting learners' interest on other hand.

.Barakat and Awad (2012) examined the effect of exchangeable and cooperative teaching methods on sixth grade students' achievement in English and their reflection on their social and psychological skills. The sample of the study consisted of 220 students, 105 males and 115 females. The tools of the study were a pre –post test and social and psychological skills scale for children. This study found that there was a statistically significant difference between the means of the students' pre and post achievements in favor of the teaching methods the cooperative method- for the post achievement. Additionally, they showed that there were statistical differences between the means of the student' pre and post achievements in their social skills due to the cooperative method and psychological skills due to the exchangeable method.

AlRifai (2010) studied students' attitudes, motivation and difficulties involved in learning English language and factors that affect motivation in learning it. The sample

of the study was about 200 students who have taken different English courses in Kuwait University. The tool of the study was a questionnaire and the data analysis was done by using SPSS software package. The results of this study suggested that there was a high correlation between any the two independent variables related to students' learning English language. This means that if the attitude toward learning English increases, the student gets much more in class courses and also from teachers during the teaching sessions. Also, appropriate changes can be recommended in teaching methods, teaching strategies and various techniques can be designed and implemented to motivate students to learn English. One of the recommendations of the study was to implement teaching strategies and do further research on any topic that will bring about an improvement in teaching strategies, and this will help change the students' attitudes toward learning English language and motivate students in learning English language.

Johansson (2010) tried to investigate what influence students' motivation for learning English grammar. The sample size was 54 students in the Swedish upper secondary school. The tool of the study was a questionnaire about students' attitudes towards learning English grammar. The results of the study showed that students had positive attitudes toward learning English grammar, and they thought that the teacher-student relationship was to some extent important for learning grammar. The biggest source of motivation was to have a good grade , and it was clear that they learn grammar differently. It seemed to be important for them to know why they learn something. Students thought that teacher's talking was a good way to learn grammar but not good to make grammar interesting and motivational. English as a foreign language had positive attitudes towards English language, English-speaking people and their culture.

Mahmoud and Nazzal (2010) attempted to study the effect of using story grammar on the students' achievement. The sample of the study consisted of 60 male and female students enrolled in an advanced writing course, all the students majoring in English Teaching Methods Department at Al-Najah National University. The tool of the study was a pre-post achievement test. The results showed that the students in the experimental group loved English, and this minimized the students' anxiety and their results were better than those of the other students in the control group.

Alhkayyat (2009) conducted a study that focused on measuring EFL teacher's knowledge of communicative language teaching approach and their practices in the Jordanian Public Schools. The sample of this study consisted of 144 EFL teachers who were chosen purposefully. The researcher also has chosen 47 teachers randomly for the classroom observation. Two instruments were used to collect data: a teachers' questionnaire and a classroom observation checklist. The results of this study showed that there were statistical significant differences due to teachers' experience in favor of the teacher of more than 15 years of experience. Also, there were statistical significant differences due to gender in favor of the males. Finally, the results showed that teachers had good knowledge of the characteristics of CLT, and they used these characteristics as much as possible inside their classrooms.

Pendidikan (2009) tried to investigate the effect of using communicative language teaching method on English comprehension for the fifth grade students of SD Kartika X-3 Skripsi . The study was a quasi-experimental in nature. The sample of the study was 38 from fifth grade students from SD Kartika X-3. Their age ranged from 10 to 11 years, and there were 13 boys and 3 girls. They had 3 hours of English classes a week. They are from multi-culture background and with different social economic status. Some of them are Batakese, Chinese, Sundanese, etc. And they have different religions also. The instruments used in this research were the pre-test and the post-test. The test is objective tests in the term of multiple choice, essays, puzzle words and matching items. Also, Communicative language activities were used in this research to stimulate for their comprehension samples of Communicative Language Teaching (CLT) through Information gaps, Games, Pair work, etc. This study found that students were more active in their English class because they had learned how to get along easily in learning English with Communicative Language Teaching, like Role-Play, Games, Pair work, Information gap, etc.

Nguyen Quynh Giao and Nguyen Thi Hoa (2004) examined if the CLT can help Vietnamese students learn grammar better than traditional methodst. The participants of the study were 50 students in two non major English classes in the Telecommunications Department of the Post and Telecommunications Institute of Technology. The tools of the study were a pre-post test and an observation checklist. The results according to achievement: the learners did better in the experimental class, with communicative grammar lessons, than in the control class, with traditional

lessons. Communicative activities such as language games, role plays, pair work, and group work helped to improve learners' grammar appropriateness and accuracy skills better than grammar-translation activities. The roles according to the motivation: CLT lessons brought more motivation to learners. The interesting communicative lessons increased learners' motivation, whereas grammar-translation lessons seldom sparked interest. Learning grammar in communicative ways helped the students enjoy learning English more.

## **2.4 Summary**

Obviously, most of the previous studies show that students learned better by the communicative method, and the communicative grammar teaching indeed helps the students improve their grammar competence. For example, Cathy Chiu Yin Wong and Mirta Barrea-Marlys's (2012) tried to investigate the role of grammar in communicative language teaching (CLT) through looking into second language (L2) teachers' perceptions and classroom implementations of grammar instruction. The findings indicated that there was a mixture of perceptions regarding the inclusion of explicit grammar instruction in a CLT classroom. The findings also revealed the teachers' perceptions of what they deem to be effective L2 instructions are influenced by their experience as learners as well as their observation of student learning. Also, there are some studies which investigate the effect of the storytelling technique which is one of the communicative method teaching techniques in teaching grammar such as Soleimani and Khandans (2013) who tried to explore the effect of telling short stories on learning grammar among EFL high school students in Iran. The results showed that story telling has a positive effect on learning grammar. In other words; there wasn't a significant difference between the two groups in terms of the acquisition of grammatical rules and structures.

However some other studies found that the students performed better on the deductive and inductive method which are adoptive by the communicative teaching method .For example, Berendse (2012) investigated the effect of inductive and deductive instruction when learning grammatical structures in an ESL(English as a Second Language) classroom with Dutch secondary school pupils.

## **Chapter Three:**

---

### **Methods and Procedures**

#### **3.1 Introduction**

In this chapter, the researcher describes the methodology of the study, research population, and the procedures of the sample examination, and the steps of building the instruments of the study, which included: achievement tests (pre-test and post-test), a questionnaire as well as the necessary steps to ensure the validity and reliability of the instruments. It also included a description of the study design and statistical analysis.

#### **3.2 Methods**

The research followed the experimental method and the quasi-experimental design.

#### **3.3 Population of the Study**

The research population consisted of all the sixth grade female students in Bethlehem Educational Governorate schools during the first semester of the academic year 2016-2017.

#### **3.4 Sample of the Study**

The sample of the study was purposeful and is extracted from its population. The study consisted of (47) female students from Mariam Al Athra'a School located in

Bethlehem city. This sample was divided into two groups: the first is an experimental which included (23) students, and the other is a control group which included (24) students. The two groups were of the same age, all the students were between 12-13 years old. In addition, they all had the same environmental and educational backgrounds. There was change in the number of students from the study sample because of the existence and the absence during conducting the pre-post test and the questionnaire.

### **3.5 Instruments of the Study**

**-Achievement test** (pre-test and post-test): The test was designed to measure students' achievement in grammar .It had five questions and the questions had 23 items which needed to be answered by the students in the experimental and control groups. The total marks in these tests were out of (23).

**-Questionnaire:** It was designed to measure students' attitudes toward EFL. This questionnaire consisted of (20) items. The questionnaire contained first, a cover page which contains the researcher's instructions to the subjects and personal data. To answer the questionnaire, the students needed to read the (20) items carefully then to decide upon the suitable answer that expressed his/her opinion toward EFL. The researcher designed the questionnaire in the form of a 5 point Likert's scales ranging from strongly agree to strongly disagree. The questionnaire was submitted to students in English. Valuable instruction and assistance was offered during the whole process. All questionnaires were filled out and returned to the researcher.

### **3.6 Validity of the Instruments**

#### **3.6.1 Validity of the Test**

To ensure the validity of the test, it was presented to group of professional arbitrators (Appendix 1) with competence and experience. They were asked to state their opinions on the test parts and questions, and their comments and suggestions were taken into consideration by the researcher.

### **3.6.2 Validity of the Questionnaire**

To ensure the validity of the questionnaire, it was presented to group of professional arbitrators (Appendix 1) with competence and experience. They were asked to state their opinions on the questionnaire's items. Their comments and suggestions were considered by the researcher.

### **3.7 Reliability of the Instruments**

#### **3.7.1 Reliability of the Test**

To ensure the reliability of the test, the researcher applied the test to a sample of (12) students from the study population and out of the sample. The test was given for the sample then after two weeks it was conducted for the same students. Reliability coefficient was calculated by test-retest. It was (0.831) for the test. This means that the test produced stable and consistent results.

#### **3.7.2 Reliability of the Questionnaire**

To ensure the reliability of the questionnaire, the researcher applied the questionnaire to a sample of (12) students from the study population and out of the sample. Reliability coefficient was calculated by test-retest. It was (0.739) for the questionnaire.

### **3.8 Design of the Study**

O1    O2    X    O3   O4

**O1    O2    O3    O4**

O1: Pre-test

O2: Pre- questionnaire

O3: Post-test

O4: Post- questionnaire

X: Treatment

### **3.9 Variables of the Study**

#### **3.9.1 Independent Variables:**

Methods of teaching (the communicative method and the traditional one).

#### **3.9.2 Dependent Variables:**

**-Achievement**

**-Attitudes**

### **3.10 Data Collection**

To collect the data of the study, the researcher adopted the following procedures using the first semester of the academic year 2016-2017:

1. Reviewed the educational literature and the previous studies related to the use of the communicative method and also about students' attitudes towards EFL.
2. Reviewed the Palestinian English Curriculum for the Sixth Grade to determine the suitable grammar rules that can be taught for this grade according to their curriculum.
3. Designed a teacher's guide which contains six grammar lesson plans.
4. Chose external materials for each grammatical lesson to be taught through the communicative method and the traditional method which were: the possessive pronouns, the past simple, the past progressive, the punctuation marks, the ed/ing adjectives and the simple future tense.
5. Chose a communicative technique for each grammar rule to be taught for the experimental group as the following:

**Table (3.1): Grammar rules and the use of the communicative techniques.**

<i>The grammar rule</i>	<i>The communicative technique</i>
1. Possessive pronouns	Crossword game
2. Simple past	Music (Song)
3. Past progressive	Story telling
4. Punctuation marks	Sending a postcard
5. ed/ing adjectives	Filling information gap
6. Simple future	Role play

6. Prepared the study instruments which contained a questionnaire, (Appendix 2) and achievement tests (Appendix 3).

The pre-test is an achievement test conducted for the experimental group and the control group.

The post-test was an achievement test which was applied on samples of the experimental group and the control group. The post-test was reviewed and improved by some experts and specialists. The researcher received an official document, (appendix 4) to apply the study on the sample, and obtained an official permission, from the Directorate of Education to conduct the study in its schools. The instruments of this study were applied on both groups (experimental and control) before the beginning of the teaching process.

Students learnt according to the communicative method in the experimental group. In the control group, students received instruction in the traditional way. Every group was taught the six grammar rules which are: the possessive pronouns, the past simple, the past progressive, the punctuation marks, the ed/ing adjectives and the simple future tense. The lesson plans and worksheets for the communicative method are in Appendix 5. Then the instruments of this study were applied on the groups. Results were displayed, analyzed and discussed and, finally the researcher made recommendations accordingly.

### **3.11 Data Analysis**

The researcher used the descriptive statistics which were means and standard deviation, in addition to the analytical statistics, which had the analysis of variance (ANCOVA), using the Statistical Package for Social Sciences (SPSS), and Pearson correlation after correcting the data from the pre-test and post-test.

## **Chapter Four:**

---

### **Results of the Study**

#### **4.1 Introduction**

This chapter provides an overview of the findings of the study which aims at investigating the effect of using the communicative method on six graders achievement in learning English grammar as well as exploring their attitudes towards EFL.

#### **4.2 Results Related to the First Hypothesis**

There are no statistical significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores of 6<sup>th</sup> grade students' achievement in learning English grammar due to teaching method.

To test the above hypothesis, the researcher calculated the means and standard deviations of the achievement of six graders in learning English grammar.

**Table (4.1): Means and standard deviations for the pre and post tests between using the communicative method and the traditional method in both groups.**

Group	Pre-test			Post-test		
	Mean	Std. deviation	N	Mean	Std. deviation	N
Control	7.32	3.092	25	11.72	3.824	25
Experimental	6.55	2.350	20	17.30	4.219	20
total	6.93	2.721	45	14.251	4.850	45

It is clear from the above table that there are considerable clear differences between the means of the members of the study sample as to their achievement in learning English grammar by using the communicative method, according to the pre and post-test.

To find out whether the apparent differences in the means of the sample members are statistically significant at the level of  $(0.05 \geq \alpha)$ , ANCOVA test was applied to analyze the data. The results were as seen in the following table:

**Table (4.2): Results of ANCOVA test related to the experimental and control groups due to teaching method.**

Source	Type III Sum of squares	Df	Mean square	F	Sig.
Pre-test	383.149	1	383.149	52.149	0.000
Group	446.90	1	446.9.8	61.322	0.000
Error	306.091	42	7.288		
Total	10109.000	45			
Corrected total	1035.200	44			

a.  $R \text{ squared} = 704$  ( $\text{adjusted } R \text{ squared} = 0.690$ )

It is clear from the above table that the calculated F value on the achievements of the control and the experimental groups due to teaching method is (61.322), and that the statistical significant value is (0.000) which is less than the significance level of  $(0.05 \geq \alpha)$ . This indicates that there are statistical significant differences between the means calculated from the results of the control group and those calculated from the

experimental group, which consequently indicates that there is a considerable impact in applying the communicative method on six graders' achievement to learn English grammar, due to teaching method.

**Table (4.3.): Adjusted means and standard errors of the post test scores due to teaching method.**

<b>Group</b>	<b>Mean</b>	<b>Std. error</b>
control	11.354*	0.542
Experimental	17.758*	0.607

It is clear from the table above that the adjusted mean for the control group is (11.35), which is less than that of the experimental group, which is calculated on the communicative method and is (17.75). The differences in this regard were in favor of the experimental group, which again shows the considerable effect of using the communicative method on six graders' achievement in learning English grammar.

### **4.3 Results Related to the Second Hypothesis**

There are no statistical significant differences at the level ( $\alpha \leq 0.05$ ) between the means of 6<sup>th</sup> grade students' attitudes towards EFL due to teaching method.

To test the above hypothesis, the researcher calculated the means and standard deviations derived from six graders' attitudes towards learning English grammar.

The researcher used the attitudes of both the control and the experimental groups derived from the effect of using the communicative method on the attitudes of six graders towards learning English grammar.

**Table (4.4): Means and standard deviations for the pre and post questionnaire in both groups.**

Group	Pre			Post		
	Mean	Std. deviation	N	Mean	Std. deviation	N
Control	80.18	7.544	22	79.14	8.419	22
Experimental	69.50	7.164	20	85.40	3.648	20
Average	74.84	7.354	42	82.72	6.033	42

As seen in the above table, these are the numbers, means and standard deviations calculated on the answers of both the control and the experimental groups on the scale of pre and post questioning on the effect of using the communicative method on sixth graders' attitudes toward learning English grammar due to teaching method.

The table shows that there are apparent differences between the means of the sample members in terms of students' attitudes towards learning English grammar due to method in the pre and post-questioning.

To find out whether the apparent differences in the means of the sample members are statistically significant at the level of  $(0.05 \geq \alpha)$ , the researcher applied ANCOVA test. The results derived are presented in table (4.5):

**Table (4.5): Results of ANCOVA test related to the experimental and control groups in testing the effect of using the communicative method on the six graders' attitudes toward EFL due to teaching method.**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Pre-test	837.835	1	837.835	36.163	0.000
Group	1124.269	1	1124.269	48.527	0.000
Error	903.556	39	23.168		
Average	285381.000	42			
Corrected average	2152.405	41			

a.  $R$  squared = .704 (Adjusted  $R$  Squared = .690)

The above table shows that the calculated F value on the differences between the achievements of both the control and experimental groups, using the communicative method, in terms of the six graders' attitudes towards learning English grammar is (48.527), and that the value of statistical significance is (0.000), which is below the level of ( $0.05 \geq \alpha$ ). This means that there are statistically significant differences between the means of samples in the control group and the means of the samples in the experimental group, which, in turn, entails that there is a great effect with a statistical significance for using the communicative method at the level of ( $0.05 \geq \alpha$ ) regarding six graders' attitudes towards learning English grammar.

To find out the source of these differences, the adjusted means and post standardized errors of students' attitudes were calculated, as shown in table (4.6):

**Table (4.6): Adjusted means and post standardized errors in learning English grammar due to teaching method.**

Group	Mean	Std. Error
Control	75.976 <sup>a</sup>	1.153
Experimental	88.876 <sup>a</sup>	1.222

It can be noticed that the adjusted mean for the control group is (75.97), which is less than that of the experimental group, estimated (88.87). This indicates that the differences were in favor of the experimental group, and again supports the advantage of using the communicative method.

#### 4.4 Summary

1. There are statistically significant differences between the achievement scores of the experimental and the controlled groups due to teaching method in favor of the experimental group.
2. There are statistically significant differences between the attitudes scores of the experimental and the controlled groups due to teaching method in favor of the experimental group.

## **Chapter Five**

---

### **Discussion, Conclusion and Recommendations**

#### **5.1 Introduction**

The communicative method in teaching grammar has been shown in a range of previous studies to determine the best method of teaching grammar. Also, the students' attitudes towards English as a Foreign Language (EFL) affect their achievement level of English. This study is an attempt to find out the effect of using the communicative method on 6<sup>th</sup> grade students' achievement in grammar and their attitudes towards EFL in Bethlehem district. Here, the researcher will discuss the results that have been displayed in the previous chapter. And in the light of these results, conclusions are drawn and recommendations are suggested.

#### **5.2 Discussion of the Results of the First Hypothesis**

There are no statistical significant differences at the level ( $\alpha \leq 0.05$ ) between the mean scores of 6<sup>th</sup> grade students' achievement in learning English grammar due to teaching method.

For testing this hypothesis, analysis of covariance (ANCOVA) was used to determine if there is a significant difference on sixth graders' achievement due to teaching method.

The results show that there are statistically significant differences between the achievement scores of the experimental and the controlled groups due to teaching method in favor of the experimental group.

The results of this hypothesis are in consistence with Tarigan and Husein (2014) who tried to find out whether communicative language teaching significantly affects students' achievement in writing. The experimental group was taught by using the communicative method, while the control group was taught without using the communicative method. The result showed that Communicative Language Teaching significantly affects students' achievement in writing positively. Also, the results are in consistence with Pham Vu Phi Ho and Nguyen the Binh (2014) whose studies investigated whether the communicative grammar teaching method was effective in terms of students' grammatical knowledge and oral communication and their attitudes toward this teaching method. The results of this study showed that the communicative grammar teaching indeed helped the students improve their grammar competence and use it effectively in communication. Besides, this implementation appealed to students' interest in grammar lessons.

The result isn't in consistence with Chalipa's (2013) study which tried to investigate the effects of inductive vs. deductive instructional approaches in grammar learning of ESL learners in Iran. The results of this study showed that students learned better by the deductive method on short-term more than by the inductive method which the communicative method depends on.

### **5.3 Discussion of the Results of the Second Hypothesis**

There are no statistical significant differences at the level ( $\alpha \leq 0.05$ ) between the means of 6<sup>th</sup> graders' attitudes toward EFL due to teaching method.

To test this hypothesis, analysis of covariance (ANCOVA) was used to determine if there is a significant difference between the means of 6<sup>th</sup> graders' attitudes towards EFL due to teaching method.

The results of this hypothesis are in consistence with Al-Mekhlafi's and Nagaratnam's (2013) study which attempted to explore the pre-service student teachers' general attitudes towards EFL grammar instruction and their attitudes towards the explicit and implicit methods of teaching grammar in an EFL context. The results of the study showed that the students had positive attitudes towards EFL grammar instructions. The difference in students' attitudes towards the inductive and deductive methods was significant.

The result isn't in consistence with Ahmed, Yossatorn and Yossiri (2012) who tried to investigate students' attitudes towards activities used in an EFL classroom in a Thai university. The results found that more than half of the participants regarded their teacher's use of activities to determine their success in language learning. However, less than half of the participants showed dissatisfaction with the EFL teacher using humor about their cultures as part of his teaching.

#### **5.4 Conclusion**

The results indicated that there are significant differences between the achievement scores of the experimental and the controlled groups due to teaching method. With regard to the second hypothesis related to students' attitudes, the result showed that there are positive attitudes among sixth grade students toward EFL. The first conclusion drawn from this study is that the integration of the communicative method is beneficial to 6<sup>th</sup> graders' achievement in learning grammar and that may depends on the students 'level, learning style, their teacher, school location and their interests since 6<sup>th</sup> grade students are in critical stage in their life, learning by interesting and funny strategies such as songs, games and role plays can arouse their attention. The second conclusion is that students' attitudes towards EFL were positive, as indicated by the responses in the questionnaire. Also, there is a significant difference between the experimental group and the control group in favor of the experimental group. Sixth grade students were highly motivated toward trying new method with interesting strategies in learning grammar, so this may affect their attitudes positively.

## **5.5 Recommendations**

Based on the findings of the study, the researcher recommends the following:

1. Teachers need to employ the communicative method in their grammar classes.
2. New preparation, conducting and assessing of grammar lessons need to be considered.
3. Students should be made aware of the importance of using interesting methods (i. e communicative method) in learning grammar.
4. The application of this study on other variables to determine whether the communicative method is effective.
5. The use of the communicative method needs more time, so the time for English classes should be increased.

## References

- Ajzen, I. (2005). **Attitude, personality and behavior** (2<sup>nd</sup> ed.). New York: Open University Press.
- Al-Quds Open University. (2006). **Teaching English to Elementary School Children**. Amman: kailani, Taiseer.
- Al-Quds Open University (2008). **ELT Methodology (1)**. Amman : Kailani, Taiseer and Muqattach, Lewis.
- Bruder, M. N. & Paulston, C. B. (1976). **Teaching English as a Second Language Techniques and Procedures**. Cambridge: University of Pittsburgh.
- Brinton, D. M., Celce- Murcia, M. & Snow, M. A. (2014). **Teaching English as a second or foreign language**. 4<sup>th</sup> ed. United States of America: National Geographic Learning. Geographic learning.
- Brinton, D. et al. (2014). **Teaching English as a Second or Foreign Language**, 4<sup>th</sup> edition. Cambridge University Press, United Kingdom.
- Bruder, M. N. & Paulston, C. B. (1976). **Teaching English as a Second Language Techniques and Procedures**. Cambridge: University of Pittsburgh.
- Bruder, M. (1977). **Teaching English as a Second Language: Techniques and Procedures**. Cambridge: Cambridge University Press.
- Canale, M., & Swain, M. (1980). Theoretical bases of communicative approaches to second language teaching and testing. **Applied Linguistics, 1**: 47.  
Retrieved from <http://ibatefl.com/wp-content/uploads/2012/08/CLT-Canale>
- Celce-Murcia, M. & McIntosh, L. (1979). **Teaching English as a Second or Foreign Language**. Los Angeles: University of California.
- Daana, H. & Tahaineh, Y. (2013). Jordanian undergraduates' motivations and attitudes towards learning English in EFL context. **International Review of Social Sciences and Humanities, 4**(2): 159-180. Retrieved from <http://www.irssh.com/volumes/vol>
- Ellis, R. (2006). Current issues in the teaching of grammar: an SLA perspective. **TESOL: Teachers of English to Speakers of Other Language, 40**(1): 1-25. Retrieved from [http://www.personal.psu.edu/kej1/APLNG\\_493/old\\_site/el](http://www.personal.psu.edu/kej1/APLNG_493/old_site/el)
- Erlam, R. (2003). The effects of deductive and inductive instruction on the acquisition of direct object pronouns in French as a second language. **MLJ: The Modern Language Journal, 87**(2): 242-260. Retrieved from <http://onlinelibrary.wiley.com/doi/10.1111/1540-4781>
- Gardner, R. (1985). **Social psychology and second language learning. The role of attitudes and motivations**. Department of Psychology, the University of

Western Ontario. London: Edward Arnold.

Gollin, J. (1998). Deductive vs inductive language learning. **English Language Teaching Journal**, 52(2): 88-89. Retrieved from <http://eltj.oxfordjournals.org/>

Gullette, C. C., Keating, C. & Viens, C. (1942). **Teaching a Modern Language**. New York: F.S. Crofts.

**Harmer, J. (1991). The practice of English language teaching. USA: Longman Publisher.**

Hulstijn, J. H. (2005). Theoretical and empirical issues in the study of implicit and explicit second-language learning. **Studies in Second Language Acquisition**, 27: 129-140. Retrieved from <http://journals.cambridge.org/action>

Kilani, T., & Muqattash, L. (2007). **ELT Methodology**, AL-Quds Open University of Gaza. Palestine.

Al-Kilani, N. (2006). **ELT Methodology**, Al-Quds Open University of Gaza. Palestine.

Lindsay, C. & Knight, P. (2010). **Learning and Teaching English**. Oxford: **Oxford University Press**.

Larsen-Freeman, D. (1991). “**Teaching grammar**”, in M. Celce-Murcia (ed.) **Teaching English as a Second Language**. Boston: Heinle & Heinle, pp. 279-283.

Marianne, C, Murica, M, Celce-M, & Donna, M. B. (2014). **Teaching English as a Second or Foreign Language**, 4 edition. National Geographic Learning. **Boston, Massachusetts.**

Marx, H. & Tombaugh, N. (1967). **Motivation Psychological Principle and Educational Implications**. San Francisco. California.

Nasr, R. (1981). **Teaching and learning English**, 6<sup>th</sup> edition. Ban Wah Press, Singapore.10.

Nunan, D. (2003). **The Impact of English as a Global Language: Policies and Practices**. Cambridge: Cambridge University Press.

Nunan, D. (2003). **Practical English Language Teaching**. 1<sup>st</sup> ed. America: New York: McGraw-Hill companies.

**Oxford Advanced Dictionary**. (1995). Oxford: Oxford University Press.

Rivers, M. W. (1968). **Teaching Foreign-Language**. Chicago: The University of Chicago Press.

SitiNorliana, G. (2008). Learner background and their attitudes towards studying literature. **Malaysian Journal of ELT Research**, 4: 1-17.  
Retrieved from  
[www.melta.org.my](http://www.melta.org.my)

Spolsky, B. (2000). Language motivation revisited: Anniversary article. **Applied Linguistics**, 20(2): 157-169. Retrieved from  
<http://dx.doi.org/10.1093/applin/21.2.157>

Swan, M. (2007). Grammar, meaning and pragmatics: sorting out the muddle, **TESL-EJ**, 11(2): 295-328. Retrieved from <http://tesl-ej.org/ej42/a4.html>

Ur, P. (2005). **A course in Language Teaching**, 5<sup>th</sup> edition. Cambridge University Press, United Kingdom.

Wallace, W. T. (1994). Effect of melody on recall of text. **Journal of Experimental Psychology: Learning, Memory, and Cognition**, 20(6): 1471-1485. Retrieved from <https://www.researchgate.net/publication/278853592>

Widodo, H. P. (2006). Approaches and procedures for teaching grammar. **English Teaching: Practice and Critique**, 5(1): 122-141 Retrieved from  
<https://education.waikato.ac.nz/research/files/etpc/2006v5n1nar1.pdf>

Widdowson, H.G. (1975). **Stylistics and the teaching of literature**. London: Longman.

Yule, G. (2006). **The study of language**. Cambridge: Cambridge University Press.

Zhong-guo, Li., & Min-yan, S. (2007). The relationship between traditional English grammar teaching and communicative language teaching. **US-China Educational Review**, 4(1): 1548-5513. Retrieved from  
<http://files.eric.ed.gov/fulltext/ED497485.pdf>

## Appendices

### Appendix 1: List of Arbitrators

#	Arbitrator's Name	Educational Qualification	Institution	Test Arbitration	Questionnaire Arbitration
1	Dr. Nimer Abu-Zahra	Associate Professor	Hebron University	√	√
2	Dr. Mohammed Farrah	Assistant Professor	Hebron University	√	√
3	Dr. Raghad Dweik	Assistant Professor	Hebron University	√	√
4	Dr. Suad Al Abed	Assistant Professor	Al-Quds Open University	√	√
5	Dr. Salah Shroof	Assistant Professor	Hebron University	√	√
6	Dr. Daif Allah Othman	Assistant Professor	Al-Quds Open University	√	√
7	Dr. Jamal Nafi	Assistant Professor	Al-Quds University	√	√
8	Afaf Shawriya	Teacher	Rizq Al Saeed School	√	√
9	Rania Hmaid	Teacher	Al-Hurria School	√	√
10	Maha Al-Masri	Teacher	Al-Hurria School	√	√
Total number of arbitrators		10		10	10

**Appendix (2): Questionnaire**



**Questionnaire: 6<sup>th</sup> Grade students' attitude toward EFL.**

**Questionnaire:**

**Name:** .....

**Date:** / /

**Dear student:**

The following questionnaire has been designed to collect information for an M.Sc. thesis entitled:

**The Effect of Using the “Communicative Method” on 6<sup>th</sup> Graders’ Achievement in Learning English Grammar in Bethlehem District and Their Attitudes toward EFL.**

This Thesis is submitted in Partial Fulfillment of the requirements for the Degree of Master of Science at Al-Quds University.

The researcher assures you that the information will be strictly confidential and will only be used for the purpose of this study.

*Thank you for your cooperation*

Researcher: Marwa Al-Awaq

**Please respond to the statements below by ticking the most suitable answer according to you:**

#	Item	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	I feel proud when studying the English language.					
2	I feel excited when I communicate in English with others.					
3	I look forward to studying more English in the future.					
4	Studying foreign languages like English is enjoyable.					
5	I am able to make myself pay attention during studying English.					
6	Studying English makes me have more confidence in expressing myself.					
7	Studying English helps me to improve my personality.					
8	I put off my English homework as much as possible.					
9	I study English just to pass the exams.					

10	I enjoy doing activities in English.					
11	I do not like studying English.					
12	I feel embarrassed to speak English in front of other students.					
13	I wish I could speak English fluently.					
14	I am interested in studying English.					
15	I cannot apply the knowledge from English subject in my real life.					
16-	I like to practice English the way native speakers do.					
17	I don't like to read anything in English.					
18	I want to write English correctly.					
19	English is my best subject.					
20	Listening to English speakers makes me bored.					

***Thank you for your cooperation and support***

### Appendix (3): Test



**Al-Quds University**

**Faculty of Educational Sciences**

**Graduate Studies Programs**

**Pre/post –test /6<sup>th</sup> grade.**

Dear student:

This test is about the past progressive that you have already learnt, please read the questions carefully then answer them correctly. The results will be used in order to carry out a study about the use of the communicative method in teaching grammar to 6<sup>th</sup> grade students in Bethlehem District. The answers to these questions will be confidential and be used only for academic purposes.

Please check the following:

Male:.....Female:.....

School:.....

Section: A B C

*Thank you for your cooperation and support*

**Q. 1: Put the verbs in brackets in their correct forms:**

1. When I \_\_\_\_\_(phone) my friends, they \_\_\_\_\_(play) football.
2. The kids \_\_\_\_\_ (play) in the garden when it suddenly \_\_\_\_\_ (begin) to rain.
3. I \_\_\_\_\_ (practice) the guitar when he \_\_\_\_\_ (come) home.
4. While Alan \_\_\_\_\_ (work) in his room, his friends \_\_\_\_\_ (swim) in the pool.
5. Mum \_\_\_\_\_ (prepare) the dinner, when I \_\_\_\_\_ (arrived).

.....  
**Q.2: Rewrite the following sentences with the correct punctuation marks.**

1. I am mira salman  
.....
2. she lives in Britain  
.....
3. what is your name  
.....

.....  
**Q. 3: Read the following sentences, then write the correct possessive pronouns from the list provided below:**

(mine, yours, their, hers, his, ours)

1. This camera belongs to my aunt. This camera is \_\_\_\_\_.
2. That motorbike belongs to that man. That motorbike is \_\_\_\_\_.

3. This computer game belongs to me and my brother. This computer game is \_\_\_\_\_.
4. That bracelet belongs to me. That bracelet is \_\_\_\_\_.
5. That photograph belongs to them. That photograph is \_\_\_\_\_.



**Q.4: Fill in the blanks with the given adjectives.**

1. Yesterday I went to the cinema. The film was so \_\_\_\_\_. (scared-scaring)
2. My parents were \_\_\_\_\_ with my test result. (surprising-surprised)
3. Rainy weather makes me feel \_\_\_\_\_ (depressing-depressed)
4. London is a very \_\_\_\_\_ town. (excited-exciting)
5. I felt \_\_\_\_\_ when I knew the truth. (shocking-shocked)



**Q.5: Change the verbs into their correct forms by using the future tense.**

1. I \_\_\_\_\_ (help) you with your homework.
2. They \_\_\_\_\_ (come) at 8 o'clock.
3. You \_\_\_\_\_ (call) me next week.
4. I \_\_\_\_\_ (use) the money wisely.
5. We \_\_\_\_\_ (return) as soon as possible.



*Good luck*

## **Appendix 4: Facilitating Letter**

## Appendix 5:

### Lesson Plans and Worksheets

crossword game

### Lesson Plan 1

#### Possessive pronouns

Unit :	Lesson:	Topic: The moon		
Class: 6 <sup>th</sup> Grade	Section: A,B	Date:		
<p><b>Introduction:</b> Greet the class, say hello, how are you? Encourage and attract students' attention and respond by playing a game. The teacher revises with the students the subject pronouns. (5 min)</p>				
<p><b>Materials:</b> blackboard, colored chalks, handouts for the text, worksheet.</p>				
<p><b>Main objective:</b> Students recognize the use of the possessive pronouns.</p>				
Behavioral Objectives	Procedures	Assessment	Time	Notes
By the end of the lesson, students will be able to :		Students will achieve the objectives through		
1. Recognize the use of the possessive pronouns. (Knowledge).	<p><b>Activity:</b> Students recognize the use of the possessive pronouns through reading the text. <b>Technique:</b> Class Work. <b>Tool of Evaluation:</b> The skill of questions and answers.</p>	Class work  Handouts	5 min	

<p>2. Identify the use of the possessive pronouns. (Understanding)</p>	<p><b>Activity:</b> In pairs, the teacher asks students to highlight all the pronouns in the text then identify the use of them. (Exercise 1+2). <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> question and answer</p>	<p>worksheet</p>	<p>5 min</p>	
<p>3. Complete the sentences with the correct possessive pronoun. (Application)</p>	<p><b>Activity:</b> Students work in groups to complete sentences using the suitable possessive pronoun (exercise 3). <b>Technique:</b> Group work. <b>Tool of Evaluation:</b> Presenting their works.</p>	<p>Group work Handout Group work</p>	<p>5 min</p>	
<p>5. Play a crossword game. ( Synthesis)</p>	<p><b>Activity:</b> Students work in pairs to play the crossword game. . <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> Presentation of pair work.</p>	<p>Pair work</p>	<p>5 min</p>	
<p>6 Show the importance of using the possessive pronouns. (Evaluation).</p>	<p><b>Activity:</b> Students discuss with the teacher the importance and the use of the possessive pronouns. <b>Technique:</b> Class work. <b>Tool of Evaluation:</b> question and answer</p>	<p>Class work</p>	<p>5 min</p>	

<b>Conclusion:</b> The students revise with the teacher the use of each possessive pronoun.	5 min	
<b>Homework:</b> Write five sentences using possessive pronouns.		

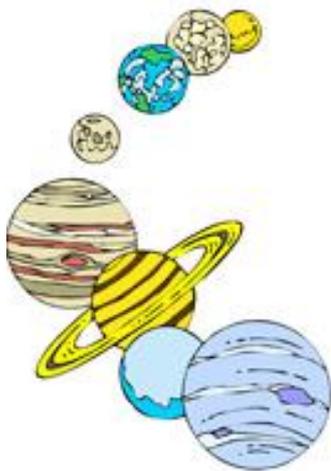
Name \_\_\_\_\_

### PRONOUN HUNT!

Highlight all of the pronouns in this passage.



We visited the new planetarium in the city. When we got there, a man showed us where to leave our coats and backpacks. A special guide explained the tour to us. I learned many new things. For example, I didn't know our solar system was so big. We counted many moons around some of the planets. Toward the end of the tour, the guide invited me to visit the planetarium again. I will definitely come back someday. We collected our things and went back to school. I asked friends to name a favorite planet. Mine is Saturn because of its many rings. The teacher wants us to do reports on the planets. I want to report on the planet Saturn, but so does Aquil. We decided to work together on the report. We want to talk about Titan, one of Saturn's biggest moons. We were interested in this moon, because Titan is the biggest moon, bigger than the planet Mercury!



List the pronouns you found. What do they all have in common?

\_\_\_\_\_

\_\_\_\_\_

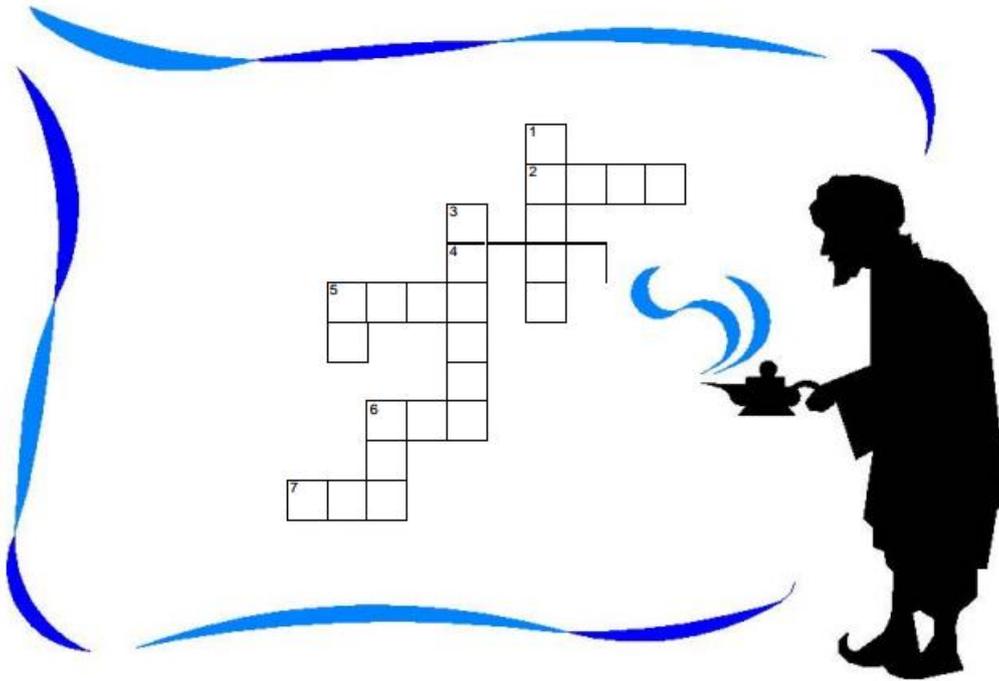
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## Possessive Pronouns

Whose pencil is this?



HERS HIS YOURS MINE THEIRS OURS HER MY OUR

### Across

2. Mom, look at the lost cat. It's \_\_\_\_\_ .
4. This book belongs to Mary. It's \_\_\_\_\_ .
5. These pens are not \_\_\_\_\_ .
6. This pencil belongs to Tom. It's \_\_\_\_\_ .
7. That is not \_\_\_\_\_ dog. It belongs to our neighbour.

### Down

1. Is this bag \_\_\_\_\_ ?
3. This chair is not ours, it's \_\_\_\_\_ .
5. This is not \_\_\_\_\_ eraser. It's Jim's.
6. This scarf belongs to Mary. It's \_\_\_\_\_ scarf.

**Punctuation marks**

Unit :	Lesson:	Topic: Holiday postcard		
Class: 6 <sup>th</sup> Grade	Section: A,B	Date:		
<p><b>Introduction:</b> Greet the class, say hello, how are you?  Encourage and attract students' attention and respond by playing a game.  The teacher discuss with the students the punctuation marks which they've already knew.  (5 min)</p>				
<b>Materials:</b> CD, blackboard, colored chalks, handouts for the post card.				
<b>Main objective:</b> Students recognize the use of the future tense.				
<b>Behavioral Objectives</b>	<b>Procedures</b>	<b>Assessment</b>	<b>Time</b>	<b>Notes</b>
By the end of the lesson, students will be able to :		Students will achieve the objectives through		
1. Recognize the use of each punctuation mark. (Knowledge).	<p><b>Activity:</b> Students recognize the use of the punctuation marks through reading the post card.</p> <p>Technique: Class Work.</p> <p>Tool of Evaluation: The skill of questions and answers.</p>	Class work  Handouts	5 min	

<p>2. Identify the use of the punctuation marks. (Understanding)</p>	<p><b>Activity:</b> In pairs, the teacher asks students to identify the use of the punctuation marks after reading the post card (exercise 1+2). <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> question and answer</p>	worksheet	5 min	
<p>3. Rewrite sentences using the suitable punctuation marks. (Application)</p>	<p><b>Activity:</b> Students work in groups to rewrite sentences using the suitable punctuation marks (exercise 3). <b>Technique:</b> Group work. <b>Tool of Evaluation:</b> Presenting their works.</p>	Group work	5min	
<p>5. Read the post card with recognizing the</p>	<p><b>Activity:</b> Students work in pairs to the post card with recognizing the punctuation marks. . <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> Presentation of pair work.</p>	Pair work	5 min	

punctuation marks. ( Synthesis)				
6 Show the importance of using the punctuation marks. (Evaluation).	<b>Activity:</b> Students discuss with the teacher the importance and the use of the punctuation marks. <b>Technique:</b> Class work. <b>Tool of Evaluation:</b> question and answer	Class work	5 min	
<b>Conclusion:</b> The students revise with the teacher the use of each punctuation mark.			5 min	
<b>Homework:</b> Write five sentences using the correct punctuation mark.				

# Holiday Postcard 28

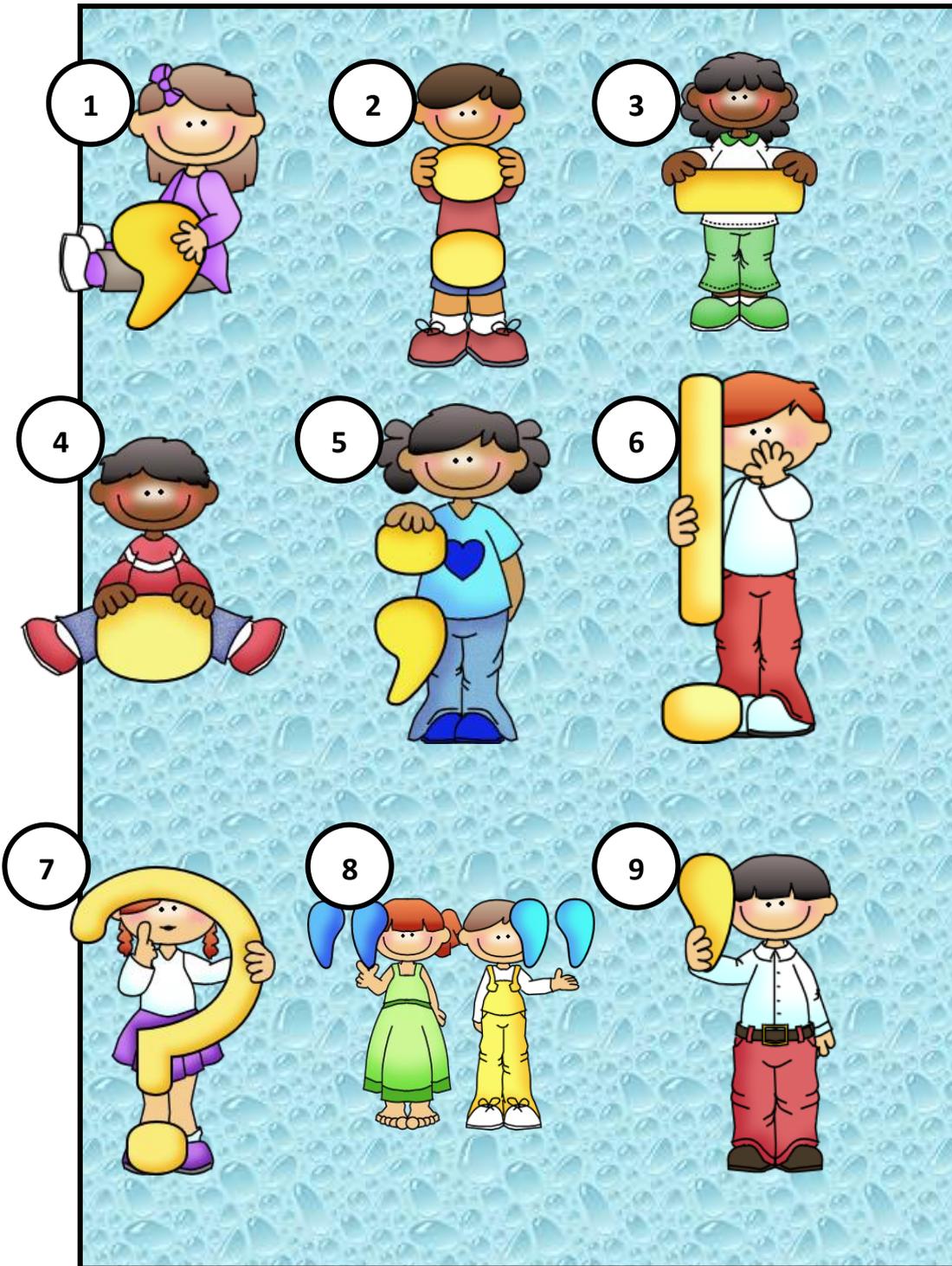
<p>Hi gerald,</p> <p>Im in africa with my parents. Now were in Cape Town. Everything is so different here weather animals and plants. Its terribly hot. Last week we were in the national park on a safari so I could watch wild animals elephants giraffes lions zebras and many more. It was amazing. The best holiday ever Were leaving in four days. And hows your holiday</p> <p>Bye for now</p> <p>Erica</p>	 <p>Mr. Gerald Laskaad</p> <p>-----</p> <p>Vesakkotic 2487</p> <p>-----</p> <p>FI-oo630 Helsinki</p> <p>-----</p> <p>Finland</p> <p>-----</p>
--	--



Appendix( )

# Punctuation Marks

A. Identify the punctuation marks.



1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_
9. \_\_\_\_\_

## Lesson Plan 3

## Ed / ing adjectives

Unit :	Lesson:	Topic:		
Class: 6 <sup>th</sup> Grade	Section: A,B	Date:		
<p><b>Introduction:</b> Greet the class, say hello, how are you? Encourage and attract students' attention and respond by playing a game. The teacher revises with the students some adjectives. (5 min)</p>				
<b>Materials:</b> blackboard, colored chalk, worksheet, handout.				
<b>Main objective:</b> Students recognize the use of the ed/ ing adjectives.				
Behavioral Objectives	Procedures	Assessment	Time	Notes
By the end of the lesson, students will be able to :		Students will achieve the objectives through		
1. Recognize the use of the ed/ing adjectives. (Knowledge).	<p><b>Activity:</b> Students recognize the use of the ed/ing adjectives through listening for the sentences; circle the adjective they've listened to then read them (exercise 1). <b>Technique:</b> Class Work. <b>Tool of Evaluation:</b> The skill of questions and answers.</p>	Class work  Handouts	5 min	

<p>2. Identify the use of the possessive pronouns. (Understanding)</p>	<p><b>Activity:</b> In pairs, the teacher asks students to circle the correct adjective. (Exercise 2). <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> question and answer</p>	<p>worksheet</p>	<p>5 min</p>	
<p>3. Complete the sentences with the correct adjective. (Application)</p>	<p><b>Activity:</b> Students work in pairs to complete sentences using the suitable possessive pronoun (exercise 3). <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> Presenting their works.</p>	<p>pair work Handout</p>	<p>5min</p>	
<p>5. Do an information gap activity. ( Synthesis)</p>	<p><b>Activity:</b> Students work in groups to do the informational gap activity –some students have the incomplete sentences, the others have the adjectives they have to look for the correct adjectives with each other, exchange it in order to complete the sentences then stick them on the board. <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> Presentation of pair work.</p>	<p>Pair work</p>	<p>5 min</p>	

<p>6 Show the importance of using the ed/ing adjectives. (Evaluation).</p>	<p><b>Activity:</b> Students discuss with the teacher the importance and the use of the ed/ing adjectives. <b>Technique:</b> Class work. <b>Tool of Evaluation:</b> question and answer</p>	<p>Class work</p>	<p>5 min</p>	
<p><b>Conclusion:</b> The students revise with the teacher the use of the ed/ing adjectives.</p>			<p>5 min</p>	
<p><b>Homework:</b> Write five sentences using ed/ing adjectives.</p>				

Is there any difference between the two sentences?

# -ed / -ing adjectives

- There are some adjectives that change their meaning depending on their ending:  
For example: *Walking is tiring. I am tired.*

Look at the following list of adjectives and translate them to your language.

Boring	Bored
Tiring	Tired
Interesting	Interested
Exciting	Excited
Confusing	Confused
Frightening	Frightened
Amazing	Amazed
Surprising	Surprised

Can you add more adjectives to the list?  
Think!!!

## 1. Choose the right adjective:

- Action films are exciting / excited.
- I was surprising / surprised when that actor won an Oscar.
- The special effects were amazed / amazing.
- Was that film interesting / interested?
- Are you bored / boring? Let's go out.
- I'm tiring / tired today.

## Circle the correct adjective:

- A: The special effects of the film "The Matrix" were amazed / amazing.  
B: I agree but the story was confusing / confused.  
A: Did you see Cirque du Soleil on TV last night? It was really exciting / excited.  
B: Yes, I did. The acrobats were fantastic. I was really amazed / amazing.  
A: The producers of that series filmed scenes in interesting / interested places in New York.  
B: Yes, but I was surprising / surprised that they also used studios in Mexico

## 4. Choose the adjective:

- A: Did you like the film? It was a bit frightened / frightening.  
B: I wasn't. I thought it was really bored / boring most of the time.  
A: I'm amazed / amazing you didn't like it. Don't you think the part of the sharks was exciting / excited?  
B: Ok, that part was interesting / interested but I couldn't understand what was happening. I was confusing / confused.  
A: Maybe you were just tiring / tired and that's why you didn't enjoy it.

## 2. Circle the correct adjective:

- A: The special effects of the film "Avatar" were amazed / amazing.  
B: I agree but the story was confusing / confused.  
A: Did you see Cirque du Soleil on TV last night? It was really exciting / excited.  
B: Yes, I did. The acrobats were fantastic. I was really amazed / amazing.  
A: The producers of that series filmed scenes in interesting / interested places in New York.  
B: Yes, but I was surprising / surprised that they also used studios in Mexico

## 3. Write the adjectives:

- That film was very \_\_\_\_\_ (confused)
- I'm \_\_\_\_\_. Let's go for a walk.
- The exam was hard! I'm \_\_\_\_\_ (tire)
- I think horror films are \_\_\_\_\_ (frighten)
- Didn't you win the competition? I'm \_\_\_\_\_. (surprise)

**The simple future**

Unit :	Lesson:	Topic: The future tense		
Class: 6 <sup>th</sup> Grade	Section: A,B,C	Date:		
<p><b>Introduction:</b> Greet the class, say hello, how are you? Encourage and attract students' attention and respond by playing a game. The teacher discusses with students the use of the future tense. (5 min)</p>				
<b>Materials:</b> CD, blackboard, colored chalks, handouts for the dialogue.				
<b>Main objective:</b> Students recognize the use of the future tense.				
<b>Behavioral Objectives</b>	<b>Procedures</b>	<b>Assessment</b>	<b>Time</b>	<b>Notes</b>
By the end of the lesson, students will be able to :		Students will achieve the objectives through		
1. Recognize the use of the future tense. (Knowledge).	<p><b>Activity:</b> Students recognize the future tense through listening to the Dialogue on the CD. <b>Technique:</b> Class Work. <b>Tool of Evaluation:</b> The skill of questions and answers.</p>	CD Handouts	5 min	

<p>2. Identify the rule of the future tense throughout the dialogue. (Understanding)</p>	<p><b>Activity:</b> In pairs, the teacher asks students to identify the rule of the future tense, and asks them to write the rule on the board. <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> question and answer</p>	<p>blackboard</p>	<p>5 min</p>	
<p>3. Write meaningful sentences using the future tense. (Application)</p>	<p><b>Activity:</b> Students work in groups to Write meaningful sentences using the future tense. <b>Technique:</b> Group work. <b>Tool of Evaluation:</b> Presenting their works.</p>	<p>Group work</p>	<p>5min</p>	
<p>5. Act out a dialogue using the future tense. ( Synthesis)</p>	<p><b>Activity:</b> Students work in pairs to act out a dialogue using the future tense. <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> Presentation of pair work.</p>	<p>Pair work</p>	<p>5 min</p>	
<p>6 Show the importance of using the future tense. (Evaluation).</p>	<p><b>Activity:</b> Students discuss with the teacher the importance and the use of the future tense. <b>Technique:</b> Class work. <b>Tool of Evaluation:</b> question and answer</p>	<p>Class work</p>	<p>5 min</p>	

<p><b>Conclusion:</b> The teacher writes future tenses on the blackboard with colors to memorize them in 5 minutes.</p>	5 min	
<p><b>Homework:</b> Write five sentences using the future tense on their note books.</p>		

# Dialogue

*Marwa:* ...What a horrible weather today. I would love to go out, but I think it will continue raining.

*Safa:* Oh, I don't know. Perhaps the sun will come out later this afternoon.

*Marwa:* I hope you're right. Listen, I'm going to have a party this Saturday. Would you like to come?

*Safa:* Oh, I would love to come. Thank you. I'll help you with cooking!

*Marwa:* Would you? That would be great!

*Safa:* I'll make as tasty pasta as you eat in Italian restaurant!

*Marwa:* Delicious! I'm sure my cousins will love it.

*Safa:* Maybe I'll bake a cake.

*Marwa:* Oh! It won't be less good idea than to cook pasta!

*Safa:* I think so too. Will you bring your guitar?

*Marwa:* Oh, I totally forgot about it! Definitely I will bring it!

*Safa:* That's great!

*Marwa:* I hope everybody will come and be happy with my party!

*Safa:* I'm sure it'll be lots of fun.



## Task

**In pairs, act out a dialogue using Future Simple and the information below:**

*You and your friend are guests. Discuss when and where Marwa's party will take place. Decide what presents you will buy.*

**The past progressive**

Unit :	Lesson:	Topic: Cinderella		
Class: 6 <sup>th</sup> Grade	Section: A,B,C	Date:		
<p><b>Introduction:</b> Warming up the students by asking questions and answers as: Hello! How are you? And asking them to stand up and sit down.</p> <p>The teacher revises the past simple and discusses the events, characters and new voc. Using the form of the past progressive. (5 min)</p>				
<p><b>Materials and aids:</b> Poster, blackboard, worksheet, power point presentation, colored chalks, handouts for the story.</p>				
<p><b>Main objective:</b> Students recognize the use of the past progressive, new voc., events and the characters of the story.</p>				
Behavioral Objectives	Procedures, activities, techniques and aids.	Assessment	Time	Notes
By the end of the lesson, students will be able to :		Students will achieve the objectives through		
1. Mention the events of Cinderella's story. (Knowledge).	<p><b>Activity:</b> Students describe the poster with the teacher shows the main events of Cinderella's story.</p> <p><b>Technique:</b> Class work.</p> <p><b>Tool of Evaluation:</b> questions and answers.</p>	Poster Flashcards	5 min	

2. Recognize the use of the past progressive tense. (Understanding)	<p><b>Activity:</b> Read the text (story) silently. Then the teacher reads the text aloud after asking students to underline all the verbs in it.</p> <p><b>Technique:</b> Group work.</p> <p><b>Tool of Evaluation:</b> presentations of the group work.</p>	Group work	5 min	
3. Use the rule of the past progressive to write sentences. (Application)	<p><b>Activity:</b> In groups, the teacher asks students to use the rule of the past progressive to write sentences on the board.</p> <p><b>Technique:</b> Group work.</p> <p><b>Tool of Evaluation:</b> presentations of the group work.</p>	blackboard chalks	5 min	
4. Paraphrase the story using the past progressive.	<p><b>Activity:</b> Students work in groups to paraphrase the story using the past progressive.</p> <p><b>Technique:</b> Group work.</p>	Group work	5min	

(Analysis)	<b>Tool of Evaluation:</b> Presenting their works.			
5. Complete the sentences of the worksheet using the past progressive verb form correctly. ( Synthesis)	<b>Activity:</b> Work in groups to fill in the blanks on the worksheet. <b>Technique:</b> Group work. <b>Tool of Evaluation:</b> Presentation of group work.	Group work Worksheet	5 min	
6 Show the importance of using the past progressive. (Evaluation).	<b>Activity:</b> Students discuss with the teacher the importance and the use of the past progressive. <b>Technique:</b> Class work. <b>Tool of Evaluation:</b> question and answer	Class work	5 min	
<b>Conclusion:</b> Show a power point presentation about the past progressive as a revision.			5 min	
<b>Homework:</b> Write five sentences using the past progressive on their note books.				

## "Cinderella"

Once upon a time, Cinderella was playing in the garden when her mother died. Cinderella was sitting by her mother's grave when her father arrived with his new wife. When Cinderella's father died, her stepmother was making a maid of her. Cinderella was making breakfast when the news of the royal ball arrived. The stepsisters were practising singing, when Cinderella knocked at the door. While Cinderella was cleaning the house the little mice saw her dress. Cinderella just was standing while her stepsisters cut her dress to pieces. Cinderella was crying in the garden when her fairy grandmother appeared. While the duke was introducing the princesses to the prince he yawned. Cinderella and the prince were dancing when the clock struck 12. While Cinderella was running down the stairs she lost her shoe. When the prince found Cinderella again he married her immediately.



*The end*

## PAST SIMPLE ~ PAST CONTINUOUS

Put the verbs in colour in the correct form.

1. Cinderella ..... **play** in the garden when her mother ..... **die**.
2. Cinderella..... **sit** by her mother's grave when her father ..... **arrive** with his new wife.
3. When Cinderella's father ..... **die** her stepmother ..... **make** a maid of her.
4. Cinderella ..... **make** breakfast when the news of the royal ball ..... **arrive**.
5. The stepsisters ..... **practise** singing when Cinderella ..... **knock** at the door.
6. While Cinderella ..... **clean** the house the little mice ..... **sew** her a dress.
7. Cinderella just ..... **stand** while her stepsisters ..... **tear** her dress to pieces.
8. Cinderella ..... **cry** in the garden when her fairy grandmother ..... **appear**.
9. While the duke ..... **introduce** the princesses to the prince he ..... **yawn**.
10. Cinderella and the prince ..... **dance** when the clock ..... **strike** 12.
11. While Cinderella ..... **run** down the stairs she ..... **lose** her shoe.

12. When the prince ..... find Cinderella again he  
..... marry her immediately.



## The simple past

Unit :	Lesson:	Topic: killing me softly		
Class: 6 <sup>th</sup> Grade	Section: A,B	Date:		
<p><b>Introduction:</b> Warming up the students by asking questions and answers as: Hello! How are you? and asking them to stand up and sit down. The teacher revises the present simple with the students. (5 min)</p>				
<p><b>Materials and aids:</b> Poster of the lyrics, blackboard, worksheet, colored chalks, handouts, CD</p>				
<p><b>Main objective:</b> Students recognize the simple past verbs (regular and irregular).</p>				
Behavioral Objectives	Procedures, activities, techniques and aids.	Assessment	Time	Notes
By the end of the lesson, students will be able to :		Students will achieve the objectives through		
1. Recognize the use of the simple past tense. (Knowledge).	<p><b>Activity:</b> : Students recognize the future tense through listening to the song on the CD.  <b>Technique:</b> Class work.  <b>Tool of Evaluation:</b> questions and answers.</p>	Poster CD Class work	5 min	
2. Identify the rule of the simple past tense. (Understanding).	<p><b>Activity</b> Identify the rule of the simple past tense through listening to the song. (Students have to write down all the verbs they have heard in the song and recognize their form).  <b>Technique:</b> Group work.  <b>Tool of Evaluation:</b> presentations of the group work.</p>	Group work	5 min	
3. Complete sentences using simple past verbs' form.	<p><b>Activity:</b> In groups, the teacher asks students to complete the sentences using the verbs in the box. (exercise1).  <b>Technique:</b> Group work.  <b>Tool of Evaluation:</b> presentations of the group</p>	blackboard chalks	5 min	

(Application)	work.			
4. Group the verbs into regular vs irregular verbs. (Analysis)	<b>Activity:</b> Students work in groups to distinguish between the regular verbs and the irregular (exercise 2). <b>Technique:</b> Group work. <b>Tool of Evaluation:</b> Presenting their works.	Group work	5min	
5. Play bingo using simple past verbs' form. (Synthesis)	<b>Activity:</b> Work in pairs to play bingo using simple past verbs' form. <b>Technique:</b> Pair work. <b>Tool of Evaluation:</b> Presentation of pair work.	Pair work Worksheet	5 min	
6 Show the importance of using the simple past tense. (Evaluation).	<b>Activity:</b> Students discuss with the teacher the importance and the use of the simple past tense. <b>Technique:</b> Class work. <b>Tool of Evaluation:</b> question and answer	Class work	5 min	
<b>Conclusion:</b> Make a revision about the form and the use of the simple past and taking feedback on playing bingo.			5 min	
<b>Homework:</b> Write five sentences using the simple past tense on their note books.				

SONG: Killing me softly  
SIMPLE PAST

1. Listen to the song.
2. Complete the song using the verbs in the box
3. Play bingo using the verbs in the past

Strumming my pain with his fingers, singing my life with his words  
killing me softly with his song, killing me softly with his song  
Telling my whole life with his words, killing me softly with his song

1. I \_\_\_\_\_ he \_\_\_\_\_ a good song,
2. I \_\_\_\_\_ he \_\_\_\_\_ a style
3. And so I \_\_\_\_\_ to see him to listen for a while
4. and there he \_\_\_\_\_ this young boy, a stranger to my eyes.

Strumming my pain with his fingers, singing my life with his words  
killing me softly with his song, killing me softly with his song  
Telling my whole life with his words, killing me softly with his song

5. I \_\_\_\_\_ all flushed with fever, embarrassed by the crowd. I \_\_\_\_\_ he  
\_\_\_\_\_ my letters
6. and \_\_\_\_\_ each one out loud
7. I \_\_\_\_\_ that he would finish but he just \_\_\_\_\_ right on.

Strumming my pain with his fingers, singing my life with his words  
killing me softly with his song, killing me softly with his song  
Telling my whole life with his words, killing me softly with his song

8. He \_\_\_\_\_ as if he \_\_\_\_\_ me, in all my dark despair
9. And then he \_\_\_\_\_ right through me, as if I wasn't there. And he  
just kept on singing, singing clear and strong.

Strumming my pain with his fingers, singing my life with his words  
killing me softly with his song, killing me softly with his song  
Telling my whole life with his words, killing me softly with his song

Looked knew sang kept read  
prayed felt found was came heard  
had sang were saw Wrote played  
visited worked drove ate went spoke  
drank ran

# BINGO

STUDENTS: 1. Number each box in upper left hand corner from 1 to 25. Use any order you wish! Everyone does will be different. 2. Listen to teacher call a number and a verb in the past. Write the verb in the box with the corresponding number. Use one half box per each game.

TEACHER: You have 1 set of verbs.

The first student to fill in a complete line of 5 spaces wins. Keep going for winner #2, #3, etc. Lines can be vertical, horizontal or diagonal. Remind students to only write in half box per game.


Looked knew sang kept read prayed felt found  
was came heard had sang were saw  
Wrote played visited worked drove  
Ate went spoke drank ran

أثر استخدام الطريقة التواصلية على تحصيل طلبة الصف السادس في تعلم قواعد اللغة

الانجليزية واتجاهاتهم نحوها كلغة اجنبية في محافظة بيت لحم

اعداد: مروى عادل عيسى العوق

اشراف الدكتور: جمال نافع

### الملخص:

هدفت هذه الدراسة للكشف عن أثر استخدام الطريقة التواصلية على تحصيل طلاب الصف السادس في تعلم قواعد اللغة الانجليزية واتجاهاتهم نحو اللغة الانجليزية كلغة اجنبية في منطقة بيت لحم في فلسطين، ولتحقيق الغرض من هذه الدراسة طبقت الباحثة ادوات الدراسة على عينة قصدية تتألف من مجموعتين من طلبة الصف السادس في مدرسة بنات مريم العذراء الأساسية ، وقد طبقت الدراسة في الفصل الدراسي الاول للعام 2016-2017. قسمت الباحثة طالبات الصف السادس الاساسي الى مجموعتين تجريبية وضابطة. المجموعة التجريبية تم تدريسها بالطريقة التواصلية، اما المجموعة الضابطة فقد تم تدريسها بالطريقة التقليدية. وللإجابة عن اسئلة الدراسة والفرضيات، قامت الباحثة بتصميم امتحان تحصيلي (قبلي وبعدي) لقياس تحصيل الطلبة في قواعد اللغة الانجليزية. وقامت الباحثة ايضا بتصميم استبيان لقياس اتجاهات الطلاب نحو اللغة الانجليزية كلغة اجنبية. في التباين المصاحب وذلك هذه الدراسة، اعتمدت الباحثة التصميم شبه التجريبي واستخدمت اختبار تحليل لقياس التباين بين المجموعتين التجريبية والضابطة. وقد خلص البحث إلى وجود فروق دالة إحصائياً عند مستوى الدلالة ( $0.05 \geq \alpha$ ) لأثر استخدام "الطريقة التواصلية" على تحصيل طلبة الصف السادس في تعلم قواعد اللغة الانجليزية يعزى للطريقة ولصالح المجموعة التجريبية. كما أظهرت النتائج وجود فروق دالة إحصائياً عند مستوى دلالة ( $0.05 \geq \alpha$ ) لأثر استخدام "الطريقة التواصلية" على اتجاهات طلبة الصف السادس في تعلم قواعد اللغة الانجليزية يعزى للطريقة ولصالح المجموعة التجريبية. وأوصت الباحثة بضرورة تدريب معلمي اللغة الانجليزية على استخدام الطريقة التواصلية في تعليم قواعد الانجليزية لتطوير كلا من اتجاهات الطلاب نحو اللغة الانجليزية كلغة اجنبية ومستوى تحصيلهم. بالإضافة الى اجراء المزيد من البحوث حول متغيرات ومستويات تعليمية اخرى.