Ministry of Higher Education and Scientific Research

University Of Babylon

College Of Education for Humanities

Dept. of English

# CLT techniques of teaching grammar

By :

Haider Shabeeb Jaber

Supervisor:

Asst.Prof .Ahmed A.Hamza

**May  2023**

**Dedication**

We dedicate this work

To our families especially our parents

To the best supervisor at the university of Babylon , Asst .Prof .Dr. Ahmed A. Hamza,

To our teachers  and to all friends,

To all the students at the department of English , University of Babylon.

**Acknowledgements**

First and foremost, we have to thank Allah for giving us the strength and perseverance to complete this work.

A personal thank goes to our supervisor Asst. prof. Dr. Ahmed A.Hamza who has supervised our research with care and expertise. Without his guidance, this work would not have been completed. We strongly believe that we are honored to have him as a guide. You are a meaning _maker of the highest order. Thank you so much for your dedicated guidance, for your meticulous written and useful comments that always worked to enhance our arguments.

We would like to thank our families, for their encouragement, patience over the years .

## Abstract

English communication skills are essential when conducting any work that has led to this awareness of grammar teaching in the CLT method As one of the basic subjects in teaching English, it helps students to use the language in different social situations and improve their fluency and grammatical accuracy more . Using the Model for Teachers Focusing on the Model provides teachers with several teaching techniques for improving students' grammatical accuracy in communication. Implicit techniques can be used which include input flood, task-essential language and Input enhancement etc. By teachers to implicitly improve the linguistic awareness of their students, on the other hand, explicit techniques can be used, which include dictogloss consciousness-raising task, and input processing etc. By teachers who want to focus more on teaching grammar rules using Meta and Talk rather than natural communication Using an emphasis on form will help students improve their ability to use grammatical rules accurately in communication. Some of the expected drawbacks of the form focus are the class size and teachers' insufficient English proficiency to overcome the drawbacks of using the form focus in the CLT.

**Table of Contents**

Title page

Dedication

Acknowledgements

Abstract

Table of contents

Chapter one:

# Chapter one

## 1.1 Statement of the problem .

What are CLT techniques used in teaching grammar.

This paper discusses the idea of teaching grammar in a CLT method This method encourages second language coaches L2 to employ communication methods to teach in their classrooms and the most important point in CLT was to rely on meaningful interaction Through the use of automatic speech during marital work or as a group for communication, and teaching grammar is one of the foundations in the awareness of learners to communicate Effectively in enhancing their communication skills in mastering the second language. The question is how to teach grammar in CLT and what are the methods used by teachers in the classroom to implement this method.

## 1.2 Aim of the study

The study aims at investigating CLT  techniques used in teaching grammar.

## 1.3 Hypothesis

The study hypothesizes that CLT has different and recognized techniques in teaching grammar.

## 1.4 Limits of the study

The study is limited to CLT method and its techniques in teaching grammar.

## 1.5 Value

The value of the research lies in the fact that it focuses on teaching the rules in a CLT method and understanding the rules through the concept of inputs as well as the deductive method and how the teacher can provide CLT in the classroom.

## 1.6 Procedures

1- Choosing and limiting the topic .

2- Putting a research outline .

3-      Collecting      references      and      classifying      data.

# Chapter two :CLT and teaching grammar

As CLT is one of recognized method in teaching for languages it treated language system differently regarding grammar. Grammar is language system and when we teach grammar according to CLT we have to consider what is the aim behind teaching grammar and for CLT grammar is a tool for communication and it's not the aim. The main goal of CLT is to develop the communication competency of learners through communication and interaction with others. So the aim here of studying grammar in CLT is how to use grammar in communicating meaning and com municating with others. We take a simple example of can, which gives us the meaning of ability. We will study it as a meaning, not as a grammatical form Example : I can go to the school can = ability. We notice that we cared about the meaning, i.e. the delivery of the idea, and not the form or the site Learners learn this through practice and form-focused processes are considered harmful and corrective feedback is therefore given low status in classroom processes. However, a large body of research indicates that this approach can lead to a shortage of learners EAL. In producing grammar patterns i.e speaking and writing. Grammatical accuracy may never be achieved. The study concluded that CLT provided with explicit instructions in form and meaning make learners more likely to achieve fluency and accuracy in language use. We infer this through a hypothesis (Schmidt, 1995:1-20 ) This hypothesis states that what learners notice about input is what becomes consumption of learning. Therefore, observation is necessary for language acquisition because if the input is not recognized, it will not be assimilated, as shown(Schmidt,1995 :27).Learning requires awareness at the time of learning. In general, studies indicate that the form of teaching as a complement to focusing on meaning is more effective than instruction that focuses only on meaning. The teacher must also provide communication practice for students to achieve non-linguistic goals, such as asking permission to do that thing when someone does something, giving excuses, or asking for help . In CLT there is some controversy about teaching CLT and some of this controversy may be solved if we are not talking about one type of CLT, but about two main types, the shallow end. approach and the deep end approach. The shallow approach to teaching communicative language depends on thought in order to make the learner use the

language in a communicative situation.(Thornbury,1999:18-19) It is necessary first to learn grammar and then apply them in communicative situations On the other hand, the deep approach to the CLT language depends on the belief that rules can be acquired unconsciously during performance on communicative situations, so it will be useless to teach grammar in advance and explicitly. In doing so, the CLT deals with grammar, at least in the shallow ending approach, first, it only wears grammatical structures in communicative functions, but in fact the presence of grammar teaching in the shallow ending approach does not do so in the sense that this version of communicative language learning is not communicative. Grammar is considered a way towards communication. The grammar in the shallow curriculum is taught but it is the way it is taught and the end result in the learners' communication is the performance of the two factors that make grammar meaningful and communicative. Also in the shallow end, grammar is taught in a way that can be called the inductive method, which is the way in which rules are deduced, and in contrast to the shallow end approach, the deep end methodology claimed that these rules should be obtained unconsciously in line with Krashen's theories B 85.Reflected in his natural book The approach that has become popular and directed towards acquisition The role of inputs and outputs reflected in this theory This theory did not assume the role of rules because it will affect the end Deep approaches have also been severely affected by the rejection of traditional methodologies.(Krashen,1977:144-158)However, in the deep approach, learners will not be able to integrate rules into communication processes. Students of EFL may have difficulty developing grammatical form through a defocused approach especially if a significant portion of their L2 exposure comes in the form of their classmates' production which may contain many errors( Hiebert,2002:11). In other words, more clearly, students' exposure to English has this limitation. The environment inhibits their ability to correct their grammatical errors. For this reason, teaching Grammar prevents students from becoming rigid in their language use(Brog,1998:273). In addition to observing grammatical structures and preventing fossilization, teaching grammar also helps learners use language more creatively as well as more accurately(Brog,1998:281). Little Wood also asserts that if EFL students learn grammar in CLT classes, they can not only use specific phrases or insert alternative words in fixed patterns, but also make choices within the grammatical

system itself. For example,( EFL) is taught. Who can inquire about how to use the noun phrase, for example: Would you like to have a cup of tea? Or would you like a piece of cake. Also, if the student learns how to use the passive verb, the student will be able to ask if she would like to buy this cake. For these reasons, teaching grammar can provide students with opportunities to use a second language more creatively( Little wood,1981:45-50) . Finally, teaching grammar has a positive effect on EFL students' participation in the classroom. For example, learners who understand the action of teaching grammar can speak English more confidently if they are convinced. That they are grammatically correct. The teacher can introduce the grammatical rule through text, dialogue, or a story that includes the structure. The teacher provides the students with a sentence-level grammatical explanation of the new grammatical rule so that the students become familiar with the new grammatical rule. Processing or reproducing it, allowing learners to absorb and use grammar automatically through less controlled communication activities. The purchasing power parity model has been used as a commonly used basic structure for English textbooks for learners of English as a second language (EFL).In order to promote controlled communication, this model has been criticized by Peter Skehan because it takes a long time for learners to internalize and use the model automatically in communication, says Zumi skehan. That if the teacher intends to get students to use a certain model in communication, it will not lead to normal communication either. Sato stresses that because of the class's time limit, the form stage is likely to be ignored or shortened. In correct words, the purchasing power parity model is a specific method for teaching grammar and communication due to lack of time in class and ignorance of the inner learning process of each student(Skehan,1996: 17-30). As well as the forced use of a particular grammatical form Brown introduces the indispensable role of grammar in CLT and introduces principles for integrating grammar and communication Arguing that grammar must be contained in a meaningful and communicative context It must fulfill the communicative goals of students Nor should teachers. Overcome students with jargon, but rather help them improve fluency and accuracy Focus on the Model Approach Michael Long introduces the Focus on Model Approach which maintains the strengths of CLT but compensates for its weaknesses and specifically focuses on understandable input and interactions between learners in

order for students to acquire the language in a natural way. In addition, students focus on form Helps to improve their grammatical accuracy by drawing students' attention to a specific language form through many techniques that work on verbal communication(Michel,2000:179-192). The most efficient speaker can seek clarification by saying, for example, do you know the word subway? In addition, the speaker can The most efficient one is to make the input more understandable through paraphrasing(Long and Robinson,1998:15-41). I went to the New Year's party. You know, January 1, I mean December 31, the night before the first day of the new year. This method is a concept that not only contains grammar but also for example when a student makes a grammatical mistake about the past tense and I caught it the teacher can rephrase the sentence I caught it then the student can say that again yes I caught it by this the grammatical error is corrected For the student, by negotiating the meaning in short, the interaction has a positive effect on the development of a second language(Brown,1997:287) .

# Chapter three : techniques

Technique is one of the very important things for teaching if not the most important at all. As for the information, it may be available to everyone, but the important thing is the way to communicate this information and as a teacher it is necessary to have the right techniques to teach your students effectively whether you are teaching a language, subject or skill, there are certain techniques that will help to achieve maximum results and we will study the techniques used in CLT Among the techniques used to teach the rules in CLT is the flood of inputs, which means that the teacher provides students with abundant models of verbal and textual language features alike so that students can obtain great opportunities to face a specific linguistic advantage and this talk means that the targeted language grammar is frequently presented by the input flood So there will be more opportunity for the student to unconsciously observe the form, function and meaning of grammar rules without linguistic interpretations or error corrections Using the flood of inputs. Martha Trey and Lydia White conducted an experiment the purpose of which was to discover whether students could correct the grammatical error of placing an adverb between the verb and the direct object According to the results of the flood of entries, the students made a grammatical error such as Anne watched quietly the television.  Although enough entries are as Anne quietly watch the television. These are introduced over and over again throughout the chapter, williams and Doughty say, using input floods alone is too implicit to be fully effective(Doughty and Williams,1998:1-130). Another technique we have is the technique task_essential language In task-essential language, through this method learners are given a task that they must try using a specific grammatical element such as the pre-hypothetical mood This task provides learners with different opportunities to notice and produce the form during meaningful communication in the lesson Using this technique students have to for example compare two famous cities using comparison and describe the differences between the two cities by saying New York is bigger than Washington D.C.( Rodriguez,2009:1-4) and essential in order not to interrupt the natural flow of communication(Ellis,2001:1-46). Another technique is input enhancement Where teachers provide modified inputs to the learners in order to make the inputs more clear without teaching the explicit rules in the case of textual inputs. This is done by providing the learners with an input that is typed

by the learners, for example (underlining boldfacing italicizing capitalizing ) On the other hand, improving inputs can be provided by mouth through additional stress or intonation as well, or repeating the target model, or even through gestures, body movement, or facial expressions, in addition to oral focus. Teachers can try different ways for learners to notify the text By modifying an original text that contains interesting contents and sufficient examples to teach grammar, and also teachers should not try to reduce the value of the text because the learners should focus on the meaning first.(Nassji and Fotos,2011;41-42) The other technique is Recast, Ellis defines recasts "reformulations of deviant learner utterances(Ellis,2001;10)." In more precise words, the teacher rephrases the learner's incorrect form into the correct form indirectly and does not say that his words were wrong(Long and Robinson,1998:25). Through this recast, the learners are likely to notice the gap between their incomplete language and the extent of their language fluency. Catherine Doty and Elizabeth Varela also explain that a recast is likely to be effective because the goal is to add attention to the model primarily to its communicative task rather than to divert it from the already communicative goal(Nassaji,2009:429). For example

STUDENT :And they found out the one woman run away

TEACHER : OK ,the woman was running a way ( recast)

STUDENT : Running a way.

The next technique is(Output Enhancement) Output enhancement refers to clarification requestsin which a teacher provides learners An opportunity to deduce their mistakes and correct the incorrect speech themselves(Doughty and Williams,1998;238-239). In clearer terms, the teacher does not give a direct correction as is found in the recast. But he encourages students to notice their mistakes by making use of teaching techniques such as clarification requests, repetition, metalinguistic clues, and elicitation. This request for clarification can occur either because of the incorrect speech of the learners or when their speech is not sufficiently understandable to the interlocutor. For example, the teacher asks to clarify the learners by saying things like pardon me? Sorry ? or excuse me examples of output enhancement as follows repetition.(Nassaji and Fotos,2011:76)

Student : He speak English very  fast .

Teacher: He speak ?

Student : He speaks English very fast.

" metalinguistic clues

Student : because she is look for a card .

Teacher : not is look, but...pay attention to the progressive

Student : because she is looking for a card

" Elicitation

Teacher: He suggested that ....

Student : He suggested me to study harder .

Student : He suggested that I study harder.

The next technique is Interaction Enhancement Hitoshi Muranoi  defines Interaction Enhancement(IE) as "a treatment that guides learners to focus on form by Providing interactive modifications, and through it leads the learners to produce modified outputs within the problem-solving task (strategic interaction). Therefore, when there is a breakdown in communication due to incorrect or incomprehensible speech for learners, it becomes problematic. Output enhancement By requesting clarification and repetition of the learner's utterance (recasting) to muranoi, learners can notice their mistakes and help them develop their ecosystem.(Muranoi,2012:18-20){A student looks at drawing depicting a big rat running around in a room }

Teacher: And any other problem ?        < output enhancement>

Student:... I saw rat                      < incorrect output >

Teacher: you saw what ?     < request for repetition ( input / output enhancement>

Teacher : Uh _huh  you saw a rat in your  room < repetition (          input enhancement)

Student : A rat                < successful modification >

That's terrible          < topic continuation >

Another technique that the teacher can use is Dictogloss

Procedure designed to help language _ learning students towards a better understanding of how grammar works on a text basis it is designed to expose where their language _learner short coming (and needs ) are so that teaching can be directed more precisely towards these areas . the dictogloss process is divided into four stages :preparatory dictation  reconstruction and analysis and correction In the preparatory stage, the teacher chooses a text and provides comprehensive basic information about the text. Through this, unknown vocabulary is clarified. After that, the teacher reads the text to learners twice at the normal speed and asks the learners to take notes about familiar words or phrases(Nassaji and Fotos, 2011:108-109) (i.e. the dictation stage) This is because they may not write every word of the text after the dictation stage. There is a stage of reconstruction through which the learners are formed small groups to rebuild the text, because they may not have written every word of the text individually Finally, in the stage of analysis and correction, the teacher helps the students to analyze the reconstructed text and compare it with the original A dictogloss encourages students to engage in extensive discussion and meta-talk or to talk about language in order to see if sentences are grammatically correct.( Swain, 1998:70)

Consciousness-raising Tasks

Rod Ellis defines consciousness-raising tasks "pedagogic activity where the learners are provided with L2 data in some form and required to perform some operation on or with it, the purpose of which is to arrive at an explicit understanding" of the target grammar ( Mohamed,2004: 229). The grammar consciousness-raising tasks look similar to the practice tasks of the PPP model, but there is one difference between them. In the case of the practice tasks of the PPP model, students are asked to actually use a target form in speaking or writing. On the other hand, consciousness-raising tasks do not require the learners to actually use the form in speaking and writing, but ask them to find the rule and understand the target form in terms of form, meaning and function (Ellis,2001:6-7  ) A consciousness-raising task can be used deductively or inductively: inductive tasks provide students with several sentences which

contain a certain linguistic item in order to "search for the rules themselves from the given data; conversely, deductive tasks provide students with explicit grammatical explanation and rules in advance.(Mohamed,2004;230)

Direct Task for the Comparatives

□ Grammar explanation

If an adjective word has 3 syllables, add the word "more" to the word.

□ Examples

- She is beautifuler than me. (Incorrect)

- She is more beautiful than me. (Correct)

Indirect Task for Relative Clauses

□ Examples

- She is more beautiful than me.

- This book is more important than that book.

- He is more generous than her.

The other technique is input processing

Bill van pattern It attempts to explain how learners obtain this form of input and how they analyze sentences during the comprehension process when their primary concern is on meaning Input-processing tasks, which are more explicit techniques than consciousness-raising tasks, aim to improve learners' consumption Which does not mean that all learners are exposed to it, but learners actually learn in terms of form, function and meaning(Pattern,2002:798-803). We take a practical example of this teaching technique. The teacher will use examples to explain the target language grammar model This requires learners to analyze sentences by focusing on the target model(Nassaji and Fotos,2011:24), in addition to that speech. If the target model is tense, the teacher must explain specific rules about the troubled sentences and the last reading that contains target and non-target models for the learners. Finally, the teacher will look for whether the sentences refer to an action that has been done before or is usually

done.( Nassaji and Fotos ,2011:30)( so that the teacher can check students' understanding of the target model.

The teacher corrected the essays

The man cleaned the table

I wake up at 5 in the morning

The train leaves the station at 8 a.m

The writer finished writing the book

The trees go green in the spring .(Nassaji and Fotos,2011:31)

# Chapter Four: Conclusion

Communication skills in the English language were the most important tool for education as well as job opportunities, so grammar teaching tended to use CLT, which gives students a lot of opportunities to speak English. They learned how to use English appropriately in different social situations. Moreover, they were exposed to more meaningful inputs based on the real-life context. The CLT approach has greatly improved students' oral fluency The PPP model is commonly used in order to teach grammar and communication simultaneously. However, many scholars assert that the group teaching and PPP models are insufficient because they have major problems respectively with regard to group learning. Applying students' gun knowledge to communication is unrealistic because grammar and communication are not taught at the same time and students need time to internalize the rules of grammar for meaningful communication. When it comes to the PPP model, the production phase of the model is likely to be ignored or shortened due to insufficient time. Given this situation, teaching English needs a new approach in which students have enough opportunities to communicate in L2. As well as improving their grammatical. The hypothesis of the study is confirmed as CLT teachers can use a variety of techniques. Implied techniques such as (input flood,task-essential language,input enhancement,recast, output enhancement, interaction enhancement ). When teachers want to focus on natural language or try to improve students' linguistic awareness implicitly without explanation or explicit grammatical exercises.  On the other hand, it affects its accuracy in the long run . Williams suggest some pedagogical choices according to several teaching situations language teachers may face .one of the mandatory pedagogical choices is selecting either proactive or reactive focus on form. The proactive focus on form is helpful when students. share the same L1 or when their language levels are different. However, this approach can have a negative influence on students because when teachers intervene, it can interrupt the natural flow of communication. On the other hand, the reactive focus on form is beneficial because students can take advantage of natural communication; however, novice teachers cannot react to students' incorrect utterances efficiently due to their lack of experiences. The choice of linguistic form is also an important factor teachers should consider because learners are likely to learn a certain structure more easily than the other.

According to many researchers, linguistic forms that have a clear meaning and sufficient communicative functions can be successfully used in focus on form. Another choice teachers should make is to choose appropriate focus on form techniques according to their pedagogical purposes. As mentioned in the techniques of focus on form, implicit techniques will not interrupt the flow of communication. On the other hand, explicit techniques should be used when teachers want students to internalize grammar rules automatically. Finally, teachers should decide on a proper teaching model between the two teaching models (i.e. integrated and sequential). An integrated focus on form can be practical if teachers want to correct students' errors incidentally. Alternatively, if teachers choose to follow the stages such as brief grammar explanation, controlled practice, and more meaningful communication, sequential focus on form can be used because it is considered to be more practical in EFL situations where these types of teaching styles are preferred.

# Reference:

Borg, S. (1998). Data-based teacher development. ELT Journal, 52(4), 273-281

Brown, H. Douglas. Teaching by Principles. New York: Longman, 1997. Print

Carless, David R. "Good Practices in Team Teaching in Japan, South Korea and Hong Kon System: An International Journal of Educational Technology and Applied Linguistics 34 (2006) : 341-351.Web. 1 Aug. 2012

Doughty, Catherine, and Elizabeth Varela, "CommuncativeFocus on Form." Focus on Form

in Classroom Second Language Acquisition. Ed. Catherine Doughty and Jessica

Williams. New York: Cambridge University Press, 1998. 114-138. Print.

Doughty, Catherine, and Jessica Williams. "Issues and Terminology" Focus on Form in

Classroom Second Language Acquisition. Ed. Catherine Doughty and Jessica

Williams. New York: Cambridge University Press, 1998. 1-13. Print

Ellis, Rod. "Introduction: Investigating Form-Focused Instruction." Language Learning 51-1 (2001):1-46,web.1 Aug.2012.

Hiebert, J., Gallimore, R. and Stigler, J. W. (2002). A knowledge base for the teaching

profession: What would it look like and how can we get one? Educational Researcher, 31, 3

15

Krashen, S. (1977). Some issues relating to the monitor model. On Tesol, 77, 144-158.

Little wood, William. Communicative Language Teaching: an Introduction. New York :

Cambridge University Press, 1981. Print.

Long, Michael, and Peter Robinson. "Focus on Form: Theory, Research, and Practice" Focus

on Form in Classroom Second Language Acquisition. Ed. Doughty, Catherine, and

Jessica Williams. New York: Cambridge University Press, 1998. 15-41. Print

Long, Michael. "Focus on Form in Task-Based Language Teaching." Language Policy and

Pedagogy. Ed. Richard D. Lambert and ElanaShohamy. Philadelphia: John

Benjamins Publishing Company, 2000. 179-192. Print.

Mohamed, Naashia. "Consciousness-raising Tasks: aLearner Perspective." ELT Journal 58.3

(2004):228-237.web.1Aug.2012.

Muranoi, Hitoshi. "Focus on Form through Interaction Enhancement: Integrating Formal

Instruction into a Communicative Task in EFL Classrooms." Language Learning, 

50.4 (2004):617-673.Web.1Aug.2012.

Nassaji, Hossein, and Sandra Fotos. Teaching Grammar in Second Language Classrooms Integrating Form-Focused Instruction in Communicative Context. New York :

Routledge Taylor & Francis Group, 2011.

Rodriguez, Amber Gallup. "Teaching Grammar to Adult English Language Learners: Focus

on Form." Center for Applied Linguistics (2009): 1-4. Web. 1 Aug. 2012.

Schmidt, R. (1995). Consciousness and foreign learning: A tutorial on the role of attention and

awareness in learning. In R. Schmidt (Ed.), Attention and Awareness in Foreign Language Learning (pp. 1–

.(63Second Language Teaching and Curriculum Center, University of Hawaii.

Skehan, P. "Second Language Acquisition Research and Task-Based Instruction." Challenge

and change in language teaching. Ed. J.Willis and D. Willis. Heinemann: Oxford University Press, 1996. 17-30. Print

Swain, Merill. "Focus on Form through Conscious Reflection." Focus on Form in Classroom

Second Language Acquisition. Ed. Catherine Doughty and Jessica Williams. New

York: Cambridge University Press, 1998. 64-82. Print.

Thornbury, S. (1999). How to Teach Grammar. Harlow: Longman.

Ur, P. (1999). A Course in Language Teaching: Practice and Theory. Cambridge: Cambridge

University Press.

VanPattern, B. "Processing Instruction: an Update." Language Learning 52.4 (2002): 755-803.Web.1 Aug.2012.-