

**T. C.
SELÇUK ÜNİVERSİTESİ
SOSYAL BİLİMLER ENSTİTÜSÜ
YABANCI DİLLER EĞİTİMİ ANA BİLİM DALI
İNGİLİZCE ÖĞRETMENLİĞİ BİLİM DALI**

**THE USE OF COMMUNICATIVE ACTIVITIES IN SENIOR
AND JUNIOR HIGH SCHOOLS**

Yüksek Lisans Tezi

Danışman

YRD.DOÇ. DR. Abdülhamit ÇAKIR

Hazırlayan

Tuğba GÜCER PALALI

KONYA – 2006

ACKNOWLEDGEMENTS

I would like to express my deepest gratitude to my thesis supervisor Assist. Prof. Dr. Abdülhamit akır, whose guidance has made this thesis possible. I am indebted to him throughout my studies for his knowledge, suggestions and patience.

I owe special thanks to my colleague and advisor Okşan Yüzbaşıoğlu for her moral support and valuable suggestions for my study.

My thanks also go to my students and my school, TED Ankara Koleji that took place in this study.

Finally, I also wish to express my gratitude and special thanks to my husband A. Tufan Palalı for his patience and also technical support throughout my studies and to my little daughter Deniz, who tried to be patient enough during my studies.

ABSTRACT

This study is carried out for the purpose of discussing the significant function of the communicative methods and drills in teaching grammar by using communicative activities in senior and junior high schools.

The first chapter aims to present the background to the study as well as the problem, hypothesis, aim and the scope of the study.

The second chapter deals with the review of literature about communicative language teaching. The third chapter is concerned with the use of methodology and analysis of the observations.

In chapter four structural drills are discussed. Chapter five is concerned with the review of the techniques of materials. Chapter six is concerned with the design of the communicatively oriented sample lesson plans and classroom observations for the traditionally oriented teaching lessons. Chapter seven is the conclusion part of this thesis in which some suggestions for communicative grammar teaching are expressed to remark the future language education in senior and junior high schools.

ÖZET

Bu çalışma, İlköğretim okulları ve liselerde, İngilizce dilbilgisini iletişimsel öğretim aktivitelerini kullanarak öğretirken, iletişimsel metot ve alıştırmaların ne derece önemli olduğunu ortaya koymak amacıyla sürdürölmektedir.

Çalışmanın birinci bölümünde, çalışmanın zemini ve problemin sunumu, çalışmanın hipotezi, amacı ve çalışmada kullanılan sınırlılıklar belirtilmiştir.

Çalışmanın ikinci bölümünde iletişimsel dil öğretimi alanında, çalışmaya açıklık getirecek diğör çalışmaların incelenmesi ele alınmaktadır. Üçüncü bölüm ise iletişimsel dil öğretiminde kullanılan metotlar ve yapılan gözlemlerin analizleri açıklanmaktadır.

Dördüncü bölümde dilbilgisi yapısına bağılı alıştırmalar tartışılmaktadır. Beşinci bölümde ise iletişimsel öğretimde kullanılan temel teknikler sınıf içi çalışmalarından örneklerle ele alınmaktadır. Altıncı bölümü ise araştırma sırasında sınıf içinde kullanılan iletişimsel ve geleneksel olmak üzere iki grupta incelenen örnek ders planları oluşturmaktadır. Yedinci bölüm, İlköğretim okulları ve liselerde gelecekteki dil eğitime dikkati çekmek için, iletişimsel yoldan dilbilgisi öğretimi konusunda bazı öneriler içeren bu araştırma tezinin sonuç bölümünü oluşturmaktadır.

TABLE OF CONTENTS

ACKNOWLEDGEMENTS	i
ABSTRACT	ii
ÖZET	iii
TABLE OF CONTENTS	iv

CHAPTER 1

1. INTRODUCTION	1
1.1. Background to the Study	1
1.2. The Problem	2
1.3. Hypothesis	3
1.4. The Aim of the Study	4
1.5. The Scope of the Study.....	5

CHAPTER 2

2. REVIEW OF LITERATURE	6
2.1. A Brief History of Language	6
2.2. On Defining Communicative Competence	11
2.3. On Defining the Word ‘Grammar’	12
2.4. Communicative Language Teaching	14
2.5. Nature of Communication	15
2.6. Nature of Grammar	16
2.7. Organisation of Teaching Grammar	18
2.8. Communicative Activities	22
2.8.1. Oral Communicative Activities	22
2.8.2. Written Communicative Activities	24
2.9. Purpose of Using Different Techniques in the Classroom	25

CHAPTER 3

3. THE USE OF METHODOLOGY AND ANALYSIS OF THE OBSERVATIONS	27
3.1. Introduction	27
3.2. Subjects	28
3.2.1. The Teacher and the Students	28
3.3. Instruments	29
3.3.1. Communicative Activities Devised	30

CHAPTER 4

4. DRILLS	32
4.1. Structural Pattern Drills Used in Teaching Grammar	32
4.2. Mechanical Drills	33
4.3. Meaningful Drills	34
4.4. Communicative Drills	35
4.5. The Typology of Pattern Drills	37
4.5.1. Completion Drills	37
4.5.2. Transformation Drills	37
4.5.3. Combination (integration) Drills	39
4.5.4. Formation (restoration) Drills	40
4.5.5. Conducting and Correcting Drills	41

CHAPTER 5

5. REVIEW OF THE TECHNIQUES OF MATERIALS	44
5.1. The Major Techniques in Communicative Grammar Teaching	44
5.1.1. Using Dialogues	44
5.1.2. Using Texts	46
5.1.3. Using Problem-solving Activities	48
5.1.4. Using Games	50

CHAPTER 6

6. DESIGN OF A GRAMMAR LESSON PLAN	53
6.1. A Sample Lesson Plan(ConditionalsType0 and Type1) ..	55
6.2. A Sample Lesson Plan(Conditionals Type2)	59
6.3. A Sample Lesson Plan(Conditionals Type3)	64
6.4. Classroom Observation	67
6.4.1. Classroom Observation 1 for Traditionally Oriented Classroom-7P	68
6.4.2. Classroom Observation 2 for Traditionally Oriented Classroom-7P	70
6.4.3. Classroom Observation 3 for Traditionally Oriented Classroom-7P	72

CHAPTER 7

7.1. The Analytical Procedure	74
7.2. The Analysis of the Results	75
7.3. Conclusion	79
7.3.1. Introduction	79
7.3.2. Findings, Conclusions and Suggestions	79

REFERENCES	87
-------------------------	-----------

APPENDICES	91
-------------------------	-----------

CHAPTER 1

1. INTRODUCTION

1.1. Background to the Study

It is a well known fact that both life conditions and improving technology in the world encourage people to learn English, the most common language in the world. We know that it is essential to learn a foreign language to follow the developments and changes in various subjects in the world.

English has become a dominant international language and more than 750 million people all over the world speak English as a foreign language. In Turkey English is taught/learnt as a foreign language in schools and universities. It is also commonly used in technology, science, medicine, computers and mass media.

In our country, which aims to develop rapidly in economy and technology and to have close relationships with the other countries, there has been a considerable increase in the number of schools that gives education in English in the last 20 years. The main reason of that increase in the amount of these kinds of schools is that the young people in our country need good knowledge and ability to use a foreign language when they graduate from their schools and when they are in search of a satisfactory job.

In state schools, when 8-year education became compulsory, English is taught two hours a week in the 4th and the 5th grades. In 6th, 7th and 8th grades, it is four hours a week. In private schools, the situation is totally different. Teaching English as a foreign language starts in the 1st year of the primary

school. English is taught six or seven hours a week in the 1st, 2nd, 3rd, 4th, 5th, 6th, 7th and 8th grades.

Since learning a language has become very important, teaching a foreign language gains the equal importance itself. Thus lots of methods, techniques and drills have appeared but many teachers cannot use these techniques properly especially while they are teaching grammar in the classroom situations. Moreover it is still a huge problem for teachers to decide which techniques or methods are the most useful ones to make the learning process more beneficial for the students.

So in my study such as chapters 3, 4, and 5, I aimed to be useful to English teachers with my suggestions by putting forward some of my researches as evidence about using some various techniques, drills and activities to teach English grammar communicatively to the 30 students in a group who are in the 7th grade in TED Ankara Koleji.

1.2. The Problem

I have been teaching English for ten years and during this period I have realized that especially in the state schools, the students aren't able to use English properly although all the grammatical rules of the foreign language are taught word by word. But the problem is that they forget their grammar knowledge in a short time. They can more or less comprehend the texts they listen to or read but at the time of speaking, most of them have difficulty in producing even a few simple sentences and expressing their opinions about certain discussion points without the support of their teachers, because most of the teachers do not manipulate some of the teaching activities with special techniques properly within the course programme.

However in a short time after using these techniques in my teaching course, the students showed the desired performance of learning the grammar of the foreign language.

So there is an important question in our minds:

What kind of communicative teaching activities can be manipulated with special techniques to teach English grammar communicatively in the classroom situation?

Finding a solution to this question is the discussion point in my research paper. I would like to discuss why English grammar cannot be learnt in such a way relating to the ability to communicate although different kinds of active methods are used at schools.

1.3. Hypothesis

In our schools, English teaching methods are based on teaching grammatical rules but students do not have the opportunity to use them in the classroom or in their daily lives. Very often, they do not have the chance to speak English in natural environment and circumstances.

Native speakers use the language in the kind of social talk that they participate in throughout the day in conversational exchanges with their family, friends... etc. But in the formal classroom situation, the ability to use language for social purposes cannot be taught easily. This would necessitate a carefully planned course to teach conversational skills. The aim of such a course is to help the students learn in English the kind of sociolinguistic rules that they are very successful in their own native language. The activities in the classroom should provide opportunities for practising common social exchanges such as greetings, introducing, complaints, congratulations ... etc.

The main problem explained in the problem section of this study need an immediate solution for a sufficient language education in schools, but how can this problem be solved? There is a high probability that especially in

public schools most of the English teachers aren't equipped with the enough knowledge of manipulating methodology to teach English grammar and they usually don't use the activities properly which are necessary to guide the teachers so as to set a communicative atmosphere in the classes and make the lesson more enjoyable and fruitful.

In my opinion, to develop fluency, a teacher must generate a need to speak to make students want to speak. The students must be convinced of the need to relate to the subject and communicate about it with others. Teachers must create a communicative atmosphere in their classes by using teaching activities which are going to be studied with examples in my research paper.

1.4. The Aim of the Study

The aim of this study is basically to discuss teaching grammar communicatively in the classes of senior and junior high schools by using different techniques investigated and developed for teaching grammar like most skills and materials by the help of which learning would be more enjoyable for the students.

I certainly believe that it is impossible to teach grammar of a foreign language without using different types of techniques which have been developed as a result of the experiences to teach a foreign language communicatively.

While preparing this thesis, I sometimes discussed the current trends and techniques in methodology with my colleagues. In addition, I made use of my ten-year-experience in teaching English grammar at private and state schools where I manipulated mechanical, meaningful and communicative drills to teach grammar.

I hope that my research paper will be a useful guide for the readers and researchers who are seeking for the answers of the problems due to these faults indicated in the problem section of this study.

1.5. The Scope of the Study

This study was applied to two intermediate level 7th grade classes in TED Ankara Koleji, including thirty students ages 13 in each classes. It also had a time limitation preventing the researcher to use different kinds of grammatical subjects except for Conditionals.

So, an experiment was carried out for teaching Conditionals by using two different kinds of methods in each 7th grade classes. This study is only valid for two 7th grade classes in TED Ankara Koleji. Therefore it cannot be generalized for other groups.

CHAPTER 2

2. REVIEW OF LITERATURE

2.1. A Brief History of Language Teaching

Teaching a language has become essential, as people from all over the world are in need of having a relationship between each other in terms of both social and economic aspects of life, by means of the languages. It is reasonable to infer that teaching French, English, Latin and Italian appeared as a result of the relationship between the countries in which these languages are spoken. In England, during the middle Ages, French used to be a second language beside English (Howatt, 1984:3); but later it became a foreign language, and before the end of Richard's (Richard II) reign, some monuments for teaching of French in England had been written by an unknown East Anglian author. It was a collection of everyday dialogues useful for travellers to France. At the end of the fifteenth century French was seen as a prestigious skill for anyone with ambition towards culture or advancement in high position and Latin became a sign of properly educated man or woman but in a sense it was the only language that had a grammar.

The sources I have read have shown me that early language teaching materials were formed as texts or dialogue forms as a slice of linguistic life. In the first place, the use of dialogues was a long established tradition in the teaching of spoken Latin in the Middle Ages, and the Latin texts consisted of a series of questions and answers relating to the topics and activities of everyday rural life such as farming, hunting, trading, and so on.

The first textbooks designed for teaching English as a foreign language were written in the late sixteenth century after the arrival of French refugees

and teaching English to French speakers had started to be seen at the end of the fifteenth century. The first of the double-manuals was a short book of dialogues and other texts were prepared by William Caxton and printed on his newly established printing press in Westminster in 1483. The title of the book was lost but it is known by its subheading as *Right Good Lerneing for to Lerne Shortly Frenssh and Englyssh*. Caxton had been leading a number of the English merchant community in Bruges for much of his life and had brought the manual back to England with him. The Caxton manual followed the traditions of the older textbooks, but unlike them it was bilingual. It was practical in its aims and contained no linguistic information about neither French nor English.

Later, during the period of the 1800s some manuals in teaching of English came into the market in England. Joseph Priestley's *Rediments of English Grammar* written in the late eighteenth century is a typical example of such works. There were also other signs of growing interest in learning English in the early sixteenth century. For example, the Polyglot Dictionaries, and phrase books which were popular devices including enough knowledge of foreign languages in Renaissance times, began to include English just like the other well-known languages such as French, Italian and Latin. Therefore, it is possible to say that learning and teaching English came in sight as a result of the needs of the refugees in England. Different textbooks and manuals took place in different series to teach English. It is also possible to state and classify these books as follows; (Stern, 1983:78)

1. Caxton wrote a textbook called *Right Good Lerneing For To Lerne Shortly Frenssh and Englyssh* in 1433. This book contains a set of customary greetings, very simple texts which are designed to introduce useful vocabulary for household equipment, a shopping dialogue, very detailed dialogue on the buying and selling of textiles of various kinds and an alphabetically arranged series of vignette portraits of trades people.

2. Gabriel Meurier prepared a textbook named *A Treatise for to Learn to Speak French and English* in 1553. A form for making letters, indentures and obligations, letters of exchange necessary for all merchants and quittances were introduced in this textbook.

3. Alston discovered a manual written in 1554 called *A Very Profitable Book to Learn the Manner of Reading, Writing and Speaking English and Spanish*. It was a rush job prepared for Spaniards who were expected in London to attend the wedding of Philip II and Marry I (Howatt, 1984:9).

4. William Bulloker prepared a textbook in 1586 called *Pamphlet for Grammar*. This book consists of long lists of things for sale and it also emphasizes the importance of commerce in the early stages of modern language teaching.

5. Joseph Priestley wrote a book in 1761 called *Rediments of English Grammar*. In this book questions are used as prompts to the memory and serve to break the text into two digestible chunks which grammar is the art of using words properly and it consisted of four parts; etymology, syntax, prosody and ortragraphy which is the art of combining letters into syllables into words.

In addition, it is possible to say that the Grammar-Translation Method is used to teach English as a foreign language. This method is also known as the Classical Method (Rivers, 1981:29) and is useful for the purpose of helping students to read and appreciate foreign language literature. Moreover, it can be said that in this method communication skills are neglected and there is much stress on knowing rules and exceptions, but little training in using the language actively to express one's own meaning, even in writing.

6. In the nineteenth century, formal techniques of teaching of Latin and Greek were adapted to the teaching of modern languages by Plötz in Germany,

thus, in the light of this ideas a lot of textbooks were prepared so as to teach foreign languages. These textbooks which continued to be used and imitated well into the twentieth century were notable for the meticulous detail of their descriptions of the grammar of the languages their preoccupation with written exercises, especially translation exercises, and their lengthy bilingual vocabulary lists. Therefore such textbooks dominate the work of all the exercises in the unit and the covering of all the units in the book in a given period of time. Just like in the previous textbooks the main purpose of Plötz's textbook was to provide the students with a wide literary vocabulary, and often of an unnecessary detailed nature.

Since the Grammar-Translation Method was not very effective in preparing the students to use the target language communicatively, the Direct Method was formed during the Reform Movement Period which arose between the years 1850 and 1900. It was a reaction to the Grammar-Translation Method which was thought to have lacked to supply the communication goals. And during the World War II, in the United States the Audio-Lingual Method was developed for military purposes. Since Americans should not be in the dark while listening to the news reported by other countries, they should learn foreign languages as soon as possible. They were not in need of the literature of the language but a part of a language which would meet their needs in understanding native speakers' daily speech. And by 1943, fifty-five American universities held a meeting and developed a programme which is now called the Audio-Lingual Method.

On the other hand, cognitive psychologists and transformational-generative linguists pointed out that language learning takes place when people can create utterances they have never heard before and, thus, language must not be considered as a product of habit formation but rather of rule formation. Thus, as a reaction to the Audio-Lingual Method, a new method called the Silent Way was developed by Gattegno in the early 1960s, placing an emphasis on rule formation and in which speakers use their mental

abilities to find out the rules of the languages they are learning. Then, in the 1950s, in Bulgaria a psychiatrist named Georgy Lazanov developed a new method called Suggestopedia. It requires a bilingual and persuasive teacher, linguistically homogeneous students; and aims to tap the reserve capacities of the learners by using the capacity of the students as much as possible.

Also in the 1950s C. A. Curran developed another method under the effect of Mumby's view according to which learner-learner interaction has a greater role in language learning than teacher-learner interaction does. This method is called the Community Language Learning or Counselling Learning. In this method the language teacher should be the counsellor at the first levels, but at the more advanced levels one of the students may be the counselor.

Another method called the Total Physical Response Method was developed in the 1960s by James Asher, a professor of psychology at Saint Joe State University, California. In this method learners are expected to respond physically to the commands given by the Instructor in the target language. The theory of this method is based on observations of how children learn their first language, that is, they internalize the code of the language and can respond physically to verbal stimuli.

In the late 1960s the British language tradition began to change and language teaching on communicative proficiency became more important than the mastery of structures. From the mid 1970s the Idea of using language for communicative purposes has spread and Wilkins developed a new method, based on functions, called the Communicative Approach. In this approach, the teacher isolates specific elements of knowledge or skills which compose communicative ability, and provides the learners with opportunities to practice them separately.

2.2. On Defining Communicative Competence

Communicative Competence is the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom.

Communicative competence includes knowledge of the grammar and vocabulary of the language, knowledge of rules of speaking (e.g. knowing how to begin and end the conversations, knowing what topics may be talked about in different types of speech events, knowing which address forms should be used with different persons one speaks to and in different situations).

In addition, communicative competence is the ability to know how to use and respond to different types of speech acts, such as requests, apologies, thanks and invitations; in fact it is the ability to know how to use language appropriately.

When someone wishes to communicate with others, they must recognize the social setting, their relationship to the other person(s), and the types of language that can be used for a particular occasion. They must also be able to interpret written or spoken sentences within the total context in which they are used. For example, the statement *It is very cold in here* can be a polite request to someone else to close a window or a door or to turn on the heating.

The term *communicative competence* was coined by Dell Hymes (1967, 1972), a sociolinguist who was convinced that Chomsky's notion of competence was too limited. According to Hymes, communicative competence enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts. Sandra Savignon (1983) notes that communicative competence is relative, not absolute, and depends on the cooperation of all the participants involved.

2.3. On Defining the Word ‘Grammar’

The word *grammar* that was first used by Greeks to refer to the study of letters or languages has been defined rather differently by various grammarians and dictionary writers. It may be beneficial to look at some these definitions in order to arrive at the mutual meaning they convey: According to Crystal, (1987:141-142), grammar is a ‘systematic description of a language’; ‘the study of the way words and their component parts combine to sentences of a language’. After analyzing the above mentioned definitions, Widdowson, (1978:147) concludes that grammar is the name given ‘to the knowledge of how words are adapted and arrange to form sentences’.

Linguists consider grammar as the patterns of form and arrangement including intonation, stress, juncture, that is the structure by which speakers of a language communicate.

Similarly, Paulston and Bruder, (1975:1) define grammar as ‘the possible forms and arrangements of words in phrases and sentences’. It can be said that knowledge of grammar is the central area of the language system. Although other components of language are equally important, they relate to each other through grammar. ‘Grammar is also the most distinctive aspect of language having features many claim are unique to language and hence learnt in different ways from anything else that people learn’(Cook 1991:1).

Bowen, Madsen, and Hiferty state there are two aspects of grammar which involve a: knowing the rules. They further say that either of these conditions may appear alone. Native speakers, for example, can apply the rules without really knowing them. On the other hand, some second or foreign language learners may know all about the rules of grammar but may still be unable to apply them.

According to Bowen, Madsen, and Hilferty, grammar can be understood in seven different ways by people with different purposes:

1. *Usage grammar* or *school grammar* the purpose of which is to give prescriptive rules that will help to achieve correct usage,
2. *Scholarly grammar* the purpose of which is to explain the rules and their exceptions in great detail,
3. *Signals grammar* the purpose of which is to deal with the morphology and syntax of the language,
4. *Slot- and- filler grammar* the purpose of which is to specify sentence patterns into slots and supply lists of appropriate fillers for each slot,
5. *Finite-state grammar* the purpose of which is to show that each lexical item in a sentence bears a partly predictable relationship with the following item,
6. *Immediate-constituent grammar* the purpose of which is to reveal that some words in a sentence have closer association with one rather than other lexical items,
7. *Generative grammar* the purpose of which is to prove that a set of ‘rewrite’ rules followed by a set of ‘transformational’ rules can correctly produce any sentence in the language. (Bowen, Madsen, and Hilferty 1985:161-163)

Given all these definitions and descriptions of grammar, it can appropriately be said that in order to arrive at a sound idea of what grammar is, one should recognize, and, in Smith and Taylor’s words (1994:221-223), ‘disentangle’ some of the features of language people have in mind when they talk about grammar.

2.4. Communicative Language Teaching

The origins of communicative language teaching are to be found in the changes in the British language teaching tradition dating from the late 1960s. Until then Situational Language Teaching represented the major British approach to teaching English as a foreign language. In Situational Language Teaching, language is taught by practising basic structures in meaningful situation-based activities. But just as the linguistic theory underlying Audio lingualism was rejected in the United States in the mid-1960s, British applied linguists began to call into question the theoretical assumptions underlying Situational Language Teaching:

By the end of the sixties it was clear that the situational approach had run its course. There was no future in continuing in the pursue the chimera of predicting language on the basis of situational events. What was required was a closer study of the language itself and a return to the traditional concept that utterances carried meaning in themselves and expressed the meaning and intentions of the speakers and writers who created them. (Howatt 1984:280)

British applied linguists emphasised another fundamental dimension of language that was inadequately addressed in current approaches to language teaching at that time the functional and communicative potential of language. They saw the need to focus in language teaching on communicative proficiency rather than on mere mastery of structures.

Another impetus for different approaches to foreign language teaching comes from changing educational realities in Europe. With the increasing independence of European countries come the need for greater efforts to teach adults the major languages of the European Common Market and the Council of Europe, a regional organization for cultural and educational co-operation. Education was one of the Council of Europe's major areas of activity. It sponsored international conferences on language teaching, and was active in

promoting the formation of the International Association of Applied Linguistics. The need to articulate and develop alternative methods of language teaching was considered a high priority.

The work of the Council of Europe; the writings of Wilkins, Widdowson, Candlin, Christopher Brumfit, Keith Johnson and other British applied linguists on the theoretical basis for a communicative or functional approach to language teaching; the rapid application of those ideas by textbook writers; and the equally rapid acceptance of these new principles by British Language teaching specialists, curriculum development centres, and even governments gave prominence nationally and internationally to what came to be referred to as the Communicative Approach, or simply Communicative Language Teaching (Jack S. Richards and Theodore S. Rodgers, 1990).

2.5. Nature of Communication

Communication means passing information to somebody by the use of language at all in many everyday situations so that it means saying what one wants to say instead of what one is told to say. One of the most characteristic features of communicative language teaching is that it pays systematic attention to functional as well as structural aspects of language, combining these into a more fully communicative view. Also communication must be supposed as a two way expression with two main elements; one is the expresser and the other is receiver. So, it can be said that in an understandable conversation both the sender and the receiver should be good at expressing and receiving the message. Garry Abbott (1981:117) points out that 'Communication means paying attention to what people mean rather than how they express what they mean.' However, it is possible to say that in a good conversation receiving the message is as important as sending it.

Furthermore, there are some significant points that the teacher should bear in mind for the students to have them build a good conversation. For example, the students should not only be prepared for the acts of communication in the foreign language, they also need much practice in its use to get the expected fluency in that language. They might have some knowledge of the language but they also have to develop facility and fluency in encoding their own meaning. Communicative activities can provide whole-task practice, improve motivation, allow natural learning and create a context which supports learning (Littlewood, 1988:17; Robinett, 1980:205). Rivers (1981:221) has given an advice, she says ‘we can, however impart to our students in the classroom basic attitudes and foundational skills upon which they can build rapidly when the opportunity for personal communication in real life situations present itself.’

Furthermore, shortly, it can safely be said that since languages are used for communication, the students have to be prepared to behave naturally when they use the target language because communication is not communication unless both sides behave naturally and this behaviour can only be given to the students throughout communicative activities.

2.6. Nature of Grammar

Grammar is the rules of a language set out in a terminology; Gleason (1961: 95) indicates the importance of the grammar as in the following; ‘in order to make the study of meaning as effective as possible, we must first have an objective understanding of structure.’ It is possible to give a few examples to clear his words up. For example, if a person does not know how to use a past tense sentence, he cannot express the events taking place in the past; or if he does not recognize the function of the passive voice, he cannot make a grammatically correct sentence whenever he wants to explain an action in the passive.

Therefore, he might say 'I was written by the letter' instead of saying 'The letter was written by me.' So, it is reasonable to assume that a person cannot produce coherent and meaningful sentences unless he knows the grammar of the language.

Furthermore, in an act of communication we are influenced by environment as well as by our own intentions. We have some certain expectations that some of them are based on the culture as well as to the response of the person whom we address the message. Therefore, while we are expressing our message, at first, we frame the message and then select the linguistics elements to express it so as to arouse the meaning we are trying to convey. In this case, it is possible to use different elements in order to express the same message; we select these elements according to the person whom we address. For example, it can be a child, an intimate friend, a person in authority, or a stranger. In other words, it is also possible to say that it usually involves some searching and fumbling, and some pausing to select the desired construction and the most appropriate words to convey the meaning intended.

So, the place of grammar has a great importance in language teaching, but the question is how the structure of a language should be given to the learners. The learning of grammar should be seen as one of the means of acquiring a through mastery of the language as a whole, not as an end itself. It is not possible to use words unless it is known how they should be put together in a sentence. The ability to communicate effectively can be attained most quickly and efficiently neither through pure communication practice in the classroom nor only within the framework of a formal course of study. Both of them should go together.

McKay (1987: xi) says that 'if we see the teaching of grammar as the practice of common grammatical patterns, our students may not know when to use these patterns appropriately.' Thus, it can be said that the learners should be enabled to spend some of their time concentrating on mastering one or more of the components of the target language by means of the

communicative activities to acquire it as a whole just like a baby's acquisition of his mother tongue so that they will be able to express a single communicative function with a number of linguistic forms. For example, the speaker who wants somebody to close the door may use various linguistic options; including informal expressions such as 'Could you please close the door?', 'Would you mind closing the door?', or 'Excuse me, Could I trouble you to close the door?' In this case, it is safe to say that learning grammar of a foreign language involves both learning differences between the mother tongue and the target language by means of its different linguistic options by practicing them as much as possible in the classroom under the guidance of the teacher.

2.7. Organization of Grammar Teaching

There should be an organization about the strategy of teaching grammar and in its organization the teacher should decide on what kinds of teaching procedures and in what order will be followed, and also he will have to take into account both the wide range of knowledge and skills that need to be taught and the different kinds of structures subsumed under the heading 'grammar'. Therefore, the organization of a grammar lesson within the four stages is stated as follows;

- i. **PRESENTATION:** The aim of the presentation of the grammatical structure which will appear in the unit is to get the learners to perceive the structure with its form and meaning so as to take it into short-term memory. Short dialogues, stories, or even a few sample sentences may be used as a model for an immediate practice as presentation. The teacher reads loudly and has the students read or repeat the sentences in the passage to introduce the use of the structure within the text. For example, in *GET ON TRACK TO FCE*, Unit 6 (CB Page52) and Unit 10 (CBpage86) comprise the

structures of *Conditionals* and the teacher might have the students underline and repeat the sentences in which ‘if conditionals’ take place.

- ii. **ISOLATION AND EXPLANATION:** At this stage the whole passage is not significant; the teacher should focus only on the grammatical items which take place in the passage and should make the students enable to understand what these items sound and look like, what they mean, how they function,; in short, the learners should understand these various aspects of the structure. In order to provide this, the teacher may need to make extensive use of the students’ native language to explain, translate or make generalizations. For example, for Unit 6 the differences between the conditional **type 1** such as ‘if I win the competition, I will be really happy’ and the conditional **type 2** such as ‘if I won the competition, I would be really happy’ can be explained.
- iii. **PRACTICE:** This stage consists of the exercises both in the classroom and for home assignments; but these exercises should complete each other and together provide thorough coverage. Rivers (1981:106) says that ‘An energetic teacher who is not very sensitive to student reaction may conduct a series of drills at a smart tempo, receiving a prompt response from students right through to the end of the series....’ The aim of this stage is to enable the learners to absorb the structure thoroughly or to transfer what they know from short-term to long-term memory. If this step is practiced with Unit 6, this is the time to manipulate the *Conditionals* with different drills such as **Question and Answer Drills** and **Formation (Restoration) Drills** as in the following example;

a. Question and Answer Drills

T: How would you feel if you were alone in a dark street at midnight?

St: If I were alone in a dark street at midnight, I would feel absolutely terrified.

T: How would you react if your best friend told you a lie?

St: I would never talk to her/him again, if my best friend told me a lie.

T: What does it mean if you nod your head?

St: If I nod my head, it means 'yes'.

b. Formation Drills

T: If/ you/ not/ have television/ you/ miss it?

St: If you didn't have television, would you miss it?

T: What/ you/ do/ if/ you/ win/ a lot of money?

St: What would you do if you won a lot of money?

- iv. **TEST:** This is the last stage in which the learners do tests so as to demonstrate how well they have mastered the rule they have been learning, but the teacher should bear in mind that he has to know where they will go next. For example, for Unit 6, the teacher might ask the students to rewrite the given sentences as conditional sentences as in the examples;

T: Rewrite the following as conditional sentences

1. You have to go to Athens to see the Acropolis.

- If you go to Athens, you can see the Acropolis.

2. You need to pass your driving test before you can drive.

- If you don't pass your driving test, you can't drive.

3. You must study harder to pass your exams.

- If you don't study harder, you won't pass your exams.
- 4. As long as the rain continues we can't play football.
- Unless it stops raining, we can't play football.
- 5. Going there by bus will be cheaper than going by train.
- If you go there by bus, it'll be cheaper than going by train.

Or the teacher might ask the students to complete the given conditional sentences in any suitable way as in the examples;

T: Complete these conditional sentences in any suitable way:

1. I won't enjoy the party if.....
2. If all the teachers were ill,.....
3. The world would be better if
4. My friends will be angry if
5. If the president visited me, ...

Now, in the light of the descriptions of these stages given above, it can easily be said that each of these four stages has equal amount of importance in the teaching and learning of the grammar of a language, but if we state them according to their functions, the practice stage is the most important one because it is the only stage in which the material is most thoroughly and permanently learnt by means of various activities by the help of which students have the opportunity to practice the new structure appropriately.

2.8. Communicative Activities

Communicative activities may be of several different types, but all share certain similar features, and the teacher should structure them in specific ways to ensure that the students will achieve the objectives of the activity. One feature is that the students' attention should be focused on meaning rather than linguistic forms; another is that the purpose is to express oneself to communicate with someone else. The teacher should structure the order of the activities so that enough time is spent preparing the students to participate successfully in the activity, completing the activity, and reporting on the activity.

Teachers should encourage students to brainstorm about the topic so that they have something to say during the activity. They should generate as many related words and phrases as possible and establish a context for the activity. They should clarify the communicative purpose of the activity and arouse students' interest in the topic and in expressing their ideas about the topic. They should prepare a sufficient background for the activity so that the students can participate successfully.

2.8.1. Oral Communicative Activities

Oral Communicative Activities are designed to provoke spoken communication between students and between the teacher and the students. We can divide the oral activities into seven categories:

a. Reaching a consensus: Students have to agree with each other after a certain amount of discussion. Consensus activities have been very successful in promoting free and spontaneous.

b. Discussion: Many teachers can be heard complaining that their students 'have nothing to say': they complain, for example, that they have no opinions and are not prepared to discuss anything. Part of the problem here is the way in which some teachers approach discussion as an activity. If students are asked to express fluently and a difficult topic in front of their

peers in a foreign language (often with no warning) they may find themselves reluctant to do so!

c. Relaying instructions: In this type of activity students have to give each other instructions. The success of the activity depends on whether the students to whom instructions are being given perform the tasks successfully- in other words, were the instructions the right ones, were they understood?

d. Communication Games: Communication games are based on the principle of the information gap. Students are put into a situation in which they have to use all or any of the language they possess to complete a game-like task.

e. Problem-Solving: Problem solving activities encourage students to talk together to find a solution to a set of problems or tasks.

f. Talking about yourself: The students themselves are often an underused particular we can use their lives and feeling for any number of interpersonal exchanges. Such activities fall into the 'Humanistic' category and are often useful at the beginning of classes to warm things up (warmers) or to create a good positive atmosphere in new groups a bit 'icy' (ice breakers).

g. Simulation and Role-play: The idea of a simulation is to create the pretence of a real life situation in the classroom: students 'simulate' the real world. Thus we might ask them to pretend that they are at an airport, or might organise them to get together to plan an imaginary reunion. What we are trying to do- artificially of course- is to give students practice in real-world English. (Harmer: 1995:122-138)

2.8.2. Written Communicative Activities

It is often easier to provide opportunities for spoken communication in the classroom than it is for the written medium. Frequently writing is relegated to the status of homework. This is a pity since writing, especially communicative writing, can play valuable part in the class. Communicative activities are divided into five categories:

- a. **Relaying instructions:** Just as relaying instructions in oral communicative activities, one group of students has information for the performance of a task, and they have to get another group to perform to some task by giving them written instructions.
- b. **Writing reports and advertisements:** In this activity students write news reports or advertisements. This activity is attractive, because it involves all the skills, as well as the ability to order and organise ideas. It also involves current events and is thus interesting and motivating.
- c. **Co-operative writing:** In this activity there are some more activities where students actually write things together; where the process of co-operation is as important as the actual fact of the writing itself. This activity can be immensely enjoyable, and often produces wildly differing stories.
- d. **Exchanging letters:** In this activity students exchange letters with each other. Particularly with the more realistic tasks students have good chance to practise real written communication.
- e. **Writing journals:** The advantage of this activity is that students get a chance to use writing for genuinely communicative purposes and they get an extraordinary level of individual attention from a teacher. (Harmer 1995:139)

2.9. Purpose of Using Different Techniques in the Classroom

It is a popular belief that the main purpose of teaching grammar of a language should be to provide the learners with the opportunities to use the target language appropriately with its structural system in realistic situations so as to communicate effectively. Therefore, this study is based on the belief that primary purpose of instruction in grammar is to help students to use English grammar correctly and appropriately.

In some ways our role as grammar teachers is similar to teaching someone how to play a sport such baseball. In order to play baseball, a person needs to know the rules of the game even though they may never be asked to explain these rules. Likewise, our students need to know the rules of English even though they may not be able to discuss them formally. (McKay 1987: xii)

From this point of view, it can be said that the teachers should present the rules of English carefully to the students and more important, they should encourage the students to practise and use the English they know. So, the techniques described in this section such as using texts and dialogues can be used to encourage the students to manipulate the new structures in the classroom.

Since some techniques lend themselves to the teaching of a particular language form and function, specific forms and functions are listed with each technique. For example, maps often provide the basis for asking directions, so this is one of the functions which is introduced with the use of maps. Therefore, whichever technique is decided to be used, there are some significant principles to be kept in mind. Firstly, the teacher should be sure that the students always understand what they are saying. Secondly, when the teacher introduces a new structure he / she should select model sentences carefully.

For example, he / she should start with the Type 0 and Type1 at first when he /she introduces the ***If Conditionals*** to be able to give the general meaning and the truth of conditionals. Thirdly, the teacher should always strive to keep the topics unified in the theme and related to the students' interests. Finally, he should use model sentences that reflect actual usage and try to introduce these sentences in situations in which they might actually be used by the students. For example, Turkish students are used to playing football or basketball as a spare time activity and they are generally fond of swimming. Therefore, for example, while teaching conditionals, the teacher should select the model sentences according to these activities instead of selecting boring ones as in the following classroom exercise:

Teacher: Think about these situations and answer the following questions by using your imagination:

What would you do if you were a famous footballer?

How would you feel if you won a pop-star competition?

It must always be remembered that in order to communicate effectively, the students must not only know how to use the language correctly, but must also know how to use it appropriately.

CHAPTER 3

3. THE USE OF METHODOLOGY AND ANALYSIS OF THE OBSERVATIONS

3.1. Introduction

First of all, two 7th grade classes which contain thirty students in each were selected. One of the classes (7T) was the experimental group in which communicative teaching methods are used and treatment was delivered while *conditionals* were being taught. On the other hand the second class (7P) was the control group in which traditional teaching methods are used and received no treatment while the same grammar subject with the first group was being taught.

The students in the experimental group were taught *conditionals* communicatively for six weeks with the communicative activities which I devised in order to supplement the grammar points in *Get on Track to FCE*, the book used in the 7th grade classes in TED Ankara Koleji.

In order to check whether there were significant differences in terms of their proficiency levels, students' scores on the first weekly level exam (pre-test) given by the testing unit of English Department in TED Ankara Koleji were used for comparing the proficiency levels of the two classrooms.

In order to find out if the students in experimental group (7T) had made any significant gains as a result of using communicative methods, three weeks later, the students were given the first level exam (mid-test), administered by testing unit of the college. Upon completion of the six week-communicative teaching programme, the two groups were compared based on their scores on the second level exam, which served as the post-test measure.

3.2. Subjects

This study was carried out in the two 7th grade classes of TED Ankara Koleji which offers an intensive FCE (First Certificate Exam) Programme in addition to communicative language teaching in English.

3.2.1. The Teacher and the Students

To be more realistic, I preferred to carry out this study in my own grammar classes in Ankara Koleji. I have been teaching English for ten years and in this period I used both traditional and communicative methods according to the teaching conditions of the schools I worked. In one of my classes (7P), I used traditional methods of teaching. One of the common points of those traditional lessons was the overuse of translation and the use of mother tongue in explaining *conditionals*. The lessons lacked communication since there was not the right proportion of teacher talk. There was a continuous lecturing in terms of teaching *conditionals*. There was no interaction in class except question-answer process. So, it is hard to say there was genuine communication in the classroom. I simply explained the rules of grammar based on the belief that they would be internalized easily.

On the other hand, in my experimental class (7T), I used communicative methods such as picture story, games, role play etc. While I was teaching grammar. I taught *conditionals* in context rather than simply explain the rules. I provided students with opportunities to put the grammar in communicative use. In addition, the students in this experiment were selected from among twenty two 7th grade classes in TED Ankara Koleji. The reason for selecting TED Ankara Koleji and these two classes is that all the students have been studying English for seven years in Ankara Koleji and they were all at the same level in English. The classes were homogenous. And also TED Koleji offered facilities and good conditions to use communicative teaching methods.

3.3. Instruments

Two types of techniques were observed in this study. The first one was the observation of the communicative techniques group and the second one was the observation of the traditional techniques group. There were two groups of students in the 7th grade. One of the groups was the experimental group that was taught English by communicative methods and the other group was the control group that was taught English by traditional methods.

The experimental group was observed in order to find out if there were any problems with the implementation of the treatment in classes. The other control group was also observed to identify their approaches to teaching grammar. Some sample lessons for traditional group will be presented in the following sections. However, it was thought that there was no need to present the sample communicative lessons since they implemented the communicative activities which were devised by the researcher. Instead, the lesson plans which were prepared for *conditionals* that were thought to be difficult to learn by the students will be presented.

The investigation in this study was carried out by means of tests administered by the testing unit of Ankara Koleji. The first test administered at the beginning of the second semester had the aim of determining whether there were significant differences between the two groups.

The results of the level exam (pre-test) analysis based on the students' scores on this test proved that the achievement levels of these groups were equal. Three weeks later, the first practice exam (mid-test) was used to compare the two groups in order to see whether the students in experimental group had made any significant gains as a result of the communicative teaching. Upon completion of the six-week teaching programme, the two groups were compared based on their scores on the second practice exam (post-test) which served as the post test measure.

Each test administered by testing unit consisted of twenty-five questions about *conditionals*, which were parallel to those of GET ON TRACK TO FCE and aimed to measure how students would use these grammar points within the context. Due to testing unit policies the instruments cannot be reproduced in appendices.

3.3.1. Communicative Activities Devised

In this study, the activities devised by the researcher to supplement a grammar point in Get on Track to FCE were used. These activities were prepared for Zero-First Type Conditionals, Second Type Conditionals and Third Type Conditionals which were thought to be difficult to learn by the students. The two tests administered by the school included those four subjects.

These activities were given in the order of Zero, First, Second and Third Types Conditionals. Before presenting each activity, general information about them such as relevant skills, language function, organization, material, time and also the objectives were presented in order to help the teacher with finding a suitable activity for a certain grammar point.

The skills required in these activities were mostly speaking and writing since it is believed that these two skills help the students most in a communication process. However, activities that required listening and reading were also included. The students were asked to use the new grammar points in a language function such as *inviting*, *making predictions* or *agreeing/disagreeing*.

The organization of the students was usually in four categories as individual, pair work and group work and sometimes class work. Pair work and group work activities were two basic activities since it has been known that most of the students in these activities feel free and they can use the language creatively.

Furthermore, the students have a lot of opportunities for oral practice instead of saying a limited number of sentences while answering the teacher's questions. Moreover face-to-face interaction simulates real-life social situations, encouraging the use of eye-contact, appropriate intonation, exclamations, rejoinders which are difficult when reciting in front of the class. During these activities the teacher acted as a guide, a listener, an organizer or an advisor whenever the students needed him.

The kinds of materials for the activities are realistic materials that were collected from different sources. Some of the activities are a collection and adaptation of some well-known activities whereas most of them devised by the researcher. Enough time was given for the activities when they were applied in the classroom. The procedures were written step by step as simple as possible in order to make the rules of the activity clearer to the students. The activities for different types of *conditionals* in the lesson plans will be presented in the sixth chapter.

CHAPTER 4

4. DRILLS

4.1. Structural Pattern Drills Used in Teaching Grammar

The structural drills are necessary to introduce specific grammar constructions to students at various level of learning English. Therefore, in this chapter, the importance of drills for teaching grammar will be discussed at length.

The implications for the classroom are simple; a grammar lesson should consist of grammatical rules which explain the particularities of the structural pattern to be learned plus a series of drills from a mechanical level to a communicative in order to give the students optimum practice in language production. (Paulston and Bruder 1976:4)

It can safely be said that all the English teachers are used to manipulating drills such as mechanical, meaningful and communicative drills when they teach a new grammatical structure, but they should be sure that they have chosen the suitable drills for the structure which is aimed to be taught within the lesson. Also, since each drill has different peculiarities from the others according to its purpose, each method chooses different one in terms of its intention.

In this chapter, I would like to explain mechanical and meaningful drills in short and give some examples for communicative drills I used in my communicative teaching classroom from the GET on TRACK to FCE and form the worksheets prepared by the English Resource Department.

4.2. Mechanical Drills

A mechanical drill can be defined as a drill where there is complete control of response and only one correct way of responding. Repetition drills are the most significant example of this class of drill. These types of drills can be divided into two according to their use as given in the following;

- a. **Mechanical Memorizing Drills:** The purpose of these drills is primarily to help the students to memorize the patterns without possibilities of making mistakes; even the person who doesn't know English, can complete them easily. For example;

T.: Listen to the example and do the same

If I were you, I would study hard. (Go to bed early)

St.1: If I were you, I would **go to bed early**.

T.: Eat less

St.2: If I were you, I would **eat less**.

- b. **Mechanical testing Drills:** These tests not only provide feedback for the teacher but also help the students to organize the information they have learnt into wholes or contrasts and the response depend on the conscious choices of the students. But it is the structural change which all students need to memorize, and they can complete such a drill without understanding exactly what they are saying. So, learning takes place through analogy and allows transfer of identical patterns.

Therefore it can be said that the purpose of mechanical drills is to help the students to learn the forms of the new patterns and all procedures follow from this objective and to memorize patterns.

4.3. Meaningful Drills

In a meaningful drill there is still control of the response although it may be correctly expressed in more than one way and such is less suitable for choral drilling. These drills cannot be completed correctly without understanding structurally and semantically, what is being said. If it is not clear whether a drill is mechanical or meaningful, it is possible to test it with a nonsense word as it given in the following example;

T: Change these sentences.

I go to school everyday.

T.: Run

Sts.: I run to school everyday.

T.: **Coing**

Sts.: I **coing** to school everyday.

Since the word 'coing' is a nonsense word, it can easily be observed that this is a mechanical drill.

Comprehension type questions and answers based on assigned readings are in this class of drills. It can be noticed that in the question-answer drill, long answers are given and the behaviour is the same as for mechanical drills; but in mechanical drills, students drill the sentences without grammatical analysis. However, this is not possible with meaningful drills, and, they must be preceded by some kind of grammatical analysis. Also students should concentrate on meaning rather than on form and on answer which is true rather than correct. So it can be said that the teacher should insist on the correct answer both in form and content.

Most frequently, meaningful drills cannot be done chorally as there is more than one correct answer, just like in the following exercise used for practising the Simple Past Tense;

T.: What does your mother do everyday?

St.1: She goes to work.

T.: What did she do yesterday?

St.2: She went to the cinema.

The pattern is controlled but the teacher cannot predict exactly what the student will reply. He can insist on a full statement answer; the student still needs practice on the form of the pattern required.

4.4. Communicative Drills

Since the situation is created by the teacher, at this point there is no communication and the students have a tendency to learn what they are taught rather than what we think we are teaching. If fluency is expected while the students are expressing their own opinions, we should create such an atmosphere that there will be no control of the response and the students have free choice to say whatever they want. Therefore, it can be said that the main difference between a meaningful drill and a communicative drill is that in a communicative drill the speaker adds new information about the world; but in mechanical and meaningful drills, the teacher and the class always know what the answer is expected. For example, the answer to ‘What colour is your shirt?’ is known by the teacher as well as the student but the answer to ‘What will you do if you win the lottery?’ is communicative, here the students get the information they haven’t got before.

Communicative drills are still only drills for the students to go beyond to have real interaction activities. (Paulston, 1976:43; Allen, 1977:105). Therefore, the reaction of the teacher to the students’ utterances should be natural.

Extra activities such as games, songs, and puzzles can make a significant contribution to maintaining a good atmosphere in the classroom. Underwood (1989:44) says that; 'If a greater command of English is seen to open the way to interesting activities, your students will take a more positive attitude to their studies.' So, students should be put into situations which are game-like and should use all and any language they possess to complete the game (Harmer, 1989:115; Underwood, 1989:45).

These types of activities will lead the students to create their own conversations by means of the cues given to them, thus, a communicative atmosphere will be created in the classroom. Furthermore, the teacher should prepare some puzzles or songs before coming into the classroom as to create a communicative atmosphere by means of these activities. In the next chapter I would like to give some examples for these types of activities.

4.5. The Typology of Pattern Drills

4.5.1. Completion Drills

In these drills the cue is always just part of an utterance which the student must complete. What I would like to say is that the students will hear an utterance that lacks only one word or a sentence to be completed. They will have to repeat the sentence in completed form. These drills are useful to help the students to express their own thoughts. In the following example I used in the communicative classroom, this kind of drill was practiced:

Teacher: Listen to my sentence and then complete it while you repeat it. Listen to the example first:

T.: If I do well in my exams, my parents

If I do well in my exams, my parents **will be very happy.**

St.1: If I do well in my exams, my parents **will buy me a present.**

St.2: If I do well in my exams, my parents **will send me to a summer camp.**

T.: The world would be a better place if

The world would be a better place if **there were no wars.**

St.1: The world would be a better place if **there were no exams.**

St.2: The world would be a better place if I **had got much more money.**

These drills help students to create their own utterances and understand how they can use the new structure within a speech.

4.5.2. Transformation Drills

In these drills teacher gives a model sentence and students change it into the desired pattern. In my lessons in the communicative teaching

classroom I used transformation drills for teaching *conditionals* communicatively as in the following examples:

Teacher: I want you to listen to my sentences and rewrite them as conditionals.

T.: You have to go to Athens to see the Acropolis.

If you go to Athens, you can see the Acropolis.

T.: You need to pass your driving test before you can drive.

St.1: Unless you pass your driving test, you can't drive.

T.: You need all the right spices to make an authentic Indian meal.

St.2: If you have all the right spices, you can make an authentic Indian meal.

We also use key-word transformation drills in our lessons for preparing our students for the First Certificate Exam. These drills are studied both for the communication and also for the FCE Exam. I would like to give some examples for these kinds of drills:

Teacher: Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words:

T.: Paulo hasn't rung me so I'm feeling down. (**better**)

I will

I will **feel better if Paul rings** me.

T.: Smiling is a sign of happiness. (**if**)

Most people

St.1: Most people smile if they are happy.

T.: Sarah comes home late so her parents get upset. (**earlier**)

If Sarah, her parents wouldn't get upset.

St.2: If Sarah came home earlier, her parents wouldn't get upset.

4.5.3. Combination (Integration) Drills

In these types of drills, teacher gives students two sentences and asks them to combine these sentences by using the desired grammar structure. While I was teaching *conditionals* in my communicative teaching classroom, I used these drills as in the following examples:

Teacher: Some workers are demonstrating outside their factory. Use their demands to decide what they actually say to managers and combine their sentences by using conditionals as in the example given:

T.: Pay us more money or we go on strike

If you don't pay us more money, we'll go on a strike.

1. Give us longer holidays or we don't come to work!

St.1: If you don't give us longer holidays, we won't come to work.

2. Don't shorten our lunch-break or we walk out!

St.2: If you shorten our lunch-break, we will walk out.

3. Improve safety standards or we stop work!

St.3: If you don't improve safety standards, we will stop work.

4. Provide better working conditions or we don't do overtime!

St.4: If you don't provide better working conditions, we won't do overtime.

Teacher: Imagine the situation and combine the sentences by using *IF*

1. He is tired because he is the porter of the hotel.

St.1: If he weren't the porter of the hotel, he wouldn't be tired.

2. I'm not rich so I can't spend much money on travelling abroad.

St.2: If I were rich, I could spend much money on travelling abroad.

4.5.4. Formation (Restoration) Drills

In these drills, students form sentences with the given words **a.** without changing the order and supplying whatever item is missing; **b.** by putting the words into right order. I used these drills in my communicative teaching classroom while I was teaching conditionals as in the following examples:

a. Teacher: Use the prompts to make questions with the second conditional and answer the questions with a partner.

1. what / you / do / if / you / win / a lot of / money?

St.1: What would you do if you won a lot of money?

St.2: If I won a lot of money, I would travel all around the world.

2. if / you / not / have television / you / miss it?

St.3: If you didn't have television, would you miss it?

St.4: Yes, I would miss it if I didn't have television.

3. how / you / react / if / your friend / tell you / a lie?

St.5: How would you react if your friend told you a lie?

St.6: If my friend told me a lie, I would never forgive her.

b. Teacher: Look at the words I will give you. They aren't in order. Put them into correct order and tell me the sentence. Look at the example first:

Example: she / if / had / would / an umbrella / go out / she

Teacher: If she had an umbrella, she would go out.

1. knew / he / French / if / to the tourists / could / in the museum / talk / he

St.1: If he knew French, he could talk to the tourists in the museum.

3. were / I / if / rich / could / I / money / much / spend

St.2: If I were rich, I could spend much money.

4.5.5. Conducting and Correcting Drills

However good the teaching and however effective the learning, there will always be a place for remedial work of one kind or another because it is beyond the capacity of a human being to absorb perfectly and retain indefinitely everything he is presented with. For this reason, from the point of view every learner needs remedial teaching after the lesson. Brumfit (1985:135) argues that; 'Errors will always be made, and have direct implications for remedial work because they are by their nature systematic infringements of the normal rules of the language.' So, the students' mistakes should be natural for the teacher, but the teacher should also know how to correct the mistakes.

The first step for a good correction is to establish what the error is and the second step is to establish the possible sources of the error, to explain why it happened and the last step is its correction. Thus, the most important points should be kept in mind while correcting the drills can be stated as follows:

- a.** The main aim should be to get students to practice with a minimum amount of teacher talk.
- b.** The teacher should use a normal rate of speech.
- c.** At the mechanical skill stage of learning structural pattern, the mistake can be due to faulty knowledge of the rules of pattern.
- d.** At the meaningful drill stage, the students' errors can be the performance errors, so they may know the rules but misspeak.
- e.** In communicative drills, students help each other with vocabulary items and structures in order to get meaning across.

Altunkaya's 'A Brief Study on Error Analysis' (1990) includes many examples of errors and their corrections. He has discussed that error correction is also a way of learning and divided this learning process into three stages as pre-systematic learning in which the learner does not realize the system and the function of structure; systematic stage in which the learner can not correct his errors but can explain what he wants to do; and post-systematic stage in which the learner can correct his errors and explain why one is wrong. So, the teacher should know why his students have made the mistake and then he should decide what to do to correct it.

I strongly believe that since it has a positive psychological value, self-correction will be very useful in the classroom. For example, the following exercise illustrates how to correct students' mistakes without interrupting them and by having their own mistakes corrected:

T: Answer these questions, please.

1. Öykü, What will your parents do if you win the prize?

Öykü: If I **will** win the prize, my parents will be very pleased.

T: If I **will** win or **If I win?** Öykü

Öykü: Sorry, If I win....

2. Anıl, Would Elvis become so famous if he hadn't been a great singer?

Anıl: No, he wouldn't have become famous if he **wouldn't have been** a great singer.

T: If he **wouldn't have been** or If he **hadn't been?** Anıl

Anıl: Sorry, If he hadn't been....

In conclusion, it should be noted that, all these drills introduced and classified in this chapter can be manipulated by the teacher in order to introduce or practice the new grammatical rules in the classroom. It is not significant whether they are mechanical, meaningful or communicative; but the important point is that the teacher should manipulate them at the correct time and in the correct place in order to create a communicative atmosphere in

the classroom. Because drills are most significant and the most useful tools for the teachers to teach, practice or review a particular structural pattern. Therefore, in each section of this chapter, different communicative drills are practiced with the Units 6 and 10 of the GET on TRACK to FCE and with the worksheets prepared by the resource unit of English Department so as to show how they can be used to teach or practice a particular pattern communicatively within these units.

CHAPTER 5

5. REVIEW OF THE TECHNIQUES OF MATERIALS

5.1. The Major Techniques in Communicative Grammar Teaching

5.1.1. Using Dialogues

Using Dialogues technique can easily be used in the classroom situations. By using this technique it will be possible to teach both the appropriate use of English and the culture of the country in which English is spoken as a native language. However, McKay argues that;

First, since they involve an exchange between speakers in a social context, they are excellent devices for introducing students to common idiomatic expressions of spoken English. Secondly, if the context of the dialogue is clearly defined, they can teach students a great deal about the appropriate use of language. (McKay 1987:78)

In this section, I would like to give a few examples about teaching English grammar communicatively by means of the dialogue activities. For example, a dialogue completion activity can be used in order to practice the grammatical structure *Conditionals* as in the following example;

Teacher: Complete the dialogue between Kate and her mother.

Kate: I want to go on a holiday with my friends, Mum.

Mother: Oh, dear. I hope everything will be all right. You have never been so far away from home before.

Kate: Don't worry mum. It will be all right.

Mother: What will you do if you run out of money?

Kate: If I run out of money, I will work and earn some money.

(Possible answer)

Mother: But what would you do if you had to work hard?

Kate: If I had to work hard, I would go to bed early. (Possible answer)

Mother: How will I talk to you if I want to hear your voice? You say that you won't take your mobile phone with you.

Kate: If I have a problem, I will call you, mum. (Possible answer)

Dialogue completion activities should be used only as a culminating activity after the teacher has practiced various ways to express a particular function. Otherwise, students may not know what expressions are appropriate to use in a particular context.

Another dialogue activity, dialogue writing, can be used for having the students create a conversation about their future plans by using *conditionals*. The teacher should begin the lesson by modelling a dialogue that contains the functions he intends to have them use as in the following example;

Teacher: You will prepare a conversation according to the instructions. Student A, you are going on a holiday. Tell student B about your holiday plan and what you want to do. Student B, you will only see the problems. Your conversation may start like this;

A: We are going on a camping near Nemrut Mountain in Ağrı.

B: But the weather is awful in Ağrı! **What will you do if it rains?**

A: If it rains, **we will wait for a few days for camping. Then we will climb Mount Nemrut.**

B: It can be dangerous if you don't take your climbing equipment.

A: I never forget to take my climbing equipment but **if I forgot them, I would use one of my friends' equipment.**

The great advantage of using dialogues in the classroom is that dialogues present language within a social context, thus help students to learn how to use language both correctly and appropriately.

5.1.2. Using Texts

Grammatical structures can also be presented within the context of a story or some sort of texts. A text is a large unit in which sentences are organized and linked such a way that the students are provided the knowledge about coherence and cohesion in a passage, and the texts which match the students' needs will help them to practice the prevalent grammatical structures are exemplified in it.

Furthermore, students need to know how to connect sentences to form a text by means of a cohesive manner. Halliday and Hasan (1976:120) says that; 'There are five major types of cohesion such as reference, substitution, ellipsis, conjunctions and lexical reiteration and collocation that can be used to make a text cohesive.' So, it can be said that a person who is expected to form a text in which the sentences are connected in a cohesive manner should be good at using pronouns, articles, conjunctions, adjectives and adverbs as well.

McKay (1987:100) says that; 'One kind of reference that is particularly problematic for EFL students is the use of articles. One technique the teacher can use to provide the students with practice in using articles is the text completion.' For that reason, in designing a text completion exercise, the teacher should provide the students with some rules about article usage before asking them to complete a text with the correct articles.

The following example from the 'Grammar and Vocabulary for FCE' covering Unit5b (type3 conditional), (page 85) illustrates how this might be done in reference to one aspect of article usage.

The teacher should give the instruction and begin the lesson by revising the grammatical structure they have just learnt then want them to fill the blanks in the text with one suitable word as in the example below;

Teacher: Fill each space in the following text with one suitable word.
(Type3 conditional)

ALL THE DIFFERENCE

I often wonder how my life would have been (1) different if on that particular day I had (2) walked in the other direction. Or what would (3) have happened if - in those few seconds - I had (4) walked just a little bit faster? She wouldn't have (5) been able to do what she did, say the things she said. If it had (6) not been for these shy words of greeting, I would not be (7) here now – I would probably be (8) in the same city I grew up in. It is amazing how our lives depend on the most minute details: a split-second decision which makes all the difference. Would (9) I ever have found romance at all if (10) I hadn't met Francesca that day and if she hadn't (11) decided to walk on that path beside the trees? I couldn't possibly have (12) done what I did in my life if we had (13) not met on that bright, sunny morning. And if the sun had not been (14) shining and the birds singing, she would probably have never (15) even spoken to me (Prodromou, 2000:85).

The most important thing to remember in designing a text completion exercise is to precede the exercise with some type of background information about the structure that the students are expected to use in completing the exercise. Unless this is done, the completion exercise will become a testing rather than a learning device.

Using texts is also very useful for teaching the second conditional. Because where the second conditional is concerned, the students confuse with the use of a past tense in the 'if clause' to express an unreal present or improbable future, especially as in many languages unreality is expressed by separate subjunctive verb forms.

Some common mistakes are as follows:

If I **would** be very rich, I would buy a big house.

If I were you, I **will** go to the doctor.

To be able to reduce the confusion of students about this subject, it is possible to prepare an exercise by using texts. I would like to give a sample lesson plan for this subject in the following chapter.

Using texts exercises would be helpful for the students to achieve the structure which is aimed to be given and the lesson would be fruitful as they have the opportunity to create their own sentences by means of the new structure that is the main purpose of a communicative language education.

5.1.3. Using Problem-Solving Activities

There is a great deal of similarity between games and problem-solving activities. While games generally place an emphasis on competition and winning, they can entail some type of problem-solving activities which require students to seek a logical solution to a problem. Questions to which students already know the answer, such as asking them questions about their family or job are not problem-solving activities. Unlike them, questions which require students to use available evidence to reach a conclusion are a very basic type of problem-solving activity. Thus, the teacher should be sure that he designs directions for the games or activities he uses which are clear and not complex linguistically.

In these types of activities, students can work in pairs. For example; while teaching conditional type 2 they imagine themselves in the following situations, and discuss and try to solve what they would do in those situations:

Teacher: Imagine yourselves in the situations below and discuss what would you do.

What would you do if your friend's partner fell in love with you?

What would you do if you found 1.000.000 in the street?

What would you do if you had an accident with your father's car?

What would you do if you met your English teacher at a night club?

What would you do if you were invited to a really good show by somebody you didn't like?

The number of problem-solving activities can be enlarged depending on the grammatical structure that is taught. Some of the other problem-solving activities are using objects, yes-no questions, drawings etc. These types of problem-solving activities are communicative; therefore, they will give the students the opportunity to develop strategies for interpreting the target language as it is actually used by native speakers.

Thus, if they have any problems in their minds, they will all be solved themselves within a communicative situation and cooperation will be encouraged and they will learn from each other as well as the teacher. Therefore, Penny Ur (1988:25) says that; ‘The ways learners are activated when performing an exercise, moreover, may effect not only the amount of participation, but also the level of motivation and involvement, and learning value of practice given.’ So, it is safe to say that teachers should encourage their students to practice the grammatical patterns in the classroom by means of the communicative activities.

5.1.4. Using Games

In a language learning process, one must make an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.

Games also help the teacher to create contexts in which the language is useful and meaningful. The learners want to take part and in order to do so must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information.

If it is accepted that games can provide intense and meaningful practice of language, then they must be regarded as central to a teacher’s repertoire. They are thus not for use solely on wet days and at the end of term.

Games can be found to give practice in all the skills (reading, writing, listening and speaking), in all the stages of the teaching/learning sequence (presentation, repetition, recombination and free use of language) and for many types of communication (e.g. encouraging, criticising, agreeing, explaining).

While I was teaching the first conditional in my communicative teaching classroom (7T), I used the following game in the classroom;

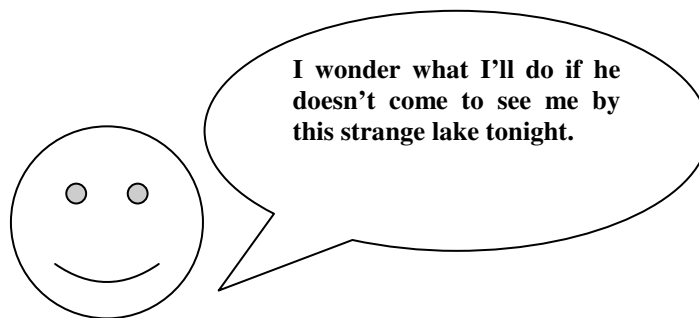
Grammar: First Conditional

Level: Intermediate

Time: 10-20 minutes

In Class

1. I asked a student to draw on the board a Japanese girl in kimono looking questioning by the side of a lake.
2. In a speech bubble, coming from her mouth, I wrote:



3. I told the students that the aim of the exercise is to transform the Sentence completely. To do this they may take out either *one word* or *two words together*, but each time they must replace them with *a phrase of three words*.

When the first student suggests a deletion and addition, rub out the word or two words, and add in three words proposed. Ask the volunteer student to read the new sentence to see whether it works for him or her and the group. Teacher doesn't need to speak at all- if the students can't make up their minds about a substitution, and if it is wrong, all the teacher has to do is rub out the three words and put back the

original one or two. When a student proposes something that is wrong, the teacher should avoid commenting with his/her face and body- He/she can be silent and still very unneutral.

My communicative teaching class transformed the above sentence through the following stages. Wrong sentences have been omitted. Some of the example sentences of the students are shown below;

I really don't know what I'll do if he doesn't come to see me by this strange *lake* tonight.

I really don't know what I'll do if he doesn't come to see me by this strange *sea of tears* tonight.

I really don't know what I'll do if he doesn't come to see me by this strange sea of tears *some enchanted evening*.

I really don't know what I'll do if he doesn't come to see me by this *marvellous and incredible* sea of tears some enchanted evening.

I really don't know what I'll do if he doesn't come and see me *close to that* marvellous and incredible sea of tears some enchanted evening.

CHAPTER 6

6. DESIGN OF A GRAMMAR LESSON PLAN

In the previous chapters all the communicative drills and techniques and their principles have been discussed. We have looked over a number of ideas for various learning and teaching stages. We are now in a position to consider how we can include such ideas in my own classes in less than a purely random way by means of a grammar lesson plan.

There is not only absolutely right way to design a plan, therefore, each teacher should decide what suits him/her best, because careful planning is essential to successful teaching. The best teacher is the one who thinks carefully about what he is going to do in his/her class and who plans how he/she organize the teaching and learning (Harmer 1995:256).

A plan has five major beneficial components as follows;

- i. Description of the class:** the more familiar the teacher becomes with the group, the more he will know about them.
- ii. Recent work:** the teacher needs to remember the details of recent work the students have done so that he can make reasonable planning decisions about future classes.

For example, since the students have learnt the structure of conditionals in previous lesson, in the sample plan, steps 1, 2, 3, 4 and 5 of the warming up activity are composed of the revision activity of using conditionals in the sentences by means of texts. (Sample plan 2)

- iii. Objectives:** These are the aims that the teacher has for the students and are written in terms of what the students will do or achieve by referring to activities, skills, language type or a combination of all these.

Therefore, in the sample plan, the teacher prepares two unreal texts which are suitable for teaching conditionals.

iv. Contents: The teacher spells out exactly what he is going to do in the class in terms of the context activity and class organization, aids, language and possible problems.

For example, in the sample plan, the teacher organizes the lesson by means of the communicative drills such as using dialogues or games.

v. Additional Possibilities: The teacher writes down other activities he could use if it becomes necessary. (Harmer 1995:268)

For example, at the end of the sample plan, the teacher can prepare an achievement test in order to evaluate the students' success.

Therefore, it can be said that a grammar lesson plan includes knowledge of the profession including ideas for different activities and knowledge of useful techniques. Furthermore, teachers should know everything that is necessary about the institution. On the other hand, they should also know who and what his students are, and what needs they have; and this can only be supplied by means of a well-prepared lesson plan.

In the following section, three sample lesson plans which are suited to 'Get on Track to FCE', Units 6-10 will be practiced in order to teach Conditionals Type1-2 and 3 by referring to some communicative drills given in Chapter 4.

6.1. A Sample Lesson Plan (Conditionals Type 0 and Type1)

Lesson: English

Class: 7T

Time: 40 min.

Unit: Unit 6

Unit Focus: Communication

Grammar and Practice: Conditionals type0 and type1

Materials: Get on Track to FCE, worksheets

Methods and Techniques: Communicative Approach, Using games and texts, Completion drills

Behaviours: To take pleasure from learning English,

To understand the importance of conditionals in a language,

To understand the usage of conditionals appropriately.

Objectives: Tense usage in any sentence containing the word ‘if’ causes learners of English have a lot of problems. The problems seem to be that there are two clauses to get right, and whereas ‘will’ is used in the result clause, it is not used in the condition clause, even though it may refer to future time. In many languages a future form is used in both clauses. Some of the common mistakes are as follows:

If it **will** snow, we will go skiing.

If it snows, we go skiing. (We **will** go skiing.)

Presentation

Step1: Zero conditional sentences refer to something that is always true and that the present tense is used. Elicit more sentences using the reading text about the 'body language' on pages 50-51. (Look at the appendices, reading text1- 'Body Language') Some examples from the text:

If you nod your head, it means 'yes' in Britain.

If the girls put a hand over their mouth, it is a signal that they are lying. (Page 50- 'Body Language' lines 15-30)

First Conditional sentences refer to the future, but that the future tense is not used in the 'If clause'. Elicit further examples about students' own family and friends or tell them to complete following sentences and discuss about the situations:

If I, my parents

If my friends, I

If I, my friends

Point out that 'unless' means 'if not'. Ask students to replace 'if' with 'unless' in the sentences they made in the first conditional. For example:

If I pass my exams, my parents will take me to Paris.

Unless I pass my exams, my parents won't take me to Paris.

Step2: What's wrong? Ask students to work individually or in pairs to decide what's wrong with the sentences. Elicit corrected sentences.

1. If I will win the prize, my parents will be very pleased.

If I **win** the prize, my parents will be very pleased. (What tense do we use in the 'if clause'? – **present**)

2. You won't pass your exams unless you will study harder.

You won't pass your exams unless you **study** harder. (What tense do we use after 'unless'? – **present**)

Practice

Step 3: Give students some situations and ask them to write dialogues in pairs as in the following example;

A: What will you do if you don't get well until the exam?

B: If don't get well until the exam, I will take the make up later.

Other situations:

Lose your wallet	get food poisoning
------------------	--------------------

Be ill	don't like food
--------	-----------------

Get lost	lose your passport
----------	--------------------

Step 4: Ask students to look at the sentence completion exercises on page 52 and do them individually then write correct answers on the board and ask students to write them on their notebooks.

Step 5: Tell students to go through **the first grammar file 11** on page 52

Evaluation

Step6: In this part students will be given an evaluation quiz for 15 minutes then check the answers together with the students in the classroom. (Look at the first quiz, Appendices- Chapter7)

Step 7: Play the first conditional intermediate game in the classroom at the end of the lesson. (Look at Chapter5, 5.1.4. Using Games)

Assignment

Give students a passage and ask them to read the text answer the questions and want them to give complete answers. (Look at the Appendices, assignment1 'Poor Mr Jones')

6.2. A Sample Lesson Plan (Conditional Type2)

Lesson: English

Class: 7T

Time: 40 min.

Unit: Unit 6

Unit Focus: Communication

Grammar and Practice: Conditionals type2

Materials: Get on Track to FCE, worksheets

Methods and Techniques: Communicative Approach, Using texts, Completion and transformation drills

Behaviours: To take pleasure from learning English,

To be able to use type2 for the unreal situations in a language.

Objectives: Where the second conditional is concerned, the students confuse with the use of a past tense in the 'if clause' to express an unreal present or improbable future, especially as in many languages unreality is expressed by separate subjunctive verb forms. Some common mistakes are as follows;

If I **would** get up early, I would catch the bus.

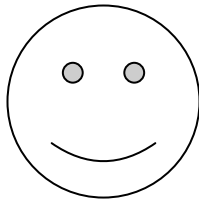
If I were you, I **will** buy a big house.

Presentation

Step 1: Give students two texts describing dreams and real life of an imaginary child named Jane. The first text is as follows:

TEXT 1:

If I had a lot of money, I would buy all the toys in the world. I would live in a palace with my family and my brother. If we lived in a palace, my parents would buy nice clothes. My father would buy a very fat convertible car and my mum wouldn't work in the hospital and I would buy mum whatever she wants.



TEXT 2

Jane aged 8

I live in a village near London. We live in a farmhouse. My mum works in a hospital as a nurse so my grandmother looks after my brother and me. My father is a farmer. We have some chickens, cows and horses in our farm.

Step 2: Ask students to read both texts in pairs and to find out which text describes Liz's real life.

Step 3: Get feedback and ask students which tense is used to describe her real life.

Step 4: Ask students, 'Does she live in a palace?' and 'Does she have a lot of money?' then write the following sentences on the board:

If I **had** a lot of money, I **would buy** all the toys in the world.

If we **lived** in a palace, my parents would **buy** nice clothes.

Practice

Step 5: Ask students to note down which of the following possibilities are a) fairly likely to happen or b) not at all likely to happen:

- the weather is fine tomorrow (a)
- you speak fluent French (b)
- you wake up early tomorrow (a)
- you decide to go to cinema at the weekend (a)
- you have some money to spend at the end of the month (b)
- you become Prime Minister of your country (b)
- you are bored this evening (a)
- you are able to take a holiday abroad next week (b)

Step 6: Now use these possibilities to make either first or second conditional sentences as in the following examples:

If the weather is fine tomorrow, I'll go for a cycle ride. (type1)

If I spoke fluent French, I could find a very good job. (type2)

Step 7: The teacher writes some sentences on the board and asks the students to complete the second half of the sentences. The students work in pairs and report each other's sentences to the classroom.

Complete the following sentences in an appropriate way:

1. If I had to chose two records (or CDs or cassettes) to take to desert island, I
2. If I went to Hollywood, ...
3. If I saw someone stealing from a shop, ...
4. If I were at a friend's house for breakfast, and I didn't like the food, ...

Step 8: Ask students to look at the second conditional exercise 3 on page 52 and after using the prompts to make questions, ask them to answer the questions with a partner as in the following example:

St.1: What **would** you do if you **won** a lot of money?

St.2: I **would travel** all around the world if I **won** a lot of money.

Step 9: Ask students to do the transformation exercise on page 52.

Step10: Tell students to go through **the second grammar file11** on page52.

Step 11: Ask the students what tense is used in these sentences and make the following explanation:

‘Second Conditional sentences express unreal or improbable situations. We use past tense forms to show unreality. Both first and second conditional refer to the present and the future. The difference is not about time but probability’

Evaluation

Step 12: In this part students will be given an evaluation quiz for 15 minutes then check the answers together with the students in the classroom. (Look at the second quiz, Appendices- Chapter7)

Assignment

Give students a passage and ask them to read the text answer the questions and want them to give complete answers and give them a worksheet and tell them to complete the exercises. (Look at the Appendices, the Assignment 2 ‘If only he were here’ and the Assignment 3 Unit 6 Worksheet)

6.3. A Sample Lesson Plan (Conditional Type3)

Lesson: English

Class: 7T

Time: 40 min.

Unit: Unit 10

Unit Focus: Success

Grammar and Practice: Conditionals type 3

Materials: Get on Track to FCE, worksheets

Methods and Techniques: Communicative Approach, Using texts, Completion and transformation drills

Behaviours: To take pleasure from learning English,

To be able to use type 3 for the situations in the past.

Objectives: Students often confuse negative and positive meanings. This may lead them to produce sentences like ‘If I hadn’t been killed, I wouldn’t be here’. This is caused by a desire to express the negative idea: I wasn’t killed. They may misinterpret the construction when they hear it. Students may attempt to use ‘would have’ in the ‘if’ clause: ‘If I **would have** come, he would **seen** her.

Presentation

Step 1: Ask students to read the text about the Great Fire in London (Look at the appendices, reading text2- type 3, ‘The Baker Who Burned down London’) and complete the statements about the incidents surrounding the Great Fire using a past conditional:

1. The fire would have never started if
2. If fires hadn’t been so common in London, ...
3. If there hadn’t been such a strong wind blowing, ...
4. The blaze might have been stopped earlier if, ...
5. If people hadn’t had plenty of time to escape, ...

6. The fire would probably have continued to burn if
7. If the fire hadn't happened, ...

Step 2: Ask students to find what's wrong in the sentences below by making the following explanation:

'Third conditional sentences are used to talk about an event or situation that did not happen in the past'

Practice

Step 3: Tell students to fill each space in the following text with one suitable word:

Step 4: Tell students to fill in the gaps using the verbs in brackets:
(Exercise 1 on page 86-GET on TRACK to FCE)

Step 5: Tell students to go through **the second grammar file 11** on page 86:

Evaluation

Step 6: In this part students will be given an evaluation quiz for 15 minutes then check the answers together with the students in the classroom. (Look at the third quiz, Appendices- Chapter7)

Assignment

Ask students to do the exercises in the Workbook on page 52-GET on TRACK to FCE.

6.4. Classroom Observation

As noted previously the students in both groups (experimental-7T and control-7P) were observed in their regular classes. The sample lessons of traditionally oriented class (control group-7P) will be presented in this section. These observations were aimed to investigate how-communicatively they could explain the grammar points.

The following behaviours, if there were ‘any’, were observed: how often the teacher was using translation technique to explain the grammar structures, what the ratio of the mother tongue usage was, the portion of teacher talk, how communicative the activities applied by the teacher for the explanation of grammar points were, whether a genuine communication within the class existed or not, how organized the lessons were, what the communicative value of the contexts used by the teacher was, which skills were mostly used, whether an opportunity for the students was created by the teacher in order to apply the studied subjects. Some sample classroom observations for the traditionally oriented classroom are as follows:

6.4.1. Classroom observation 1 for traditionally oriented teaching classroom (7P)

I. PREPARATION

Textbook: Success in Grammar

Lesson Point: Uses of conditionals- Type 1

Time: 40 min.

Objectives: To enable the students to recognize the differences between three types of conditionals and to enable them to use the first conditional in appropriate situations.

II. PRESENTATION

Step 1: Warm-up

Ask the students what they remember about ‘if conditionals’ from the previous classrooms. Some of the students say we use three types of if conditionals: Type1, Type2 and Type3. Approve the students by saying ‘yes’ and ask in which situations we use conditionals. Very few students give answers.

Step 2: Draw the students’ attention to the explanation on the board.

Type1 conditionals

We use **type 1 conditional** for asking or talking about something that is quite possible as in the following examples:

1. What will you do if you fail the exam?

If + subject + present tense, subject + will

If I **fail** the exam, I **will study** harder.

2. What will you do you run out of money?

If + subject + present tense, subject + will

If I **run out of** money, I **will** find a job.

Step 3: Get the students to read the explanation on the board silently and recognize the uses of type 1 conditional.

Step 4: The students study individually. Ask the class if they understand.

Step 5: Ask one of the students to explain the uses of type1 conditional and the other students repeat what you said about the uses of type1 conditional.

Step 6: Explain the uses of Type1 in Turkish and write rules on the board again and do not write any new contextual examples just give the explanations in Turkish.

If + subject + simple present, subject + will future

PRACTICE

Step7: Ask students to write two examples by using the first conditional.

Step 8: Students study individually and one of them reads the sentences below:

If it rains, I will take my umbrella.

If I study hard, I will pass my exams.

Step 9: Tell the students in Turkish that the first conditional is used to talk about something that is quite possible.

If I study harder and pass my exams, I will go on a holiday.

If you don't do your homework, you will get minus.

Step 10: As a last word ask the students if they understand the uses of first conditional appropriately. Some students say 'yes' and one of the students says that they can understand it better by studying it from a grammar book.

6.4.2. Classroom observation 2 for traditionally oriented teaching classroom (7P)

I. PREPARATION

Textbook: Success in Grammar

Lesson Point: Uses of conditionals- Type 2

Time: 40 min.

Objectives: To enable the students to recognize the differences between three types of conditionals and to enable them to use the second conditional in appropriate situations.

II. PRESENTATION

Step 1: Warm-up

Ask the students what they remember about the second conditional from the previous classrooms. One of the students says we use it for unreal situations. Approve the student by saying ‘yes’.

Step 2: Draw the students’ attention to the explanation on the board.

Type2 conditionals

We use **type 2 conditional** for asking or talking about imaginary and unreal situations.

1. What would you do if you failed the exam?

If + subject + past simple, subject + would

If I **failed** the exam, I **would study** harder.

2. What would you do you ran out of money?

If + subject + past simple, subject + would

If I **ran out of** money, I **would** find a job.

Step 3: Get the students to read the explanation on the board silently and recognize the uses of type 2 conditional.

Step 4: The students study individually. Ask the class if they understand.

Step 5: Ask one of the students to explain the uses of type 2 conditional and the other students repeat what you said about the uses of type 2 conditional.

Step 6: Explain the uses of Type 2 in Turkish and write rules on the board again and do not write any new contextual examples just give the explanations in Turkish.

If + subject + simple past , subject + would

PRACTICE

Step7: Ask students to write two examples by using the second conditional.

Step 8: Students study individually and one of them reads the sentences below:

If you got up early, you would catch the bus.

If I had enough money, I would buy that dress.

Step 9: Tell the students in Turkish that the second conditional is used to talk or ask about imaginary and unreal situations.

If I studied harder, I would get that present from my mother.

If you didn't do your homework, you would get minus.

Step 10: As a last word ask the students if they understand the uses of the second conditional appropriately. Some students say 'yes' and ask students to study this subject from a grammar book at home and write five more example sentences as an homework.

6.4.3. Classroom observation 3 for traditionally oriented teaching classroom (7P)

I. PREPARATION

Textbook: Success in Grammar

Lesson Point: Uses of conditionals- Type 3

Time: 40 min.

Objectives: To enable the students to recognize the differences between three types of conditionals and to enable them to use the third conditional in appropriate situations.

II. PRESENTATION

Step 1: Warm-up

Ask the students what they remember about the third conditional from the previous classrooms. One of the students says we use it for unreal situations in the past. Approve the student by saying 'yes'.

Step 2: Draw the students' attention to the explanation on the board.

Type3 conditionals

We use **type3 conditional** for asking or talking about imaginary and unreal situations in the past.

1. What would you have done if you had failed the exam?

If + subject + past perfect, subject + would have + V3

If I **had failed** the exam, I **would have studied** harder.

2. What would you have done you had run out of money?

If + subject + past perfect, subject + would have + V3

If I **had run out of** money, I **would have found** a job.

Step 3: Get the students to read the explanation on the board silently and recognize the uses of type 3 conditional.

Step 4: The students study individually. Ask the class if they understand.

Step 5: Ask one of the students to explain the uses of type 3 conditional and the other students repeat what you said about the uses of type 3 conditional.

Step 6: Explain the uses of Type 3 in Turkish and write rules on the board again and do not write any new contextual examples just give the explanations in Turkish.

If + subject + past perfect, subject + would have + V3

PRACTICE

Step7: Ask students to write two examples by using the third conditional.

Step 8: Students study individually and one of them reads the sentences below:

If you had got up early, you would have caught the bus.

If I had studied hard for the exam, I would have passed it.

Step 9: Tell the students in Turkish that the third conditional is used to talk or ask about imaginary and unreal situations in the past.

If I had studied harder, I would have got that present from my mother.

If you hadn't done your homework, you would have got minus.

Step 10: As a last word ask the students if they understand the uses of the third conditional appropriately. Some students say 'yes' and ask students to study this subject from a grammar book at home and write five more example sentences as an homework.

CHAPTER 7

7.1. The Analytical Procedure

The statistical analyses were carried out as follows. At the outset, two classes out of 22 at the 7th grade of TED Ankara Koleji were selected as the subjects of the study. These two classes which were at the same level in terms of proficiency in English were selected for the study on the basis of researcher's informal criterion-based observations and perceptions.

In one of these groups (7T), communicative grammar teaching techniques were used while the other one (7P) seemed to adapt traditionally oriented techniques for teaching grammar. The students in the experimental group (communicatively oriented teaching) were observed in order to see if there were any problems with the implementation of the treatment. In addition, the students in the control group were observed in their regular lessons in order to confirm the differences of the two observations.

These observations made by the researcher were aimed to investigate how communicatively the teacher could explain the grammar points, and the observed behaviours are as follows: the control group to which the translation technique was applied to explain the grammar structures, the ratio of the mother tongue usage, the portion of teacher talk; how communicative the activities applied by the teacher for the explanation of grammar points, whether a genuine communication within the class existed or not, how organized the lessons were, the communicative value of the contexts used by the teacher, which skills were mostly used, whether an opportunity for the students was created by the teacher in order to applied the studied subjects.

Consequently, the two groups which were communicatively oriented teaching assigned as the experimental group and to which treatment was delivered, and the other one was traditionally oriented teaching group assigned as the control group which received no treatment. For analytical procedures the students in each group were combined as one experimental group and one control group.

7.2. Analysis of the Results

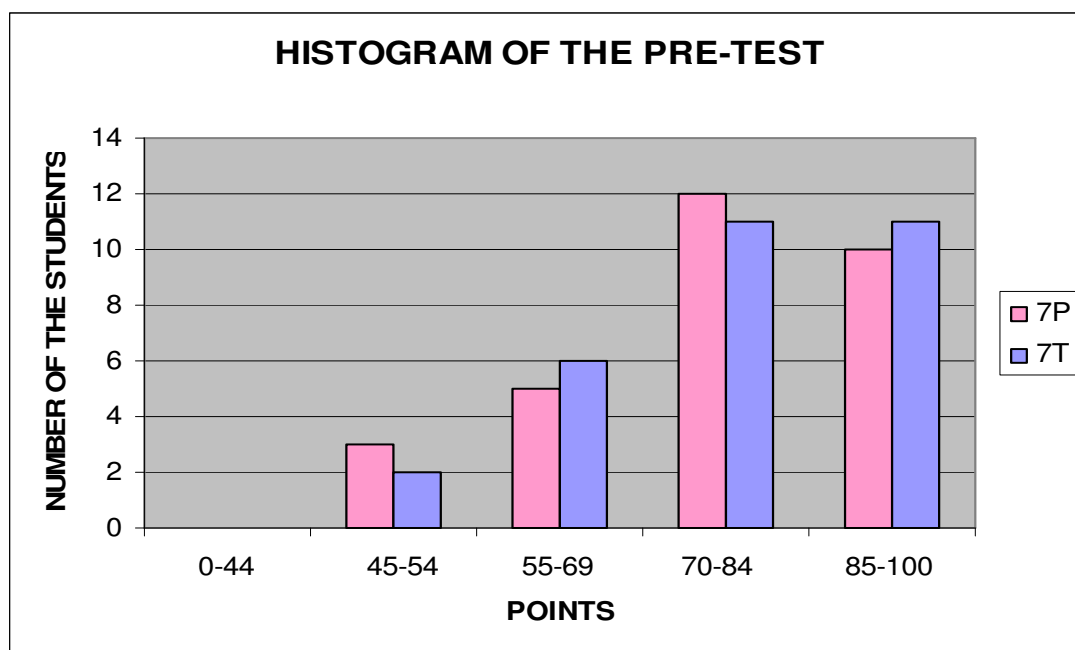
In order to check whether the students in these two groups were homogenous in terms of their proficiency levels, students' scores on the level exam (pre-test) given by the testing unit of the school were used for comparisons prior to launching of the treatment. The students' scores on this test did not indicate significant differences between the two groups. These groups were homogenous in terms of their proficiency in English.

The students' mean scores, standard deviations, and the significance level are presented in Table 1 and the following histogram (bar charts) for the level exam.

Groups	N	Mean	Standard Deviation	Percentage
Control	30	75.16	17	100%
Experimental	30	76.9	18.5	100%

Table 1: Level Test for differences between the two groups prior to implementation

As can be seen, there is no statistically significant difference between the experimental and control groups with respect to students' scores on the level exam (pre-test). Due to testing unit policies the level exam test cannot be reproduced in appendices. The two groups are considered to be equal and, thus, appear to be as subjects for the purposes of this study.



Having identified the subjects of the study, the treatment was launched for the experimental group. Some communicative activities were devised for three different grammatical points (Conditionals Types 1-2-3) as supplementary units (Units 6-10) for the Get on Track to FCE, and implemented by the researcher for a period of six weeks. The experimental group was observed by the researcher herself in their regular classes in order to see if there were any problems with the implementation.

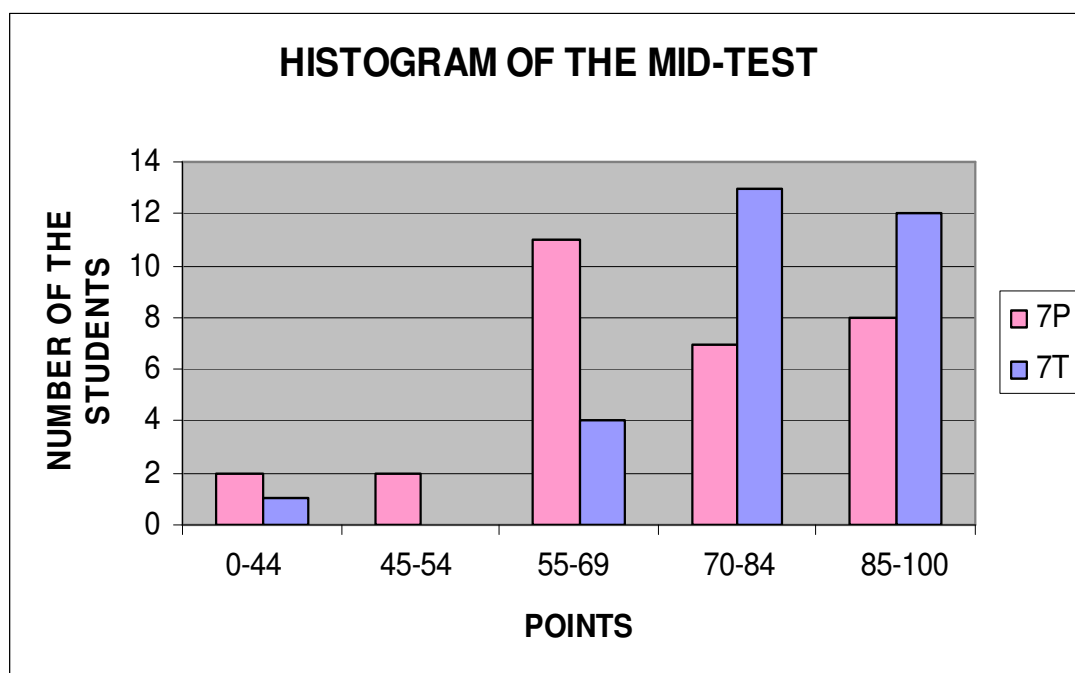
After two weeks, students in the two groups were compared as to whether the students in the experimental group had made any significant gains as a result of the treatment. For this purpose, the first monthly exam (mid-test) administered by the testing unit was used. The rationale for using the tests designed and administered by the testing unit is that, they appear to be valid in terms of content coverage and what it purports to measure, as well as being reliable in terms of internal consistency. As mentioned previously, the treatment was parallel to the flow of the academic programme followed by the school and it would be appropriate to use the standard tests administered by the school rather than designing tests for this study.

In order to see whether there were any significant differences, between the two groups, and whether any significant gains achieved by the experimental group could be attributed to the treatment, students' mean scores on this test were compared. The results of the mid-test are presented in Table 2 and in the following histogram (bar charts).

Groups	N	Mean	Standard Deviation	Percentage
Control (7P)	30	70.13	21.26	93%
Experimental(7T)	30	79.33	17.06	96 %

Table 2: Mid-test for differences between the two groups

As can be seen, the difference between the two groups is statistically significant which indicates that the experimental group achieved significantly better than the control group in spite of having been applied two-week communicative treatment programme to the communicatively oriented teaching group

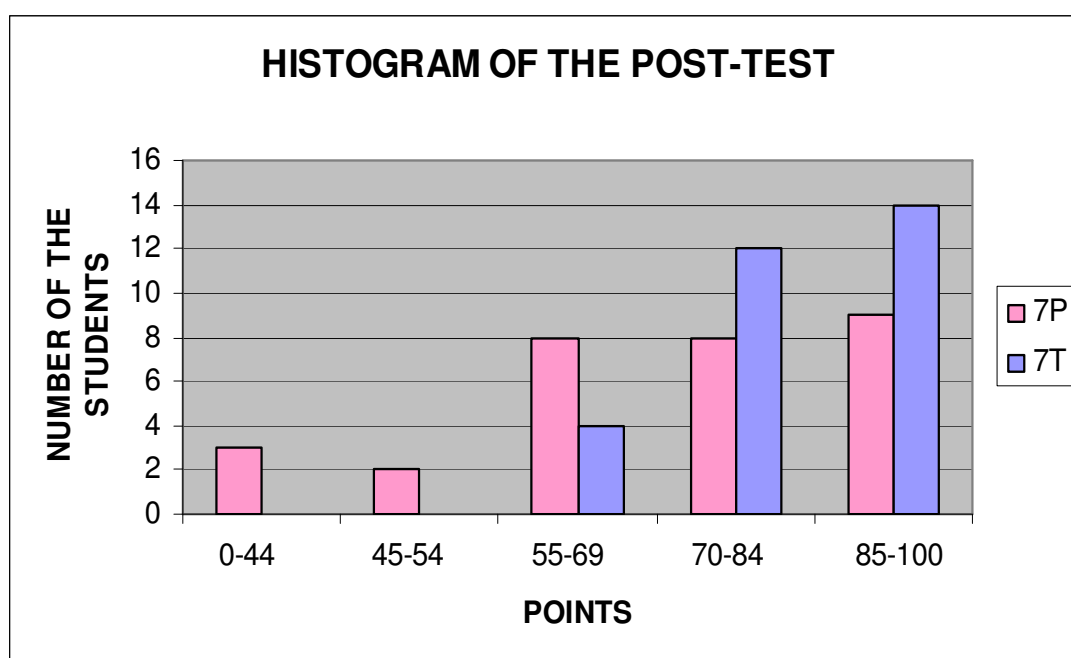


Upon completion of the six week treatment programme, the two groups were compared again based on their scores on the second monthly exam which served as the post-test measure. The results of the post-test analysis indicated significant difference between the two groups again. The results are presented in Table 3 and in the following histogram (bar charts).

Groups	N	Mean	Standard Deviation	Percentage
Control (7P)	30	71.66	22.33	90%
Experimental(7T)	30	82.5	16.86	100 %

Table 3: Post-test for differences between the two groups

The results of the final testing after the treatment showed that the difference between the two groups was statistically significant. The students in the experimental group appeared to perform significantly better compared to their counterparts in the control group.



7.3. Conclusion

7.3.1. Introduction

The aim of this study is to find out whether grammar can be practiced more effectively through activities designed with the guiding principles of Communicative Approach. For the purposes of this study, the two homogenous 7th grade classes in TED Ankara Koleji were selected. Communicatively oriented grammar Teaching was applied in one of the classes (7T) which was assigned as the experimental group and the students in this group practiced grammar communicatively for six weeks with the activities that were devised by the researcher through the guiding principles of Communicative Approach. In the other classroom (7P), traditionally oriented grammar teaching was applied and this group was assigned as the control group. The students in this group practiced grammar in traditional techniques like translation method.

In this chapter conclusion, findings and suggestions which are drawn from the implementation of the study will be discussed. The last part of the chapter includes the limitations of the study.

7.3.2. Findings, Conclusions and Suggestions

The teaching of grammar has seen many changes in terms of approach and technique. Throughout the history of language teaching different approaches to grammar teaching have become fashionable, replacing the previous ones and prevailing for a period of time. Grammar, in some of these approaches, may be focused as an end itself, and therefore has been studied by the learners of English as a key independent component of learning the language. In another view, grammar has also been seen as a means to an end and therefore has been studied as a means of communication. In either view, grammar is the focus of learning English and needs to be taught in order to facilitate learning.

Communicative approach to learning grammar claims that students do not learn language step-by-step or one brick at a time. An understanding of grammar and the language require an interaction with the target language and negotiation of meaning in authentic contexts with authentic texts. In other words, the teaching of grammar communicatively can also be termed a teaching of grammar in context.

Since the development of communicative language teaching in the mid-70s grammar teaching has tended to become associated with a syllabus in which the grammar points required to be mastered one after the other, and the methodology consisted largely of the presentation of rules and example sentences followed by extensive drilling of the grammatical patterns. Therefore, the learners did not enable to use the language appropriately in real-life situations. Students learned grammar rules in depth but they did not learn the actual usage of grammar in communication.

Communicative approach to language learning changed this view. Students were taught to communicate effectively with a large variety of communicative activities which were based on the real life situations.

Most of the developed new text books in the market include these sorts of activities since they follow a communicative syllabus which aims to present the language in real-life communication. The grammar points in these textbooks can naturally be seen in social-life contexts. However, as Savignon (1983) points out the authors of these textbooks cannot foresee all the needs of a particular second language learning class since they are written for general audiences. The search for materials leads us to realize that there is no such thing as an ideal textbook. Materials are the starting point and what makes them work in the context in which they are taught are the teachers and the techniques or drills they use in their lessons. So, the first question addressed in this study asked whether there were differences between the experimental group (communicatively oriented-7T) and the control group (traditionally oriented-7P) in terms of teaching grammar.

As noted previously, two classes at the 7th grade have been studying English for eight years in TED Ankara Koleji and two different approaches to grammar teaching were selected for the purposes of this study. One of these classes was applied traditionally oriented grammar lessons, while the other one was applied communicatively oriented lessons in teaching grammar. The experimental group was observed in order to see if there were any problems with the implementation of the treatment. The traditionally oriented teaching class (7P) was observed in order to identify the approaches to grammar teaching.

The common point in the lessons of traditionally oriented teaching classroom was the use of translation technique a lot. One of the problems in this class, which was partly relevant to the use of translation, was the use of mother tongue. What was observed in most of the classes and as it was seen in sample grammar lessons was the use of mother tongue to a large extent by most of the teachers somehow preferred to teach grammar points in their mother tongue.

It is believed that what made the teacher use it was the lack of organization. Most of them lead busy lives, have many classes and simply cannot afford to sacrifice valuable free time preparing appropriate and efficient classroom materials. Therefore, it is hard to say that there was genuine communication in classes. Teaching is neither lecturing in mother tongue nor in target language. It is also an art that requires personal skills and imagination of the teachers.

One of the other underlying reasons what makes most of the classes unproductive is the fact that teacher is not confident in conducting lessons based on the Communicative Approach. Another worry is that they may think that their teaching is not efficient because they have to do a great deal of teaching rather than carrying out activities and games when presenting new grammar points.

Most of the lessons had a lack of communication since there was not the right portion of teacher talk. It has been suggested that the amount of teacher talk should be 30% at an intermediate level. In most of the classes there was a continuous lecturing in terms of teaching grammar. As O'Neill (2000) states good communicative teaching is learner centred, not teacher-centred. "Teacher-centred" means "BAD". The teacher doles out formal knowledge of the language like a cook giving prisoners thin soup and stale bread in a Victorian prison. 'Learner-centred' means "GOOD".

Consequently, there was no interaction in classes and most of the learners were in a passive role in which they were relating to ideas rather than action and practice. Since the lessons provided the minimal conditions for learners understanding and were not economical in terms of the time spent in presenting the new language in order to provide maximum practice time. They were mainly teacher-fronted lessons and lack of stimulating the students' interest, or of activities that might have involved them in real communication.

The lessons were relatively easy for the teacher in that they involved little preparation and lack of organization and they were based on the belief that simply by explaining the rules of grammar they would be internalized easily. Moreover, most of the teachers that were interviewed informally believed in the usefulness of communicative activities, but as it has been mentioned before the main problem was that; preparing these kinds of activities requires a lot of time. However, some of them still view the approach with scepticism in terms of teaching grammar. Learner-centeredness and grammar teaching are two areas that they find difficult to deal with in the application of the approach.

One of the problems on the part of the students was that they had a great difficulty with recognizing the meaning of the new linguistic structures since they were not exposed to an efficient teaching process. The other problem is that most of them were unproductive in using the new language they learned because they weren't given enough opportunities to handle it in

communicative situations. Nunan (1998) points out that teachers teach language as a set of choices, showing the grammar choices available to learners in communicating meaning.

For example, he uses ice-breaker activities to show how different grammatical structures function differently in communicating similar information. By illustrating these differences and choices, students will be able to choose exactly which grammatical construction conveys the message they wish to communicate.

So, what should the foreign language teachers do in order to solve the problems arising in grammar? Celce-Murcia makes the point clear by the following words:

‘If grammar instruction is deemed appropriate for a class, the teacher's next step is to integrate grammar principles into a communicative framework, since the fundamental purpose of language is communication.’? (Celce - Murcia 1988:8)

The teacher should teach grammar in context, but he has to be careful about the communicative value of the context. He should provide students with a variety of opportunities to put grammar in communicative use. These kinds of activities prepare the learners for real-life situations and they also facilitate the learner's comprehension and production of real language. Grammar instruction is useful to learners if it is taught as a vehicle for real communication and interaction in the target language and if grammar is to be taught for communicative purposes, the structures presented should reflect their use in current-day native speaker discourse. (i.e. Chapter 6, A sample lesson plan 2, Type2 conditional, practice- steps 5and 6).

One of the other important points that need to be taken into consideration is being economical and effective in terms of presenting the new grammar point in order to get maximum practice time. As it has been mentioned before, many traditional approaches insist on 'correctness' at the expense of fluency and confidence. It is suggested that teacher should

maintain a balance between those which concentrate on fluency and those which concentrate on accuracy.

Learners cannot learn structures at one time. They should be given time so that they can learn and use the linguistic structures appropriately. The linguistic rules should be interpreted according to the level, needs, interests, expectations and learning styles of the students. In a way, the teacher needs to construct a pedagogical orientation which takes the above items into consideration.

As noted previously learning a structure is not knowing how it is used, it is also knowing when and why a person is using this structure. In other words, the teacher should make his/her students be aware of certain pragmatic conditions and the students must know when to use noun compound such as 'chair leg' is more appropriate than 's or of form, in a way, they should know how these structures are used in real-life situations.

The second question in this study investigated if there was a significant difference between the grammar scores of students in the experimental and control groups in the mid-test. As mentioned earlier, communicative activities for problematic points of Conditionals were devised by the researcher. The treatment was launched for the experimental group.

At the very beginning of the research, before starting the treatment, the level exam was applied to the both groups to be able to understand whether the students were at the same level in English. After four weeks students scores on second monthly exam (mid-test) were compared in order to see if experimental group (7T) had made any significant progress as an out come of the treatment. In order to see whether there were significant differences between the two groups and any significant gains achieved by the experimental group could be attributed to the treatment students mean scores on this test were compared.

According to the mid-test results the difference between the two groups is no significant which indicates that the experimental group did not achieve significantly better than the control group. And this better performance on the part of the experimental group can be observed.

The third question addressed in this study asked whether there was a significant difference between the grammar scores of students in the post-test. Therefore, upon completion of six-week treatment program, the two groups were compared based on their scores on the third monthly exam (post-test). The results of the post-test analysis indicated significant differences again between the two groups. The students in the experimental group performed significantly better than the students in the control group.

Consequently, the results of the study proved that the hypothesis that grammar can be practised effectively with communicative activities which are developed through the guiding principles of Communicative Grammar teaching to be true in the long run term.

However, Communicative Grammar teaching has some shortcomings in terms of grammatical accuracy. The grammatical accuracy can be developed in the classroom after the communication has been achieved is refuted by immersion research findings. 'Hammerly (1987) points out that the grammatical competence of immersion students is fossilization or classroom pidgin as a result of their trying to communicate freely beyond their limited linguistic competence'. Therefore, as mentioned earlier, the teacher should maintain a balance between those which concentrate on fluency and those which concentrate on accuracy.

To sum up, it is crucial for the teacher that he or she focuses on providing authentic contexts for learner, have the students participate in communication in determining grammatical meaning, and integrating grammar teaching into all modes of communication such as reading, writing, speaking and listening.

However, a communicative lesson dealing with grammar is difficult to prepare and apply, but the teachers must be flexible in their teaching and sensitive to the needs of the learners. They need to learn new skills and on the other hand, they should use their imagination and creativity to integrate the teaching of form and meaning so that they can make learning more interesting.

REFERENCES

- ABBS, B. and FREEBAIRN, I. Blueprint Upper intermediate Students' Book, England, Longman Group UK Ltd. 1993.
- AITKEN, ROSEMARY. Teaching Tenses. UK, Thomas Nelson and Sons Ltd, 1992.
- BERNS, M.S. Functional Approaches to Language and Language Teaching: Another look. S.J. SAVIGNON., and M.S. BERNS (Eds.), Initiatives in Communicative Language Teaching, USA, Addison-Wesley Publishing Company, 1984: 3-21.
- BRUMFIT, C.J. and K.JOHNSON. The Communicative Approach to Language Teaching, Oxford, Oxford University Press, 1983.
- CELCE-MURCIA, M. and S.HILLES. Techniques and Resources in Teaching Grammar, Oxford, Oxford University Press, 1988.
- Formal Grammar Instruction: An educator Comments. TESOL Quarterly, 26, 1992: 406-408.
- CELCE-MURCIA, M. and E. OLSHTAIN. Discourse and Context in Language Teaching, Cambridge, Cambridge University Press, 2000.
- COPAGE, J. MORTIMER, L. STEPHENS, M. Get on Track to FCE, UK, Pearson Education Ltd, Longman, 2002.
- CRYSTAL, D. The Cambridge Encyclopedia of Language, Cambridge, Cambridge University Press, 1987.
- DOGGET, G. Eight Approaches to Language Teaching, Washington, From Centre for Applied linguistics, 1986.
- ESKEY, D. 'Meanwhile, Back in the Real World.... : Accuracy and Fluency in Second Language Teaching'. TESOL Quarterly, 17, 1983: 315-323.

- GLEASON, H. A., *An Introduction to Descriptive Linguistics*, revised edition, New York, Holt, Rinehart and Winston, 1961.
- HAMMERLY, H. The Immersion Approach: Litmus Test of Second Communication. *The Modern Language Journal*, 71, 1987: 395-401.
- HARMER, J. *The Practice of English Language Teaching*, London, Longman, 1995.
- HOWATT, A. *A History of English Language Teaching*, Oxford, Oxford University Press, 1984.
- HYMES, D. *Sociolinguistics*, Harmondsworth, Penguin, 1972.
- KATAMBA, F. *Modern Linguistics: Morphology*, London, Macmillan Press Ltd., 1993.
- KESKIL, G. *Teaching Grammar: Basic Aspects, Different Views*, Hacettepe Tas., 2000.
- LARSEN-FREEMAN, D. *Teaching Grammar*. M. CELCE MURCIA (Ed.), *Teaching English as a Second or Foreign Language*, Boston, Heinle and Heinle Publishers, 1986: 279-296.
- LITTLEWOOD, W. *Communicative Language Teaching*, Cambridge, Cambridge University Press, 1983.
- LOVEDAY, L. *The Sociolinguistics of Learning and Using a Non-Native Language*, Oxford, Pergamon Press, 1982.
- MCKAY, S. L., *Teaching Grammar Form, Function and Technique*, New York, Cambridge University Press, 1985.
- Teaching Grammar*, Exeter, Wheaton Ltd., 1987.

- MİRİCİ, İ. HAKKI. Teaching Grammar Communicatively with special reference to Building Strategies, Ankara Gazi University M.A Thesis, 1993.
- MUNBY, J. Communicative Syllabus Design: A Sociolinguistic Model of Purpose-specific Language Programmes, Cambridge, Cambridge University Press, 1978.
- NUNAN, D. Teaching Grammar in Context. ELT Journal, 52, 1983.
- O'NEILL, R. Lesson Art and Design, ELT Journal, 2002.
- ÖZTUNA, MEHMET. Success in Grammar, İzmir, Tibyan Yayıncılık, 1999.
- PAULSTON, C. and BRUDER, M., From Substitution to Substance, Massachusetts, Newbury House Publishers, 1976.
- PRODROMOU, LUKE. Grammar and Vocabulary for First Certificate, England, Pearson Education Ltd., 2000.
- RICHARD, J.C. and T.S. RODGERS. Approaches and Methods in Language Teaching, Cambridge, Cambridge University Press, 1986.
- RIVERS, W.M. Teaching Foreign-Language Skills, Chicago, The University of Chicago Press, 1981.
- ROBINETT, B. W. , Teaching English to Speakers of Other Languages, Canada, Burns and MacEachern Ltd., 1980.
- ROULET, E. Linguistic Theory, Linguistic Description and Language Teaching, London, Longman Group Limited, 1975.
- SCARS, L. and J. SOARS, New Headway English Course, Oxford, Oxford University Press, 1996.

- SCOTT, R. Speaking. K. JOHNSON and K. MORROW (Eds.),
Communication in The Classroom, Oxford, Oxford University Press,
1981.
- SAVIGNON, S.J. Communicative Competence: Theory and Classroom
Practice, USA, Addison-Wesley Publishing Company, 1983.
- SEÇKİN, Hümset. Teaching Grammar Communicatively at Intermediate Level,
Ankara Hacettepe University, M.A Thesis, 2002.
- STERN, H.H. Fundamental Concepts of Language Teaching, Oxford, Oxford
University Press, 1983.
- THORNBURY, S, How to Teach Grammar, Longman, 2000.
- TOMLIN, R.S. Functional Grammars, Pedagogical Grammars, and
Communicative Language Teaching Perspective on Pedagogical
Grammar, Cambridge, Cambridge University Press, 1994.
- YULE, G. The Study of Language, Cambridge, Cambridge University Press,
1985.
- WESTNEY, P. Rules and Pedagogical Grammar. T. ODLIN (Ed.),
Perspectives on Pedagogical Grammar, Cambridge, Cambridge
University Press, 1994.
- WIDDOWSON, H.G. Teaching Language as Communication, Oxford, Oxford
University Press, 1978.
- WIDDOWSON, H.G. The Teaching of English as Communication. C.J.
BRUMFIT and K.JOHNSON (Eds.), The Communicative Approach to
Language Teaching, Oxford, Oxford University Press, 1979.
- WRIGHT, A. BETTERIDGE, D. BUCKBY, M. Games For Language
Learning, UK, Cambridge University Press, 1985.

APPENDICES